Community College of Philadelphia

Enrollment Management Plan

2008-2012

An Agenda for Student Success

April 15, 2009

Community College *of* Philadelphia

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Introduction

Enrollment Management is the catalyst for building the future in student access, enrollment, success, and graduation at Community College of Philadelphia. We can realize this mission, however, only through a clear vision and commitment to action that engages all members of the College and larger community and by ensuring that Enrollment Management will be a transparent process that is flexible and subject to outcomes analysis. As we enter what may be the most challenging and engaging period in the College's service to the City of Philadelphia, we must be prepared to recognize important social, economic and educational shifts and be ready to respond with energy, agility, and resolve to meet those challenges.

Drawing from the College's 2004-2008 Strategic Plan, the 2006-2009 Academic Master Plan, the 2004-2007 Technology Plan, the 2003 Diversity Plan and the Integrated Marketing Plan of April 2006, the Enrollment Management Plan concentrates on issues involving student engagement and outcomes in the following areas: marketing, recruitment, retention, and student satisfaction. It is also informed by the College's existing goals and priorities relating to communications and image, career development, and lifelong learning goals to identify, support and achieve student-centered successes.

A Comprehensive Approach to Enrollment Management Planning

In Fall 2007 an Enrollment Management Committee was established to develop a plan that would be both comprehensive and responsive to the changing economic, social and educational needs of our students and institution. The Committee began by examining the goals established in the 2004-2008 Enrollment Management Plan and used those goals as a base to begin the process of developing an Enrollment Management Plan for the future.

An outline focusing on key areas for the new Plan was agreed upon and featured the following foundational components:

- Environmental Scan
- Strategic Opportunities
- Key Performance Indicators
- Marketing Strategies
- Recruitment Strategies
- Retention Strategies
- Student Service Strategies

To ensure an effective and collaborative approach to enrollment management planning, the Vice President for Student Affairs developed a structure that ensured the involvement of college-wide representation to the committee and work teams drawing heavily from individuals in Academic Affairs, Students Affairs, and Marketing and Government Relations. A strategic and integrated process was created to provide for an efficient yet interactive communication network among committee members (see attached diagram on page 10). In addition, a secondary course of action was developed to make certain that students would have a voice in the planning through the formation of student focus groups. Charges to the committee and the respective teams were developed. The Enrollment Management Committee was charged with: evaluating data identified as a result of the environmental scan; developing strategic opportunities; responding to research questions; coordinating planning; and assuming responsibility for implementation oversight.

The following work teams were established:

- Marketing, Recruitment and Communications Team
- Enrollment Process Team
- Student Success (Retention) Team

The charge to these teams was to develop strategies, determine implementation timelines, design evaluation measures, and develop improvements to existing activities, services and programs.

The Student Success Team focused on retention-related strategies and also supported two additional work groups each focusing on the identified priority strategies of the College's Achieving the Dream initiative:

- Early Alert/Intervention Work Group
- Orientation Work Group

The charge for these groups was development and ensuring the delivery of services and evaluation.

Finally, there were opportunities for feedback from the College community and for feedback from students through ongoing presentations, discussions and forums.

Summary of Milestones Relating to the Enrollment Management Plan

As a beginning step in the process, the Enrollment Management Committee reviewed the goals of the Enrollment Management Plan of 2004-2008. These goals had been developed through a collaborative effort of College-wide individuals divided into work groups.

The review of these goals provided assistance in shaping the discussion for the development of the new Enrollment Management Plan, and the dialogue enabled the Enrollment Management Committee to further develop proposed initiatives and strategies.

The development of the new Plan also included the use of institutional data, College strategic plans, internal and external scans, and feedback from College faculty, staff, students, and external

constituencies. The Committee reviewed and assessed this information, gathered additional information and determined how to incorporate relevant information and data into the development of the new enrollment management plan.

Additionally, components of existing College plans that significantly influence enrollment management were critical in the development of the new Enrollment Management Plan. They are:

College Strategic Plan (2004-2008)

- Goal A1.   The College will enhance quality, innovation, and effectiveness in the delivery of academic, administrative, and student support services.

- Goal A2. The College will establish a more student-centered culture.

- Goal D1. The pursuit of parity in student outcomes will guide institutional decision making.

- Goal F1. The College will create an image enhancement plan that reflects the Mission and supports the College's achievement of programmatic and financial success.

- Goal G1. The College will create a comprehensive marketing plan that utilizes targeted approaches tied directly to the College's Mission, strategic direction and image-enhancement goals.

- Goal H1. The College will enhance and create new systemic support structures designed to encourage students' academic success and persistence at the College until their educational goals are achieved.

- Goal H2. The College will improve upon the management of credit and non-credit programs, and client partnerships to create flexible options for continuous learning and promote improved student retention.

Academic Master Plan (2006-2009) - identifies guidelines for promoting a student-centered learning environment and programmatic planning for enhancing the quality of student learning and programmatic directions.

Diversity Plan (2003) - identifies an area of focus on campus climate, enhancement of the curriculum for the development of a core diversity course, greater appreciation by students of their strengths, aspirations, cultural backgrounds and experience, and increased awareness and appreciation of a diverse world where all are interdependent.

Facility Master Plan (2003) – identifies specific program requirements that cannot be fully addressed in current space allocations and/or conditions, provides direction for enhancing the overall attractiveness and functionality of the College's Main campus and the College's three Regional Centers with a focus on planning for expansion of existing space and the construction of a new building, an addition to an existing building and/or the comprehensive redesign of existing space.

<u>Integrated Marketing Plan</u> (2006) – identifies strategies in the following key areas: current students, donors, youth market, adult market, business market, distance market, and international students.

<u>Technology Plan</u> (2004-2007) – identifies strategies related to technology in the following areas: access, improvement, support, knowledge, and security/ethics.

Summary of College-Wide Collaboration and Feedback

The Enrollment Management Committee sought collaboration and feedback from all members of the College community during the development of the Enrollment Management Plan. This collaboration was accomplished through several significant activities including participation by members of the Enrollment Management Committee in Professional Development Day and Professional Development Week presentations. The following are examples of those activities:

- On Professional Development Day, October 8, 2007, "Achieving the Dream: Priority Commitments," members of the Enrollment Management Committee and members of the Work Groups presented *"AtD Priority One: Improving Student Outcomes through Strengthened Student Support Systems,"* which focused on Comprehensive Orientation and Early Alert/Intervention Systems, and introduced AtD priorities and the Enrollment Management structure through small group exercises. These exercises were intended to gather suggestions on orientation, ways to expand faculty reporting and ways to include performance indicators in the reporting. As a result, in fall 2008 an enhanced set of performance indicators was incorporated into the 20% and 50% reporting periods. These indicators allowed faculty to report at risk performance specific to student lateness, inadequate class participation, inappropriate classroom behavior, and missing assignments. This intervention, coupled with directed institutional responses mailed to students and additional early alert initiatives, positions the College as a strong advocate for increased student success and is consistent with Achieving the Dream Agenda.

- During Spring Professional Development Week, January 7 -11, 2008, "Achieving the Dream: Solutions with Promise," the Enrollment Management Committee and Work Teams presented *"Strategies for Student Success"* with a focus on members of the College community becoming a part of the campus-wide discussions that were occurring. Faculty involvement and participation were the focus of the session to share ideas and engage the faculty in developing an implementation plan that involved the entire campus. The main outcome was to identify promising strategies which impact our students' success. The presentations were well attended, interactive and informative, with positive participation outcomes and the creation of opportunities for feedback from the College-wide community. One particularly important result of these conversations was that the Enrollment Management Plan be considered flexible rather than rigid. That is, consistent with the Achieving the Dream objectives, the College would view all initiatives as subject to strict outcomes protocols, with less than successful efforts recognized early and eliminated from the roster of supports provided to students and new initiatives consistently encouraged.

- Student focus groups also played a significant role in providing valuable and insightful feedback to assist in the development of the Plan.

- The Enrollment Management Committee met monthly for the 2007-2008 academic year to address specific assignments, discuss data and gather facts, process information from other teams, and formulate and finalize the plan. All of the work teams met at least monthly for the academic year, and often more when required, to meet their deadlines and expectations. Through these efforts, the Enrollment Management Plan evolved and a draft was completed. The Committee continued to meet monthly during the 2008-09 academic year moving from plan development to plan implementation oversight.

A clear, workable, outcomes-based Enrollment Management Plan is essential given the challenges assumed by the College to meet the educational needs of Philadelphians, as well as the needs of the workforce. The plan that follows meets those challenges while remaining flexible and subject to ongoing assessment. It strengthens the advocacy mission of the institution to not just provide courses and curricula, but to actively provide supports and interventions that will enhance student success. This Enrollment Management Plan, guided by the Enrollment Management Vision, exemplifies the intent of the College mission, core values, and vision of being a premier learning institution.

ENROLLMENT MANAGEMENT

<u>Vision Statement</u>

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 apply available resources in order to achieve a concerted effort by the College to market and recruit students into the wide variety of program offerings, to process students' inquiry and enrollment, and to retain these students until educational goals are met. This will be achieved by striving for a greater understanding of the needs of the city, student body, community partners, and staff through development of effective data collection, analyses, research, and dialogue while remaining committed to integrated planning and development within and across divisional lines.

The College will establish 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.

The outcomes of the Enrollment Management Plan will be to:

- 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 Community College of Philadelphia's enrollment management efforts;
- Provide statistical information to enhance evidence-based decision making;
- Enrich the educational environment through streamlined processes integral to student success; and
- Assist in providing pathways for students to continue their education, transfer, and enter the workforce prepared for a diverse and global society.

College Mission, Vision, and Core Values

Mission Statement

Community College of Philadelphia is an open-admission, associate-degree-granting institution which 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 which 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;

- 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.

Vision Ideals

- A college environment that values and supports a culturally diverse and intellectually dynamic community and prepares students for global citizenship.
- Respected liberal arts and transfer programs that facilitate student preparation for the baccalaureate experience.
- Superior career programs that prepare students to meet current and evolving labor market needs.
- Innovative developmental and literacy programs that prepare students for more advanced educational and training opportunities.

- Agile programs that meet the needs of employers and emergent workforce development initiatives.
- Responsive continuing adult and community education programs that enhance and encourage individual growth and development.
- An engaged and excellent faculty, staff and administration that enable students to meet their full potential.
- A teaching and learning environment that exemplifies ongoing and productive communication and collaboration across the institution.
- Strong and mutually beneficial partnerships with public and parochial schools, community organizations and governmental agencies that model effective community-based educational programs.
- State-of-the-art technology employed to enhance teaching and learning.
- Accessible and affordable education designed to optimize opportunities for student participation.
- A supportive learning community that uses learning outcomes to measure success and guide innovative curricular and program improvements to meet individual and group needs.

College Values

Integrity
The College places fairness and honesty at the center of all of its policies and operations. We uphold the highest ethical standards in striving for academic and professional integrity in all that we do. We strive to be both responsible and responsive in utilizing resources to meet student and community needs.

Academic Excellence
The College sets, expects, and maintains high educational standards consistent with the needs of the students, region, and changing workforce. Our faculty and staff are committed to providing high-quality, innovative, and flexible educational opportunities and services in an accessible student-centered environment.

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 we serve. We affirm that diversity is crucial to a democratic society, as it enriches the educational experience and celebrates differences among individuals.
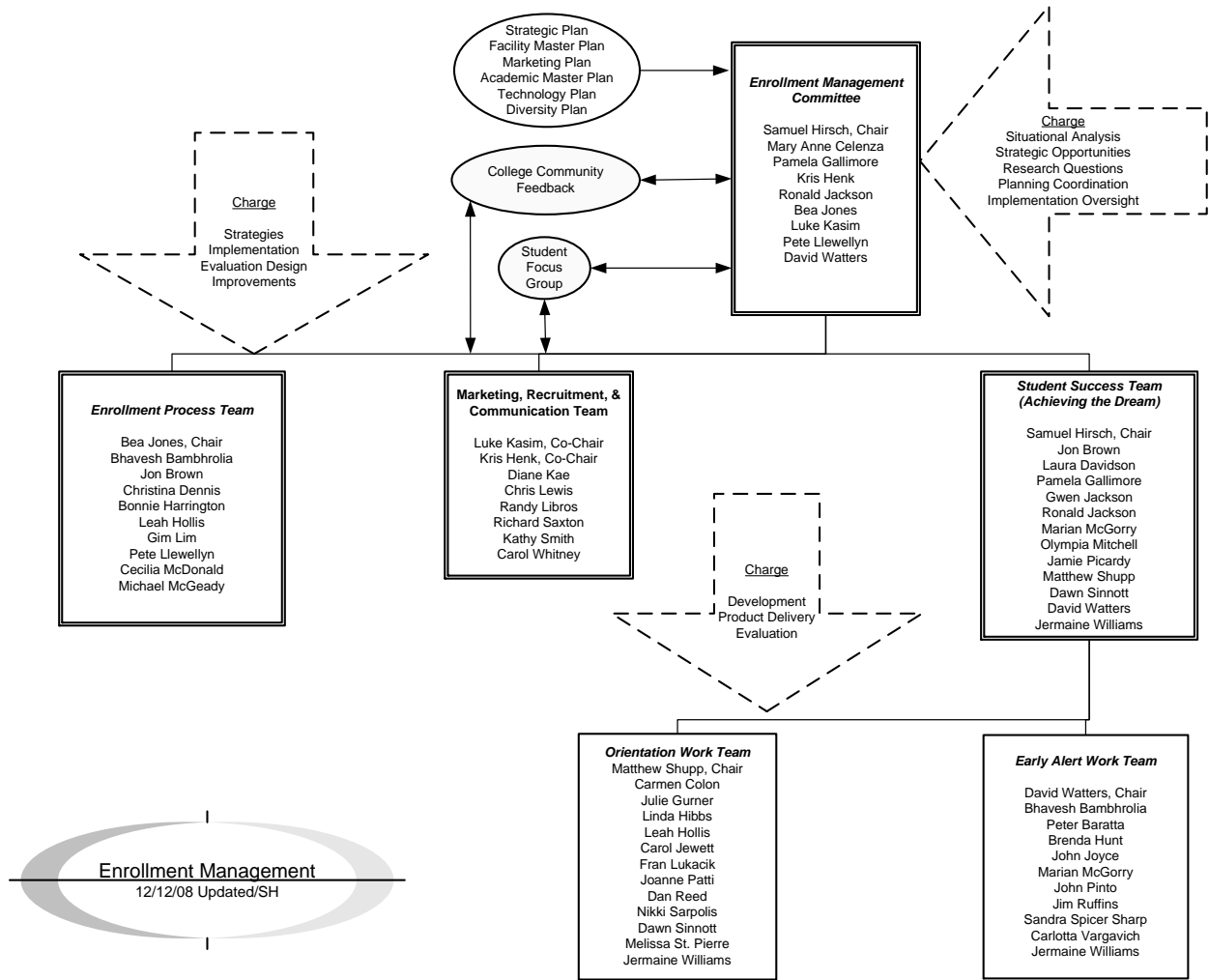
Commitment to Teaching and Learning
The College functions as a learning organization, continually adapting, improving, and evaluating its services to promote life-long intellectual and personal development. We believe that learning is rooted in both curiosity and inquiry, and is engendered by dedicated, creative, and enthusiastic teaching utilizing appropriate and optimal modes of delivery. Technology supports and serves the learning process.

Communication
The College is committed to effective, open, and proactive communication. We take responsibility to listen, speak, and write clearly to inform others and foster collaboration by using and respecting a matrix of communication channels. Collaborative partnerships are strengthened when communication is ongoing and productive.

Respect
The College promotes respect, civility, and courtesy in our day-to-day interactions with others. We seek to instill respect for and appreciation of members of the College community, our facilities, our environment, our community, and the institution in which we work.

Strategic Plan
Facility Master Plan
Marketing Plan
Academic Master Plan
Technology Plan
Diversity Plan

Enrollment Management Committee

Samuel Hirsch, Chair
Mary Anne Celenza
Pamela Gallimore
Kris Henk
Ronald Jackson
Bea Jones
Luke Kasim
Pete Llewellyn
David Watters

Charge
Situational Analysis
Strategic Opportunities
Research Questions
Planning Coordination
Implementation Oversight

Charge
Strategies
Implementation
Evaluation Design
Improvements

College Community
Feedback

Student
Focus
Group

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Christina Dennis
Bonnie Harrington
Leah Hollis
Gim Lim
Pete Llewellyn
Cecilia McDonald
Michael McGeady

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Kris Henk, Co-Chair
Diane Kae
Chris Lewis
Randy Libros
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Kathy Smith
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Jamie Picardy
Matthew Shupp
Dawn Sinnott
David Watters
Jermaine Williams

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Product Delivery
Evaluation

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Brenda Hunt
John Joyce
Marian McGorry
John Pinto
Jim Ruffins
Sandra Spicer Sharp
Carlotta Vargavich
Jermaine Williams

Enrollment Management
12/12/08 Updated/SH

Community College *of* Philadelphia

Enrollment Management Plan
2008-2012

Introduction – Environmental Scan

Section IV of the 2008-2012 Enrollment Management Plan addresses the conditions within the city and the College that must be assessed when developing a far reaching EMP. As noted in the data that follow, among the nation's ten largest cities, Philadelphia ranks first in the percentage of its citizens who live in poverty. Not surprisingly, other equally disturbing data would suggest why this is so:

- In a city of over one and a half million people, only 9% have graduate or professional degrees
- Only 12% hold a Bachelor's degree
- Only 5% hold an Associate's degree
- Over 60% of the city's adults are considered low-literate
- A full quarter of all city residents left high school without a diploma
  (Census Bureau 2006 American Community Service)

Yet most jobs that provide family sustaining wages require at least an Associate's degree.

Further, while it is projected that by 2010 there will be an increase of 31% in the awarding of Associate's degrees and an increase of 22% in the awarding of Bachelor's degrees, it is also projected that only 14% of minority youth will complete four years of college compared with 49% of white youth. Clearly, immediate, strong, and most importantly, productive initiatives must be affected to reverse the widening educational gap between minority and non-minority citizens.

While Community College of Philadelphia is one of 83 colleges and universities in the surrounding region, our enrollment demographics would suggest that we are a primary institution for post secondary education for Philadelphia public and parochial school students. Yet data gathered from an Institutional Effectiveness Report in 2007 show that of 10,986 students who discontinued their studies after spring 2006 and fall 2006, 3,993 (36%) left the College without ever attempting a college-level course or with a GPA below 2.0, and only 1,074 (10%) earned a degree. Although the same Institutional Effectiveness Report shows slight gains in select areas of persistence and academic success, there are as well fluctuations that show gains to be tenuous.

Community College of Philadelphia has seen an increase in applications in the last year from 20,096 in 2006-07 to 22,454 in 2007-08, and with the current economic crisis we may expect to see applications rise considerably more in 2008-09. However, of the combined applications received over the last two years (42,550), only 27% (11,492) of the applicants actually enrolled.

What we know with mathematical certainty is that education is the key to the economic success of our citizenry and, by extension, the economic health and well-being of the city. Community College of Philadelphia has been a strong force in educating generations of Philadelphians from the day we opened our doors. However, no time has been more critical and no time has presented more opportunity than the present to play a central role in the educational development of the Philadelphia workforce through sound enrollment management practices and educational decisions that understand and address the present while looking to the future. We have already, through our Achieving the Dream initiatives, faculty and staff professional development

programs, and sound planning for recruitment, enrollment, student success and graduation, made significant commitment to the people of Philadelphia. However, as the following environmental scan shows, there is a formidable challenge still to be met if we are to sustain the educational contribution necessary to revitalize our city's workforce.

Characteristics of Philadelphia

A. City

- Total population of Philadelphia County: 1,517,550 (US Census Year 2000).
- Philadelphia has a concentration of some of the best educational, medical and cultural institutions anywhere in the world.
- In Philadelphia and the surrounding region there are 83 colleges and universities.
- Philadelphia, like the rest of the nation, has seen a shift to an increasingly knowledge-based economy.
- Philadelphia is leveraging historic assets to increase the share of domestic and international tourism.
- Philadelphia's labor force participation rate is ranked 96th out of the nation's 100 largest cities.

B. Education

The educational attainment of Philadelphia County residents, 25 years of age and over, as reported by the Census Bureau (2006):

Graduate or professional degree	9%
Bachelor's degree	12%
Associate's degree	5%
Some college, no degree	15%
High school diploma or equivalency	38%
Less than high school diploma	22%

- Only 20% of Philadelphians have a college degree.
- Philadelphia is 92nd out of the 100 largest cities in the percentage of residents without college degrees.
- Over 80,000 Philadelphians ages 25-45 enrolled in college at some point but never graduated.
- 25% of the city's residents left high school without a diploma.
- 30% who left high school by 11th grade are not working.
- Over 60% of the city's adults are considered low-literate.
- Jobs that provide family-sustaining wages require at least an Associate's degree.
- 41.2% of students were enrolled in elementary/middle school (1-8).
- 21.9% of students were enrolled in high school (9-12).
- 26.3% of students were enrolled in college or graduate school.

C. Economics

- Among the nation's ten largest cities, Philadelphia ranks first in the percentage of people living in poverty and with little formal education and few skills.
- Almost half of able-bodied adults are not working or looking for work.
- Economic success in Philadelphia is tied directly to education; residents with post-secondary training work at higher rates and earn more than those without.
- Many baby boomers will soon retire, and Philadelphia has an unprepared, undereducated and disengaged workforce available to replace them. The utilities, healthcare and

government sectors are already experiencing shortages of workers due to the aging work force.

- Parents in working families often hold two or more jobs to make ends meet which affects their ability to fully engage with their children and their children's education, fundamentally undermining efforts to improve educational and social outcomes.
- Underemployment at an early age typically leads to joblessness in adulthood.
- Insufficiently preparing our work force for employment opportunities of today and tomorrow leads to stalling innovation, stifling growth of existing businesses, deterring economic development, depleting the tax base, and increase the strain on the city's public resources.

D. Labor Force/Industry

- Jobs that provide upward mobility without formal training are rare.
- Educated residents have an unemployment rate of 3.5%.
- Those lacking degrees have an unemployment rate between 19% and 25%.
- The unemployment rate for Philadelphia residents between ages 20-24 years is 22%.
- Educated residents earn 60% more than their non-degreed colleagues.
- The fastest growing jobs in Philadelphia are low-wage service sector positions.
- The number of low-skilled workers far exceeds the number of low-skill jobs.
- Currently, just over one in four Philadelphia jobs are found in the health and education sectors.
- Jobs that provide family-sustaining wages require at least an associate's degree.

Labor Market Outcomes by Educational Attainment, Ages 25-64
Philadelphia, Suburban Counties* and Pennsylvania, 2005

	Philadelphia	Suburban Counties	Pennsylvania
Less than H.S. Diploma			
labor force participation rate	49.8	64.6	58.1
employment rate	40.1	59.2	51.4
unemployment rate	19.5	8.3	11.6
H.S. Graduate/GED			
labor force participation rate	69.7	76.1	74.9
employment rate	61.7	72.2	70.1
unemployment rate	11.5	5.2	6.3
Some College or Associates Degree			
labor force participation rate	77.9	83.9	81.2
employment rate	70.9	80.6	77.0
unemployment rate	9.1	3.9	5.2
Bachelor's Degree or Higher			
labor force participation rate	85.0	85.5	85.1
employment rate	81.4	83.2	82.7
unemployment rate	4.2	2.7	2.9

*Bucks, Chester, Delaware and Montgomery

According to the Census Bureau's American Community Survey (2006), the most common occupations were as follows:

Management, professional and related occupations	32%
Sales and office occupations	28%
Service occupations	21%
Production, transportation and material moving occupations	12%
Construction, extraction, maintenance and repair occupations	7%

Eighty-one percent of the people employed were private wage and salary workers; 15% were Federal, state and local government workers; and 4% were self-employed-own not-incorporated business workers (Census 2006). According to the Human Capital Working Group's report in 2006, a survey of 191 area employers (largest employers in the region) was conducted, and 64 responses were received (34% response rate). According to these business leaders, the top four fields in high demand in their industries included the following: Business and financial disciplines, health-related disciplines, computer and information technology, and law-related disciplines. They also indicated that they had the most difficulty filling mid-level professionals, and two out of five employers were unable to meet their diversity goals by hiring from the greater Philadelphia workforce.

E. Race*
- Second largest Hispanic population in the Northeast following New York (Greater Philadelphia Hispanic Chamber of Commerce)
- 45% of the total population is White
- 43.2% of the total population is Black/African American
- 8% of the total population is Hispanic/Latino (Mexican, Puerto Rican, Cuban)
- 4% of the total population is Asian (Chinese, Filipino, Korean, Chinese, Japanese)

F. Age*
Youth Market (18 years or younger):
- 26% of the total population is under the age of 18
- 7.4% are between the ages of 10 and 14 (middle school market)
- 7% are between the ages of 15 and 18 (high school market)

Traditional Market (18 years to 21 years):
- 5% of the total population is between the ages of 18 and 21

Non-Traditional/Adult Market (21 years and over):
- 69% of the total population is 21 years of age and older

Age distribution of people in Philadelphia County, 2006:

65 and over	13%
45-64	24%
25-44	27%
18-24	11%
Under 18	26%

G. Sex*
- 46.5% of the total population are male
- 53.5% of the total population are female

* American Community Survey 2006

Projections

A. Education

- With 70% of new jobs requiring a postsecondary degree, by 2010 it is expected that there will be a 31% increase in the demand for Associate's degrees and a 22% increase in the demand for Bachelor's degrees in the Philadelphia region.
- It is estimated that only 14% of minority youth will complete four years of college compared with 49% of white youth.

B. Labor Force/Industry

Employers were asked to indicate the top three business units they expected to recruit most heavily for in the next three to five years. Their responses were as follows:

Information Technology	31%
Sales	31%
Operations	27%
Administrative Support Staff	27%
Healthcare Professionals	25%
Customer Service	23%
General Management/Administration	23%
Marketing	17%
Finance	14%
Research and Development	14%

*Human Capital Working Group 2006

When asked to prioritize recruiting efforts for four types of employees (entry level, mid-level professionals, mid-level management and senior-level management), business leaders indicated their highest recruitment priority in the next three to five years would be mid-level employees (32.8%) followed closely by entry-level employees (31.1%).

- It is projected that between 2006 and 2015, the growth rate among working adults ages 25-54 will only be 2%.
- Approximately 70% of new job growth in Philadelphia is expected to come from two industry sectors: Healthcare and educational services. This trend is expected to continue over the next ten years.
- The occupations in highest demand will be nurses and postsecondary teachers (5,000 new jobs by 2011); it is expected that there will be an increased need for childcare workers, teacher assistants and home health aides as well (4,400 new jobs by 2011).
- Finance/insurance and manufacturing are anticipated to experience a 45% loss in jobs.
- It is predicted that 70% of new jobs will require a postsecondary degree.

*Philadelphia Workforce Investment Board 2005

The Philadelphia Workforce Investment Board projected job growth by industry in the neighboring counties of Bucks, Chester, Delaware and Montgomery for the period 2005-2010. The top 10 industries with the greatest projection for new job growth are as follows:

Industry	% Increase in Job Growth
Educational services	21%
Management of companies and enterprises	19%
Arts, entertainment and recreation	18%
Administrative and waste services	15%
Health care and social assistance	13%
Professional and technical services	13%
Real estate and rental and leasing	13%
Other services except public administration	11%
Accommodation and food services	11%
Retail trade	10%

Occupations expected to experience growth in the Philadelphia Region from 2002-2012 (High Priority Occupations for Philadelphia County Workforce Investment Area) as reported in "Impact of Community College of Philadelphia Health Care Programs on the Philadelphia Region, 2007" as published by the Office of Institutional Research in August 2007:

Computer Support Specialists	Radiologic Technologists and Technicians
Paralegals and Legal Assistants	Radiation Therapists
Medical Records and Health Information Technicians	Veterinary Technologists and Technicians
	Cardiovascular Technologists and Technicians
Physical Therapy Assistants	Home Health Aids
Dental Hygienists and Assistants	Medical Assistants
Occupational Therapy Assistants And Aides	Teachers Assistants
	Registered Nurses

C. Race

- By 2011, two of three Philadelphians between the ages of 15 and 34 will be from minority groups. The numbers of Latinos in this age group will increase by 14%.

- It is estimated that only 14% of minority youth will complete four years of college compared with 49% of white youth.

Projected distribution of Philadelphia's prime working-age population by race/ethnicity, 2011:

Black	42%
White	38%
Latino	12%
Asian	7%
Other	1%

Sources

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Community College of Philadelphia. *College Fact Book: First-Time, First-Term Students, Table 12.* 2008

Community College of Philadelphia. *Impact of Community College of Philadelphia Health Care Programs on the Philadelphia Region.* August 2007

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Western Interstate Commission for Higher Education. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022.* March 2008

Summary of Institutional Outcomes
Student Persistence, Retention and Graduation

Student Persistence and Retention

- Short-term persistence rate decreased for the most recent student cohort of full-time students and increased for the most recent part-time cohort. More than three quarters (76.5%) of full-time students and 61.5% of part-time students from fall 2006 re-enrolled in spring 2007. *Short-term persistence rate is based on re-enrollment in the second semester for new full-time and part-time students in fall semesters.* See Table 14. (IE Report 2007).

Table 14 - Percent of new full and part-time students in the fall who return the subsequent spring semester

	New Full-time	*New Part-time*
Fall 1998	*77.6 %*	*47.1 %*
Fall 1999	*77.3 %*	*46.9 %*
Fall 2000	*77.2 %*	*46.5 %*
Fall 2001	*77.2 %*	*56.4 %*
Fall 2002	*77.6 %*	*56.5 %*
Fall 2003	*77.2 %*	*55.4 %*
Fall 2004	*79.2 %*	*58.6 %*
Fall 2005	*80.2 %*	*60.8 %*
Fall 2006	*76.5 %*	*61.5 %*

- Half of the 2006 first-time, full-time cohort continued to be enrolled after their first year at the College. See Table 15. (IE Report 2007)

Table 15 - Fall to fall persistence and cumulative graduation rates for first-time, full-time college-level students (This indicator tracks the persistence of first-time students, enrolled in at least one college level course. First-time students enrolled in all developmental courses are excluded.)

Year Cohort Entered	Continued to Second Year	Continued to Fourth Year	Graduated In 4 Years	Continued to Sixth Year	Graduated In 6 Years
1997	53.9 %	17.6 %	10.7 %	7.7 %	14.1 %
1998	51.1 %	16.9 %	13.3 %	7.0 %	15.9 %
1999	54.4 %	18.6 %	13.4 %	7.9 %	17.2 %
2000	54.5 %	20.3 %	13.7 %	7.0 %	15.8 %
2001	54.6 %	18.5 %	12.6 %	6.3 %	15.8%
2002	54.6 %	17.5 %	14.4 %	6.7%	
2003	54.3 %	15.3%	13.4%		
2004	54.4 %	18.8%			
2005	51.7%				
2006	50.7 %				

- With regard to fall-to-spring persistence/attrition outcomes for all enrolled students in several fall semesters, 66.5% of fall 2006 students returned in the next spring semester, 62.8% in the same program and 3.7% in a different program. See Table 17. (IE Report 2007)

Table 17 - Fall to spring persistence/attrition outcomes

	Enrolled	Returned Same Program	Returned Different Program	Graduated	Did not Return the Following Spring
Fall 1997	16,212	59.5 %	6.7 %	1.4 %	31.4 %
Fall 1998	16,242	55.9 %	9.5 %	1.3 %	33.3 %
Fall 1999	15,797	52.4 %	11.9 %	1.7 %	34.0 %
Fall 2000	16,346	60.5 %	6.4 %	1.5 %	31.7 %
Fall 2001	17,775	62.0 %	5.1 %	1.7 %	31.3 %
Fall 2002	18,354	62.3 %	5.3 %	1.4 %	30.1 %
Fall 2003	19,458	63.1 %	5.3 %	1.3 %	30.3 %
Fall 2004	19,238	63.7 %	5.4 %	1.1 %	29.8 %
Fall 2005	16,825	64.0 %	3.7 %	1.1 %	31.4 %
Fall 2006	16,860	62.8 %	3.7 %	1.4 %	29.9 %

- With regard to fall-to-fall re-enrollment status, 44.0% of students in the fall 2006 semester returned the following fall 2007; 36.1% to the same program of study and 7.9% to a different program. See table 18. (IE Report 2007)

Table 18 - Fall to fall persistence/attrition outcomes

	Enrolled	Returned Same Program	Returned Different Program	Graduated	Did not Return the Following Fall
Fall 1997	16,212	32.4 %	9.4 %	6.8 %	51.4 %
Fall 1998	16,242	29.6 %	11.5 %	6.5 %	52.4 %
Fall 1999	15,797	29.7 %	12.8 %	6.7 %	50.8 %
Fall 2000	16,346	35.0 %	9.7 %	6.5 %	48.9 %
Fall 2001	17,775	35.2 %	8.5 %	6.5 %	49.8 %
Fall 2002	18,354	35.9 %	9.6 %	5.8 %	48.7 %
Fall 2003	19,458	34.9 %	9.4 %	6.4 %	49.2 %
Fall 2004	19,238	25.2 %	16.3 %	5.3 %	53.3 %
Fall 2005	16,825	34.9 %	9.4 %	6.4 %	49.2 %
Fall 2006	16,860	36.1%	7.9%	5.0%	50.9%

- Pass rates of first-time students attempting a math gatekeeper course in fall 2006 improved over pass rates in prior years, while pass rates in English gatekeeper courses decreased slightly. See Table 19.
  (IE Report 2007)

- First-time students attempting CIS 103 (Computer Information Science) and Biology 106 were the most successful, while first-time students attempting English 098 were the least successful with pass rates of 53%. See Table 19.
  (IE Report 2007)

Table 19 - Pass rates (grade of A, B, C, P) in Achieving the Dream gatekeeper courses for new students in fall semesters

	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Math 017	59.9 %	52.9 %	55.2 %	60.4%
Math 118	54.5 %	53.3 %	56.6 %	63.5%
English 098	57.4 %	55.8 %	56.1 %	52.9%
English 101	70.5 %	68.0 %	69.2 %	68.8%
Biology 106	73.6 %	81.5 %	71.7 %	74.0%
CIS 103	71.4 %	67.4 %	67.1 %	75.4%

- Withdrawal rates for first-time students attempting a Math gatekeeper course in their first semester have decreased since fall 2005, while withdraw rates in English gatekeeper courses increased.
  See Table 20. (IE Report 2007)

Table 20 - Withdraw rates in Achieving the Dream gatekeeper courses for new students in fall semesters

	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Math 017	11.4%	12.1%	10.7%	9.7%
Math 118	15.1%	16.5%	12.8%	9.6%
English 098	11.1%	11.5%	10.8%	13.7%
English 101	10.2%	13.6%	8.6%	9.3%
Biology 106	8.8%	8.7%	8.9%	9.0%
CIS 103	10.3%	12.1%	12.3%	8.4%

- Students in recent semesters have been more likely than those in the past to have achieved some level of proficiency in writing skills. Seventy-one percent (70.7%) of the students in the fall 2006 term and
  69.5% in the spring 2007 term who completed 18 credits also completed English 101 with an A, B, or C grade. These percentages have increased considerably since the fall 2001 term. See Table 21.
  (IE Report 2007)

Table 21 - Percent of students completing the 18th credit in the semester and successfully   completing English 101

Fall 1995	62.0 %	Spring 1996	59.8 %
Fall 2001	61.3 %	Spring 2002	64.3 %
Fall 2002	64.6 %	Spring 2003	64.5%
Fall 2003	67.5 %	Spring 2004	68.1%
Fall 2004	69.4 %	Spring 2005	68.5%
Fall 2005	73.6 %	Spring 2006	70.1%
Fall 2006	70.7 %	Spring 2007	69.5%

- Students in the fall 2006 semester were slightly more successful than students in previous semesters in completing their courses. In fall 2003, students completed an average of 85.0% of their semester credits, while in fall 2006 the completion rate was 87.4%. See Table 22. (IE Report 2007)

Table 22 - Percentage of credit hours earned to credit hours attempted by students enrolled during the semester

Fall 1995	87.1 %	Spring 1996	86.9 %
Fall 2001	84.8 %	Spring 2002	82.9 %
Fall 2002	84.4 %	Spring 2003	84.1 %
Fall 2003	85.0 %	Spring 2004	84.3 %
Fall 2004	85.5 %	Spring 2005	84.7 %
Fall 2005	85.9 %	Spring 2006	87.5 %
Fall 2006	87.4 %	Spring 2007	85.2 %

- In fall 2006, the average semester GPA earned by students was 2.56, slightly higher than it was in fall 2005. In spring 2007, the average semester GPA was 2.52, which is slightly lower than the previous spring semester GPA of 2.58. See Table 23. (IE Report 2007)

Table 23 - Average (mean) semester GPA earned by students

Semester	GPA	Semester	GPA
Fall 1995	2.52	Spring 1996	2.52
Fall 2001	2.46	Spring 2002	2.40
Fall 2002	2.48	Spring 2003	2.47
Fall 2003	2.48	Spring 2004	2.46
Fall 2004	2.49	Spring 2005	2.48
Fall 2005	2.52	Spring 2006	2.58
Fall 2006	2.56	Spring 2007	2.52

- Large numbers of students are academically unsuccessful when they discontinue their enrollment at the College. Approximately 40% of students departing in fall 2005 and 33% of the students departing in spring 2006 earned GPAs below 2.0 or never attempted a college-level course at the time they dropped from the College. Also, students who leave in the fall term tend on the average to be less successful than students departing after the spring term.   See Table 24. (IE Report 2007)

Table 24 - Percentage of departing students in the semester by success category[1]

	Departing Students	Graduated	Long Term Success	Short Term Success	Unsuccessful
Fall 2001	4782	6.3 %	35.5 %	19.3 %	38.9 %
Fall 2002	4773	4.8 %	30.9 %	21.0 %	43.3 %
Fall 2003	5021	5.0 %	32.2 %	19.6 %	43.3 %
Fall 2004	4973	5.3 %	31.5 %	18.6 %	44.7 %
Fall 2005	4326	6.1 %	37.0 %	17.3 %	39.6 %
Spring 2002	6773	11.0 %	32.2 %	19.2 %	37.6 %
Spring 2003	7052	10.9 %	34.0 %	19.0 %	36.1 %
Spring 2004	7783	12.5 %	34.8 %	17.7 %	35.0 %
Spring 2005	7877	11.8 %	35.6 %	17.1 %	35.5 %
Spring 2006	6828	12.5 %	37.6 %	17.1 %	32.7 %

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[1] Success categories are defined as follows:
- Graduates are students who earned certificates or Associate's degrees at the College.
- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned.
- Short term success is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned.
- The unsuccessful departure group includes all departing students not otherwise classified including students who never complete a college-level course.

- A total of 10,986 students discontinued their CCP studies after the spring 2006 and fall 2006 semesters and did not return to CCP for at least three semesters following their departure. See Table 1.
  (AtD Fact Sheet #11)

- 1,074 of these students (9.8%) left the College with a degree. Of the remaining 9,912 departing students, 3,993 (36.4%) left CCP without ever attempting a college-level course or with a GPA below 2.0.[2]
  See Table 1. (AtD Fact Sheet #11)

This group of departing students is one of the populations of students that the Enrollment Management Plan will impact with the comprehensive orientation program and the early alert/intervention system. The goal of reducing unsuccessful students by 5% sets a target of 28% for spring 2011 and 36.9% by fall 2011.

Table 1 - Percentage of Departing Students by Success Category

		Spring 2006	Fall 2006	
Number of Departing Students		6828	4158	10986
Successful Departure	Graduate	12.5% 853	5.3% 221	63.7% 6993
Successful Departure	Long-term Success	37.5% 2559	35.0% 1455	
	Short-term Success	17.0% 1164	17.8% 741	
Unsuccessful Departure	33.0% 2252	41.9% 1741	36.4% 3993	

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[2] The percentage of unsuccessful students at the end of spring and fall 2006 is smaller than the percentage of unsuccessful students four years ago (40.0%). Achieving the Dream Fact Sheet #2: Student Academic Success and Persistence @ http://www.ccp.edu/vpfin-pl/ir/ir_reports/fact_sheet_2.pdf

__Graduation__

- Degrees awarded in 2007 increased significantly from the previous year. This increase in degrees awarded was reflected in transfer and career programs. The number of certificates awarded in 2007 also increased from 2006. See Table 10. (IE Report 2007)

Table 10 - Number of transfer, career, and certificates awarded

	Total Associate Degrees	Transfer Associates	Career Associates	General Studies Associates	Certificates
1995	1274	91	735	448	162
1997	1231	156	709	366	175
1999	1182	260	699	223	175
2001	1143	482	569	92	162
2002	1250	598	577	75	134
2003	1211	579	593	39	133
2004	1446	793	616	37	160
2005	1507	825	644	38	154
2006	1415	797	596	22	158
2007	1517	845	651	21	238

- First-time full-time students are tracked for a period of five years to determine the percentage who graduated during this period of time. The 5-year graduation rate for the 2002 first-time cohort was
16.5% an increase of 2.3% over the 2001 first-time cohort of 14.2%. See Table 11. (IE Report 2007)

- Although five-year graduation rates are relatively low for first-time full-time student cohorts, an improvement in the graduation rate was noted beginning with the fall 1998 cohort. This upward trend in graduation rates continued for the next several first-time student cohorts, with the exception of 2001. The graduation rate for the 2002 entering group was 16.5%. See Table 11. (IE Report 2007)

Table 11 - *Graduation rates for full-time (in first semester), college ready students after 5 years*

First Time Cohort	Graduation Rate
1992	17.0 %
1995	11.2 %
1996	12.3 %
1997	10.9 %
1998	14.5 %
1999	16.3 %
2000	17.9 %
2001	14.2 %
2002	16.5 %

- For most cohorts, the graduation rates for students in career programs is higher than for transfer students. For the most recent (2002) cohort, there was an increase in graduation rates for both categories of students. See Table 12. (IE Report 2007)

Table 12 - Graduation rates for full-time, college ready students by career and transfer programs after 5 years

Entering Year	Career	Transfer
1992	23.7 %	15.7 %
1995	20.9 %	9.4 %
1996	21.7 %	11.2 %
1997	17.2 %	8.3 %
1998	16.9 %	14.0 %
1999	14.9 %	16.6 %
2000	25.6 %	16.5 %
2001	15.5 %	13.9 %
2002	18.3 %	16.8 %

The College standardized student attendance behavior, to some extent, by limiting the graduation rate calculation to students who attended as full-time students during at least

75% of the semesters they were in attendance at the College. The graduation rate for these students increased from 2006.
See Table 13. (IE Report 2007)

Table 13 Graduation rates for predominantly full-time (enrolled full-time at least 75 percent of the time while attending CCP), college ready students after 5 years

Entry Year	Graduation Rate
1992	*14.1 %*
1995	*15.0 %*
1996	*15.6 %*
1997	*11.7 %*
1998	*15.9 %*
1999	*15.8 %*
2000	*13.5 %*
2001	*14.7 %*
2002	*17.0 %*

<u>Sources</u>

Community College of Philadelphia. *Institutional Effectiveness Report*. 2007.

Community College of Philadelphia. *Achieving the Dream Fact Sheet #11*. 2008.

Courses with Highest Enrollments and Grade Distribution

Spring 2008 Grades represented as a percentage

	Course		A	B	C	D	F	MP	NR	P	W	AU	Total Students
1.	ENGL	101	16.1	26.4	18.4	1.6	13.5	11.2			12.8		2,541
2.	ENGL	098					15.6	21.5		49.1	13.9		2,358
3.	MATH	118	15.5	14.7	19.7	8.5	22.4				19.3		2,068
4.	PSYC	101	18.1	23.4	20.7	9.3	17.4				11.1		1,974
5.	ENGL	102	22.4	27.5	14.1	4.2	16.0				15.7		1,871
6.	MATH	017					20.7	18.0		50.8	10.5		1,690
7.	SOC	101	24.9	28.6	18.6	6.7	11.8				9.5		1,576
8.	CIS	103	32.1	26.2	15.6	4.0	11.5				10.1	0.5	1,510
9.	ENGL	099					14.2	19.3		54.0	12.5		1,267
10.	ENGL	108	16.2	24.4	17.3	3.4	11.8	9.8			17.3		1,014
11.	BIOL	109	17.4	21.4	22.0	12.6	13.9				12.6		799
12.	BIOL	106	20.3	25.1	27.7	8.0	9.8				9.1		792
13.	BIOL	110	21.0	29.1	22.5	9.7	6.2				11.6		681
14.	SPAN	101	36.8	20.8	14.3	3.7	16.1				8.1	0.1	669
15.	PSYC	215	27.3	38.0	17.5	4.8	4.8				7.5		600
16.	MATH	161	17.6	16.9	17.4	12.0	17.8				18.3		574
17.	CHEM	110	22.0	26.5	20.6	7.2	9.6				14.1		554
18.	EASC	111	25.9	29.8	20.3	6.4	7.4		0.2		9.7	0.2	513
19.	MATH	016					15.9	15.9		54.8	13.4		509
20.	MNGT	121	22.3	21.9	17.2	7.3	17.8				13.6		507

Courses with Highest Enrollments and Grade Distribution

SUMMER I   2008   Grades Represented as a percentage

	Course		A	B	C	D	F	MP	NR	P	W	AU	Total Students
1.	ENGL	098					15.1	17.7		60.9	6.3		571
2.	ENGL	101	22.3	32.2	22.3	1.0	8.5	6.3			7.3		506
3.	MATH	118	30.1	18.9	24.0	4.9	10.7				11.5		488
4.	CIS	103	58.9	17.4	11.5	1.0	5.7				5.0	0.5	419
5.	SOC	101	38.5	32.6	13.6	3.1	4.9				7.4		390
6.	ENGL	102	40.2	22.6	14.6	3.5	11.9				7.3		371
7.	PSYC	101	36.4	27.7	17.3	3.6	8.8				6.3		365
8.	ENGL	099					10.9	15.5		67.2	6.5		341
9.	MATH	017					9.3	13.5		70.5	6.4	0.3	312
10.	BIOL	109	23.7	29.6	22.2	8.2	8.6				7.8		257
11.	ENGL	108	13.4	24.1	25.5		18.1	10.2			8.8		216
12.	BIOL	110	21.6	37.7	21.1	8.3	5.4				5.9		204
13.	SPAN	101	37.5	23.0	13.5	6.0	9.5				10.5		200
14.	BIOL	106	37.7	23.6	30.7	3.0	1.5				3.5		199
15.	BIOL	241	26.6	35.9	26.0	2.1	1.6				7.8		192
16.	MATH	161	30.2	13.4	19.8	9.9	9.9				16.3	0.6	172
17.	DIET	111	41.4	36.1	7.1	3.0	4.7				7.7		169
18.	CHEM	110	25.6	23.2	28.7	7.3	6.7				8.5		164
19.	PSYC	215	34.0	42.9	11.5	5.8	1.9				3.8		156
20.	ECON	112	34.4	26.2	15.6	5.7	7.4				10.7		122

SOURCE: BANNER (2009)

Courses with Highest Enrollments and Grade Distribution

SUMMER II 2008   Grades Represented as a percentage

	Course		A	B	C	D	F	MP	NR	P	W	AU	Total Students
1.	MATH	118	32.8	17.6	20.1	7	13				9.7		403
2.	PSYC	101	34.8	22.8	21.0	4.8	9.9				6.6		333
3.	SOC	101	37.6	28.8	15.4	2.5	6.0				9.7		319
4.	ENGL	102	40.8	30.7	11.7	3.2	7.8				5.8		309
5.	MATH	017					7.9	8.6		78.9	4.5		266
6.	CIS	103	52.1	22.6	10.3	1.1	8.8				5.0		261
7.	ENGL	101	24.1	25.9	21.9	0.4	8.9	7.6			11.2		224
8.	BIOL	106	24.9	30.7	23.4	5.9	7.3				7.8		205
9.	BIOL	109	25.8	34.6	16.5	10.4	7.7				4.9		182
10.	BIOL	110	22.2	35.8	26.5	7.4	0.6				7.4		162
11.	BIOL	241	28.9	34.6	18.9	5.7	3.8				8.2		159
12.	ENGL	098					3.8	13.6		78.8	3.8		132
13.	PSYC	215	39.3	35.2	16.4	4.1	2.5				2.5		122
14.	ENGL	115	49.5	29.4	15.6		2.8				2.8		109
15.	SPAN	101	36.6	17.8	14.9	3.0	16.8				9.9	0.0	101
16.	ECON	181	34.0	30.9	17.0	8.5	4.3				5.3		94
17.	MATH	162	27.3	28.4	20.5	6.8	9.1				8.0		88
18.	CHEM	110	40.0	30.6	12.9	3.5	3.5				9.4		85
19.	MATH	161	17.9	10.7	20.2	11.9	22.6				16.7		84
20.	ECON	112	43.4	18.42	10.5	5.3	11.8				10.5		76

Courses with Highest Enrollment and Grade Distribution

FALL 2008   **Grades represented as a percentage**

	Course		A	B	C	D	F	I	MP	P	W	AU	Total Students
1.	ENGL	098					11.3	0.5	20.2	55.9	12.0		2924
2.	ENGL	101	16.6	25.9	21.3	2.0	8.9	0.9	11.1		13.4		2404
3.	MATH	118	16.3	16.2	19.7	10.0	19.5	1.6			16.7		2242
4.	PSYC	101	20.0	25.8	22.6	7.4	11.7	1.3			11.1		1933
5.	MATH	017					16.7	1.0	16.7	54.7	10.8		1882
6.	ENGL	102	18.3	25.5	18.0	4.4	13.9	2.3			17.6		1774
7.	ENGL	099					9.5	0.6	19.6	56.8	13.5		1583
8.	SOC	101	26.6	27.3	20.9	6.1	6.4	2.4			10.3		1486
9.	CIS	103	34.6	27.1	15.2	3.6	8.5	2.4			8.5	0.1	1388
10.	ENGL	108	16.6	30.6	20.7	1.7	6.6	0.5	10.2		13.1		1209
11.	BIOL	109	18.2	21.6	22.2	10.9	11.2	1.9			14.0		955
12.	SPAN	101	31.7	22.0	14.8	4.8	11.4	1.2			14.1		939
13.	BIOL	106	26.2	28.4	22.5	6.0	7.8	0.9			8.2		922
14.	MATH	016					16.0	1.2	14.4	61.2	7.2		667
15.	MATH	161	21.5	19.4	14.6	9.0	15.3	0.8			19.2	0.2	609
16.	PSYC	215	30.2	26.8	21.9	6.8	4.5	1.3			8.6		557
17.	MNGT	121	35.4	21.5	17.5	3.8	11.4	2.7			7.8		526
18.	CHEM	110	26.6	22.2	24.6	8.2	5.8	0.8			11.8		500
19.	ENGL	115	40.5	37.5	9.1	1.1	3.0	1.5			7.3		464
20.	ECON	181	19.2	26.0	22.6	7.7	12.4	2.5			9.5		442

SOURCE: BANNER (2009)

Courses with Highest Enrollments and Total Student Enrollment

By Semester/Summer Session

SPRING 2008		Total Students	SUMMER I 2008		Total Students	SUMMER II 2008		Total Students	FALL 2008		Total Students
ENGL	101	2,541	ENGL	098	571	MATH	118	403	ENGL	098	2924
ENGL	098	2,358	ENGL	101	506	PSYC	101	333	ENGL	101	2404
MATH	118	2,068	MATH	118	488	SOC	101	319	MATH	118	2242
PSYC	101	1,974	CIS	103	419	ENGL	102	309	PSYC	101	1933
ENGL	102	1,871	SOC	101	390	MATH	017	266	MATH	017	1882
MATH	017	1,690	ENGL	102	371	CIS	103	261	ENGL	102	1774
SOC	101	1,576	PSYC	101	365	ENGL	101	224	ENGL	099	1583
CIS	103	1,510	ENGL	099	341	BIOL	106	205	SOC	101	1486
ENGL	099	1,267	MATH	017	312	BIOL	109	182	CIS	103	1388
ENGL	108	1,014	BIOL	109	257	BIOL	110	162	ENGL	108	1209
BIOL	109	799	ENGL	108	216	BIOL	241	159	BIOL	109	955
BIOL	106	792	BIOL	110	204	ENGL	098	132	SPAN	101	939
BIOL	110	681	SPAN	101	200	PSYC	215	122	BIOL	106	922
SPAN	101	669	BIOL	106	199	ENGL	115	109	MATH	016	667
PSYC	215	600	BIOL	241	192	SPAN	101	101	MATH	161	609
MATH	161	574	MATH	161	172	ECON	181	94	PSYC	215	557
CHEM	110	554	DIET	111	169	MATH	162	88	MNGT	121	526
EASC	111	513	CHEM	110	164	CHEM	110	85	CHEM	110	500
MATH	016	509	PSYC	215	156	MATH	161	84	ENGL	115	464
MNGT	121	507	ECON	112	122	ECON	112	76	ECON	181	442

Enrollment Trends*

The College experienced a modest increase in the overall number of admission applications, 20,347 to 22,454, submitted by students for the fall and spring semesters and summer sessions in the 2005-06 through 2007-08 academic years. Although the number of applications seem notably high and should have resulted in significant enrollment, it must be noted that the percentage of students that enrolled for each semester was less than 40%. In each academic year, a disturbing number of applicants failed to complete the enrollment and registration processes.

Predictably, new student data reveal that a greater number of admission applications are submitted for the fall semester than the spring semester. However, the percentage of students that converted from applicant to enrolled for both semesters is strikingly similar. For fall 2006, 2007 and 2008, 33,738 potential students applied for admission but only 9,844 enrolled for a combined conversion rate of 29%. For spring 2006, 2007 and 2008, the number of applicants was 16,467 with 4,889 actually enrolling for a conversion rate of 30%. Financial aid may be a leading cause of students not enrolling at the College after application, and the Enrollment Management Plan includes initiatives to address this issue. However, there may be other factors, and it would do well for the College to conduct a series of surveys to see what other reasons may lead to the low conversion rate.

Enrollment data for the 2005-06 through 2007-08 academic years show students who completed the admissions process and registered for classes were more likely to carry a part-time course load. For the 2005-06 academic year, the headcount of new students with a part-time course load was 4,156 compared to 2,443 students with a full-time load. This disparity between part-time and full-time course loads existed as well within the continuing student population. Within the same academic year, 19,754 part-time students were enrolled at the College compared to 7,558 with a full-time course load in their second or subsequent semester. This phenomenon may be attributable to what we know is a student population that in large part must also work, with many employed full-time and also raising families. If so, we may judge it wise that students adjust course load to their overall responsibilities.

However, while the College sees greater numbers of students attending part-time, the full-time equivalency (FTE) for new students in 2005-06, stood at 4,648, increasing to 5,064 in 2006-07 and 5,467 in 2007-08. For continuing students, the full-time equivalency was 17,939 in 2005-06, decreasing to 17,624 in 2006-07 and then increasing to 18,210 in 2007-08. These data suggest that with regard to the FTE measurement, College enrollment remains relatively stable, with a slight increase in 2007-08.

A significant number of registered first-time students in fall 2005 through fall 2008 were enrolled in transfer programs, notably Liberal Arts-General Option and Culture, Science and Technology. At its peak, 2,070 students were enrolled in Liberal Arts in fall 2005, with a marked decrease to 1,647 students in fall 2008. The opposite occurred in Culture, Science and Technology with 682 students enrolled in fall 2005, increasing significantly to 1,193 in fall 2008. This may be attributable to increased interest in Allied Health fields.

*Institutional Research

A snapshot of courses in the 2008 calendar year shows English 098, English 101 and Math 118 with the highest enrollment for the spring and fall semesters. In spring 2008, there were 2,541 students in English 101, 2,358 in English 098 and 2,068 in Math 118. For the fall 2008 semester, there were 2,924 in English 098, 2,404 in English 101, and 2,242 in Math 118. It is not surprising that these courses would show significantly high enrollments, and they have been identified in the Achieving the Dream agenda as gatekeeper courses, with many students taking English 098 before beginning their college classes and all students taking English 101 and Math 118 as required for their curricula.

Given that 39.6% of Philadelphia residents possess only a high school diploma, the College has an opportunity to attract a large number of returning adults to the College in the next two to five years, especially as the present economic outlook strongly suggests that workers will be seeking to add to existing skills to remain competitive in a shrinking job market. Given the College's population of traditional-aged students and the expected increase in the number of older adults returning to higher education, the College is uniquely positioned to provide quality educational experiences that over the next decade will strengthen the economic condition of the city and the well-being of its citizens. It is therefore critical that the College implement a recruitment and marketing framework in concert with the overall Enrollment Management Plan that will provide easy access and sustained academic success.

ENROLLMENT DATA

Applications and Enrollments

	Term	All Applications		**New First Time Enrollments
*Academic Yr	'05 -'06			
	FL '05	11,703		3,199
	SP '06	5,578		1,424
	Sum I '06	3,066		437
	Totals		**20,347**	**5,060**
Academic Yr	'06-'07			
	Sum II '06	1,128		190
	FL '06	10,566		3,037
	SP '07	5,266		1,434
	Sum I '07	3,136		471
	Totals		**20,096**	**5,132**
Academic Yr	'07-'08			
	Sum II '07	1,395		188
	FL '07	11,349		3,484
	SP '08	5,623		2,031
	Sum I '08	4,087		657
	Totals		**22,454**	**6,360**
	Total	**62,897**		**16,552**

* Data are not available prior to Fall 2005.

** May represent applicants from current and previous semesters
SOURCE: BANNER (2008)

New Student Applications

FL '05-'08

	Total Applications	Total New Enrolled	Enrolled %
FL '05	11703	3199	27.3
FL '06	10566	3037	28.7
FL '07	11349	3484	30.7
FL '08	11823	3323	28.1
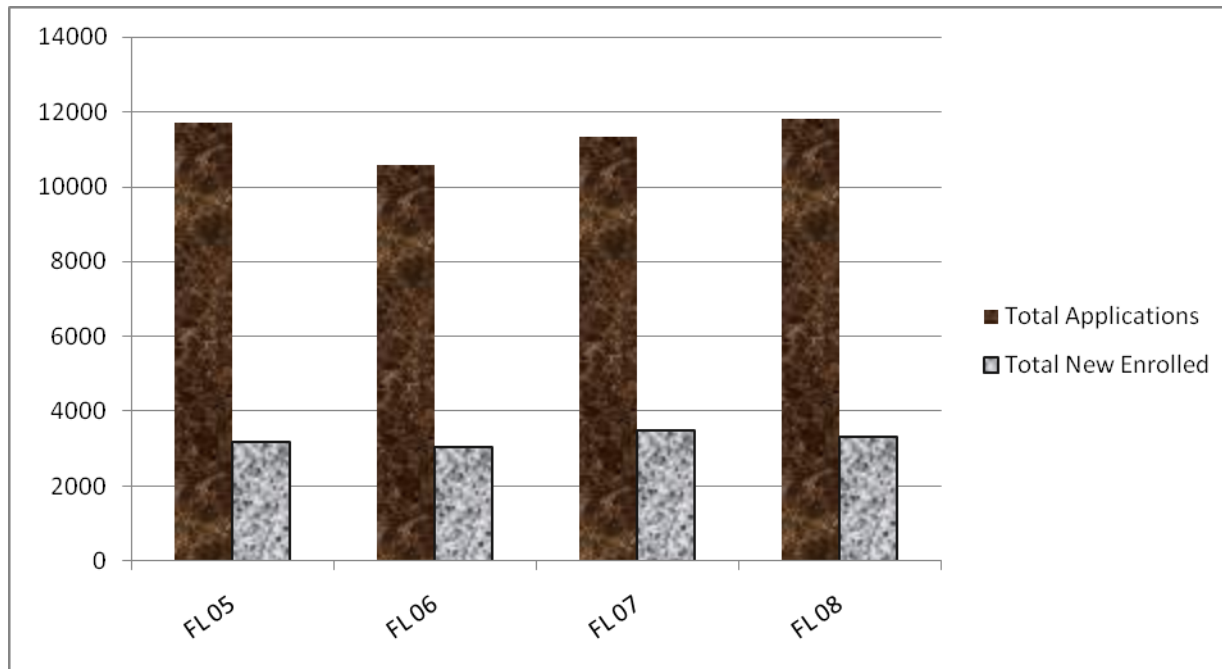
New Student Applications
SP '06-'08

	Total Applications	Total New Enrolled	Enrolled %
SP '06	5578	1424	25.5
SP '07	5266	1434	27.2
SP '08	5623	2031	36.1
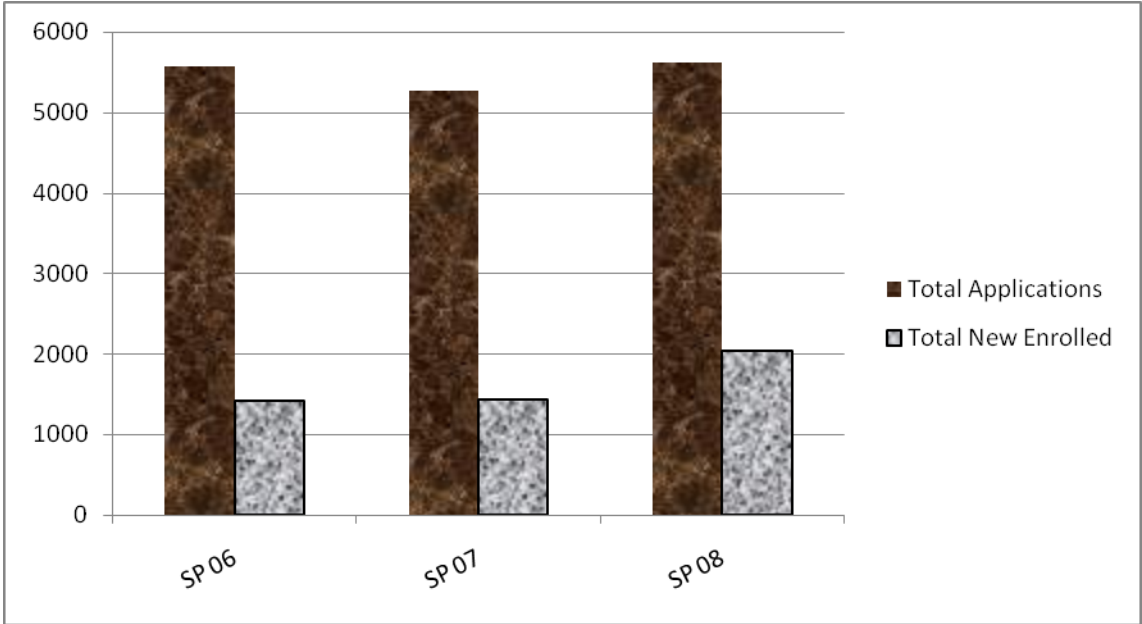
SOURCE: Community College of Philadelphia Fact Book

MALES BY RACE
Headcount

	FL '05	SP '06	FL '06	SP '07	FL '07	SP '08	FL '08
American Indian	20	22	21	24	28	20	19
Asian	548	536	547	606	626	620	538
White	1,781	1,715	1,718	1,652	1,605	1,618	1,653
Black	2,110	2,172	2,145	2,170	2,199	2,374	2,291
Hispanic	300	317	329	339	366	364	364
Total	**5,463**	**5,465**	**5,441**	**5,439**	**5,587**	**5,779**	**5,688**
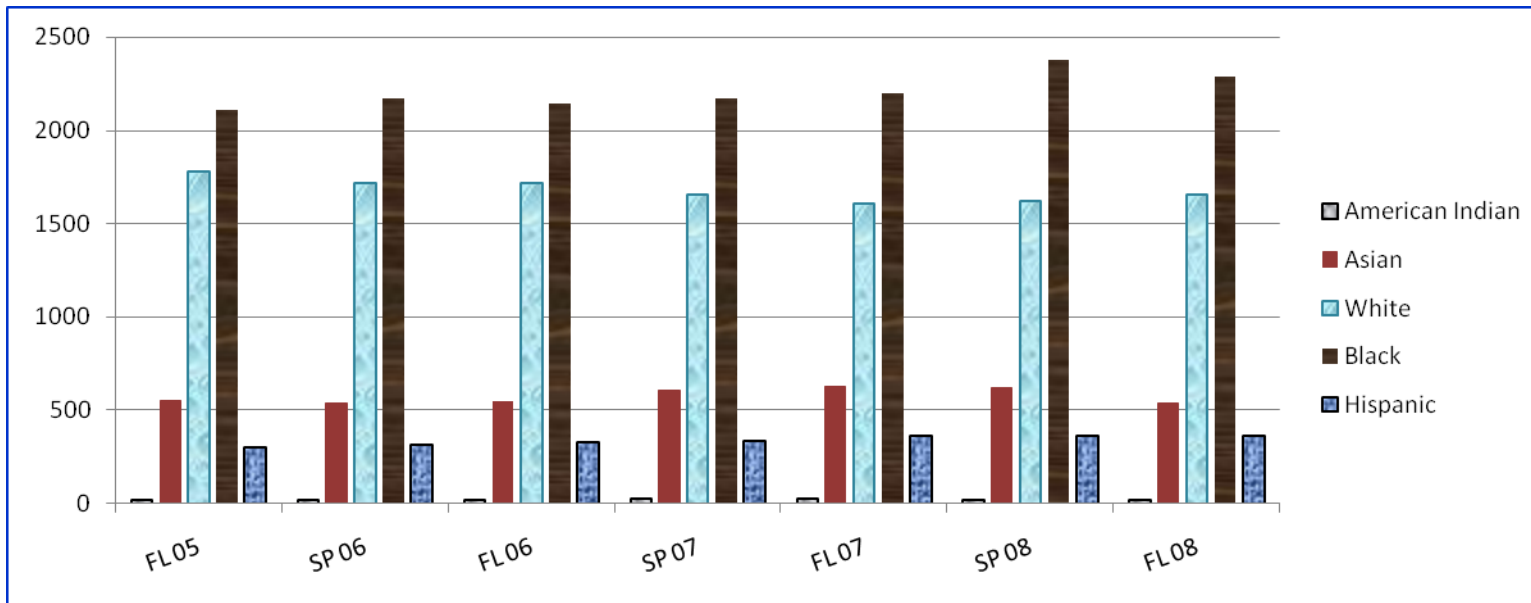
NEW AND CONTINUING CREDIT STUDENT HEADCOUNT AND FTE
Fall and Spring

	Headcount		FTE
	HC FT	**HC PT**	**FTE**
New '05-'06	2,443	4,156	4,648
Cont '05-'06	7,558	19,754	17,939
New '06-'07	2,592	4,639	5,064
Cont '06-'07	7,637	19,025	17,624
New '07-'08	2,962	4,633	5,467
Cont '07-'08	7,817	19,584	18210
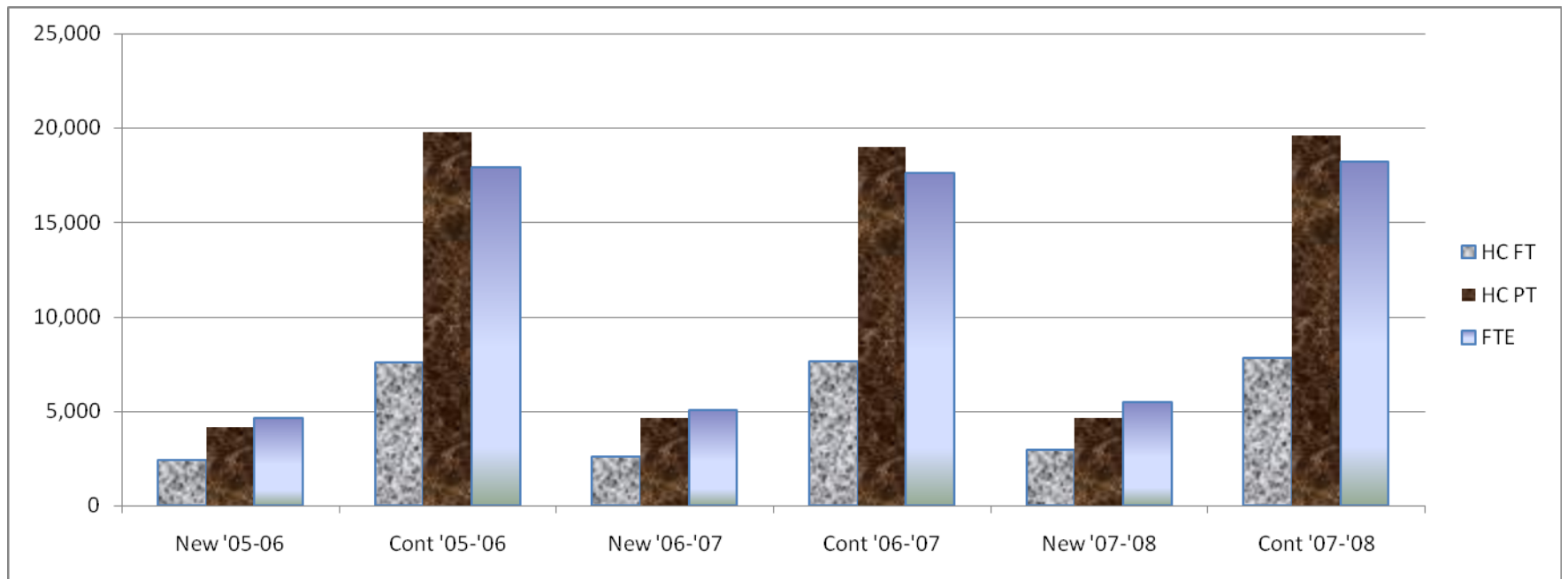
SOURCE: Community College of Philadelphia Fact Book

NEW AND CONTINUING CREDIT STUDENT
HEADCOUNT AND FTE Fall and Spring

Acad Yr '05-'06		HC FT	HC PT	FTE
	New FL '05	1,625	2,288	2,862
	Cont FL '05	3,496	9,503	8,474
	New SP '06	818	1,868	1,786
	Cont SP '06	4,062	10,251	9,465
	Total New	**2,443**	**4,156**	**4,648**
	Total Cont	**7,558**	**19,754**	**17,939**
Acad Yr '06-'07	New FL '06	1,821	2,668	3,257
	Cont FL '06	3,547	8,835	8,165
	New SP '07	771	1,971	1,807
	Cont SP '07	4,090	10,190	9,459
	Total New	**2,592**	**4,639**	**5,064**
	Total Cont	**7,637**	**19,025**	**17,624**
Acad Yr '07-'08	New FL '07	2,035	2,644	3,476
	Cont FL '07	3,623	9,032	8,392
	New Sp '08	927	1,989	1,991
	Cont SP '08	4,194	10,552	9,818
	Total New	**2,962**	**4,633**	**5,467**
	Total Cont	**7,817**	**19,584**	**18,210**

SOURCE: Community College of Philadelphia Fact Book

CREDIT ENROLLMENTS AT REGIONAL CENTERS
AND OTHER OFF CAMPUS SITES (OOCS)

	NE HC	NE FTE	West HC	West FTE	NW HC	NW FTE	OOCS HC	OOCS FTE
Acad Yr '05 - '06	6196	3063	1881	693	4536	1911	6163	2127
Acad Yr '06 - '07	6021	3021	1738	621	4252	1778	7502	2661
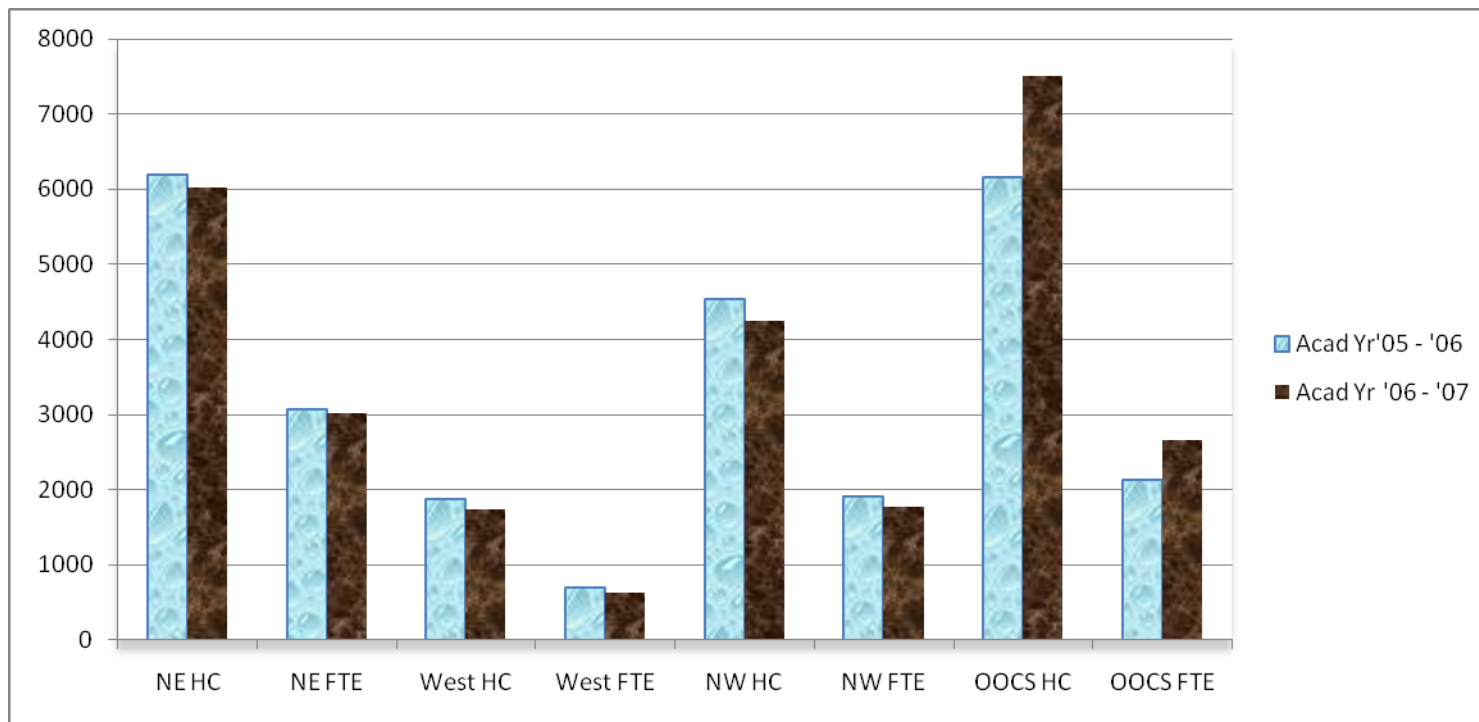
SOURCE: Community College of Philadelphia Fact Book

CREDIT ENROLLMENTS AT REGIONAL CENTERS
AND   OTHER OFF CAMPUS SITES   (OOCS)

	NE HC	NE FTE	West HC	West FTE	NW HC	NW FTE	OOCS HC	OOCS FTE
Sum II '05	652	196	218	61	647	195	398	120
Fall '05	2,391	1,348	685	268	1,627	751	2,073	735
Spring '06	2,243	1,234	732	286	1,594	751	2,538	918
Sum I '06	910	285	246	78	668	214	1,154	354
TOTALS '05-'06	**6,196**	**3,063**	**1,881**	**693**	**4,536**	**1,911**	**6,163**	**2,127**
Sum II '06	589	179	220	61	589	182	699	235
Fall '06	2,333	1,328	642	243	1,526	700	2,578	943
Spring '07	2,248	1,245	662	251	1,607	725	2,907	1,069
Sum I '07	851	269	214	66	530	171	1,318	414
TOTALS '06-'07	**6,021**	**3,021**	**1,738**	**621**	**4,252**	**1,778**	**7,502**	**2,661**

SOURCE: Community College of Philadelphia Fact Book

First-time Students By Major

		FL '05	SP '06	FL '06	SP '07	FL '07	SP '08	FL '08
LIBA	Liberal Arts - General Option	2,070	1,326	1,902	1,112	1,825	1,117	1,647
CSTP	Culture Science & Technology	682	519	1,163	701	1,239	720	1,193
BUSI	Business	196	146	266	152	272	203	326
EDEL	Education - Elementary	77	47	84	40	71	55	66
ACCT	Accounting	57	48	86	46	89	69	86
MNGT	Management	52	22	55	34	47	28	31
NURS	Nursing	50	28	17	11	19	7	13
BHHS	Behavioral Health/Human Serv	33	30	29	21	23	20	14
COMS	Communication Arts/Speech	29	26	24	20	46	28	43
MKTG	Marketing	27	23	37	25	34	14	33
CISC	Comp Info Sys/Comp Prog	21	13	18	1	2	1	4
CADT	Computer Assisted Des Tech	20	13	35	25	29	33	47
AUTO	Auto Tech-Auto Svc Tech Option	19	14	22	14	29	8	23
LASB	Lib Arts/Soc & Behav Sci Option	18	19	41	33	57	27	53
ARTP	Art and Design	18	15	8	3	15	7	14
ECED	Early Childhood Education	18	12	12	2	11	40	76

SOURCE:
Institutional Research
2008

Competitive Review and Analysis
Executive Summary

Background

The purpose of the competitive review and analysis was to conduct an assessment of admissions practices and information dissemination at other community colleges. Colleges were selected based on institutional and market similarities to Community College of Philadelphia, and colleges were selected from various markets throughout the country. College Web sites were the primary resource utilized for gathering and assessing admissions information.

Process

The admissions content on each college's Web site was reviewed and evaluated for its information architecture development, design development, and content development. It is important to take a multidisciplinary approach because each of these competencies reinforces the other and a Web site is only as strong as its weakest link.

Following is a closer look at each competency:

Information Architecture Development
The logical layout of pages and internal links must consider who the users are, what they are looking to accomplish and why they are looking to do it. Good information architecture serves to make any Web site clear and easy to use, regardless of size and content. The most important instruments needed to guide visitors through the Web site are the main, secondary and header and footer navigation features. The main navigation appears on every site page and must clearly direct users through the site. It therefore contains only the most universal and frequently sought-after content options and should employ broad, informative terminology so it is easy for the user to understand the site structure and get to where they need to go. Also, by keeping the content categories broad, it allows for the future inclusion of new and expanded content. The secondary navigation further directs users within the main navigation sections of the site. Header and footer links provide quick and universal access to key content.

Design Development
Visual design is the most subjective element of Web site design; however, there are underlying principles that should be followed to create a strong brand presence and reinforce the information architecture and content. The Web site design should feature graphics that provide a compelling visual story. It is important to not select stock photography that looks dated or cliché. As a general rule, a Web site should use no more than four different font faces. One of the faces should be a Web-safe font for body text (Times, Arial, Verdana, Trebuchet or Tahoma). Consistency and readability are important to good design, and too many font changes can distract and confuse the reader. It is important that the site be both informative and exciting by featuring Flash and animation that provides a compelling visual story. However, it is also important that the use of Flash does not interrupt user movement through the site; therefore it must be used to complement design and content and not overtake it.

Content Development
Text must be tailored for the Web audience and environment. Good Web site content must work with the information architecture to guide users through the site. It should allow users to choose the depth of information they need. Good Web site content should drive audiences to the most important information. Sites with frequently updated content are proven to encourage repeat visitation and increase visitor loyalty. Hyperlinks should be used throughout the content to further reinforce the Web site's information architecture. The Web site homepage needs to effectively engage and drive users to the most valuable content by visually featuring these items as graphic displays with introductory content. Finally, e-mail contact from a site should be done via Web forms. Web forms allow information requests to be sorted to the proper recipients and obscure e-mail addresses from bots. An additional and key benefit to contact forms is that you also begin to build a database of prospects.

Each community college site was evaluated through a series of questions created for each of the aforementioned competencies. Questions were designed to have yes or no answers or to be evaluated on a scale of one to five. Questions were designed to specifically focus on admissions information and how effectively the college engaged its prospective student audiences.

Results
Overall, there was not much separation between most of the colleges. While several of the Web sites had at least one unique or compelling feature, many of the comments addressed colleges that performed poorly in the competencies of information architecture, content and design.

Information Architecture Development
A majority of the Web site homepages were successful in clearly guiding users to the Admissions content. Phoenix College has an interesting "Steps to Enrollment" feature on the homepage that directly links visitors to each of the five steps to enrollment. More than half of the homepage Admissions content was current and fresh. All but one Web site offered an internal search engine. On approximately two-thirds of the college sites, the main navigation clearly guided users to the Admissions content. One site that had poor navigation was Macomb Community College as it lacked both secondary and tertiary navigation. Valencia Community College's Admissions section was only accessible via a "Quick Links" menu. The Admissions content at Washtenaw Community College was part of the Student Services section, which may not make sense to prospective students. One site that set itself apart was Nassau Community College because it provided brief and informative rollover descriptions of what content could be found by clicking on the main navigation link.

Only half of the colleges reviewed had navigation that was consistent throughout the Admissions section. Only half of the secondary Admissions navigation made sense in relation to the main navigation. Slightly less than half of the hyperlinks effectively supported the main and secondary Admissions navigation. Nassau Community College uses a third column for navigation, which is very helpful in providing additional navigation support. On just over half of the sites, the Admissions contact information was clear and easy to find. Community College of Allegheny was a poor example of this, and

Hudson Valley's contact form was structured in a manner that could be confusing to some prospective students. Slightly less than half of the Admissions navigation made sense for the target audience. Broward Community College and College of DuPage did an effective job of creating navigation that considered their target audiences. More than half of the Admissions navigation was effective in driving users to the most critical content, yet many sites were notable for their lack of effectiveness. Finally, less than one-third of Admissions navigation helped to prevent visitors from getting lost within the site.

Design Development
Most of the Web sites were average or better in using design to make the site appear professional and trustworthy. LaGuardia Community College received the best review in this category. Most of the colleges did a poor to fair job of using design to make the Admissions content appear welcoming. Allegheny County, Central Piedmont, Macomb, Palm Beach, Richland and San Antonio all received poor reviews in this category. Colleges found to be good to outstanding were Broward, Des Moines, Erie, Hudson and LaGuardia. Less than half of the sites were successful in achieving a review of average or better in communicating a good user experience through the design.

Approximately two-thirds of the colleges did a poor to fair job in cleanly organizing and presenting site visuals. Only two college sites used Flash or animation to enhance the visual experience. The two colleges to successfully integrate Flash into the design were Metropolitan and Nassau. On two-thirds of the sites, the colors used were found to be average or better in enhancing the look of the site and supporting a positive user experience. Approximately half of the homepages featured a clean design that prominently featured Admissions content. The layout of Admissions content was clear and user-friendly at less than half of the colleges. Most of the colleges were found to be fair to average or better in using graphics and animation that allowed for quick page loading. Most of the colleges used typefaces that are appropriate for the Web. Only four colleges received a good review for using unique photography and visuals; most colleges received a fair rating.

Content Development
Slightly less than half of the colleges did a fair job of effectively editing "offline" content for the Web environment. Only Broward, Hudson and LaGuardia received good and outstanding scores. More than half of the colleges were average or better in using content to support a good user experience. Community College of Allegheny County was the only college to receive a poor review in this category. The content on most of the college sites was average or better in effectively supporting the information architecture. On slightly more than half of the College Web sites, the content received a review of average or better for having content that was organized and cleanly presented. Again, slightly more than half of the college sites received a review of fair or better in presenting content in a manner that allows users to choose their desired level of information detail. Half of the college sites were average or better in having an ample amount of content that was fresh and updated. Most of the colleges did an average or better job of offering content that was helpful and informative and most of the colleges received a review of average or better for using content to successfully drive users through the Admissions section.

Most of the colleges received poor or fair reviews for having homepage content that was both welcoming and to the point. Most of the colleges did an average or better job of featuring the most critical content on the homepage of the Admissions section. Two colleges were notable for their poor performance in this category. On Allegheny County's site, the admissions application could not be found. The Admissions section at Hillsborough Community College could only be found through using the site's internal search engine. Most of the colleges were average or better in limiting the amount of scrolling required. Lastly, most of the colleges have an average or better understanding of how to use Web site content to support the College brand.

Community College *of* Philadelphia

Enrollment Management Plan
2008-2012

Sections V-IX

Enrollment Management Plan
2008-2012
Sections V-lX

Introduction

Sections V-IX of the Enrollment Management Plan address key strategies for sustainable, integrated, internal and external initiatives for increased College success in the areas of Recruitment, Marketing, Retention, and Student Enrollment Services. As the Overviews, Key Performance Indicators, Strategies, and Work Plans that follow will show, these initiatives are extensive and will require the cooperation of all areas within the College. In addition, and consistent with the tenor of our Achieving the Dream initiatives, regardless of the College area or office, each strategy put in place must be tested for effectiveness and refined or replaced when necessary if Community College of Philadelphia is to deliver 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.

Each area identified in the following sections has its initiatives anchored by a Key Performance Indicator (KPI) followed by a description of a strategic opportunity directed toward accomplishing the KPI goal and the projected outcome. Each section also includes comprehensive work plans for accomplishing the projected improvement in service. Again, the strength of the 2008-2012 Enrollment Management Plan is that it is tied to data that identifies current economic and social conditions in the city and nation that the College may seize as an opportunity to improve services, and it uses outcomes to determine that the service goals selected have been reached

MARKETING AND RECRUITMENT

In the area of Recruitment the Key Performance Indicator is to increase both the headcount and full time equivalent numbers for new students. While the number of overall high school graduates is expected to decrease through 2014, the precipitous rise in tuition at four year institutions coupled with the present economic crises will most certainly make an affordable, quality experience at community colleges desirable. In addition, partnerships with the city high schools and 2 + 2 agreements with four year colleges and universities, offer a distinct opportunity to position Community College of Philadelphia as a pivotal post secondary institution in the city. This is especially important as data tell us that:

- Only 20% of Philadelphians have college degrees
- 25% of the city's residents left high school without a diploma
- 30% of those who left high school by 11th grade are unemployed
- Over 60% of the city's adults are considered low literate

Clearly, the future of Philadelphia depends on the education of its citizenry, and Community College of Philadelphia has not just a role but an obligation to meet the challenge of insuring a sound economic future for the city and its people.

In addition to the traditional youth market for higher education, both economic and social factors indicate that Community College of Philadelphia will serve an increasing number of older Philadelphians returning to education as the job market places greater demands on reading, writing, and numeracy skills as a condition of employment. Further, both a shifting job market and the imminent retirement of the baby boomer generation will promote greater opportunities for career changes requiring additional training, certificates, or degrees. Again, data tell us that:

- 51% of the workforce is between the ages of 25-64
- The number of low skilled workers far exceeds the number of low skilled jobs
- Jobs that provide family sustaining wages require at least an associate's degree

Given the alignment of vectors and forces that will promote changes in the job market and workforce, this is a singular opportunity for the Community College of Philadelphia to be a principal partner with business and industry to promote a stronger Philadelphia through quality educational programs.

Retention

While it is expected that expert and far reaching marketing and recruitment initiatives will attract a greater number of potential students to Community College of Philadelphia, we must have in place effective strategies to retain those who enroll in our programs. As noted in section IV, Community College of Philadelphia has seen the anticipated increase in applications in the last year from 20,096 in 2006-07 to 22,454 in 2007-08, and with the current economic crisis we may expect to see applications rise considerably in 2008-09. However, as noted in section IV, data gathered from Institutional Effectiveness Report 2007 show that:

- Of 10, 986 students who discontinued their studies after spring 2006 and fall 2006, 3,993 (36%) left the College without ever attempting a college-level course or with a GPA below 2.0.
- 46% of the students enrolled in fall 2006 did not return in fall 2007

The key words to this section of the Enrollment Management Plan are *intervention* and *communication*; and in addition to providing pre-planning information and comprehensive orientation for students entering the College, the following initiatives will be implemented:

- Make use of the 20% and 50% reporting periods to allow faculty to issue early warnings of poor academic performance
- Require that all degree-seeking students schedule an "Academic Check-up" meeting before earning 24 credit hours
- Provide opportunities for students in large curricula to meet with appropriate College staff and faculty
- Identify characteristics of students who may find themselves on probation and provide appropriate intervention
- Identify effective strategies for increasing male student engagement in both academic and social activities.

A powerful tool that has been developed and implemented by Student Affairs is expansion of the 20% and 50% reporting period's data collection to now include reports from faculty on poor academic performance in the following areas:

- Frequently late
- Inadequate class participation
- Inappropriate classroom behavior
- Missing assignment(s)/Unprepared
- Other/Conference Requested

Following indications from faculty that students are experiencing difficulty in one or more areas, a letter is generated alerting students of the difficulty and providing immediate interventions to ameliorate the problem. In fall 2008, 10,629 letters were sent to students. Clearly, this is a powerful and pervasive tool for alerting students that they are in academic difficulty early in the semester *and* providing assistance that may move them to improved academic standing.

In addition, a recommendation in the plan is to have all degree-seeking students schedule an "Academic Check-up" meeting before earning 24 credit hours to review and revise, if necessary, their academic plan. Again, the intention here is to place considerable emphasis on early alert and positive intervention rather than "after the fact" response that all too often in the past resulted in students being forced to leave the College.

Further, a strategy will be developed to create engagement opportunities between students, faculty, and staff in large curricula such as Liberal Arts, Culture, Science and Technology, and Business. While students in smaller curricula are more easily connected to faculty in their disciplines, such connections in our large curricula have been arbitrary. However, given the numbers of students who select these curricula, it is vital to retention that they form positive, productive relationships with faculty and staff.

Finally, while all students will be captured by these interventions, data gathered via the Achieving the Dream Initiative tell us that male students at Community College of Philadelphia are more at risk of academic difficulties than female students. Indeed, data through the years have indicated this as a persistent pattern. It is time now through careful research, development of interventions, and ongoing outcome assessments to move forcefully in the direction of improving the academic experiences for these students.

Through early intervention and direct, supportive communication, Community College of Philadelphia can facilitate increased student success. The goal of retention is not just to have students stay at the College longer but to have them complete the educational goals they have set for themselves. Section VIII of the Enrollment management Plan sets a course of clear, powerful interventions that if embraced by faculty and staff will have a significant effect on our ability to retain students until they have met those goals.

Student Services
In addition to strategies such as the early alert and student engagement initiatives in the Enrollment Management Plan, improved services to students and their satisfaction with those

services is essential. Community College of Philadelphia is a large institution with many offices, processes and procedures. However, improved technology and thoughtful development of more streamlined systems can dramatically improve the services we provide and our students' perception of these services. As a result of data collected through the Noel Levitz report, as well as other reporting tools, Community College of Philadelphia will through the Enrollment Management Plan address the following:

- Implement a "one-stop" integrated enrollment service via the internet as well as on campus
- Improve admissions and application services through Banner web processes
- Make registration and payment for classes a seamless process
- Add Online Web services that will allow students to track graduation requirements, record grade challenges, change curriculum, and request transcripts to name just a few.
- Develop a vetting process to review on a continuing basis performance of service offices and processes.

In section V-IX of the Enrollment Management Plan, the College positions itself to meet changing market forces using data collected via the Achieving the Dream Initiative and by conducting a careful analysis of what the data mean for both present and future planning. We recognize that not all plans will produce desired results and are committed to continuous assessment so that our programs and processes will allow us to place resources in the service of positive educational outcomes for our students. As a public institution we recognize this as our primary responsibility and are confident in our ability to meet the challenges ahead of us.

Overview of Key Strategies

Marketing, Recruitment, and Communication

- Collaborate in a pilot effort to offer Journey to College program to selected high schools to offer six workshops annually with focus on a specific topic about the benefit of post-secondary education and its role in achieving career and academic goals.

- Collaborate with all School District of Philadelphia student success centers in participating high schools.

- Re-structure format of campus-based information sessions to be in-depth by instituting program-specific information sessions.

- Enhance campus visit days by coupling the campus tour with a mini information session.

- Enhance junior discovery day to include practical application of the steps to enrollment, in addition to hands-on activities in selected programs of study.

- Implement communication system to inform guidance counselors of program offerings, academic services and steps to enrollment.

- Implement communication system to inform students in the dual enrollment program about advantages of degree completion at the College.

- Engage community agencies working with and within schools to inform them about the College's program offerings, academic services and steps to enrollment.

- Collaborate with Archdiocese leadership to exchange student information and present dual enrollment and dual admission options to high school juniors and seniors.

- Create a communication system to inform parents about programs of study, steps to enrollment and other opportunities at the College.

- Collaborate with GED programs to present the College's credit programs of study, non-credit certification and dual admissions to program graduates.

- Develop a partnership with home- school associations.

- Implement communication plan targeting students, with Philadelphia residency, enrolled at targeted colleges and universities, about summer course options and course transferability.

- Refine enrollment process for walk-in students coming to the Welcome Center or Enrollment Services area about steps to enrollment, programs of study and academic services.

- Enhance communication strategies to provide specific information about programs of study and steps to enrollment for prospective students.

Overview of Key Strategies

- Collaborate with Department Chair and/or Program Coordinator to promote new or under-enrolled programs of study.

- Collaborate with cultural groups/agencies and local businesses working with individuals from targeted countries.

- Collaborate with language school representatives in surrounding colleges/universities and provide updated information about steps to enrollment for F-1 students.

- Participate, as appropriate, in annual AACC community college fairs in Southeast Asia.

- Develop recruitment and outreach activities targeted toward students from Vietnam and Korea.

- Re-design International student page on College site to provide more information to F-1 students about steps to enrollment at the College and advantages of studying in Philadelphia.

- Actively promote the financial and academic advantages of completing a degree at the College.

- Create opportunities for social activity and community building in order to increase an international student's cultural and societal understanding of the country.

- Boost communication strategies by providing frequent information about federal regulations, required paperwork and the College's steps to enrollment.

- Implement communication plan to target adult students with prior earned credits about opportunities for earning a degree.

- Work with Corporate Solutions in outreach initiatives with city agencies, non-profit organizations and businesses in order to engage individuals seeking job enhancement through degree or certificate.

- Collaborate with the ex-offender Re-entry Program to inform participants about certificates (credit/non-credit) and degree options.

- Working with Corporate Solutions, Veterans' Affairs Coordinator and veterans' agencies inform veterans and active duty personnel about the College's programs of study and support services.

- Work with Academic Affairs and Marketing to promote new programs of study to new and current students.

Overview of Key Strategies

Retention

- Develop and implement Early Alert/intervention System

- Establish "Academic Checkup System" whereby all degree-seeking students meet with an appropriate program representative prior to earning 24 credits.

- Establish process for "Academic Plan Review" using initial goal and intent statements as base for plan review.

- Create connection opportunities between students enrolled in large curricula (Liberal Arts; Culture, Science and Technology; and Business) and appropriate College staff and faculty.

- Produce "This Week at the College" announcement series.

- Develop "Promising Practices" web site resource documenting student engagement strategies employed by specific curricula and individual faculty members. Included will be non-CCP "Promising Practices" reflecting what other institutions are doing.

- Promote online orientation throughout matriculation.

- Provide students with comprehensive, multi-touch orientation experiences.

- Evaluate current for-credit offering (FOS 101) for sustainability, expansion, and/or reformatting.

- Explore delivery of FOS 101 content/goals in alternative ways.

- Develop a "Welcome Week" set of activities.

- Develop a process to assist students in the development of an individual academic plan as a guide for course selection and ongoing assessment of career goals.

Student Enrollment Services

- Implement ACH/Check by Phone payments to provide another option for students to pay tuition.

- On-Line Payment Plan Application – Enable students to enroll in the Tuition Payment Plan via the Web.

- Provide a One-Card system – Implement debit card feature to allow students' financial funds to go directly to their accounts.

- Online method for processing P&P 5 (attendance) drops through MyCCP will be developed.

- Develop and launch CCPOne: An enrollment services ("one-stop shop") internet site.

- Simplify Integrated INB Enrollment Services forms.

Overview of Key Strategies

- Add online web services for students: students should have the ability to complete online 1) requests for excused withdrawals, 2) record challenges, 3) curriculum changes, and 4) transfer credit evaluations through MyCCP.

- Full CAPP Implementation: Extend usage of Banner CAPP (degree audit module) to include students, academic advisors, and counselors.

- Fact Sheet on alternative learning experience: Provide published information on alternative learning experiences including AP, Credit-by-Examination, Credit-for-Life Experience, CLEP, and SOC.

- Course blocking schedule: Based on program placement, pre-determine developmental course load based on program criteria, curriculum, and student preferences

- Service Standards for College Errors: A College policy/guideline should be developed for service areas (Enrollment Services, Cashier's Office) that details how institutional errors that result in detriment to students, are to be handled.

- Additional online web services for Academic Affairs administrators: establish online data entry and approval process for credit-by-examination (CBE) and credit-for-life-experience.

- Additional online web services for Academic Affairs administrators and faculty – Faculty may approve and update registration record to change from credit to audit status.

- Banner Online Transcript Requests: Students should be able to request CCP transcripts utilizing the functionality in Banner.

- Develop a paperless admissions application process utilizing document imaging.

- Implement admissions priority deadline date.

- Implement Banner web admission application.

- Create an admissions welcome packet.

- Fully utilize improved phone system – Utilize features of the new phone system to send reminder communications to students regarding testing, registration, financial aid, and payment deadlines.

- Business process analysis – Identify inefficiencies, redundancies, and cross-departmental relationships to facilitate the effective realignment of tasks and functional responsibilities.

- Fully implement web registration for all students.

- Group web registration for new students. Improve the process of registration for new students to include enhanced financial planning sessions.

KPI: Increase in new student headcount and full-time equivalent	
Strategic Opportunity: It is projected that starting in school year 2008-2009, the overall number of high school graduates will decrease through 2014. In addition, the tuition cost at four-year institutions is projected to increase exponentially in the next decade, while student aid will fail to keep pace. The affordability of a community college education, partnership agreements with four-year institutions and collaborations with the School District of Philadelphia will position Community College of Philadelphia as a primary source for access to higher education and thereby increase the number of students enrolling in the College and contribute to the Mayor's goal of increasing the number of city residents with a college degree.	
Outcome: The number of recent high school graduates enrolling at the College will increase by 2% annually.	
Metrics:	1. Increase in number of public and charter high school seniors who enroll at the College after graduation compared to the prior year.
	2. Increase the attendance of traditional students at campus-based information sessions compared to sessions offered in the prior year.
	3. Increase in number of guidance counselors attending College-sponsored workshops discussing programs of study, student life, academic services and steps to enrollment.
	4. Increase in number of high school juniors and seniors participating in dual enrollment compared to the prior year.
	5. Increase in number of dual enrollment students who enroll at the College after high school graduation compared to the prior year.
	6. Increase in number of staff members from external agencies attending College presentations about programs of study, policies and steps to enrollment in comparison to the prior year.

	7. Percentage increase of Archdiocese students enrolling in dual enrollment compared to the prior year.
	8. Increase in number of Archdiocese students enrolling after graduation compared to the prior year.
	9. Increase in number of parents attending information sessions about the College's programs of study, dual admissions and academic opportunities compared to the prior year.
	10. Percentage increase of first-time, first-term GED recipients enrolling at the College compared to the prior year.
	11. Increase in number of home-school association members attending home school information sessions compared to the prior year.
	12. Percentage increase of guest and transfer students enrolling at the College compared to the prior year.
	13. Increase in conversion rate of walk-in students enrolling in courses compared to the prior year.
	14. Increase in the conversion rate of prospects to applicants compared to the prior year.
	15. Increase in the conversion rate of applicants to registered students compared to the prior year.
	16. Increase in number of students enrolling in under-enrolled programs of study compared to the prior year.

Enrollment Management Plan
Recruitment

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
1. Increase in number of public and charter high school seniors who enroll at the College after graduation compared to the prior year	- Collaborate with four specific high schools to offer six workshops with focus on a specific topic about the benefit of post-secondary education and its paramount role in achieving career and academic goals - Collaborate with guidance counselors to inform high school seniors about the broad range of academic and social opportunities at the College - Expand program to six high schools to offer six workshops with focus on a specific topic about the benefit of post-secondary education - Collaborate with all student success centers in participating high schools	High school seniors	- Small group presentations in all high schools - Campus and school-based workshops focusing on specific sections of the Enrollment pipeline - Try College for a Day - Campus-based information sessions - Virtual information sessions - Access mailing to high school seniors and parents - Explore social networking options	Office of Admissions/ School District of Philadelphia	October to April annually	- Number of high school seniors who enroll at a post-secondary institution right after graduation including the College - Number of high school seniors who enroll at the College after graduation - Percentage increase of graduates from targeted high schools - Number of high school juniors who enroll in the dual enrollment program	- Interactive or video PowerPoint presentation - Cross media tools (e.g. instant chat, CRM) - Passive marketing tools - Placement testing in high schools - Offer summer develop-mental classes for graduating seniors - Create financial planning guide for students	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
2. Increase the attendance of traditional students at campus-based information sessions compared to sessions offered in the prior year	Re-structure format of campus-based information sessions to be in-depth by instituting program-specific information sessions	High school students	- Program-specific information sessions - College website	Offices of Admissions and Marketing/ Academic Affairs – Department Chairs/Student Life	October to June annually	- Number of future students attending open house events and enrolling at the College - Increased enrollment in programs of study	- Academic Affairs - Student Life - Financial planning resources - Dual admissions - Facilities Department - Postcards - Media coverage - Cross-media tools	
	Enhance campus visit days by coupling the campus tour with a mini information session	High school students	- Designated days and times for future students to visit the College - College website	Offices of Admissions and Marketing/ Counseling Department	September to June annually	Number of information session participants who enroll in a future term.	- Cross-media tools - Academic Affairs - Student ambassadors	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	Enhance junior discovery day to include practical application of the steps to enrollment, in addition to hands-on activities in selected programs of study	High school juniors and sophomores	Program-specific presentations	Offices of Admissions and Marketing	May annually	- Number of participants who enroll in dual enrollment programs - Number of participants who enroll after graduation	- Academic Affairs – Department Chairs - Facilities Department	
3. Increase in number of guidance counselors attending College-sponsored workshops discussing programs of study, student life, academic services and steps to enrollment	Inform guidance counselors of program offerings, academic services and steps to enrollment	High school guidance counselor	- Bi-annual workshops at Main Campus and Regional Centers detailing program offerings and steps to enrollment - College website	Offices of Admissions and Marketing	August and May annually	Increase in number of students reporting guidance counselors as a source of information	- Academic Affairs – Regional Center Directors - Financial planning tools	
4. Increase in number of high school juniors and seniors participating in dual enrollment compared to the	Inform students in the dual enrollment program about advantages of degree completion at the College	High school sophomores, juniors and seniors	Information session for students and parents	Offices of Admissions and Marketing	October to April annually	Number of high school juniors and seniors enrolling in dual enrollment	- Academic Affairs – Dual Enrollment Coordinators - Cross media tool	

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
prior year							- Dual admissions	
5. Increase in number of dual enrollment students who enroll at the College after high school graduation compared to the prior year	Inform students in the dual enrollment program about advantages of degree completion at the College	Currently-enrolled dual enrollment students	Targeted mailing to students			Number of dual enrollment students who enroll at the College after high school graduation	Develop intensive summer programs for students to earn credits prior to fall enrollment at a college/ university	
6. Increase in number of staff members from external agencies attending College presentations about programs of study, policies and steps to enrollment in comparison to the prior year	Engage community agencies working with and within schools to inform them about the College's program offerings, academic services and steps to enrollment.	High school seniors and juniors	- Bi-annual workshop - Participation in college prep roundtable - College website	Office of Admissions	August to May annually	Increase in number of students reporting an external agency as a referral or source of college information using source code information from inquiry cards and/or admission applications	Cross media tools	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
7. Increase in number of Archdiocese students enrolling in dual enrollment compared to the prior year	Collaborate with Archdiocese leadership to exchange student information and present dual enrollment and dual admission options to high school juniors and seniors	High school juniors and seniors	Specialized presentations about dual enrollment and honors program	Office of Admissions	October to May annually	Increase in enrollment of Archdiocese students in dual enrollment	- Academic Affairs – Study abroad, Honors program - Dual Admissions	
8. Percentage increase in number of Archdiocese students enrolling after graduation compared to the prior year	Collaborate with Archdiocese leadership to exchange student information and present dual enrollment and dual admission options to high school juniors and seniors	High school juniors and seniors	Try College for a day for Archdiocese students	Office of Admissions	October to May annually	Enrollment increase of Archdiocese graduates enrolling at the College after graduation		

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
9. Increase in number of parents attending information sessions about the College's programs of study, dual admissions and academic opportunities compared to the prior year	Create an information session to inform parents about programs of study, steps to enrollment and other opportunities at the College	- Parents of middle and high school students - Support systems of adult learners	- Specialized information sessions for parents - College website	Office of Admissions/ Academic Affairs	October/ February/ April annually	- Increase in number of students reporting a parent as a referral or source of information through source codes on inquiry cards and/or admission application - Increase in number of parents attending open house events	- Parents of current students or alumni - Financial assistance - Corporate Solutions - Financial planning tools (e.g. payment plan and savings plans)	
10. Percentage increase of first-time, first-term GED recipients enrolling at the College compared to the prior year	Collaborate with GED programs to present the College's credit programs of study, non-credit certification and dual admissions to program graduates	Non-enrolled students (drop-outs)	- College presentation in GED classes - Participation in GED graduation activities	Office of Admissions/ Assessment Center/Academic Affairs	September to June annually	Increase in number of students reporting GED receipt on admissions application	- Partnership with advocate group or organization - Academic Affairs- Assessment Center - Financial planning tools	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
11. Increase in number of home-school association members attending home school information sessions compared to the prior year	Develop a partnership with home-school associations	Home-school students in equivalent grades of public high school juniors and seniors	- College presentation at home-school sites - College website	Office of Admissions	September to June annually	Percentage increase of home-school students enrolling at the College	School District of Philadelphia	
12. Percentage increase of guest and transfer students enrolling at the College compared to the prior year	Inform students, with Philadelphia residency, enrolled at targeted colleges and universities, about summer course options and course transferability	Guest and transfer students	Targeted marketing mailing to students in College database and regional and/or state colleges with high percentage of Philadelphia residents	Offices of Admissions and Marketing	November to December and March to May annually	Increase in number of guest and transfer students	List of regional and/or state colleges with a large number of Philadelphia residents based on School district data	
13. Increase in conversion rate of walk-in students enrolling in courses compared to the prior year	Inform walk-in students coming to the Welcome Center or Enrollment Services area about steps to enrollment, programs of study and academic services	Walk-in students	Program folders with inquiry cards in Welcome Center and Enrollment Services areas	Offices of Admissions and Marketing/ Regional Centers	September to August annually	Percentage increase in conversion of walk-in students enrolling in a future term		

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
14. Increase in the conversion rate of prospects to applicants compared to the prior year	Enhance communication strategies to provide specific information about programs of study and steps to enrollment for prospective students	Prospective students	Strategic mailing of student packets	Office of Admissions	September to August annually	Percentage increase in conversion of prospects who apply to the College	Cross media tools	
15. Increase in the conversion rate of applicants to registered students compared to the prior year	Enhance communication strategies to provide necessary information about steps to enrollment	All credit applicants	New student packets	Office of Admissions	September to August annually	Percentage increase in conversion of students who apply and enroll	- Cross media tools - Increase use of inquiry cards	
16. Increase in number of students enrolling in under-enrolled programs compared to the prior year	Collaborate with Department Chair or Program Coordinator to promote new or under-enrolled programs of study	- Currently enrolled students - Students in targeted high schools programs	Program-specific information sessions at the campus or strategic location	Offices of Admissions and Marketing/ Department Chairs or Program Coordinators	October to July annually	Percentage increase in students enrolling in target programs	- External partner or community stakeholder to highlight program need or significance. - Dual admissions	

KPI: Increase in new student headcount and full-time equivalent	
Strategic Opportunity: The increased awareness of the value of a community college education in Asia, partnership with four-year institutions and AACC, affordability of an American education by growing middle class in Southeast Asia and Philadelphia's emergence as a premier destination serves as an opportunity for the College to increase its recruitment and retention of international students (F-1 visa holders).	
Outcome: Increase international student enrollment by 10 -15% annually.	
Metrics:	1. Percentage increase of F-1 applicants compared to the prior year.
	2. Percentage increase in retention of F-1 students from fall to spring terms and fall to fall terms in comparison to prior years.
	3. Increase in conversion rate of F-1 applicants who enroll at the College compared to the prior year.

Enrollment Management Plan
Recruitment

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
1. Percentage increase of F-1 applicants compared to the prior year	Collaborate with cultural groups/agencies and local businesses working with individuals from targeted countries Develop packet of information and strategies for faculty and staff visiting targeted countries who are willing to engage in outreach activities	Future and current F-1 visa holders	Workshops detailing program offerings, benefits of a community college education and steps to enrollment	Office of Admissions	September to July annually	Increase in number of F-1 students referred to the College by cultural groups/ agencies	- Translation services - Resource packets - Interactive website - Increased number of English as a Second Language Placement tests - English as a Second Language courses offered in 10- and 12-week terms	
	Collaborate with language school representatives in surrounding colleges/universities and provide updated information about steps to enrollment for F-1 students	Future F-1 transfer students	Annual breakfast workshop	Office of Admissions	October annually	Increase in number of F-1 students referred to the College from language institutes	- Translation services - Resource packets	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	Participate in annual AACC community college fairs in Southeast Asia	Future F-1 students	- Small group presentations - International student brochures - Advertisement in education guides	Offices of Admission and Marketing	September to July annually	Increased enrollment of students from Southeast Asia	- Resource packets - Additional profes-sional position required	
	Develop recruitment and outreach activities targeted toward students from Vietnam and Korea	Future F-1 students	- Increased web presence on specific sites - Increase follow-up with students in the inquiry pool	Offices of Admissions and Marketing	September to July annually	Increased enrollment of students from specified countries	- Web presence on targeted sites - Translation services - Dual admissions - New student packets	
	Re-design International student page on College site to provide more information to F-1 students about steps to enrollment at the College and advantages of studying in Philadelphia	Future F-1 students	- College website - Sites with link to the College site	Offices of Admissions and Marketing	September to August annually	- Increased traffic on the Internation-al Student page - Increased number of students who identify the College website as the initial contact	- Dual admissions - Translation services	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
2. Percentage increase in retention of F-1 students from fall to spring terms and fall to fall terms in comparison to prior years	Actively promote the financial and academic advantages of completing a degree at the College	Enrolled F-1 students	- Workshops - Portal group	Office of Admissions	Year-round	- Number of F-1 students completing a degree - Number of F-1 students enrolling in the optional practical training program	- Payment plan options - Scholarship options	
	Create opportunities for social activity and community building in order to increase an international student's cultural and societal understanding of the country and ease their transition to a new environment	Current F-1 students	- Scheduled trips in the city - Newsletters	Office of Admissions/ Student Life	September to May annually	Increase in number of F-1 students reporting a smooth transition into CCP and the United States		
3. Increase in conversion rate of F-1 applicants who enroll at the College compared to the prior year	Boost communication strategies by providing frequent information about federal regulations, required paperwork and the College's steps to enrollment	F-1 applicants	Frequent email and telephone communication with applicants	Office of Admissions	October to June annually	Number of F-1 applicants enrolling at the College	- Web application - Dedicated scholarship or grant awards for F-1 students - Housing for F-1 students	

KPI: Increase in new student headcount and full-time equivalent	
Strategic Opportunity: Among the ten largest cities in the country, the city of Philadelphia is first in the number of individuals who possess inadequate reading, writing, and numeracy skills. In 2006, only 20% of city residents, specifically age 25 - 45 years, earned a college degree while 80,000 residents have earned college credit but do not possess a degree. The decline in the number of high school graduates coupled with the increase of career changers, growing need for individuals with advanced technological skills, decline in service jobs and the retirement of the baby boomer generation serves as an opportunity for the College to attract a diversified pool of adult students into its degree and certificate programs in addition to serving as a partner in Mayor Nutter's goal to double the number of degree holders in the city.	
Outcome: Increase the number of first-time, first-term adult students by 2% annually.	
Metrics:	1. Percentage increase in the enrollment of returning adults with earned college credits compared to the prior year.
	2. Enrollment increase of first-time, first-term adult students who possess a high school diploma or GED, but have not earned a degree or certificate compared to prior years.
	3. Increase in number of ex-offenders enrolling as degree seekers or pursuing non-credit certification compared with the prior year.
	4. Percentage increase in the enrollment of adult students who identify as a Veteran compared to the prior year.
	5. Increase in number of adult students enrolling in new or under-enrolled programs of study compared to the prior year.

Enrollment Management Plan
Recruitment

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
1. Percentage increase in the enrollment of returning adults with earned college credits compared to the prior year	Inform adult students with prior earned credits about opportunities for earning a degree	Adult students with prior earned credits	- Information sessions at Graduate! Philadelphia and through My Degree Now - Campus-based information sessions - College website - Information sessions at targeted sites	Offices of Admissions and Marketing	September to July annually	- Number of Graduate! Philadelphia students enrolling at the College - Number of students participating in My Degree Now - Number of adults with prior earned credits enrolling at the College	- Cross –media tools - New student packets - Flexible payment plan	
2. Enrollment increase of first-time, first-term adult students who possess a high school diploma or GED, but have not earned a degree or certificate compared to prior years	Collaborate with Corporate Solutions in outreach initiatives with city agencies, non-profit organizations and businesses in order to engage individuals seeking job enhancement through degree or certificate	Adult students with a high school diploma or GED	- Information sessions at targeted sites - Campus-based information sessions	Office of Admissions/ Academic Affairs	September to July annually	- Number of first-time, first-term adult students enrolling at College from targeted sites - Increase in number of adult learners enrolling from targeted zip codes in the city	- Cross media tools - Communica-tion Plan - Flexible payment plan - Short-term courses that allow for immediate job entry - Create accelerated certificate programs for immediate job entry	

Enrollment Management Plan
Recruitment

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
3. Increase in number of ex-offenders enrolling as degree seekers or pursuing non-credit certification compared with the previous year	Collaborate with the Re-entry Program to inform participants about certificates (credit/non-credit) and degree options	Ex-offenders	Information sessions during Re-entry Program workshops	Office of Admissions/ Academic Affairs	October to July annually	Number of students from Re-entry Program enrolling in non-credit certification and degree-seeking programs	- Short-term courses that allow for immediate job entry - Corporate Solutions - Financial assistance - Flexible payment plan	
4. Percentage increase in the enrollment of adult students who identify as a Veteran compared to the prior year	Collaborate with Corporate Solutions, Veterans' Affairs Coordinator and veterans' agencies to inform veterans and active duty personnel about the College's programs of study and support services	Discharged veterans or active military personnel	- On-site information sessions - Campus-based information sessions	Office of Admissions	October to July annually	Number of active military personnel and veterans enrolling at the College	- Dedicated web and physical space - Specified individuals in key offices	
5. Increase in number of adult students enrolling in new or under-enrolled programs of study compared to the prior year	Collaborate with Academic Affairs and Marketing to promote new programs of study to new and current students	New and current adult students	- Information sessions for general options adult students - Program-specific information sessions	Office of Admissions	October to July annually	- Number of adult students who enroll in programs with low enrollment - Number of adult students who enroll in new programs of study	- Flexible payment plan for late applicants - Academic Affairs-Department Chairs - Targeted media placement - Zip code analysis of city	

STRATEGY: YOUTH MARKET

Strategy 1: Build relationships with guidance counselors and teachers. Develop a guidance counselor microsite with information and resources they can share with specific students. Site to contain College news and information, materials for download, interactive materials and a request form. Introduce microsite at biannual counselor breakfast or luncheon information sessions on Main Campus and at the Regional Centers. Provide giveaways to counselors who attend sessions.

	Target Market:	Currently Enrolled High School Students
	Message:	Quality education, Broad Access, Support services, Dual Admissions, Credit transferability, affordability (tuition savings), student life activities, honors program/Phi Theta Kappa, study abroad, campus diversity and summer sessions/summer language institute
	Media:	College website, college information websites, Direct Mail, General Advertising, Brochures/Collateral, social networks
	Benchmark:	Increased participation of counselors, increased number of students reporting guidance counselors as a source of information
	Measurement Method:	Track the number of participating counselors, track the number of high school students reporting guidance counselors as a source of information
	Time Frame:	Biannual information sessions in August and May
	Budget:	Funds for advertising and giveaways, possibly direct mail. To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 2: Support and follow-up materials for high school workshops aimed at public, charter and Archdiocese schools. Create targeted communications that focus on the benefits of postsecondary education and the various academic and social opportunities at the College. College video with testimonials of current students and graduates. Use giveaways or another incentive to encourage students to follow up through a dedicated Web page(s). Work with guidance counselors and other key professionals through microsite, direct mail and electronic newsletters.

	Target Market:	Currently Enrolled High School Students
	Message:	Quality education, Support services, dual admissions, affordability(tuition savings), current student/alumni experiences, dual enrollment
	Media:	College website, Brochures/Collateral, social networks
	Benchmark:	Number of high school seniors enrolling in a post-secondary institution immediately following graduation, number of graduating high school students enrolling at the College; percentage increase of graduates from targeted high schools, number of juniors enrolled in dual enrollment programs
	Measurement Method:	Track number of graduating high school students enrolling at the College; track increase of graduates from targeted high schools, track number of juniors enrolled in dual enrollment programs
	Time Frame:	October to April
	Budget:	Funds for video testimonials, promotional materials, giveaways
		To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 3: Direct mail campaign aimed at freshmen through seniors announcing campus-based information sessions/open houses. High energy, pertinent information for each year regarding College programs and what to expect at Community College Of Philadelphia; invitation to open houses with a Campus tour and giveaways at event. Create Web site pages to provide details.

	Target Market:	Currently Enrolled High School Students
	Message:	Quality education, support services, tuition savings (affordability), interaction with faculty
	Media:	Direct Mail (postcards), College website, Radio/TV/Paper advertisements
	Benchmark:	Increased number of students with greater awareness of program offerings and opportunities, increased enrollment in programs of study with low enrollment compared to the prior year
	Measurement Method:	Track the number of participating students, track increased enrollment in programs of study with low enrollment
	Time Frame:	September through June
	Budget:	Funds for direct mail campaign, advertising, giveaways To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 4: Direct mail campaign inviting high school juniors to Junior Discovery Day; announcements to high school counselors. High energy, pertinent information for each year regarding hands-on activities about College programs, dual enrollment and steps to enrollment at Community College Of Philadelphia; giveaways at event; online follow-up mechanism.

	Target Market:	Currently Enrolled High School Sophomores and Juniors
	Message:	Quality education, Support services, dual enrollment, dual admissions/transfer agreements
	Media:	Direct Mail, Brochures/Collateral
	Benchmark:	Number of participants that enroll in dual enrollment programs, number of students that enroll after graduation
	Measurement Method:	Track the number of graduating high school students enrolling in dual enrollment programs at the College and the number of students who enroll after graduation
	Time Frame:	May
	Budget:	Funds for direct mail campaign, giveaways To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 5: Purchase SAT/PSAT lists for Philadelphia County and send direct mail campaign about Dual Admissions with participating colleges; URL for information, online request for information and follow-up with phone calls or e-mails to those interested.

	Target Market:	Currently Enrolled High School Students who have taken the PSAT/SAT
	Message:	Quality education, support services, dual admissions/transfer agreements, dual enrollment
	Media:	Direct Mail
	Benchmark:	Increased enrollment at the College of target high school student population
	Measurement Method:	Track the number of graduating high school students enrolling into the College and participating in the Dual Admissions program
	Time Frame:	Spring
	Budget:	Funds for SAT/PSAT lists, mailings
	Responsibility:	Office of Admissions with Marketing

STRATEGY: YOUTH MARKET

Strategy 6: Support and follow-up materials for workshops/information sessions for parents. Create targeted communications that focus on the benefits of dual enrollment programs, postsecondary education, steps to enrollment, dual admissions, financing a college education and other opportunities at the College. College video with testimonials of parents of currently enrolled students, current students and graduates. Use giveaways or another incentive to encourage parents to follow up through a dedicated Web page(s). Follow up with direct mail with information about what needs to be done in fall and spring for high school students interested in College, pertinent dates and highlights of Community College Of Philadelphia programs.

	Target Market:	Parents of Currently Enrolled High School Students
	Message:	Quality education, Broad Access, Support services, Dual Admissions, Credit transferability, affordability (tuition savings), student life activities, honors program/Phi Theta Kappa, study abroad, campus diversity, faculty accomplishments and summer language institute.
	Media:	College webpage, brochure
	Benchmark:	Increase in the number of students reporting a parent as a referral or source of information
	Measurement Method:	Track the number of parent responses, track the number students reporting a parent as a referral, track the number of students enrolled in dual enrollment programs
	Time Frame:	October, February and April
	Budget:	Funds needed for direct mail invitations, print newsletters, mailings
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 7: Build relationships with community agencies, home schooling associations, GED programs and key influencers. Direct mail with information and resources they can share with students; direct to College news and information, materials for download, interactive materials and a request form for more information. Invite to biannual breakfast or luncheon information sessions on Main Campus and at the Regional Centers for these target groups. Provide giveaways to attendees.

	Target Market:	Currently Enrolled High School Students via the community agencies, home schooling associations, GED programs and other key influencers
	Message:	Quality education, Support services, student financial assistance workshops
	Media:	College website, brochure
	Benchmark:	Increased participation of community agencies, home schooling associations and GED programs, increased number of students reporting an external agency as a referral source, increased number of students reporting GED program as a referral source, increased enrollment at the College of home school students
	Measurement Method:	Track the number of students reporting an external agency as a referral source or source of College information, Track the number of students reporting a GED program as a referral source or source of College information, track the number of home school students enrolling at the College
	Time Frame:	September to June
	Budget:	Funds for advertising and giveaways, possibly direct mail. To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 8: Increase outreach to students with Philadelphia residency currently enrolled at target colleges and universities about summer course options and transferability of credits. Direct mail to students in College database. Ads in college papers, materials for college campuses.

	Target Market:	Currently Enrolled College Students at Target Colleges and Universities
	Message:	Credit transferability, varying start dates for summer sessions, small class size, tuition savings
	Media:	Direct Mail, College webpage, Radio/TV advertisements
	Benchmark:	Increased number of guest and transfer students.
	Measurement Method:	Track the number of guest and transfer students from participating colleges and universities.
	Time Frame:	Spring
	Budget:	Funds for advertising, possibly direct mail. To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: YOUTH MARKET

Strategy 9: Update recruitment communications to support increased conversion rates walk-ins, prospects and applicants who register. Create program folders for distribution at the Welcome Center, materials that focus on programs of study and steps to enrollment for mailing to prospective students.

	Target Market:	Walk-in Students, Prospective Students, All Credit Applicants
	Message:	High-quality, Broad Access, Supportive Environment, Transitions
	Media:	Printed Publications
	Benchmark:	Percentage increase in conversion of walk-in students enrolling in a future term, percentage increase in conversion of prospects that apply to the College, percentage increase in conversion of students who apply, enroll and persist
	Measurement Method:	Track conversion of walk-in students enrolling in a future term, track conversion of prospects that apply to the College, track conversion of students who apply, enroll and persist
	Time Frame:	September to August
	Budget:	Funds for advertising, possibly direct mail. To be determined in collaboration with Marketing.
	Responsibility:	Office of Admissions and Marketing

STRATEGY: ADULT MARKET

Strategy 1: Inform adults with prior earned credits about opportunities for earning a degree through targeted organizations, campus information sessions and highlighting diverse, exciting and in-demand programs of study.

Target Market:	Adults interested in career change, adults interested in a college degree
Message:	Quality education, faculty accomplishments, career opportunities, credit transferability(dual admissions), support services, affordability, student financial assistance workshops
Media:	Area/Industry-specific Publications, Advertising, Direct Mailings, Web-based Advertising, College website
Benchmark:	Numbers of Graduate! Philadelphia students enrolling at the College, number of adults with prior earned credits enrolling at the College
Measurement Method:	Track number of applicants enrolling in highlighted programs, track Graduate! Philadelphia students enrolling at the College, track number of students participating in My Degree *Now*, track number of adults with prior earned credits enrolling at the College
Time Frame:	September to July
Budget:	Funds needed for publications and advertising
Responsibility:	Office of Admissions, Academic Affairs and Marketing

STRATEGY: ADULT MARKET

Strategy 2: Collaborate with Corporate Solutions in outreach initiatives with city agencies, nonprofit organizations and businesses to engage individuals seeking job enhancement through degree or certificate. Create a marketing campaign aimed at employed with tuition reimbursement; multimedia campaign; host information sessions at targeted sites and at Main Campus.

	Target Market:	Adults interested in career change, adults with a high school diploma or GED
	Message:	Quality education, Supportive Environment and services, Economic Engine,
	Media:	Industry-specific publications, advertising, direct mailings, Web-based advertising, College website
	Benchmark:	Number of adult students enrolling at the College from targeted sites, increase in the number of adult learners enrolling from targeted mailings
	Measurement Method:	Track adult students enrolling at the College from targeted sites, track number of adult learners enrolling from targeted mailings
	Time Frame:	September to July
	Budget:	Funds needed for publications, direct mail and advertising
	Responsibility:	Office of Admissions, Corporate Solutions and Marketing

STRATEGY: ADULT MARKET

Strategy 3: Recruitment strategies aimed at active military and veterans. Work with Veterans' Affairs Coordinator at the College and Corporate Solutions to host information sessions at the College. Create dedicated pages on College website to provide information for military and veterans.

Target Market:	Military and Veterans
Message:	Quality education, Supportive Environment/services, Individual attention,
Media:	Industry-specific Publications, Direct Mail, Web-based Advertising
Benchmark:	Increased enrollment of military and veterans
Measurement Method:	Number of applicants, number of applicants enrolling in programs, number of program completers
Time Frame:	August through June
Budget:	Funds needed for advertising and events
Responsibility:	Office of Admissions, Corporate Solutions and Marketing

STRATEGY: ADULT MARKET

Strategy 4: Admissions, Marketing and Academic Affairs to create strategies to promote new programs to prospective students. Create information sessions for general options students and information sessions for specific programs. Create strategies to market new programs and events.		
	Target Market:	Adults interested in career change, adults interested in target markets, current students
	Message:	Quality education, Supportive Environment and services, dual admissions/credit transferability, career opportunities, innovation
	Media:	Industry-specific Publications, Advertising, Direct Mail, Web-based Advertising
	Benchmark:	Increased enrollment in target programs
	Measurement Method:	Track enrollment numbers in under-enrolled programs
	Time Frame:	October to July
	Budget:	Funds needed for publications, direct mail and advertising
	Responsibility:	Office of Admissions, Academic Affairs and Marketing

STRATEGY: ADULT MARKET

Strategy 5: Marketing and Academic Affairs to create strategies to promote new programs to current students. Create information sessions for general options students and information sessions for specific programs.

	Target Market:	Liberal Arts / Culture Science and Technology students (Undecided students)
	Message:	
	Media:	Industry-specific Publications, Advertising, Direct Mail, Web-based Advertising
	Benchmark:	Increased enrollment in target programs
	Measurement Method:	Track enrollment numbers in target programs
	Time Frame:	October to July
	Budget:	Funds needed for publications, direct mail and advertising
	Responsibility:	Office of Admissions, Academic Affairs and Marketing

STRATEGY: ADULT MARKET

Strategy 6: Collaborate with Corporate Solutions and Admissions to conduct zip code analyses of the city in order to create message-specific promotions for targeted audiences.

	Target Market:	Adult Students
	Message:	Quality education, personal enrichment or interest, lifelong learning, economic engine
	Media:	College Web site, Publications / Brochure
	Benchmark:	Increased number of students enrolling in new, small or under-enrolled programs/courses.
	Measurement Method:	Increase in enrollment in identified programs
	Time Frame:	September to August
	Budget:	To be determined
	Responsibility:	Corporate Solutions, Offices of Admissions and Marketing

STRATEGY: INTERNATIONAL STUDENTS

Strategy 1: Redesign International Students Web page to provide more information about F-1 student steps to enrollment at the College and dynamically present benefits to studying in Philadelphia.

	Target Market:	Future F-1 Students
	Message:	Quality education, Supportive Environment, support services, affordability (tuition and city), campus safety, credit transferability/dual admissions, English As a Second Language program, faculty accomplishments
	Media:	College Web site
	Benchmark:	Increased traffic on international students page; increased number of students who list the Web site as first College contact
	Measurement Method:	Track traffic to international students page; track number of students who list the Web site as first College contact
	Time Frame:	September to August
	Budget:	To be determined
	Responsibility:	Office of Admissions and Marketing

STRATEGY: INTERNATIONAL STUDENTS

Strategy 2: Direct Mail Campaign To TOEFL Takers From College Board; Purchase Names (5,000); Direct Mail Campaign.

	Target Market:	Future F-1 Students
	Message:	Quality education, Supportive Environment, support services, affordability (tuition and city), campus safety, credit transferability/dual admissions, English As a Second Language program, faculty accomplishments
	Media:	Direct Mail Campaign, Electronic
	Benchmark:	Applications of international students
		Increased enrollment of international students
	Measurement Method:	Track responses to mailing; track the number of inquiries to the College from international students, track the Web site traffic to International Students page
	Time Frame:	Spring
	Budget:	Funds needed for direct mail campaign
		To be determined in collaboration with Office of Communications
	Responsibility:	Office of Admissions and Marketing

STRATEGY: INTERNATIONAL STUDENTS

Strategy 3: Collaborate with cultural groups, agencies and local businesses working with targeted countries. Advertise with partners such as AACC and Campus Philly's Study Philadelphia. Create resource materials that clearly detail the steps to enrollment process. Create invitations for workshops detailing program offerings, the benefits of a community college education and steps to enrollment.

	Target Market:	Future and current F-1 visa holders
	Message:	Quality education, Supportive Environment, support services, affordability (tuition and city), campus safety, credit transferability/dual admissions, English As a Second Language program, faculty accomplishments
	Media:	Direct Mail, Strategic Advertisements, Electronic /Print/Webpage Materials in multiple languages
	Benchmark:	Increase in the number of students referred to the College by cultural groups, agencies and partner organizations
	Measurement Method:	Number of mailings; workshop attendance; track number of students referred to the College by cultural groups, agencies and partner organizations
	Time Frame:	Beginning Spring 2009
	Budget:	Funds needed for advertising
		To be determined in collaboration with Office of Communications
	Responsibility:	Office of Communications in collaboration with Office of Admissions

Enrollment Management Plan
Marketing

STRATEGY: INTERNATIONAL STUDENTS

Strategy 4: Participate In annual AACC community college fairs in Asia.

	Target Market:	Future F-1 Students
	Message:	High-quality, Broad Access, Supportive Environment, Transitions
	Media:	Participation in Various Fairs
	Benchmark:	Increased enrollment of students from Southeast Asia
	Measurement Method:	Track the enrollment of students from Southeast Asia
	Time Frame:	September to July
	Budget:	Funds needed to attend fairs, travel, giveaways, customized recruitment displays
	Responsibility:	Office of Admissions and Marketing

STRATEGY: INTERNATIONAL STUDENTS

Strategy 5: Develop recruitment and outreach activities targeted towards students from Vietnam and Korea. Partner with institutions in Vietnam and Korea, build a relationship with a sister city.

	Target Market:	Future F-1 Students
	Message:	Quality education, Supportive Environment, support services, affordability (tuition and city), campus safety, credit transferability/dual admissions, English As a Second Language program, faculty accomplishments
	Media:	Web, Mailings, In-person Meetings/Exchange, Web presence on specific sites, Web page in multiple languages
	Benchmark:	Increased enrollment of international students from Vietnam and Korea
	Measurement Method:	Track the number of international students from Vietnam and Korea
	Time Frame:	September to August
	Budget:	Funds for Web advertising and outreach activities
	Responsibility:	Office of Admissions and Marketing

Enrollment Management Plan
Retention

KPI: Increase student retention rate	

Strategic Opportunity: Expand existing 20% faculty reporting to include student performance indicators. Notification to students will include directive and purposeful language to discuss the indicators with faculty member(s) and to attend workshop or meeting as indicated in letter. The goal is to foster increased connections between faculty and students on academic engagement.	

Outcome: Increase in fall-to-fall retention rate of 1% to 2%. Heightened awareness by students of: 1) their personal academic progress; 2) academic support services; and 3) specific strategies aimed to improve specific performance indicators.	

Metrics:	1. Expanded 20% attendance report form developed and implemented.
	2. Letter and accompanying information developed and utilized.
	3. Completion of assessment of new reporting form.
	4. Completion of assessment and intervention participation.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Expanded 20% attendance report form developed and implemented	Expand 20% form to include student performance (academic engagement) items: - Frequently Late - Inadequate Class Participation - Inappropriate Classroom Behavior - Missing Assignment(s)/ Unprepared - Other/Conference Requested	Faculty	Online form	Director of Student Success Initiatives/ Information Technology Services (ITS)	- Summer 2008 – form created - Fall 2008 – implement form	Faculty usage of form as gathered from a BRIO report	- ITS - OSSR – notice and update of Information Sheet for faculty	
Letter and accompanying information developed and utilized	Create letter/notice to students with specific interventions keyed to faculty reports	Students	Email/hard copy notice (letter)	Director of Student Success Initiatives	October 2008	Awareness of letter/notice as indicated by student focus groups and evaluations	- Letter draft - Learning Lab schedule - Counseling schedule - Approval of letters	

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	Map indicators to specific interventions within new notice to student – Learning Lab and Counseling resources/meeting with individual faculty member: - Frequently Late – Time Management (Counseling/ Learning Lab) - Inadequate Class Participation (Learning Lab) - Inappropriate Class Behavior (Counseling) - Missing Assignment(s) (Learning Lab) - Other/Conference Requested (Meeting with faculty)	Counseling, Learning Lab, Faculty	Embed within email/hard copy notice	Director of Student Success Initiatives/ Enrollment Services/ITS Information on intervention strategies provided by Learning Lab and Counseling by establishing the workshop schedules	July/August 2008	Increased student interaction as indicated by faculty evaluations, Counseling log and Learning Lab usage data	- Learning Lab Schedule - Counseling Schedule	
	Promotion of New Form/ Interventions: - Professional Development Week - Teaching Center - Department Head meetings - Learning Lab faculty - Counseling faculty	Faculty, Department Heads, Learning Lab, Counseling	- Workshops - Web materials - Update existing "how to" forms - Email - Web site postings (*My*CCP)	Director of Student Success Initiatives	August/ September 2008	Awareness of new form as gathered from faculty evaluation results		

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Completion of assessment of new reporting form	Obtain faculty feedback	Faculty	- Campus-wide feedback (email/online survey) - Focus groups	Director of Student Success Initiatives	October 2008	Information gathered from faculty evaluation results		
	Obtain student feedback	Students (recipients of notice)	Focus groups	Director of Student Success Initiatives	October 2008	Information gathered from focus groups and student evaluations		
Completion of assessment and intervention participation	Establish base line data on intervention participation (per Achieving the Dream Assessment Plan)	Students	Brio Reports – import Learning Lab and Counseling attendance data	Director of Student Success Initiatives/ITS/ Institutional Research	November 2008	- % of student attendance at intervention - % with 50% performance indicators		

KPI: Increase student retention rate	
Strategic Opportunity: Expand existing 50% faculty reporting to include student performance indicators. Notification to students will include directive and purposeful language to discuss the indicators with faculty member(s) and to attend workshops or meetings as indicated in letter. The goal is to foster increased connections between faculty and students on academic engagement.	
Outcome: Increase in fall-to-fall retention rate of 1% to 2%. Heightened awareness by students of: 1) their personal academic progress; 2) academic support services; and 3) specific strategies aimed to improve specific academic performance.	
Metrics:	1. Expanded 50% attendance and mid-term report form developed and implemented.
	2. Letter and accompanying information developed and utilized.
	3. Completion of assessment of new reporting form.
	4. Completion of assessment and intervention participation.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Expanded 50% attendance and mid-term report form developed and implemented	Expand 50% Form to include student performance (academic engagement) items: - Frequently Late - Inadequate Class Participation - Inappropriate Classroom Behavior - Missing Assignment(s)/ Unprepared - Other/Conference Requested	Faculty	Online form	Director of Student Success Initiatives/ITS	- Summer 2008 – form created - Fall 2008 – implement form	Faculty usage of form as gathered from a BRIO report	- ITS - OSSR – notice and update of Information Sheet for faculty	
Letter and accompanying information developed and utilized	Create letter/notice to students with specific interventions keyed to faculty reports	Students	Email/hard copy notice (letter)	Director of Student Success Initiatives	October 2008	Awareness of letter/notice as indicated by student focus groups and evaluations	- Letter draft - Learning Lab schedule - Counseling schedule - Approval of letters	

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	Mapping of indicators to specific interventions within new notice to student – Learning Lab and Counseling Resources/Meeting with individual faculty member: - Frequently late – Time Management (Counseling/ Learning Lab) - Inadequate Class Participation (Learning Lab) - Inappropriate Class Behavior (Counseling) - Missing Assignment(s) (Learning Lab) - Other/Conference Requested (Meeting with Faculty)	Counseling, Learning Lab, Faculty	Embed within email/ hard copy notice	Director of Student Success Initiatives/ Enrollment Services/ITS Information on intervention strategies provided by Learning Lab and Counseling by establishing the workshop schedules	August 2008	Increased student interaction as indicated by faculty evaluations, Counseling log and Learning Lab student usage data	- Learning Lab schedule - Counseling schedule - Process for collecting Learning Lab data for follow-up - Process for collecting Counseling Department data for follow-up	
	Promotion of new form/ interventions: - Professional Development Week - Teaching Center - Department Head meetings - Learning Lab faculty - Counseling faculty	Faculty, Department Heads, Learning Lab, Counseling	- Workshops - Web materials - Update existing "how to" forms - Email - Web site postings (*My*CCP)	Director of Student Success Initiatives	August/ September 2008	Awareness of new form as gathered from faculty evaluation results		

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Completion of assessment of new reporting form	Obtain faculty feedback	Faculty	- Campus-wide (online survey) - Focus groups	Director of Student Success Initiatives	November 2008	Information gathered from faculty evaluation results		
	Obtain student feedback	Students (recipients of notice)	Focus groups	Director of Student Success Initiatives	November 2008	Information gathered from focus groups and student evaluations		
Completion of assessment and intervention participation	Establish base line data on intervention participation (per Achieving the Dream Assessment Plan)	Students	Brio Reports – Import Learning Lab and Counseling attendance data	Director of Student Success Initiatives/ITS/ Institutional Research	December 2008	- % of student attendance at intervention - % with 50% performance indicators		

Enrollment Management Plan
Retention

KPI: Increase student retention rate Increase student satisfaction rate	
Strategic Opportunity: Require all degree-seeking students to schedule an "Academic Check-up" meeting before earning 24 credit hours to review and revise as necessary their educational plan. This meeting may be scheduled with an appropriate program representative (e.g., Counselor, Advisor, Department Head, Curriculum Head/Coordinator).	
Outcome: The percentage of students leaving the College with unsuccessful outcomes will decrease 5% by the end of 2011.	
Metrics:	1. Developed and implemented process whereby students will meet with an appropriate program representative before earning 24 credit hours.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Developed and implemented process whereby students will meet with an appropriate program representative before earning 24 credit hours	Require all degree-seeking students to meet with an appropriate program representative (e.g. Counselor, Advisor, Department Head, Curriculum Head/Coordinator) prior to earning 24 credits	Continuing students	Mail/email/ registration hold	Director of Student Success Initiatives to develop implementation strategy	Fall 2009 – Spring 2010	Academic engagement/ student satisfaction	College-wide presentation to present idea for support and buy-in. Anticipated departments and stake-holders to include: - Academic Affairs - Faculty - Advising - Counseling	
	Establish process for "Academic Plan Review – Mid-Degree Status". Use initial goal and intent statements as base for Academic Plan Review (plus any updates)	Faculty	Implement strategy	Director of Student Success Initiatives	Fall 2009	Agreed-upon process approved and implemented	Anticipated stakeholders to include: - Academic Affairs - Advising - Counseling	
	Incorporate checklist of mid-degree issues (e.g., confirm degree, other degree options, dual admissions/transfer plans)	Advisors/ Counselors	In person/ online	Director of Student Success Initiatives/ Advising/ Counseling	Spring 2010	Academic engagement/ student satisfaction		
	Incorporate CAPP into checklist	Records and Registration/ Advising	In person/ online	Director of Student Success Initiatives/ Advising / Counseling	Spring 2010	Academic engagement/ student satisfaction		

KPI: Increase student retention rate	
Strategic Opportunity: Create connection opportunities between students enrolled in large curricula (Liberal Arts; Culture, Science and Technology Program; and Business) and appropriate College staff and faculty.	
Outcome: Increase in fall-to-fall retention rates of 1% to 2%. Increase in student satisfaction in academic preparedness as measured by student satisfaction surveys.	
Metrics:	1. Communication mechanism/plan developed for Liberal Arts Program.
	2. Communication mechanism/plan developed for Culture, Science and Technology Program.
	3. Communication mechanism/plan developed for Business.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/ Target Outcome
Communication mechanism/plan developed for Liberal Arts Program	Curriculum Coordinator to contact students who meet specific criterion via letter/ email: - >=2 semester gap between English 101 and English 102 - Enrolled in two or more unique courses for sub-LIB concentration - >=30 earned credits without enrolling in Math 118 - >=2 semester gap between Math 017 and Math 118	Liberal Arts students	Letter/email	Curriculum Coordinator/ Director of Student Success Initiatives	Fall 2008	Student engagement	- Implementation process documented and approved - Division Dean approval of project - Division Dean approval of letters - Department Heads/ Curriculum Coordinators	
Communication mechanism/plan developed for Culture, Science and Technology Program	Curriculum Coordinator to contact students who meet specific criterion via letter/ email: - Students who have earned grade of C, D, F, or W in any of the following: BIOL 106, BIOL 109, MATH 118, or ENGL 101 - Students who have grade of "MP" and/or "F" in two or more developmental courses - Students who have a semester GPA of <=2.5 in any semester	Culture, Science and Technology Program students	Letter/email	Curriculum Coordinator/ Director of Student Success Initiatives	Fall 2008	Student engagement	- Implementation process documented and approved - Division Dean approval of project - Division Dean approval of letters - Department Heads/ Curriculum Coordinators	

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/ Target Outcome
Communication mechanism/plan developed for Business	Assistant Dean to contact students who meet specific criterion via letter/email: - Students who receive a mid-term grade of "D" or "F" in any class - Students who receive a "D" or "F" final grade in any Math course - Students who have semester or cumulative GPA < 2.0	Business students	Letter/email	Assistant Dean/ Department Heads/Director of Student Success Initiatives	Fall 2008	Student engagement	- Implementation process documented and approved - Division Dean approval of project - Division Dean approval of letters - New degree options incorporated (i.e., Business) - Department Heads/ Curriculum Coordinators	

Enrollment Management Plan
Retention

KPI: Increase student retention rate	
Strategic Opportunity: Identify pre-probation characteristics of students in order to intervene prior to student being placed on academic probation	
Outcome: Increase in fall-to-fall retention rates of 1% to 2% Percentage of students leaving the College with unsuccessful outcomes will decrease 5% by the end of 2011	
Metric:	1. Pre-probation student contract reports.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Pre-probation student contact reports	Identify students who meet one or more of following characteristics (based on Academic Progress Policy): Develop report showing students who: - Earned < 12 academic credits with cumulative GPA of <1.59 - Earned 12-23 academic credits with cumulative GPA of 1.61 – 1.80 - Earned 24-35 academic credits with cumulative GPA of 1.71 – 1.90 - Earned 36+ academic credits with cumulative GPA of 1.81 – 2.00 -	Continuing students	Email/letter	Counseling	Fall 2009	Meeting (in-person/on-line) with Counselor	- Keep current on policy - Advising - Counseling	
	Develop report showing students who have two "MP" grades in same level of developmental course	Continuing students	Email/letter	Counseling	Fall 2009	Meeting (in-person/on-line) with Counselor	- Bantasks - Director of Develop-mental Education	
	Develop report showing students who tested into or achieved ENGL 101 placement and have completed 15 credits without taking ENGL 101	Continuing students	Email/letter	Counseling	Fall 2009	Meeting (in-person/on-line) with Counselor	- Bantasks - Advising	
	Develop report showing students who after earning 24 credits (developmental and college level) have a course completion rate of <80%	Continuing students	Email/letter	Counseling	Fall 2009	Meeting (in-person/on-line) with Counselor	- Bantasks - Advising	

Enrollment Management Plan
Retention

KPI: Increase student retention rate	
Strategic Opportunity: Implement targeted interventions and strategies for increasing male students' participation in both academic engagement and social engagement activities.	
Outcome: Increase in fall-to-fall retention rate of male students by 1% to 2%. Reduce disparity between males and other sub-populations of students.	
Metric:	1. Communication plan developed for targeted populations.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Communication plan developed for targeted populations	Use demographic (race/gender/age) identifiers to target new and continuing students to inform of resources and opportunities. Separate pieces (with visual representation) for each target populations: - African American males - Hispanic males - Asian males - Caucasian males	New and continuing students	Letter/email	Dean of Students	Fall 2009	- Increase in engagement of target population - Increase in persistence of target population		
	Use academic (program) identifiers to target and inform new and continuing students of resources and opportunities. Separate pieces (with visual representation) for each target population: - African American males - Hispanic males - Asian males - Caucasian males	New and continuing students	Letter/email	Dean of Students	Fall 2009	- Increase in engagement of target population - Increase in persistence of target population		
	Collaborate with "Parity Task Force" to support academic (inside the classroom) efforts with co-curricular (outside the classroom) efforts	Task Force members – Academic Affairs; Student Affairs staff		Dean of Students	Fall 2009	Streamlined process and collaborative initiatives that reflect targeted audiences	Parity Task Force members	

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	Establish mentoring opportunities for male students. For example, mentoring opportunities based on: - Curriculum/Academic (major, intended transfer school, etc.) - Non-academic interest (general, student clubs, etc.) - Athletics (intervarsity, intramural)	Faculty and staff, continuing students, alumni		Dean of Students	Spring 2009	Mentoring opportunities identified and group(s) established based on student interests		
	Focus groups with target populations who are persisting: - What specific strategies are being employed? - What are important factors for engagement? - How to reach other less successful students?	Students	Outreach to specific groups, e.g.: club/ organization members, Book Club participants, athletes, tutors	Dean of Students	Fall 2008	Qualitative data collected to be used to inform other strategies		

Enrollment Management Plan
Retention

KPI: Improve student satisfaction	
Strategic Opportunity: Provide important, just-in-time and pre-planning information to students by faculty	
Outcome: Increase reports of student satisfaction on being informed of College deadlines, etc., by 10% over 2007 reported levels on College-wide surveys	
Metrics:	1. Created web site/email notification.
	2. Created web site.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Created web site/email notification	Produce "This Week at the College" announcement series: - Faculty will be encouraged to read announcements in class at first meeting of week - Students will have access on *My*CCP	Faculty and students	- Web site – weekly email - Web site – weekly "Personal Announce-ment"	Director of Student Success Initiatives/ Student Life Programming Assistant	2009-10	Increased awareness of College information by faculty and students indicated through student satisfaction	- ITS - Academic Affairs - Professional Development Committee	
Created web site	Develop "Promising Practices" web site resource documenting student engagement strategies employed by specific curricula and individual faculty members Include non-CCP "Promising Practices" reflecting what other institutions are doing Develop and implement recognition strategies for programs and individuals involved in student recognition activities	Faculty and staff	Promote to faculty via regular email announcements	Director of Student Success Initiatives/ Professional Development Committee	2009-10	Number of unique hits on page	- ITS - Academic Affairs - Professional Development Committee	

Enrollment Management Plan
Retention

KPI: Increase student retention rate	
Strategic Opportunity: Engage new students in a meaningful and purpose-driven matriculation experience at the College from initial application through first semester by providing on-line new student orientation experience	
Outcome: 80% of first-time enrolled, credit-bearing students will complete the online New Student Orientation in MyCCP	
Metric:	1. Established on-line orientation.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Established on-line orientation	Contact colleagues at other institutions to garner feedback on software; research software packages online; select product	Other colleges and universities	Email, web, phone	Team Chair	Spring 2008	Software purchased		Completed: Software launched April 2008
	Promote online orientation throughout matriculation	Incoming students	- On line - Promotional brochures developed - Admission letters - In-person (placement test and registration) - Web site created - Admissions letters updated - Promotion by Assessment Center and new student registration staff	Team Chair	Spring 2008	Increased awareness of and traffic on web site based on unique hits		Completed: - Admissions letters created - Prospective student portal pages updated - Brochure created - Staff (in person) announcements at placement test and registration events

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	Update/enhance online program	Incoming students	Online	Team Chair/ Committee/ Director of Student Success Initiatives	Ongoing	Increased unique hits on online orientation web site and student satisfaction as demonstrated through orientation evaluation results	- Comevo upgrades - ITS review of impact on network - ITS approval of any upgrades - ITS – flow-through of single sign-on	

KPI: Increase student retention rate	
Strategic Opportunity: Engage new students in a meaningful and purpose-driven matriculation experience through the College from initial application through first semester by providing multiple in-person orientation experiences	
Outcome: Increase in overall participation rate of first semester students in in-person orientation events	
Metric:	1. Improved in-person orientation experience of new students.
	2. Establish Student Data Survey (SDS) to capture important student information regarding academic and personal goals (e.g. AA, AS, transfer), expected GPA, previous academic achievement, why they are taking classes, number of hours working, etc.

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Improved in-person orientation experience of new students	Provide students with comprehensive, multi-touch orientation experience by: - "Mini Orientation" PowerPoint at new student registration - Create program-specific new student orientation events for new students; eliminate Main Campus Day single gathering - Create in-person, continuing orientation experiences for first-semester students	Incoming new students	In person, brochures, web	Team Chair/ Dean of Students/ Divisional staff	Spring 2008 - ongoing	Increased awareness of and participation of incoming students	- All Admin-istrators in Dean of Students Division - Student Life staff - ESS Program Directors - Liberal Arts and Culture, Science and Technology Program Curriculum Coordinators - Business and Technology - Regional Center staff - Student Life staff - Faculty - Counseling - Learning Lab - Coordinated 'theme'/ advertising	Completed or in progress

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Establish Student Data Survey (SDS) to capture important student information regarding academic and personal goals (e.g. AA, AS, transfer), expected GPA, previous academic achievement, why they are taking classes, number of hours working, etc.	Contact colleagues at other institutions to solicit information regarding processes for collecting and entering student data, what is asked, and how the information is used

Explore use of Act Compass placement test demographic section | Students | - Admissions Process or Placement Testing
- Electronic form | Director of Student Success Initiatives | Spring 2010 | Students complete SDS before registration | - ITS
- Placement Testing
- Welcome Center | Collect data from incoming students regarding goals, expectations (GPA), previous academic achievement, barriers (e.g. expected amount of hours working), etc. |

KPI: Increase student retention rate	
Strategic Opportunity: While the on-line and face to face orientations provide critical information on how to navigate the College's various systems, orientation to the rigors of academic work also needs to be introduced to students via a well integrated set of experiences spanning their first semester. While these experiences may in totality have the look of a formal course, they do not need to be structured as such. Instead, the experiences may be limited to a reasonable number of hours that take into account both course time, work and family obligations of our students. A well-defined program should be seen as a series of experiences designed to both reinforce earlier orientation efforts and emphasize critical elements of what makes a student successful.	
Outcome: Increase by 1%-2% in student persistence and academic performance of new first semester students	

Metrics:	
	1. A program in place consisting of a series of experiences designed to reinforce earlier orientation efforts with an emphasis on the critical elements of what makes a student academically successful.
	2. Increase number of activities (e.g. "Ask Me" guides, College information, giveaways) and support for students during the first week of a term compared to previous years.
	3. Provide students with an individual tailored plan and guides to the resources needed to achieve their goals.

Enrollment Management Plan
Retention

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
A program in place consisting of a series of experiences designed to reinforce earlier orientation efforts with an emphasis on the critical elements of what makes a student academically successful	- Evaluate current for-credit offering (FOS 101) for sustainability, expansion, and/or reformat - Provide in-class (credit) opportunity for students - Deliver content of FOS/goals of FOS in alternative ways -	Incoming students: - Program-specific option (e.g., develop-mental programs) - Curriculum-specific option - Explore mandated course options for identified support programs	- In-person (in-class) option - On-line course offering - In-person – "mini course" - Workshop (mandatory / voluntary)	Department Head, Counseling	2009-10	Increase in student persistence and academic performance of new first semester students	- Counseling Department - Academic Affairs / College-wide	
Increase number of activities (e.g. "Ask Me" guides, College information, giveaways) and support for students during the first week of a term compared to previous years	Develop a "Welcome week" set of activities	All students enrolled during first week of 15-week, 10-week, and summer terms	To be determined	Dean of Students	First phase implementation – Spring 2009	Increased awareness of and participation of incoming students as measured by surveys	Staff and student assistants, materials, giveaways, etc.	

Enrollment Management Plan
Retention

Metric	Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Provide students with an individual tailored plan and guides to the resources needed to achieve their goals	Develop and implement a process to assist students in the development of an individual academic plan as a guide for course selection and ongoing assessment of career goals	All students	To be determined	Dean of Students	Discussion phase – Spring 2009 – Fall 2009	Increase in student persistence and academic performance of continuing students	To be determined	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Implement ACH/Check by Phone payments to provide another option for students to pay tuition.	
Outcome: Reduced costs associated with *returned checks*; expanded service options; improved customer satisfaction.	

Metrics:	1. Improved service delivery:
	   - Current process is defined.
	   - Define the process for allowing faculty to submit P&P 5.
	   - Functional specification for the process is written.
	   - The *My*CCP application is developed by ITS.
	   - The *My*CCP application is tested for required functionality.
	   - The *My*CCP application goes live.
	   - Voice response application is developed by ITS.
	   - Voice response application is tested.
	   - Check-by-phone payments application goes live.

	2. Improved communications:
	   - A "how-to" guide is written for students.
	   - Announcement is sent to all students via email.

	3. Revised business processes:
	   - Provide another payment option to students.
	   - Reduce volume of checks received for insufficient funds.
	   - Reduce student lines at Bursar's office.
	   - Reduce volume of check processing by Bursar's staff.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current process is defined	Bursar staff	Written document	Bursar staff	2008-09	Written document of current process is available	AR	
	Functional specification for the process is written	ITS	Web	ITS/AR	2008-09	Functional specification is accepted by ITS	ITS staff allocated	
	*My*CCP application is developed	Bursar staff	Web	ITS/AR	2008-09	Application is developed	ITS staff allocated	
	*My*CCP application is tested for required functionality	Bursar staff	Web	ITS/AR	2008-09	Application is tested	Bursar staff allocated	
	*My*CCP application goes live	Students	Web	ITS/AR	2008-09	Application goes live	Bursar staff allocated	
	Voice response application is developed	ITS	Phone	ITS	2008-09		ITS staff allocated	
	Voice response application is tested	Bursar staff	Phone	ITS/AR	2008-09		Bursar staff is allocated	
	Check-by-phone payments application goes live	Students	Phone	ITS	2008-09		Bursar staff is allocated	
Improved communications	A "how-to" guide is written for students	Students	Email/ hard copy	ITS/AR	2008-09	Increase in web activity	Bursar staff is allocated	
	Announcement is sent to all students	Students	Email	ITS/AR	2008-09		Bursar/EPT	
Revised business processes	Provide another payment option to students	Student	Web/Phone	ES Business Analyst and EPT	2008-09	Increase in web activity	Report created by ITS	
	Reduce volume of checks received for insufficient funds	Staff	Process revision	ES Business Analysis and EPT	2008-09	Reduced volume of check processing by Bursar's staff	Data maintained by Bursar	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: On-Line Payment Plan Application – Enable students to enroll in the Tuition Payment Plan, via the Web.	
Outcome: Increase in persons using the system, shorten lines for Bursar's staff, eliminate missing information, increase payment match ratio, increase retention; expanded service options for students; improved customer satisfaction.	
Metrics:	1. Improved service delivery: - Current process is defined. - Define the process for students with dates and guidelines. - Functional specification for the process is written. - The *My*CCP application is developed by ITS. - The *My*CCP application is tested for required functionality. - The *My*CCP application goes live. 2. Improved communications: - A "how-to" guide is written for students. - Announcement is sent to all students via email. - Students are directed regarding different payment requirements. 3. Revised business processes: - The cost associated with reprinting the paper form is reduced or eliminated. - Payment plan updates student accounts in real time.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current process is defined			ITS/AR	May 2009	Business process is defined	Bursar	
	Define the process for students with dates and guidelines		Web	ITS/AR	May 2009	Business process is defined	Bursar	
	Functional specification for the process is written			ITS/AR	May 2009	Business process is written	Bursar/ITS	
	The *My*CCP application is developed by ITS		Web	ITS/AR	May 2009	Testing	Bursar	
	The *My*CCP application is tested for required functionality		Web	ITS/AR	May 2009	Testing		
	The *My*CCP application goes live		Web	ITS/AR	May 2009	Application goes live	Bursar	
Improved communications	A "how-to" guide is written for students	Students	Web	AR	May 2009	Increase in web activity	Bursar	
	Announcement is sent to all students via email	Students	Email	ITS	May 2009		Bursar/ITS	
	Students are directed regarding different payment requirements	Students	Web	ITS/AR	May 2009	Increase in web activity	Bursar	
Revised business processes	The cost associated with printing the paper forms is reduced or eliminated					Increase in web activity		
	Payment plan updates student accounts in real time					Increase in web activity		

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Provide a One-Card system – Implement debit card feature to allow students' financial funds to go directly to their accounts.	
Outcome: Reduced costs associated with processing and mailing refund checks, more timely and safer delivery of funds, improved customer satisfaction; decrease staff workload for stop payments, check frauds, and stale dated checks.	

Metrics:	1. Improved service delivery:
	   - Purchase, implement and integrate the one-card system with Banner.
	   - Define College offices that will be affected.
	   - Functional specification for the process is written.
	   - Current process is defined.
	   - Timelier refunding for students.

	2. Improved communications:
	   - Campaign for students introducing the one-card system.
	   - Announcement is sent to entire College community via email.

	3. Revised business processes:
	   - The cost associated with printing refund and replacement checks is reduced or eliminated.
	   - Eliminate postage costs.
	   - Incorporated with parking, vending and Bookstore purchases.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Purchase, implement, and integrate the one-card system with Banner			ITS/Finance/AR	2009-10	Systems are defined for compatibility	ITS/Finance/AR	
	Define College offices that will be affected			ITS/Finance/AR	2009-10	Business processes are defined	ITS/Finance/AR	
	Functional specification for the process is written			ITS/AR	2009-10	Functional spec is defined	ITS/Finance/AR	
	Current process is defined			ITS/Finance/AR	2009-10	Functional spec is defined	ITS/Finance/AR	
	Timelier refunds for students			AR	2009-10		AR	
Improved communications	Campaign for student's introducing the one-card system		ITS/AR/ Financial Aid	AR	2009-10		AR	
	Announcement is sent to entire College community via email		ITS	AR/ITS	2009-10		ITS/AR	
Revised business processes	The cost with printing refund and replacement checks is reduced or eliminated				2009-10	Reduce volume of check processing	Data maintained by ITS/AR	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction

Strategic Opportunity: Instructors should have an on-line method for processing P&P 5 (attendance) drops through *My*CCP.

Outcome: Reduced costs associated with processing the P&P 5 drops, improved rate of accuracy, timely completion, and improved "A-133 Audit" findings for incorrect *Return to Title IV* calculations.

Metrics:	1. Improved service delivery:
	    - Define current process.
	    - Define the process for allowing faculty to submit P&P 5.
	    - Write functional specification for the process.
	    - ITS will develop the *My*CCP application.
	    - Test *My*CCP application for required functionality.
	    - *My*CCP application will go-live.

	2. Improved communications:
	    - Policies will be adhered to.
	    - There will not be any miscommunication about the process or procedure.

	3. Revised business processes:
	    - Reduced cost of reprinting paper form.
	    - Attendance drops are processed faster and in real-time.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Define the current process for the P&P 5 drop		Documentation	OSRR/Academic Affairs	2009-10	Business process and workflow documentation is written	Not started	
	Initiate a meeting with OSRR and Academic Affairs to define the current workflow		In person	OSRR/Academic Affairs	2009-10	Business process and workflow documentation is written		
	Define the process for allowing faculty to submit P&P 5 in *My*CCP		Documentation	OSRR/Academic Affairs	2009-10	A new process is defined	Not started	
	Initiate a meeting with OSRR and Academic Affairs		In person	OSRR/Academic Affairs	2009-10			
	Workflow is developed based on the input from the meeting		In person	OSRR/Academic Affairs	2009-10			
	Write functional specification for the process		Documentation		2009-10	Functional specification is written	Not started	
	A draft of functional specification will be written		In person	OSRR/Academic Affairs	2009-10			
	The draft will be reviewed by Academic Affairs and OSRR		In person	OSRR/Academic Affairs	2009-10			
	Final version of the specification will be submitted to ITS for development		In person	OSRR/Academic Affairs	2009-10			
	ITS will develop the *My*CCP application		Web	ITS	2009-10			

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Test *My*CCP application for required functionality		Web	OSRR/Academic Affairs	2009-10			
	*My*CCP application will go live		Web	ITS	2009-10			
Improved communications	A "How-To" guide will be written for faculty		Documentation	Academic Affairs	2009-10			
	Announcement will be sent to all instructors via email		Electronic	OSRR	2009-10			
	Inform students about the drop; copy will be written for email that will be sent to students		Electronic	OSRR	2009-10			
Revised business processes	Reduced cost of printing of paper forms: A comparative study will be done on cost effectiveness of the application		Documentation	OSRR	2009-10			
	Attendance drops are processed faster and in real time: A comparative study will be done to measure time efficiency of the process		Documentation	OSRR	2009-10			

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: CCPOne: An enrollment services (one-stop shop) internet site	
Outcome: Improve internal and external customer service. Allow for: 1) preparing to transition to integrated service model, 2) organizing all web based services in one central location, and 3) a tool for College community to communicate with Enrollment Services and learn about services offered by Enrollment Services.	
Metrics:	1. Improved service delivery: - Define all processes and functions of Enrollment Services. - Organize the content in a meaningful manner that is easy to understand by the College community. - Design the site. - Define smart functionality (such as wizards). - Test the site. - The site goes live.
	2. Improved communications: - This will be a centralized point where students and staff will get information. - Remove miscommunications related to process or procedure. - Student, staff and employees will be able to contact the appropriate office for resolving issues.
	vised business processes: - Fewer calls to Enrollment Services about how-to do "something". - Improve internal customer service. - The College community will be better prepared in doing business with Enrollment Services when the One-Stop is implemented.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Define all processes and functions of Enrollment Services		In person meeting	Enrollment Services	2009-10	Business process is defined	Not started	
	Initiate a meeting with Enrollment Services Assistant Directors to define common processes		In person	Enrollment Services	2009-10			
	Organize the content in a meaningful manner that is easy to understand by the College community Re-write the process in easy to understand text		In person	Enrollment Services	2009-10	Processes are re-written	In Process	
	Design the site			Marketing	2009-10	Concepts of the site are presented by Marketing.	Done	
	Define smart functionality (such as wizards)		Documentation	Enrollment Services	2009-10	Specifications and decision flows are written for each of the smart functionality	In Process	
	Develop wizards that will help the end user make starter decision			Enrollment Services/ITS	2009-10		In Process	
	Incorporate CCP FAQ's for users to find targeted information			ITS	2009-10			

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Test the site		Hands-on web	Enrollment Services		The site is tested for errors and issues	Not started	
	The site goes live			ITS			Not started	
Improved communications	A "how-to" guide will be written for faculty and students for all services offered by Enrollment Services		Documentation	Enrollment Services	2009-10	The guide is easy to understand and follow		
	Announcement will be send to College community via email		Electronic	Enrollment Services	2009-10	Traffic to CCPOne increases		
	Posters will be designed and posted around the campus		Print	Marketing/ Enrollment Services	2009-10	Traffic to CCPOne increases		
Revised business processes	Promote the use of *My*CCP and CCPOne Fewer calls to Enrollment Services about how-to do "something"		Documentation	Enrollment Services	2009-10	The calls will be related to issues not addressed by CCPOne		
	Promote the use of *My*CCP and CCPOne Improve internal customer service		Documentation		2009-10			
	Promote the use of *My*CCP for services The College community will be better prepared in doing business with Enrollment Services when the One-Stop is implemented		Documentation		2009-10			

KPI: Improve student satisfaction	
Strategic Opportunity: Simplified Integrated INB Enrollment Services forms	
Outcome: Enrollment Services Coordinators will be able to provide students with information without having to refer students to see a specialist or go to other offices, fostering a better service experience.	

Metrics:	1. Improved service delivery:
	   - Define the layout of the Banner INB form.
	   - Define the data elements required for the form.
	   - Write the functional specification for the application.
	   - Test the application for proposed functionality.
	   - Application goes live.

	2. Improved communications:
	   - A "how-to" guide is written for staff.
	   - Students will be notified that any Enrollment Service office can provide "simple" information.

	3. Revised business processes:
	   - Students are not bounced from line to line for "simple" information (ie: account balance, financial aid awarded, etc.).
	   - Phone calls are reduced to office.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Define the layout of the Banner INB form		Documentation	Enrollment Services	2009-10	The layout is defined	Not started	
	A mock layout and functionality of the forms will be developed		Documentation	Enrollment Services	2009-10			
	The forms will be given the final approval		Documentation	Enrollment Services	2009-10			
	Define the data elements required for the form Initiate a meeting with Assistant Directors from Enrollment Services to assist in defining data elements		In person	Enrollment Services	2009-10			
	Write the functional specification for the application		Documentation	Enrollment Services	2009-10	The specification is finalized and ready for ITS	Not Started	
	A draft of the functional specification will be written		Documentation	Enrollment Services	2009-10	The draft will be approved.		
	The spec will be approved and submitted to ITS for development		Documentation	ITS/Enrollment Services	2009-10			
	Application will be tested for errors and issues		Hands on/web	Enrollment Services	2009-10	Errors and issues will be identified from the test		
	The application goes live and is moved to production			ITS	2009-10	The application will be ready for use		

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved communications	A comprehensive how-to guide is written for end users		Documentation	Enrollment Services	2009-10	The end user is the application to troubleshoot and respond to the student		
	Students will be notified that any Enrollment Service office can provide "simple" information				2009-10			
Revised business processes	Students are not bounced from line to line for "simple" information when in line (i.e., account balance, financial aid awarded, etc.)				2009-10			
	Phone calls to the office are reduced				2009-10			

KPI: Improve student satisfaction	
Strategic Opportunity: Additional Online Web Services for Students: Students should have the ability to complete online 1) requests for excused withdrawals, 2) record challenges, 3) curriculum changes, and 4) transfer credit evaluations through MyCCP.	
Outcome: Expanded service options for students; improved customer satisfaction; improvement in document tracking, response time, and completion time. NOTE: Each of the web services listed above will follow the same metric listed below.	
Metrics:	1. Improved service delivery: - Current processes are defined. - Define processes for submitting special requests to OSRR as indicated above. - Functional specification for the process is written. - The *My*CCP application is developed by ITS. - The *My*CCP application is tested for required functionality. - The *My*CCP application goes-live.
	2. Improved communications: - College-wide announcement sent to staff and students. - Students receive auto-reply message tailored to specific request.
	3. Revised business processes: - The costs associated with printing paper forms are reduced or eliminated.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Analyze functional units' processes to understand the activities involved and the relationship to other processes	Not applicable	Review printed forms currently used	OSRR staff	1/2009	Not applicable	Pending	
	Define processes for submitting special requests to OSRR as indicated above	Not applicable	Staff review	OSRR staff	1/2009	Not applicable	Pending	
	Functional specification for the process is written; may need individual specification for each process	ITS	Bantasks request	Business Systems Analyst (BSA)	2/2009	Not applicable	Pending	
	*My*CCP applications are developed by ITS	OSRR	SSB TEST Instance	ITS	3/2009	Not applicable	Pending	
	*My*CCP applications are tested for required functionality	ITS	SSB TEST Instance	BSA/OSRR Staff/Students	4/2009	Not applicable	Pending	
	*My*CCP applications go live	Students	SSB PROD Instance and MyCCP	BSA/ITS	5/2009	Not applicable	Pending	
Improved communications	College-wide announcement: Communications about the business process analysis activities are sent to key stakeholders within and external to the functional area	Faculty, Staff, and Students	*My*CCP/ Faculty and staff Intranet Link page	OSRR	4/2009	Not applicable	Pending	
	Students receive auto-reply message tailored to specific request	Students	*My*CCP/Email	OSRR/ITS	5/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Students can track status of request	Students	*My*CCP SSB	OSRR	5/2009	Usage report	Pending	
Revised business processes	Document business process improvement for the new/revised process Costs associated with printing paper forms are reduced or eliminated	Not applicable	Not applicable	Not applicable	5/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Full CAPP Implementation: Extend usage of Banner CAPP (degree audit module) to include students, academic advisors, and counselors.	
Outcome: The College will have a real-time degree audit/advisement tool.	
Metrics:	1. Improved service delivery: - Students have access to degree audit as well as the ability to run degree simulations (i.e., what if scenarios). - Define scope of Web CAPP build. - Reduce number of complaints about being misadvised.
	2. Improved communications: - College-wide announcement sent to faculty, staff and students. - College-wide learning sessions for students, academic advisors and counselors.
	3. Revised business processes: - Encourage students to run CAPP compliance prior to submitting graduation application.

Enrollment Management Plan
Student Enrollment Services

<u>Work Plan</u>

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Analyze functional units' processes to understand the activities involved and the relationship to other processes

Define scope of web CAPP build to allow self-service access for students, counselors, academic advisors, and curriculum coordinators | Not applicable | Not applicable | Enrollment Services/ Academic Affairs/ITS | 8/2009 | Not applicable | Meeting scheduled by ITS on July 30, 2008 | |
	Determine resources needed for possible mini-build	Not applicable	Not applicable	Enrollment Services/ Academic Affairs/ITS	9/2009	Not applicable	Pending	
	Test web CAPP for students to run degree audit reports	Students	SSB TEST Instance	Enrollment Services/ Academic Affairs/ ITS/ Students	11/2009	Not applicable	Pending	
	Test web CAPP for students to run simulations ("what if" scenarios)	Not applicable	SSB TEST Instance	Enrollment Services/ Academic Affairs/ITS/ Students	11/2009	Not applicable	Pending	
	Test web CAPP for advisors and counselors to run degree audit reports		SSB TEST Instance	Enrollment Services/ Academic Affairs/ITS/ Faculty	11/2009	Not applicable	Pending	
	Test web CAPP for advisors and counselors to run simulations ("what if" scenarios)		SSB TEST Instance	Enrollment Services,/ Academic Affairs/ITS/ Faculty	11/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Web CAPP goes live in SSB PROD instance		SSB PROD Instance	ITS	1/2010	Not applicable	Pending	
Improved communications	College-wide announcement sent to faculty, staff and students	Faculty/Staff/ Students	Posted announcements on *My*CCP and Faculty and Staff Intranet Link page	Enrollment Services/ Academic Affairs	1/2010	Not applicable	Pending	
	College-wide learning sessions for students, academic advisors and counselors	Faculty/Staff/ Students	Online tutorial, and hands-on workshops	Enrollment Services/ Academic Affairs	1/2010-3/2010	Are sessions well attended?	Pending	
Revised business processes	Encourage students to run CAPP compliance prior to submitting graduation application	Students	Counseling and Academic Advising sessions	Counseling and Academic Advising	1/2010	Not applicable	Pending	
	Students have access to run degree audits and simulations ("what if" scenarios)	Students	SSB PROD Instance	ITS	1/2010	Usage report	Pending	
	Counselors, Advisors, and Curriculum Coordinators have access to run degree audits and simulations ("what if" scenarios)	Counselors/ Advisors/ Curriculum Coordinators	SSB PROD Instance	ITS	1/2010	Usage report	Pending	
	Reduce number of student complaints about being misadvised	Students	Not applicable	Not applicable	1/2010 and on-going	Establish benchmark for capturing advisement data for comparison	Pending	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Fact Sheet on alternative learning experience: Provide published information on alternative learning experiences including AP, Credit-by-Examination, Credit-for-Life Experience, CLEP, and SOC.	
Outcome: Making information available to faculty, students, academic advisors and counselors, enabling informed decision-making.	
Metrics:	1. Improved service delivery: - Students have access to published information. - Use in recruitment and by Corporate College.
	2. Improved communications: - Provide links to document via *My*CCP and OSRR web page.
	3. Revised business processes: - Document business process improvement for the new/revised process - Information needs to be kept current

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Analyze functional units' processes to understand the activities involved and the relationship to other processes Perform web search to find sample information at other colleges and universities	Not applicable	Not applicable	Manager of Enrollment Support Services	2008-09	Not applicable	Completed	
	Prepare first draft of Fact Sheet on Alternative Learning Experiences for review	Director of OSRR	Print	Manager of Enrollment Support Services	2008-09	Not applicable	Pending	
	Prepare additional drafts, if needed	Director of OSRR	Print	Manager of Enrollment Support Services	2008-09	Not applicable	Pending	
	Final draft approved for College-wide distribution	Faculty/Staff/ Students	Electronic and print	Manager of Enrollment Support Services	2008-09	Not applicable	Pending	
Improved communications	Communications about the business process analysis activities are sent to key stakeholders within and external to the functional area Provide links to document via *My*CCP and OSRR web page	Faculty/Staff/ Students	Electronic (*My*CCP and OSRR web page)	Enrollment Services	2008-09	Usage report	Pending	

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Have brochures printed	Faculty/Staff/ Students	Print	Enrollment Services	2008=	Not applicable	Pending	
	Use in admissions recruitment and by Corporate College	Recruiters and Corporate Solutions Program Managers	Electronic and print	Enrollment Services		Get feedback on usefulness of information	Pending	
Revised business processes	Document business process improvement for the new/revised process Information needs to be kept current	Faculty/Staff/ Students	Electronic and print	Enrollment Services	On-going	Not applicable	Not applicable	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Course blocking schedule: Based on program placement, pre-determine course load based on program criteria, curriculum, and student preferences.	
Outcome: Better planning method for course scheduling and teaching assignments for students in developmental education programs	

Metrics:	1. Improved service delivery:
	  - Reduce time spent by students and advisors in course selection.
	  - Allow advisors and counselors to focus on educational planning rather than course selection.

	2. Improved communications: - College-wide announcement sent to faculty, staff and students.
	3. Revised business processes: - Allow for courses to be selected based on time of day preferences such as morning, afternoon, evening and weekend.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Analyze functional units' processes to understand the activities involved and the relationship to other processes and determine how student's preferences for location, day and time will be determined	New and currently enrolled students/ Counselors/ Advisors	Not applicable	Academic Affairs/ ITS/ Enrollment Services	4/2009	Not applicable	Pending	
	Determine what developmental education programs are appropriate for course block scheduling	Academic Affairs	Not applicable	Academic Affairs	4/2009	Not applicable	Pending	
	Determine which courses are blocked	Academic Affairs	Not applicable	Academic Affairs	4/2009	Not applicable	Pending	
	Determine how students will be advised for and registered in non-block courses	Academic Affairs	Not applicable	Academic Affairs	4/2009	Not applicable	Pending	
	Functional specification for the process is written	ITS	Electronic	Master Scheduler	5/2009	Not applicable	Pending	
	Application is developed by ITS	Academic Affairs/ Enrollment Services	INB and SSB TEST Instances	ITS	6/2009	Not applicable	Pending	
	Application is tested for required functionality	Academic Affairs/ Enrollment Services/ Students	INB and SSB TEST Instances	Academic Affairs/ Enrollment Services	7/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Application goes live	Academic Affairs/ Enrollment Services/ Students	INB and SSB PROD Instances	Academic Affairs/ Enrollment Services/ ITS	10/2009 (for start of Spring 2010 registration cycle)	Better course management	Pending	
Improved communications	Determine type of communication to inform new students about block scheduling	News students	Email and print	Academic Affairs/ Enrollment Services	9/2009	Not applicable	Pending	
	Determine type of communication to inform currently enrolled students about block scheduling	Currently enrolled students	Email and print	Academic Affairs/ Enrollment Services	9/2009	Not applicable		
Revised business processes	Document business process improvement for the new/revised process	Not applicable	BRIO report	Academic Affairs	10/2009	Does block scheduling reduce the number of drop and add transactions?	Pending	

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Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Service Standards for College Errors: A College guideline to be developed for service areas (Enrollment Services, Cashier's Office) that details how institutional errors that result in detriment to students, are to be handled.	
Outcome: A published guideline will be available for students and College staff outlining how institutional errors that impact enrollment and finances will be addressed and handled.	
Metrics:	1. Improved service delivery: - Allow for some authority to handle problems at the Director's level, especially in the Office of Financial Aid.
	2. Improved communications: - College-wide announcement sent to faculty, staff and students.
	3. Revised business processes: - New process that is documented and communicated for use

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Analyze functional units' processes to understand the activities involved and the relationship to other processes Prepare draft of guidelines	EPT	Print	Director of OSRR	6/2009	Not applicable	Second draft has been submitted for review and discussion by EPT	
Improved communications	College-wide announcement sent to faculty, staff and students	Faculty/ Staff/ Students	Electronic (*My*CCP and Faculty and Staff Intranet Link page)	Enrollment Services	6/2009	Not applicable	Pending	
Revised business processes	Document business process improvement for the new/revised process Allow for some authority to handle problems at the Director's level, especially in the Office of Financial Aid	Students	Not applicable	Enrollment Services	6/2009	Informed students and staff		

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Additional Online Web Services for Academic Affairs Administrators: Establish online data entry and approval process for credit-by-examination (CBE).	
Outcome: Expanded service options for the Academic area; improved customer satisfaction; improvement in document tracking, response time, and completion time.	

Metrics:	1. Improved service delivery:
	  - Current processes are defined.
	  - Functional specification for the process is written.
	  - The *My*CCP application is developed by ITS.
	  - The *My*CCP application is tested for required functionality.
	  - The *My*CCP application goes live.

	2. Improved communications: - College-wide announcement sent to staff and students.
	3. Revised business processes: - The costs associated with printing paper forms are reduced or eliminated.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current processes are defined Analyze functional units' processes to understand the activities involved and the relationship to other processes	Not applicable	Review printed form currently used	Academic Affairs/ Enrollment Services	1/2009	Not applicable	Pending	
	Define new process for credit-by-examination, if needed	Academic Affairs	Not applicable	Academic Affairs/ Enrollment Services	2/2009	Not applicable	Pending	
	Functional specification for the process is written	ITS	Bantasks request	Business Systems Analyst / Master Scheduler	2/2009	Not applicable	Pending	
	INB and/or SSB applications are developed by ITS	Academic Affairs/ Enrollment Services	INB or SSB TEST Instances	ITS	3/2009	Not applicable	Pending	
	INB and/or SSB applications are tested for required functionality	ITS	INB or SSB TEST Instances	BSA/Master Scheduler/ Students	3/2009	Not applicable	Pending	
	INB and/or SSB applications go live	Students/ Academic Affairs	INB or SSB PROD Instances	BSA/Master Scheduler/ITS	4/2009	Not applicable	Pending	
Improved communications	College-wide announcement	Faculty/ Staff/ Students	*My*CCP/ Faculty and Staff Intranet Link page	Enrollment Services/ Academic Affairs	4/2009	Not applicable	Pending	

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Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Revised business processes	Document business process improvement for the new/revised process The costs associated with printing paper forms are reduced or eliminated	Not applicable	Not applicable	Not applicable	4/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

KPI:	Improve student satisfaction	
Strategic Opportunity:	Additional online web services for Academic Affairs administrators: Establish online data entry and approval process for credit-for-life experience (CLE).	
Outcome:	Improve tracking, response time, and timely completion	

Metrics:	1. Improved service delivery:
	   - Current processes are defined.
	   - Functional specification for the process is written.
	   - The *My*CCP application is developed by ITS.
	   - The *My*CCP application is tested for required functionality.
	   - The *My*CCP application goes live.	

	2. Improved communications: - College-wide announcement sent to staff and students.	
	3. Revised business processes: - The costs associated with printing paper forms are reduced or eliminated.	

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current processes are defined	Not applicable	Review printed form currently used	Academic Affairs/ Enrollment Services	1/2009	Not applicable	Pending	
	Define new process for credit-for-life experience, if needed	Academic Affairs	Not applicable	Academic Affairs/ Enrollment Services	2/2009	Not applicable	Pending	
	Functional specification for the process is written	ITS	Bantasks request	Business Systems Analyst/ Master Scheduler	2/2009	Not applicable	Pending	
	INB and/or SSB applications are developed by ITS	Academic Affairs/ Enrollment Services	INB or SSB TEST Instances	ITS	3/2009	Not applicable	Pending	
	INB and/or SSB applications are tested for required functionality	ITS	INB or SSB TEST Instances	BSA/Master Scheduler/ Students	3/2009	Not applicable	Pending	
	INB and/or SSB applications go live	Students/ Academic Affairs	INB or SSB PROD Instances	BSA/Master Scheduler/ITS	4/2009	Not applicable	Pending	
Improved communications	College-wide announcement	Faculty/ Staff/ Students	*My*CCP/ Faculty and Staff Intranet Link page	Enrollment Services/ Academic Affairs	4/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Revised business processes	Document business process improvement for the new/revised process The costs associated with printing paper forms are reduced or eliminated	Not applicable	Not applicable	Not applicable	4/2009	Not applicable	Pending	

Enrollment Management Plan
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KPI: Improve student satisfaction	
Strategic Opportunity: Additional online web services for Academic Affairs administrators and faculty – Faculty may approved and update registration record to change from credit to audit status.	
Outcome: Improve tracking, response time, and timely completion	
Metrics:	1. Improved service delivery: - Current processes are defined. - Functional specification for the process is written. - The *My*CCP application is developed by ITS. - The *My*CCP application is tested for required functionality. - The *My*CCP application goes live.
	2. Improved communications: - College-wide announcement sent to staff and students.
	3. Revised business processes: - The costs associated with printing paper forms are reduced or eliminated.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current process is defined Analyze functional units' processes to understand the activities involved and the relationship to other processes	Not Applicable	Review printed form currently used	Academic Affairs and Enrollment Services	1/2009	Not applicable	Pending	
	Define new process for credit to audit status, if needed	Academic Affairs	Not applicable	Academic Affairs and Enrollment Services	2/2009	Not applicable	Pending	
	Functional specification for the process is written	ITS	Bantasks Request	Business Systems Analyst and Master Scheduler	2/2009	Not applicable	Pending	
	INB and/or SSB applications are developed by ITS	Academic Affairs and Enrollment Services	INB or SSB TEST Instances	ITS	3/2009	Not applicable	Pending	
	INB and/or SSB applications are tested for required functionality	ITS	INB or SSB TEST Instances	BSA, Master Scheduler, and Students	3/2009	Not applicable	Pending	
	INB and/or SSB applications go live	Students and Academic Affairs	INB or SSB PROD Instances	BSA, Master Scheduler, and ITS	4/2009	Not applicable	Pending	
Improved communications	College-wide announcement	Faculty, Staff, and Students	MyCCP, and Faculty & Staff Intranet Link Page	Enrollment Services and Academic Affairs	4/2009	Not applicable	Pending	

Enrollment Management Plan
Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Revised business processes	Document business process improvement for the new/revised process The costs associated with printing paper forms are reduced or eliminated	Not applicable	Not applicable	Not applicable	4/2009	Not applicable	Pending	

KPI: Improve student satisfaction	
Strategic Opportunity: Banner Online Transcript Requests: Students should be able to request CCP transcripts utilizing the functionality in Banner. To facilitate use, eliminate the separate transcript fee, incorporate the cost into the General College fee, and allow students to request an unlimited number of transcripts.	
Outcome: Improve tracking, response time, and timely completion. Allow students to receive transcripts without having to pay separate fee.	
Metrics:	1. Improved service delivery: - Allow students to receive transcripts without having to pay separate transcript fee. - The web page is accessible from the home page so that former students and alumni can request transcripts.
	2. Improved communications: - College-wide announcement sent to staff and students.
	3. Revised business processes: - The costs associated with printing paper forms are reduced or eliminated. - Data entry by staff is minimized.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Present proposal to VP of Student Affairs to eliminate separate transcript fee and add $1 to General College Fee to cover processing and paper costs	President's Cabinet	Print	EPT	1/2009	Not applicable	Pending	
	Determine date to discontinue using National Student Clearinghouse (NSC) as third-party vendor for transcript ordering	Not applicable	Not applicable	Enrollment Services/ Bursar/ITS	2/2009	Not applicable	Pending	
	Rewrite transcript order process	Students/ College staff	Print	Enrollment Services	2/2009	Not applicable	Pending	
	Set up BANNER online transcript request rules	Enrollment Services	INB and SSB TEST Instances	BSA/Bursar/ Assistant Director of Academic Records	3/2009	Not applicable	Pending	
	Test INB and SSB functions (SHARQTC)	Students	INB and SSB TEST Instances	BSA/Bursar/ Assistant Director of Academic Records/ Students	3/2009	Not applicable	Pending	
	Set go-live date to transition from NSC to SSB	Students	Not applicable	Enrollment Services/ Bursar/ITS	4/2009	Testing in lower instances completed	Pending	
Improved communications	College-wide announcement	Students/ Faculty/ Staff	Electronic and print	Enrollment Services	3/2009	Not applicable	Pending	

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Student Enrollment Services

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Revised business processes	Document business process improvement for the new/revised process The costs associated with printing paper forms are reduced or eliminated	Not applicable	Not applicable	Enrollment Services	3/2009	Not applicable	Pending	
	Data entry by staff is minimized	Enrollment Services	Not applicable	Not applicable	3/2009	Not applicable	Pending	
	Link provided on College Home Page to access SSB form to place transcript order	Currently and previously enrolled students	College Home Page	Enrollment Services/ITS	3/2009	Usage report	Pending	
	Transition all in-person on campus requests to be completed online using student terminals	Currently and previously enrolled students	On-campus computers	Enrollment Services	4/2009	Usage report	Pending	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Develop a paperless admissions application process utilizing document imaging.	
Outcome: Reduction in staff overtime; increased productivity; improved customer service; and faster application processing	

Metrics:	1. Improved service delivery:
	   - Research paperless admission application processes.
	   - Define current process.
	   - Create technical specifications.
	   - Required equipment is purchased.
	   - Relevant applications are developed by the ITS department.
	   - The paperless admissions application system is tested for functionality.
	   - The paperless admissions application system goes live.

	2. Improved communications:
	   - An announcement is sent to the college community.
	   - Communication is shared with area high schools, community agencies and organizations.
	   - Include priority dates in Marketing materials.

	3. Revised business processes:
	   - Reduction in cost associated with application processing.
	   - Faster application processing.
	   - Increased enrollment.
	   - More effective utilization of staff resources.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current process is defined	Admissions staff	Written document	Admissions staff	January 2009	Written documentation of process	Brio	
	Research paperless process at comparable community colleges	Admissions staff	Written document	Admissions staff	February 2009	Written documentation of process at other colleges	Web, telephone	
	Determine which processes within the department can be paperless	Admissions staff	Written document	Admissions staff	March 2009	Determination made as to which processes will become paperless	Admissions staff	
	Functional specification for the paperless process is written	ITS	Web	ITS/Admissions	May 2009	Functional specification is accepted by ITS	ITS staff allocated	
	Equipment needs are determined	ITS/Admissions	Written document	ITS	July 2009	Equipment is purchased	ITS staff allocated	
	Paperless process is tested for functionality	Admissions	Web, Banner	ITS/Admissions	July 2009	Process is tested	Admissions staff	
	Paperless process goes live	Prospective students	Web	ITS	October 2009			
Improved communications	Announcement is sent to the college community	Prospective students, students, staff	Email	Admissions	October 2009	Increase in web activity	Admissions staff	
	Announcement is shared with area high schools, community agencies and organizations	Staff members, students and clients of the identified organizations and institutions	Hardcopy	Admissions	October 2009		Admissions staff	

Enrollment Management Plan
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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Revised business processes	Reduction in cost associated with application processing resulting in more effective utilization of staff resources	Staff	Web	Admissions	End of cycle	Increase in web activity	Brio report created by Admissions	
	Faster application processing	Staff	Web	Admissions	End of cycle		Brio report created by Admissions	
	Increased enrollment	Students		Admissions	End of cycle		Registrar's data	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Implement admissions priority deadline date	
Outcome: Reduction in late applications; reduction in staff overtime; and improved community image	
Metrics:	1. Improved service delivery: - Collect data regarding application submission. - In conjunction with relevant dates (i.e. start of the semester, placement test and registration dates), select "priority" dates for admission application submission. - Incorporate the "priority dates" into the Procedures Manual.
	2. Improved communications: - An announcement is sent to the College community. - Communication is shared with area high schools, community agencies and organizations. - Priority dates are included in marketing materials.
	3. Revised business processes: - Increased revenue. - Students will register earlier, improving fiscal forecasting. - Increased enrollment. - Reduction in students who are unable to register due to a lack of placement tests or registration appointments.

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current process is defined	Admissions staff	Written document	Admissions staff	January 2009	Written documentation of process	Admissions staff	
	Collect data regarding application submission	Admissions staff	Written document	Admissions staff	January 2009	Written documentation of application data	Admissions staff	
	Research priority deadline date process at comparable community colleges	Admissions staff	Written document	Admissions staff	February 2009	Written documentation of process at other colleges	Web, telephone	
	Develop application deadline dates for each semester	Admissions staff, students, community	Hardcopy, email, Web	Admissions staff	February 2009	Priority deadline dates established	Admissions staff	
	Implement deadline dates	Prospective students	Hardcopy, email, Web	Admissions staff	March 2009	Decrease in applications received after the "priority" dates	Admissions staff	
Improved communications	Announcement is sent to prospective students and the college community	Students, prospective students, staff	Hardcopy, email, Web	Admissions staff	March 2009	Increase in application submission by deadline dates	Admissions staff	
	Priority dates communicated to area high schools, community based agencies	Agency/School staff members	Hardcopy, email, Web	Admissions staff	March 2009	Increase in application submission by deadline dates	Admissions staff	

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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Revised business processes	Students will register earlier, improving fiscal forecasting	Students		Admissions staff	March 2009		Admissions staff	

KPI: Improve student satisfaction	
Strategic Opportunity: Implement Banner web admission application	
Outcome: Reduce the cost of processing applications, increase data accuracy, decrease processing time, and increased staff production	
Metrics:	1. Improved service delivery: - Define the web application process. - Develop communication plans for various student populations (i.e. New, Guest, Transfer). - Functional specification for the process is written. - Policy and procedures manual is developed for web processing. - The Banner Web Application is developed by ITS. - The Banner Web Application is tested for required functionality. - The Banner Web Application goes live.
	2. Improved communications: - An announcement is sent to the College community. - Communication is shared with area high schools, community agencies and organizations. - An announcement is sent to all prospective students. - Information is included in marketing materials (i.e. television and radio ads).
	3. Revised business processes: - The cost associated with reprinting the electronic application form is eliminated. - Applications are processed in less time. - Admission application data is accessible by staff immediately upon submission. - Reduction in errors.

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Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Functional specification for the Web application paperless process is written	ITS	Written document	IT staff	October 2007	Written documentation	IT Staff, Admissions staff members	
	Applicant data is entered into the test instance of Banner	Admissions staff	Web	Admissions staff	February 2008	Applicant data is entered into test instance	Admissions staff	
	Develop communication plans for New, Guest and Transfer students	Admissions staff	Written document	Admissions staff	February 2008	Letters and postcards are developed	Admissions staff, IT	
	Pushing of all applications in the test instance of Banner is conducted	Admissions staff	Web, written document	Admissions staff	June 2008	Number of applications pushed	Admissions staff	
	Business processes are written (Procedures Manual)	Admissions staff	Written document	Admissions staff	June 2008	Written documentation	Admissions staff	
	Testing of the entire communication plan	IT staff	Written document	IT staff, Admissions staff	January 2009	Written documentation	IT staff, Admissions staff	
	Web application goes live	IT staff, Admissions staff	Written document	IT staff, Admissions staff	February 2009	Number of electronic applications submitted	IT staff, Admissions staff	
Improved communications	Announcement is sent to the college community	Students, prospective students, staff	Hardcopy, email, Web	Admissions staff	February 2009	Improved communication with students	Admissions staff	

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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
	Announcement is sent to prospective students, area high schools, and community agencies and organizations	Agency/School staff members	Hardcopy, email, Web	Admissions staff	February 2009	Increase in application submission by deadline dates	Admissions staff	
Revised business processes	Reduction in cost associated with application processing	Admissions staff	Process revision	Admissions staff	February 2009	Increase in electronic application submission	Admissions staff	
	Faster application processing with reduced errors	Admissions staff	Process revision	Admissions staff	February 2009	Increase in electronic application submission	Admissions staff	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction

Strategic Opportunity: Create an admissions welcome packet.

Outcome: Better informed students, increased utilization of the payment plan and improved customer service.

Metrics:	1. Improved service delivery: - Obtain information for the packet from the various service areas (i.e. Financial Aid, Bursar, Records and Registration). - Research various admission packet designs. - Develop the packet design layout in conjunction with Marketing. - Create the packet insert materials in conjunction with the various service areas. - Target which student groups will receive the packet (i.e. New, Transfer, Guest).
	2. Improved communications: - An announcement is sent to the College community. - Communication is shared with area high schools, community agencies and organizations. - Include information regarding the packet in the Acknowledgement Letter.
	3. Revised business processes: - Improvement in retention. - Students will know how and where to obtain information resulting in less confusion. - Increased enrollment. - Reduced student lines.

Enrollment Management Plan
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Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Current process is defined	Admissions staff	Written document	Admissions staff	February 2009	Written documentation of process	Admissions staff	
	Collect information regarding what to include in the packet	Enrollment Services staff members	Written document	Admissions staff	February 2009	Written documentation of packet contents	Admissions staff, Enrollment services staff members	
	Collect information regarding the design of the packet	Admissions staff, Marketing	Hardcopy, email, Web	Admissions staff	March 2009	Packet prototype	Admissions staff	
	Create and distribute new Welcome Packet for all new students to CCP	New CCP students	Hardcopy, email	Admissions staff	June 2009	Number of packets distributed	Admissions staff	
Improved communications	Announcement is sent to prospective students and the college community	Students, prospective students, staff	Hardcopy, email, Web	Admissions staff	June 2009	Improved communication with students	Admissions staff	
	Priority dates communicated to area high schools, community based agencies	Agency/School staff members	Hardcopy, email, Web	Admissions staff	June 2009	Increase in application submission by deadline dates	Admissions staff	
Revised business procedures	Improved communication and directions for students	Students	Hardcopy, email	Admissions staff	June 2009	End of cycle	Admissions staff	

KPI: Improve student satisfaction	
Strategic Opportunity: Improved phone system – Utilize features of the new phone system to send reminder communications to students regarding testing, registration, financial aid, and payment deadlines.	
Outcome: Improvement in show rates for enrollment events, improvement in the timely delivery of documents needed to process students' financial aid, enhancement of the College's service delivery image, and improved business operations for departmental units and offices.	

Metrics:	1. Improved service delivery:
	  - Functional specification for the process is written.
	  - Functional staff persons have received training on the process for effectuating an automated phone communication.
	  - Language is composed by functional areas.
	  - The phone features are activated and tested by ITS.
	  - Timely communications are pushed out to various student populations.

	2. Improved communications:
	  - Routine phone message/reminder plan is incorporated into the Enrollment Management Communication Plan.
	  - College-wide announcement sent to staff and students.

	3. Revised business processes: - Targeted communications that effectively lead students to respond in a timely manner are pushed out to them, thereby facilitating efforts of College offices to meet critical deadlines.

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Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Identify communications currently sent utilizing email and US mail	Students, prospective students, staff	Written document	EPT	March 2009	Current communications identified	EPT	
	Collect information regarding the timing of reminders and other communications to be delivered using automated phone message feature	ITS	Written document	EPT	April 2009	Schedule for various communications is built	EPT	
Improved communications	Collect information regarding the scripts for the messages to be conveyed by automated calling	ITS	Hardcopy, email, Web	EPT	April 2009	Written scripts for various message scenarios are documented	Enrollment Services, Bursar, Admissions, Academic Advising	
	Create and record messages for automated phone message system	ITS	TBD	Enrollment Services, Bursar, Admissions, Academic Advising	May 2009	Automated messages are recorded to the system	Enrollment Services, Bursar, Admissions, Academic Advising	
Revised business processes	Announcement/reminders are sent to prospective students and current students, and the College community	Students, prospective students, staff	Phone	Admissions staff	June 2009	Improved communications, improved service delivery leading to increased enrollments or realization of other desired outcomes	ITS, Enrollment Services, Bursar, Admissions, Academic Advising	

KPI: Improve student satisfaction	
Strategic Opportunity: Business Process Analysis – Identify inefficiencies, redundancies, and cross-departmental relationships to facilitate the effective realignment of tasks and functional responsibilities.	
Outcome: Improvements in cost, quality, flexibility, and/or speed resulting from the implementation/revision of processes.	
Metrics:	1. Improved service delivery: - Analyze functional unit processes to understand the activities involved and the relationship to other processes. - Assess the quality or value added of the functional units' processes and determine which steps or functions provide "no" or "little" value. - Identify processes that need to be implemented or improved. - Obtain stakeholder buy-in and support. - Utilize the analysis to make operating decisions and to improve the process. - Document updated information about the process. - Staff persons receive training on the new process.
	2. Improved communications: - Staff persons are informed about the business process analysis activity. - Time is scheduled and set-aside for persons to participate. - Staff are informed about what changes will be required to the process. - In addition to the training activity, persons are provided with written documentation about the new process. - Communications are sent to key stakeholders within and external to the functional area.
	3. Revised business processes: - Assessments will be conducted to determine the extent of improvements in cost, quality, flexibility, and/or speed resulting from the implementation/revision of a process. - Process revisions are adjusted where needed.

Enrollment Management Plan
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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Identify processes to be mapped out during the current and upcoming academic year.	Students, prospective students, College staff	Written document	EPT	January 2009	Current process for selected items are listed in writing	EPT	
	Analyze functional unit processes to understand the activities involved and the relationship to other processes.	ITS	Focus groups, and one-on-one conversations with functional staff	EPT			EPT, ITS	
	Assess the quality or value added of the functional units' processes and determine which steps or functions provide "no" or "little" value.	Business Process Analyst: Functional Units	Business Process Analyst: Functional Units	EPT		Assessments are completed and in writing	Enrollment Services, Bursar, Admissions, Academic Advising, Counseling	
	Identify processes that need to be implemented or improved, and obtain stakeholder buy-in and support.	Business Process Analyst: Functional Units	Business Process Analyst, Functional Units, Functional Unit Leadership	Enrollment Services, Bursar, Admissions, Academic Advising		Processes revisions are recommended and stakeholders have been involved with the process	Enrollment Services, Bursar, Admissions, Academic Advising, Counseling	
	Utilize the analysis to make operating decisions and to improve the process.	Functional Units, ITS		Functional Unit Leadership	February 2009	Decisions about new processes or process revisions are made	Enrollment Services, Bursar, Admissions, Academic Advising, Counseling	

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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved communications	Document updated information about the process and train staff on the new process.	Functional Units, ITS	Training sessions for persons involved with the process	Business Process Analyst, ITS, Functional Unit Leadership	March 2009			
	In addition to the training activity, persons are provided with written documentation about the new process, and communications are sent to key stakeholders within and external to the functional area.	College Staff			March 2009			
Revised business processes	Assessments will be conducted to determine the extent of improvements in cost, quality, flexibility, and/or speed resulting from the implementation/revision of a process. Process revisions are adjusted where needed.	College Leadership	Reports and data-base information	Functional Unit Leadership	At various points in the cycle, as needed			

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KPI: Improve student satisfaction	
Strategic Opportunity: Online Registration for Developmental, Probatiory, and ESL Students.	
Outcome: Students have real-time access to register for courses regardless of program placement or academic standing.	

Metrics:	1. Improved service delivery:
	   - Determine how developmental education students will be advised prior to being allowed online registration access
	   - Determine how students on probation will be advised prior to being allowed online registration access
	   - Determine how ESL students will be advised prior to being allowed online registration access
	   - Write functional specifications. Determine if separate spec is needed for each student type
	   - SSB application is developed by ITS
	   - SSB application is tested for required functionality
	   - SSB application goes live in time for Fall 2009 registration cycle

	2. Improved communications: - College-wide communication

	3. Revised business processes:
	   - Data entry by staff is minimized
	   - Document business process improvement for the new/revised process

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Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Determine how developmental education students will be advised prior to being allowed online registration access	Academic Advisors	Discussion	Student Affairs, Academic Affairs, and ITS	10/2008	Not applicable	Pending	
	Determine how students on probation will be advised prior to being allowed online registration access	Counselors	Discussion	Student Affairs, Academic Affairs, and ITS	10/2008	Not applicable	Pending	
	Determine how ESL students will be advised prior to being allowed online registration access	ESL Advisors	Discussion	Student Affairs, Academic Affairs, and ITS	10/2008	Not applicable	Pending	
	Write functional specifications. Determine if separate spec is needed for each student type	ITS	Bantasks Request	Business Systems Analyst	11/2008	Not applicable	Pending	
	SSB application is developed by ITS	Counselors and Academic Advisors	SSB TEST Instance	ITS	12/2008	Not applicable	Pending	
	SSB application is tested for required functionality	Counselors and Academic Advisors	SSB TEST Instance	Counselors, Academic Advisors, and Enrollment Services	1/2009	Not applicable	Pending	
	SSB application goes live in time for Fall 2009 registration cycle	Counselors, Academic Advisors, and Students	SSB PROD Instance	ITS	2/2009	Not applicable	Pending	

Enrollment Management Plan
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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved communication	College-wide communication	Faculty, Staff, and Students	Electronic	Enrollment Services	2/2009	Not applicable	Pending	
Revised business processes	Document business process improvement for the new/revised process Data entry by staff is minimized	Enrollment Services	Not applicable	Not applicable	3/2009	Not applicable	Pending	

Enrollment Management Plan
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KPI: Improve student satisfaction	

Strategic Opportunity: Group web registration for new students. Improve the process of registration for new students.

Outcome: Creation of an effectively running process, surveys from students and staff indicating a positive experience; improvements in the initial incoming student registration experience for new students by teaching them to register online.

	1. Improved service delivery:
	    – Develop web registration pilot
	    – Create new process for group web registration
	    – Build proper tools within MyCCP to allow students, both ESS and non-ESS, to have access to correct information and to register easily (new course search, waiver list, automatic placement of selected course into roster)
	    – Identify or create dedicated space to run group web registration
	    – Obtain stakeholder buy-in and support from advising, admissions, developmental education, enrollment services and ITS for the implementation and continuation of this process

	2. Improved communications:
	    – Counselors and advisors will be trained in the process of leading the group web registration sessions
	    – Enrollment Services, Admissions and ITS personnel will be consulted with concerning the overall new process along with emphasis on their particular portions of the new process
	    – The Dean of Students, the Dean of Enrollment Services and the Vice President of Student Affairs will receive updates on progress

	3. Revised business processes:
	    – Students will receive a group orientation and training session on how to register online. They will register themselves online. This process replaces the non-active student waiting time in our current process with engaged, focused educational activity
	    – Counselors and advisors are able to focus to a greater extent on educational planning rather than course selection
	    – Elimination of much of the use of paper registration forms
	    – An increased number of registration sessions will allow for students to select times that fit better with their schedules

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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Status	Outcome
Improved service delivery	Create new process for group web registration Develop web registration pilot	Counselors	Creation of pilot	Counselors	Fall 2007 through Fall 2008	Are sessions running?	In progress	
	Build proper tools within *My*CCP to allow students, both ESS and non-ESS, to have access to correct information and to register easily (new course search, waiver list, automatic placement of selected course into roster)	Counseling, Developmental Ed, Enrollment Services, ITS	Meetings to discuss needs, individual work	Counseling, Developmental Ed, Enrollment Services, ITS	Summer 2008 through Fall 2008	Are items in place?	In progress	
	Identify or create dedicated space to run group web registration	Enrollment Services	Individual work	Enrollment Services	Room needs to be in place for March 2009	Is room in place?	Pending	
	Obtain stakeholder buy-in and support from advising, admissions, developmental education, enrollment services and ITS for the implementation and continuation of this process	Counselors, advising, DE, enrollment services, ITS	Individual meetings	Counseling	Summer 2008 through Fall 2008	Are the identified groups aware and on board with process?	In progress	
Improved communications	Counselors and advisors will be trained in the process of leading the group web registration sessions	Counselors, Advisors	Pilot web registration sessions and group training sessions	Counseling	Fall 2007 through Fall 2008	Have individuals been trained?	In progress	

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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Status	Outcome
	Enrollment Services, Admissions and ITS personnel will be consulted with concerning the overall new process along with emphasis on their particular portions of the new process	Enrollment Services, Admissions, ITS	Meetings, email	Counseling	Summer 2008 through Fall 2008	Are groups aware of their roles?	In progress	
	The Dean of Students, the Dean of Enrollment Services and the Vice President of Student Affairs will receive updates on progress	Dean of Students, Dean of Enrollment Services, VP of Student Affairs	Meetings, email	Counseling	Summer 2008 through Fall 2008	Has information been shared?	In progress	
Revised business processes	Students will receive a group orientation and training session on how to register online. They will register themselves online. This process replaces the non-active student waiting time in our current process with engaged, focused educational activity	New students	Web registration sessions	Counseling, Admissions, Advising, Enrollment Services, ITS	March 2009 registration for Fall 2009 semester	Are sessions up and running?	Pending	
	Counselors and advisors are able to focus to a greater extent on educational planning rather than course selection	Counselors and Advisors	Web registration sessions	Counseling, Advising	March 2009 registration for Fall 2009 semester	Evaluation of presentation, time sharing information vs. searching for classes	Pending	

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Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Status	Outcome
	Elimination of much of the use of paper registration forms	Counselors, Advisors, Enrollment Services	Use of web registration	Counseling, Advising, Enrollment Services	March 2009 registration for Fall 2009 semester	Have registrations taken place online?	Pending	
	An increased number of registration sessions will allow for students to select times that fit better with their schedules	Counselors, Advisors, Enrollment Services	Triple our number of registration sessions with a smaller number of students invited to each session	Enrollment Services, Counseling, Advising	For March 2009 Fall 2009 registration cycle	Have sessions been created in a workable format? Are sessions on advising screen for students to select?	Pending	

Enrollment Management Plan
Student Enrollment Services

KPI: Improve student satisfaction	
Strategic Opportunity: Work with ITS to develop online scheduling software for Academic Advising Appointments	
Outcome: Streamline scheduling process and give additional capability to track schedules.	

Metrics:	1. Improved service delivery:
	   – Work with ITS to develop online scheduling software
	   – Continue to run system to eliminate confusion
	   – Provide training opportunities for faculty and advisors
	   -

	2. Improved communications:
	   - New software will generate automatic email confirmation
	   - Continue training to assist with transition
	   -

	3. Revised business processes: – ITS, Advising Staff will monitor online services to prepare for student portion of project

Enrollment Management Plan
Student Enrollment Services

Work Plan

Metric	Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Improved service delivery	Work with ITS to develop online scheduling software	Faculty advisors	Creation of pilot	Advising Center Staff	Fall 2007 through Fall 2008	Have faculty utilize the tool	In progress	
	Continue to run system to eliminate confusion	Advising Staff, faculty/ advisors	Meetings to discuss needs, individual work	Advising Center Staff	Summer 2008 through Spring 2009	Have faculty utilize the tool	In progress	
	Provide training opportunities for faculty and advisors	Advising Staff, faculty/ advisors	Individual meetings	Advising Center Staff	Summer 2008 through Spring 2009	Track number of faculty who attend	In progress	
Improved communications	New software will generate automatic email confirmation Continue training to assist with transition	Advising Staff, faculty/ advisors	Meetings to discuss needs, individual work	Advising Center Staff	Summer 2008 through Spring 2009	Have individuals been trained?	In progress	
Revised business processes	ITS, Advising Staff will monitor online services to prepare for student portion of project	Enrollment Services, Admissions, ITS	Meetings, email	Advising Center Staff	Summer 2008 through Spring 2009	Are groups aware of their roles?	In progress	