

Strategic Enrollment Management Plan 2012-2015

Submitted June 2012

Strategic Enrollment Management Committee

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Background

The Strategic Enrollment Management (SEM) Committee was formed as a standing committee of the college during the Fall Semester of 2011 as a mechanism to bring together campus resources to focus on issues of enrollment and student success.

The purpose of the SEM Committee is to develop, implement, and maintain a Strategic Enrollment Plan as part of the college's overall planning and effectiveness effort. Strategic Enrollment Management, according to a definition that the committee reviewed at its first meeting, is

“...a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its multiple missions, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.” (Kerlin, 2008)

An immediate task for the committee was to develop a Strategic Enrollment Plan in accordance with Key Priority 2.1 (Student Success-Persistence) in the College's Strategic Plan. At its first meeting on November 28, the committee was given the following charge:

Using the Strategic Plan as a guide, develop a Strategic Enrollment Plan for 2011-2015 that includes the following components: Recruitment and Marketing; Student Progression and Completion Rates; Student Support Services; and Academic Programs and Offerings. The plan should include rationale for institutional and programmatic enrollment goals, as well as estimated costs and revenues associated with recommended actions or strategies for achieving goals.

During the 2011-2012 academic year, the committee met 5 times. The meeting dates and major themes of each meeting are listed below:

November 28, 2011	Organizational Meeting---Background Information on SEM concepts
January 31, 2012	Review Missions and Strategic Plan; “Wondering Questions” for data discussion
February 15, 2012	Data presentation and Analysis; Identifying Issues that emerge from data
March 14, 2012	Entering Student role-play scenarios; Discussion of Enrollment Infrastructure
April 6, 2012	Meeting Cancelled; Draft of Goals Circulated for review
April 26, 2012	Development of Goals and SEM Plan

The Goals on the following pages are the outcome of these meetings and discussions.

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Strategic Enrollment Management Goals

Goal 1. INCREASE CAMPUS-WIDE AWARENESS OF AND INVOLVEMENT IN THE PRINCIPLES OF STRATEGIC ENROLLMENT MANAGEMENT

CSCC Strategic Plan Link: Key Priority 3: Quality

OBJECTIVE: **Communicate enrollment news, SEM principles, and opportunities for faculty/staff involvement in SEM activities.**

Strategy: Develop communications for faculty and staff to support their roles in the SEM process

Tactics: Presentations at In-service in August and January
Electronic Newsletters in October and March

Indicator: Presentations made and newsletters distributed; pre-test/post-test for faculty/staff on SEM principles

Responsible/

Accountable: SEM Committee chair and members

Cost: Staff Time

OBJECTIVE: **Deliver Outstanding Customer Service**

Strategy: Establish customer service expectations

Tactics: Adopt and deliver customer service training for staff and faculty

Indicator: Training program initiated in Fall 2012 with all departments participating by June 30, 2013

Responsible/

Accountable: VP's, Staff Senate, Faculty Senate

Cost: To Be Determined

OBJECTIVE: **Strengthen Data collection and analysis**

Strategy: Develop a standard form to request data/reports from Institutional Research

Tactics: To Be Developed

Indicator: Form Developed and adopted

Responsible/

Accountable: Institutional Research and Effectiveness Office

Cost: Staff Time

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Goal 2. DETERMINE ENROLLMENT OBJECTIVES FOR CSCC.

CSCC Strategic Plan Link: Key Priority 4: Resourcefulness and Efficiency

OBJECTIVE: Increase headcount enrollment for Fall Semester to 4000 by Fall 2015

Strategy: To be developed

Tactics: To be developed

Indicator: Numbers of students enrolled each Fall semester

Responsible/

Accountable: Director of Student Relations; Academic Deans; Director of Off-Campus Sites; Director of Marketing & Public Relations/ VPSS; VPAA; VPFA

Cost: To be Determined

OBJECTIVE: Increase the percentage of graduating seniors from high schools in service area counties who enroll at CSCC to 30% for Bradley County/Cleveland, 25% for McMinn and Polk, 20% for Meigs, and 15% for Monroe

Strategy: To be developed

Tactics: To be developed

Indicator: Number and percentage from high school graduating classes who enrolled at CSCC each Fall Semester.

Responsible/

Accountable: Director of Student Relations/VPSS

Cost: To be Determined

OBJECTIVE: Increase the percentage of adults enrolled at CSCC from each service area county to a level greater than or equal to that of the state as a whole.

Strategy: To be Developed

Tactics: To be Developed

Indicator: Percentage of adult students enrolled each Fall semester, compared to data from THEC county education profile

Responsible/

Accountable: Director of Student Relations; Director of Off-Campus Sites; Director of Marketing & Public Relations/ VPSS; VPFA

Cost: To Be Determined

OBJECTIVE: Increase enrollment at Athens site

Strategy: To be Developed

Tactics: To be Developed

Indicator: Numbers of students enrolled for classes at each site each Fall semester

Responsible/

Accountable: Director of Off-Campus Sites/VPAA

Cost: To Be Determined

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OBJECTIVE: Increase enrollment and completions in programs identified as high demand programs across the state: STEM professions, high tech manufacturing, and allied health

Strategy: To be developed

Tactics: To be developed

Indicator: Numbers of students enrolled each Fall semester; number of certificates/degrees awarded in related fields

Responsible/

Accountable: Director of Student Relations; Director of Marketing & Public Relations; Academic Deans/ VP's

Cost: To Be Determined

OBJECTIVE: Increase dual enrollment headcount and FTE to 600 HC and 175 FTE by 2015

Strategy: To be developed

Tactics: To be developed

Indicator: Numbers of students enrolled each Fall semester

Responsible/

Accountable: Director of Student Relations; Academic Deans; Director of Off-Campus Sites/VPSS; VPAA

Cost: To Be Determined

OBJECTIVE: Increase summer term headcount and FTE

Strategy: To be Developed

Tactics: To be Developed

Indicator: HC and FTE Enrollment

Responsible/

Accountable: Director of Student Relations; Academic Deans; Director of Marketing & Public Relations; Director of Off-Campus Sites/ VPSS; VPAA; VPFA

Cost: To be Determined

Goal 3. PROMOTE THE DEVELOPMENT AND EXPANSION OF ACADEMIC PROGRAMS BASED ON COMMUNITY NEEDS

CSCC Strategic Plan Link: **Key Priority 3: Quality**
 Key Priority 2: Student Success

OBJECTIVE: **Engage High School students in CSCC Curriculum**
Strategy: Create Dual Enrollment Pathways
Tactics: Review HS focus areas; link Advance Placement and Dual Enrollment Courses; create promotional materials for 9th grade students outlining their progression through a program into CSCC.
Indicator: Number of Pathways created; number of Students in Pathways
Responsible/
Accountable: Director of Student Relations; Academic Deans; Director of Off-Campus Sites/VPSS and VPAA
Cost: Staff Time and Publication Cost (TBD)

Goal 4. MAXIMIZE THE USE OF TECHNOLOGY IN ENROLLMENT MANAGEMENT

CSCC Strategic Plan Link: **Key Priority 1: Access**
 Key Priority 4: Resourcefulness and Efficiency

OBJECTIVE: **Increase use of mobile technologies in delivering web content and services to students**
Strategy: Acquire or develop a CSCC app for mobile devices to assist in recruitment
Tactics: To be Developed
Indicator: App in use
Responsible/
Accountable: Director of Student Relations; Director of Marketing & Public Relations/VPSS; VPFA
Cost: To be Determined

OBJECTIVE: **Continue to utilize features of Banner to improve response time for student inquiries, applications, etc.**
Strategy: To be Developed
Tactics: To be Developed
Indicator: New processes in use
Responsible/
Accountable: Director of Admissions/Records; VPSS
Cost: To be Determined

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Goal 5. CONTINUE TO IMPROVE STUDENT SUCCESS AND COMPLETION RATES

CSCC Strategic Plan Link: Key Priority 2.1: Student Success

OBJECTIVE: Strengthen academic advising process

Strategy: Create standing Advising Committee to evaluate and recommend changes

Tactics: Survey of students and advisors; research on best practices; engage consultant

Indicator: Committee recommendations to VPSS and VPAA by November 1, 2012

List of recommendations implemented

Responsible/

Accountable: Advising Committee Chair/Director of ACCESS Center/VPSS; VPAA

Cost: To Be Determined

OBJECTIVE: Increase completion rates

Strategy: Implement Reverse Transfer Process

Tactics: Set up process with at least two universities by December 2012

Indicator: Number of certificates/degrees awarded through reverse transfer

Responsible/

Accountable: Director of Admissions & Records/VPSS

Cost: Staff Time

Strategy: Simplify/limit choices for students regarding curricula and scheduling options

Tactics: To Be Developed

Indicator: Number of certificates/degrees awarded

Responsible/

Accountable: Academic Deans/VPAA

Cost: Staff Time

Strategy: Implement cohort groups in new curriculum areas

Tactics: Use Perkins funds to create Cohort Coordinator position

Indicator: Number of cohort groups created; completion rates of students in cohorts

Responsible/

Accountable: Academic Deans/VPAA

Cost: Funded by Perkins Grant for 2012-13

Strategy: Award more embedded certificates

Tactics: Develop and implement process for awarding embedded certificates

Indicator: Written process developed, communicated, and implemented; number of embedded certificates awarded

Responsible/

Accountable: Director of Admissions & Records/Academic Deans/VPSS/VPAA

Cost: Staff Time

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OBJECTIVE: Increase persistence rates

Strategy: To Be Developed

Tactics: To Be Developed

Indicator: Fall-Spring progression rate will increase annually to a target of 76%
Progression rate of students completing 12, 24, and 36 hours will increase annually

Responsible/

Accountable: VPSS; VPAA

Cost: Staff Time; To be Determined

OBJECTIVE: Improve support services for students, especially entering students, ensuring that services are consistent with student needs

Strategy: Compile data from variety of sources on use and effectiveness of support services for students; research best practices

Tactics: Conduct focus groups; Participate in SENSE survey

Indicator: Revisions to support services

Responsible/

Accountable: Student Services Directors/VPSS and Director of Institutional Research and Effectiveness

Cost: To Be Determined

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Goal 6. DEVELOP AND IMPLEMENT STRATEGIES TO MINIMIZE COSTS TO STUDENTS AND TO EMPHASIZE AFFORDABILITY

CSCC Strategic Plan Link: Key Priority 1: Access

OBJECTIVE: Explore use of institutional/foundation scholarship dollars to encourage completions and to assist students who are not receiving federal/state awards.

Strategy: To be Developed

Tactics: To be Developed

Indicator:

Responsible/Accountable: Director of Financial Aid/ VPSS

Cost: To be Determined

OBJECTIVE: Provide ongoing funding for Bradley Achieves and expand program to other counties

Strategy: To be Developed

Tactics: To be Developed

Indicator: Funds available; existence of program in other counties

Responsible/

Accountable: Director of Institutional Advancement

Cost: To be Determined

References

Bontrager, B. and Clemetsen, B. 2009. *Applying SEM at the Community College*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

Kerlin, C. 2008. A community college roadmap for the enrollment management journey. *College and University*. (83) 4:10-14.

Westman, C. and Bouman, P. 2005. *AACRAO's Basic Guide to Enrollment Management*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers

Appendices

Appendix A Background Information on SEM Concepts

Appendix B Minutes from Meetings

APPENDIX A

BACKGROUND INFORMATION ON SEM CONCEPTS

Some thoughts on Strategic Enrollment Management

From Applying SEM at the Community College

American Association of Collegiate Registrars and Admissions Officers, 2009

Definition of Strategic Enrollment Management

Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its multiple missions, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.

- No single effort in and of itself will help an institution gain and maintain cross-campus support for strategic enrollment management. Rather, a combination of skilled and well-connected professionals, cross-campus collaborative team(s) and intentionally created opportunities to “sing the SEM song” are critical to long-term SEM success.
- One of the core tenets of SEM is that it must not operate outside of the institutional mission; rather, SEM goals should be directly connected to a college or university’s mission and goals. Tom Green, senior consultant for AACRAO Consulting, explained:
 - There are always two recommendations I provide institutions when we talk about making the SEM plan a living document: First, create the structures that will assure continuing conversations about the SEM plan and the goals and outcomes that are expected in it. Second, make sure that the SEM plan is linked to the institution's strategic plan so that reporting on the strategic plan includes SEM outcomes. This helps keep SEM efforts in front of a wide range of people on a continual basis.
- Paradis agrees about the importance of the connection to institutional planning: “A SEM plan cannot stand on its own. Having a robust institutional strategic plan supported by a strong SEM plan lends legitimacy and connectivity for all levels of the institution.”
- A strategic enrollment management plan operationalizes the institution-wide strategic plan. As it applies to enrollment management, strategic planning:
 - Begins with a clearly defined vision as it relates to institutional mission;
 - Performs an internal and external environmental analysis and forecasts future trends;
 - Recognizes and articulates current position and direction;
 - Acknowledges problems and constraints as well as opportunities and strengths;
 - Outlines objectives and desired outcomes and articulates strategies to achieve them;
 - Determines a budget to achieve each outcome;
 - Assigns responsibility for strategies to specific individuals; and

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Sets forth an evaluation mechanism to measure progress and redirect efforts if necessary.

- Strategic Enrollment Management is a concept and process that enables the fulfillment of institutional mission and students' educational goals. In practice, the purposes of SEM are achieved by:
 - Establishing comprehensive goals for the number and types of students needed to fulfill the institutional mission
 - Promoting students' academic success by improving access, transition, persistence, and graduation
 - Promoting institutional success by enabling effective strategic and financial planning
 - Creating a data-rich environment to inform decisions and evaluate strategies
 - Strengthening communications and marketing with internal and external stakeholders
 - Increasing collaboration among departments across the campus to support the enrollment program

Purpose of SEM:

- Establishing comprehensive enrollment goals;
- Promoting student access and success;
- Effective strategic and financial planning;
- Creating a data-driven environment;
- Strengthening communications, both internally and externally; and
- Increasing collaboration across the campus to support achievement of optimum enrollment.

Links to other Community College SEM Plans

<http://web.gcc.mass.edu/semp/files/2010/05/SEMP.docx>

<http://intranet.shore.ctc.edu/accreditation/Documents/Strategic+Enrollment+Management+Plan+2011-2013.pdf>

<http://valenciacollege.edu/enrollmentplan/>

<http://www.cochise.edu/SEM/pdf/Enrollment%20Management%20Plan.pdf>

http://inverportfolio.project.mnscu.edu/index.asp?Type=B_BASIC&SEC=%7B1598A2E3-5CC6-49C4-8975-BA7F0CF68D72%7D&DE=%7B92C38882-896E-4DEC-B8FB-4B7E814C3356%7D

http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf

[http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20\(2\).pdf](http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20(2).pdf)

SEM Planning Framework (from the bottom up)

Meeting Goals

Tactics

Specific actions to implement a strategy

Strategies

Methods for achieving goals

Enrollment Infrastructure

Staffing---efficient deployment of staff resources

Skills---extent to which existing staff possess the skills required of leading-edge SEM practices

Systems---delivery of efficient and effective enrollment services, including **strategies** (recruitment, retention, communications, and marketing); **policy** (academic and administrative policies that provide guidance to effective business practices---placement testing, course pre-requisites, etc.); **practice** (procedures, workflow, etc.); and **technology** (how to use it).

Service--- the extent to which an institution meets students' wants and needs as students define them

Data Collection and Analysis

Broad array of metrics to assess the achievement of goals, evaluate program effectiveness, and benchmark operations and strategies with other institutions

Beware of overreliance on anecdotal data and failure to conduct adequate analysis of data on hand

Collect data with a purpose and core questions

Developing value of using data

Data, experience, insight

Avoid analysis paralysis trap

Confronting the reality of the data

Clear Mission and Goals

Goal for total enrollment and for the types of students and the proportion of students within each type that would best fulfill the institution's mission

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A Case Study on Strategic Enrollment Management at a Community College Lehigh-Carbon Community College, PA

LCCC President Donald Snyder charged the Enrollment Management Steering Committee with providing leadership for the development of a plan and ensuring direct participation by stakeholders as well as cross-departmental collaboration. The objective was to align the enrollment management plan with LCCC's vision, goals and strategies, particularly as they were articulated in the documents "Transformations: Strategic Plan 2009-2014"[1] and "Academic Plan, January 2010." It was important to solicit the assistance of academic departments, "building shared responsibility," identifying goals and strategies for each area, improving processes and ultimately supporting student success (Massa 2001, Wallace-Hulecki 2009). Massa (2001) notes:

A strategic enrollment management plan operationalizes the institution-wide strategic plan. As it applies to enrollment management, strategic planning:

- Begins with a clearly defined vision as it relates to institutional mission;
- Performs an internal and external environmental analysis and forecasts future trends;
- Recognizes and articulates current position and direction;
- Acknowledges problems and constraints as well as opportunities and strengths;
- Outlines objectives and desired outcomes and articulates strategies to achieve them;
- Determines a budget to achieve each outcome;
- Assigns responsibility for strategies to specific individuals; and
- Sets forth an evaluation mechanism to measure progress and redirect efforts if necessary.

The Steering Committee included the vice president for administrative services and workforce community development; the dean of student development; the associate dean of planning and assessment; and the associate dean of institutional research and effectiveness. The group sought to understand enrollment management planning from a broader perspective, to demystify assumptions that enrollment management planning is "someone else's concern" and to overcome what seemed an aversion to enrollment management.

To embark on this ambitious undertaking, the institution had to be developmentally ready. In addition to prior planning initiatives, the Steering Committee sought to build its knowledge base by reading Wallace-Hulecki's (2009) paper "Reframing Strategic Enrollment Management from the Academic Lens: Theory in Practice (Part 2)"; information from this paper was shared with the president's cabinet. Concurrently, one of the Steering Committee members completed the Noel Levitz Post-Master's Certificate in Enrollment Management (EM-PMC)² offered by Capella University. The six-course program proved a good match as the team refined its work, adding the financial aid component as a direct result of the EM-PMC focus. As in the Noel Levitz model, LCCC ultimately adopted a model predicated on the belief that "Overall Enrollment = Admissions + Retention."

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Demystifying Enrollment Management

The Steering Committee identified an established model that had academic planning and collaborative processes at its core. In response to Harrisburg Area Community College's generous sharing of its model, the Committee developed key components of LCCC's plan and compiled an initial draft of goals and strategies.

The Committee set an aggressive agenda but eased into the planning process by asking key administrators and the Leadership Team Task Force: Transforming Students' Lives to provide feedback. During Phases I and II (which lasted a total of ten days), their recommendations were incorporated to more closely reflect LCCC's unique characteristics. As part of Phase III, the President's Cabinet considered a revised draft and approved a four-week public posting to solicit additional recommendations from the college community. The Academic Council, comprising primarily faculty and charged with considering the current state and future trajectory of academics and student development, also reviewed the draft.

Evolution

Prior to Phase IV meetings, stakeholder groups were sent electronic versions of the plan, with relevant elements highlighted. (Stakeholders were the responsible parties—the implementers—named in the plan. See Figure 1) Momentum was building in terms of the level and quality of stakeholder response.

During Phase IV, the Steering Committee finalized the plan's content, timelines and budget support and met with each key stakeholder group. The groups were asked to refine the strategies to ensure that the plan was both realistic and executable. Specific goals were (1) to create strategies that built upon current practices, (2) to more clearly identify how each stakeholder group might strengthen those practices, and (3) to indicate with whom each group wanted/needed to collaborate in order to do so.

Figure 1. Phase IV Key Stakeholders

Academic Services
Communications and Technology
Finance and Financial Aid
Human Resources
Information Technology
Program Development
Student Services and Student Development
Workforce Development and Community Services

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On Board and Around the Table

Stakeholder meetings resulted in direct, comprehensive input and fostered a sense of ownership. Pre-meeting materials included the following directions:

- Colleagues, as you prepare for our meeting and review the plan, please:
- Look for gaps and overlaps.
- Consider financial implications and timeline.
- Determine who within your areas of responsibility will lead implementation.
- Ensure that the plan reflects the institution as it is and as we want it to be.
- What do we need to implement the plan?
- Can we implement the plan?
- What obstacles do you see?
- How will you support the plan?

Strategies were revised in response to stakeholders' feedback. Most important, stakeholders saw their contributions and recommendations in the final version. Our method promoted shared responsibility and ownership.

The collaborative process proved key. Ultimately, the comprehensive, college-wide four-year plan paralleled LCCC's five-year strategic plan; maintained academic planning as core; and provided an infrastructure that promoted consistent processes, collaboration and data-driven decision making.

The Plan's Key Components

The Enrollment Management Plan contains nine intentionally ordered goals. (See Figure 2.) "Broadening understanding of enrollment management, college-wide, in terms of learning outcomes and student development" is at the forefront to ensure ongoing opportunities for faculty and staff to learn (and so to increase their comfort with) the principles of enrollment management, including their relevance to their roles within the college.

"Transformation: Strategic Plan 2009—2013" details specific action strategies and tactics as well as responsible parties (those individuals responsible for implementing the plan); time frame and sequencing to ensure the logical flow of work based on operations' current priorities; assessment methods as means by which progress to date may be determined; criteria for success (data benchmarks and expected outcomes within the assessment method); and budget implications. It is important for participants to be aware of the financial implications of recommended action.

Figure 2. Key Components of the Lehigh Carbon Community College Enrollment Management Plan

- Goal 1. Broaden understanding of enrollment management, college-wide, in terms of learning outcomes and student development. Create opportunities for faculty and staff to learn (and enhance their comfort level with) principles of enrollment management.
- Goal 2. Determine optimal enrollment for LCCC, overall and by site. Define the term “optimal enrollment” while aligning it with the fiscal needs of campus, community needs and available resources.
- Goal 3. Determine annual enrollment projections for LCCC. Develop and maintain an enrollment projection model for planning and budgeting for fall, spring and summer terms, overall and by site.
- Goal 4. Promote the development of programs based on community needs and the availability of niche markets. Conduct ongoing research to create new programs and to monitor current programs (credit and non-credit) in light of community needs. Broaden the scope of the curriculum committee to include program development. Examine new and existing partnerships. Ensure that students are able to enroll in the courses they need to complete their educational goals in a timely manner. Align marketing and recruiting resources with high-demand occupations and poorly enrolled programs. Support coordinator’ development of annual communication plans to publicize activities and events.
- Goal 5. Maximize the use of technology in enrollment management. Continue to maximize LCCC’s use of technology for communication and enrollment management systems. Determine what enrollment management reports LCCC currently has and what LCCC’s needs are. Align data systems and integrate all student systems, including Banner, ANGEL, and e-learning. Improve methods for collecting data relating to students’ educational goals (e.g., their reasons for attending, intent to return, etc.) on application and registration materials to help determine whether students succeed in reaching their goals. Define retention terms so data can be collected and reported consistently.
- Goal 6. Continue to improve college-wide student retention and success. Develop and implement early intervention strategies for identified populations (e.g., first time in college/first year, learning communities, non-traditional, part time).
- Goal 7. Develop consistent, timely and personal messaging for prospective and current students using their preferred method of communication. Ensure that targeted audiences receive the appropriate message through their preferred method of communication. Develop communication plans for key department activities.
- Goal 8. Develop communications for faculty and staff to support their role with students. Communicate enrollment news and opportunities.
- Goal 9. Facilitate financial aid–admissions collaborations, support retention efforts and identify innovative strategies for encouraging students to apply for financial aid. Financial Aid Office–Technology; Financial Aid Office–Staffing; Students–Communication

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Implementation

The plan was finalized, presented to the President's Cabinet and approved. The President established the Transforming Enrollment-Related Services (TERS) Task Force early in summer 2010 to support implementation. TERS became part of the College's Leadership Team, which previously included task forces for the three major components of LCCC's strategic plan (Transforming Students' Lives, Transforming the Learning Environment, and Transforming the College Organization). The new TERS task force, co-chaired by the dean of student development and the dean of academic services, integrates both the academic and student success structures (Wallace-Huellecki 2009). The linking of these two critical areas is intentional, as is faculty representation on the task force.

As the multi-year plan unfolds, TERS Task Force membership likely will change, with a few members rotating on and off each year. We hope as a result to maintain momentum, to continue to expand understanding of and commitment to enrollment management planning campus-wide, and to provide the best possible leadership for implementing the plan's priorities.

Current Status: Process Review

After initiating plan implementation, the TERS Task Force undertook a project to survey and map the numerous college processes that students navigate from the time of inquiry through their first semester. The college engaged The Davison Group, Inc. to conduct individual interviews with frontline staff and faculty as well as with seven different student population cohorts. Student cohorts include prospective students who inquired but did not apply; those who inquired and applied but did not enroll; new students who enrolled and withdrew before classes began; new students who enrolled and withdrew within the first three weeks of classes; new students who enrolled and completed their first semester; continuing students; and readmitted students.

The results of this survey and mapping project will help us (1) determine how best to structure and/or restructure delivery of student services to make them easier to navigate, more intuitive, more efficient and more effective; (2) determine how best to communicate services, procedures and timelines to enhance students' engagement and success; (3) create and maintain a well-coordinated college-wide system of services without duplicating efforts; and (4) develop strategies that promote and facilitate self-responsibility and student development.

The project will generate qualitative data that can be used to develop a summary of common themes, process maps and a gap analysis. Disparities between service delivery as defined by LCCC's vision, mission and goals and the realities of students' and staff/faculty experiences will inform recommendations for better college-wide alignment through the enhancement of current structures as well as the design and implementation of new initiatives.

Conclusion

In summary, this proved a highly effective enrollment management planning process for our institution. Discussions with stakeholder groups were focused, informative and candid, enabling us to better understand LCCC's current state of operations and activities related to or directly affecting enrollment.

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This facilitated the transparent (that is, as proposed by stakeholders themselves) development of action strategies directed at the required improvements. The process generated levels of trust, confidence, ownership and excitement about greater possibilities that had not characterized previous enrollment management planning.

For the first time, and as a direct result of each stakeholder group's hard work, LCCC has a comprehensive enrollment management plan that is college-wide in scope, strategic in design, and pragmatic in focus. The goals, strategies and tactics described in the plan are designed to advance the College's effectiveness in coordinating enrollment-related efforts, maintaining academic planning and management as core elements, informing enrollment-related decisions, targeting service provision and communications and planning and achieving student enrollment goals.

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Appendix B
Minutes of SEM Committee Meetings

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE (SEM)

MINUTES FROM JANUARY 31, 2012

2:00 p.m. – Student Center Conference Room

Members Present: Dr. Carl Hite, Dr. Michael Stokes, Dr. Thomas Wright, Dr. Jerry Faulkner, Fred Wood, Mitch Rhea, Sherra Witt, Patty Weaver, Midge Burnette, Nancy LaBine, Lauralyn Anderson, Jason Sewell, Brenda DiSorbo, Tony Bartolo, Mark Wilson, Marcia O’Conner, Cindy Reynolds, and Barbara Nipper.

The Strategic Enrollment Management Committee (SEM) met on Tuesday, January 31 at 2:00 p.m. in the Student Center Conference Room.

Dr. Stokes distributed a brief quiz and had group discussion of answers when completed.

Definition of SEM: *Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its multiple missions, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.*

Note: Emphasis placed on the definition of Strategic Enrollment Management to point out that it is not just one area but the effective integration of administrative processes, student services, curriculum planning, market analysis and external environment to identify goals and work toward reaching those goals.

Five steps in SEM:

1. Establish clear mission and goals
2. Data collection and analysis
3. Enrollment Infrastructure
4. Strategic Tactics
5. Meeting goals

CCTA – Complete College Tennessee Act

Our funding formula will be based more on graduation and retention than enrollment numbers. However, enrollment still matters too. Dr. Wright reports the new formula will be adjusted in the July 1, 2012 budget.

Look at Strategic Plan to create some goals for enrollment management (Key Priorities 1-4)

1. Access (Improved use of technology)
Examples: Diversity Plan and Dual Enrollment
2. Student Success (Persistence and completion)
3. Quality (Retain knowledge, skills, and abilities to become productive in community)

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4. Resourcefulness & Efficiency (How to deal with less money/In and Out dollars)
Example: What is it going to cost? What is the benefit? What is the outcome or what would decrease as a result of?

NOTE: No questions or comments related to the attachments that members received from Dr. Stokes prior to schedule meeting time.

Suggested Things to Focus on for Big Picture Goals

- What Head Count and FTE we would like to have?
- Specific number goal by major?
- Find out why students who applies did not attend. (Research)
Discussion related to the need for a common language as there is some confusion specific to the terms GOALS, OUTCOMES, TACTICS, etc.
- High school age grad vs. non-traditional students
- When setting goals, need to follow SACS rationale and committee be in agreement
- Set timelines (SACS)
- Percentage retention rate
- Set goal for each cohort
Deans: Academic perspective is important. Example, Number of nursing students up already/could we accommodate more; pre-engineering students not currently the largest cohort/could we increase; offer more summer classes/faculty willing and available?
- Increase use of facilities during summer
- More integration of personnel
- Different segments of students (Athens, evening, etc.)
NOTE: Graduation and retention rates show up on FAFSA as soon as the students submit their FAFSA application. Graduation National Average is only 25%. Cleveland State's rate falls between 10 – 14%.
- Additional programs that we could offer?
*Notes: Need attainable goals...but need to reach out some.
12 – 24 hours completed by students counts as well.
Use Supply-N-Demand method of determining what programs we need to offer.
Why do students leave? ACCESS Center has 5+ years of documented calls.*
- Comprehensive Summer Program
- Develop a recruitment and/or marketing plan
- Early intervention...contact the student when they drop a class before they totally W/D
- More hand-holding (Retention will help enrollment)

Topic for next meeting: Cover wondering questions about "Data" that we already have or don't have. Please bring collected data to the next SEM meeting.

- Examples: Why students leave? (Have data through ACCESS Center's calls)
- Why students apply and decide not to attend? (Cards go out already from recruitment)
- Was our acceptance confirmation timing expedient enough? Did the student hear from other colleges before we responded?
- How many apply but don't pay the application fee and therefore are not processed?
- Why the traditional and non-traditional students are here?


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- When is student falling into a risk factor? What was the trend? (Bad grades, absence, bad attendance?) When we know the common trend, what do we do about it?
- Are we offering programs that high school students are interested in?
- Do we think outside the normal time window for offering classes? Example: Athens already offers more evening classes per student request.
Note: Degree Works will aid in foretelling the need for classes per semester, etc.
- What do our graduating students and transient students want to do?
- Coaching is important to students! (Examples: cohort groups and Athens are examples)
- Time-to-Degree matters! The quicker the better and cohorts matter to find best practices.
- Look at Demographic Service Area Data

Meeting ended at 3:35 p.m.

NOTE: DR. HITE WANTS IDEAS FOR THE QEP.

Dr. Stokes will send out a summarized list of suggested goals. You will receive a Meeting Wizard request to select available times for the next SEM committee meeting. There will be (5) meetings plus an electronic meeting around commencement time. The meetings will fall on the following weeks:

1 st meeting	January 31, 2012	
2 nd meeting	Week of Feb. 13 th	
3 rd meeting	Week of March 12 th	
4 th meeting	Week of April 2 nd	
5 th meeting	Week of April 23 rd	

Respectfully submitted,

Barbara Nipper, Executive Secretary
Office of VP for Student Services

CLEVELAND STATE COMMUNITY COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE (SEM)

MINUTES FROM FEBRUARY 15, 2012

10:00 a.m. – Student Center Conference Room

Members Present: Dr. Michael Stokes, Dr. Thomas Wright, Dr. Jerry Faulkner, Fred Wood, Mitch Rhea, Shirley Eldredge, Sherra Witt, Midge Burnette, Nancy LaBine, Lauralyn Anderson, Jason Sewell, Tony Bartolo, Mark Wilson, Marcia O’Conner, Sindy Reynolds, and Barbara Nipper. Absent: Patty Weaver and Brenda DiSorbo.

The Strategic Enrollment Management Committee (SEM) met on Wednesday, February 15 at 10:00 a.m. in the Student Center Conference Room. Dr. Stokes recognized that there was an attendance error on the previous minutes sent out for the SEM Committee meeting held on January 31. Please note that Dr. Hite was not in attendance and Shirley Eldredge did attend the January 31 meeting. The next SEM Committee meeting will be scheduled during the week of March 13th.

I. Handout: “A Way of Thinking About Goals vs. Objectives for SEM Planning”

Purpose: To clarify definitions of related terms involved in the planning steps of the SEM Committee. The information on the handout was generally accepted by the group with the exception that “measurability or accessibility” be included for Goals and Objectives. Also, a point was made that the flow for SEM planning needs to follow the Strategic Plan order.

II. Committee reviewed various data reports and discussed what the reports reveal. Are there other surveys/reports that could pinpoint more definite answers? Example: Students who withdraw

- a) Statistics show that 100 to 150 students usually withdraw during a semester for one reason or another representing 3 to 5 percent of our student body. For several years, the ACCESS Center staff completed phone questionnaires with students who withdrew during the semester. Reasons for withdrawal do not pinpoint one particular reason that we need to address. The top (7) categories on the questionnaire were: Academic Difficulty, Employment, Medical, Family Responsibility, Financial Difficulty, Personal, and Other. Does the questionnaire need to be changed to help determine why the student is withdrawing? Is it worth our while to continue to contact students regarding their withdrawal? As part of good customer service, reaching out to the student shows that as an institution we care about them.
- b) What about the students classified as “unofficial withdrawal”, those who just stop coming and don’t go through the proper withdrawal process? We probably have even more of those students that we should reach out to.
- c) You also have the population of students who have earned 60 hours but have not graduated and/or those who complete one semester and do not return.
- d) Why students choose Cleveland State? Online survey indicates (3) top reasons: small class size, proximity to home, and location. Also, ability to transfer credits to another school.
- e) Promotional suggestions: Provide personalized attention to prospective students; have current students acting as Hosts, and research costs involved in promotion.
- f) Other data shows student demand (alternate times and/or class format); student success rate (77% rate in Athens and 70% at main campus); choice of major, etc.

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- g) Fall to fall cohort “Retention Rates” at lowest ever. Also, compressed classes down the second year.

III. Suggestions:

- a) Students must see an advisor to change a major.
- b) Narrow the students selections (TN transfer pathways will eliminate the broad selection...not as confusing to the student)
- c) Raise customer service levels and market that view pitch with student testimonials.
Example: Pitch a student who came to CSCC, went out elsewhere and decided to come back...what prompted them to return to CSCC?

IV. Things to consider exploring more:

- a) Advising
- b) Call Center
- c) Internal processes on how we treat students
- d) First impression on initial new student contact
- e) Advising center be part of one-stop-shop
- f) Front-end contact with struggling students
- g) Student success tracker – we get to count points for successful completion of 12hrs, 24hrs, etc but our graduates count more.

At next meeting, possibly divide up into (3) teams to say what currently happens and what gaps do we have that could be fixed. Students sometimes don't know what they need or want...We need to ask the appropriate questions to determine what the student needs. Degree Works can help some. Maybe we should do a survey to all employees...Example question: Where do you send a student first? ...to see the different responses you get.

Ending thought: “It is important not just to get students here, but get them here in a way that the result will be positive for completion.”

Meeting ended at 11:20 a.m.

You will receive a Meeting Wizard request to select available times for the next SEM committee during the week of March 12th.

1 st meeting	January 31, 2012
2 nd meeting	Week of Feb. 13 th
3 rd meeting	Week of March 12 th
4 th meeting	Week of April 2 nd
5 th meeting	Week of April 23 rd



Respectfully submitted,

Barbara Nipper, Executive Secretary
Office of VP for Student Services

CLEVELAND STATE COMMUNITY COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE (SEM)

MINUTES FROM MARCH 14, 2012

2:00 p.m. – Student Center Conference Room

Members Present: Dr. Michael Stokes, Dr. Jerry Faulkner, Fred Wood, Mitch Rhea, Patty Weaver, Shirley Eldredge, Sherra Witt, Midge Burnette, Nancy LaBine, Lauralyn Anderson, Jason Sewell, Tony Bartolo, Mark Wilson, Marcia O’Conner, Sindy Reynolds, Brenda DiSorbo, and Barbara Nipper.

Guest Present: Tracey Wright

The Strategic Enrollment Management Committee (SEM) met on Wednesday, March 14 at 2:00 p.m. in the Student Center Conference Room. The next SEM Committee meeting will be scheduled during the week of April 2nd. Barbara will send out a Meeting Wizard invite.

Handout: “Strategic Enrollment Management Goals”

The handout emphasized the two key priorities from Strategic Plan-ACCESS and STUDENT SUCCESS.

Also listed on the handout were the four components of SEM Plan

- a) Recruitment and Marketing
- b) Student Progression and Completion Rates
- c) Student Support Services
- d) Academic Programs and Offerings.

The major portion of the handout contained tentative goals for the SEM Committee based on topics and discussion in previous meetings. These goals are just draft items for discussion at this point. Committee members were asked to take some time before our next meeting to look over the goals on the handout and send any feedback or thoughts to Dr. Stokes via email.

For much of the meeting, the committee divided into (3) groups to complete a group exercise to examine our current enrollment infrastructure. Each group was given a brief situation and was asked to walk through the processes needed to handle that given situation, discuss the processes involved, and pinpoint any issues that might arise with the given situation during the process. Each group was given approximately 30 minutes to handle their group exercise and then reconvene to discuss all the outcomes and issues that were brought out. Dr. Stokes reminded committee members that enrollment infrastructure includes staffing, skills, systems (strategies, policy, practice, and technology) and service. When groups reported back, the following major issues emerged:

- The importance of customer service skills to determine the student’s actual need or inquiry so that you can give the correct information or refer to the proper area;
- The fact that a prospective student (whether calling in, sending in an email inquiry, or physically coming to the main campus or Athens site) could get to a number of different staff/faculty or offices as a starting point;
- The ACCESS Center as a starting point for many/most prospective student questions regarding enrollment procedures, options, etc. Discussion with a counselor can be beneficial to the student and help the student understand the process required to meet their individual goal which could be submit an application, sign up for a class, or find out about financial aid, etc.

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- Staff at the Athens site perform the same basic functions as the ACCESS Center counselors regarding general inquiries from students/prospective students;

Several important points were made, including

- How we handle inquiries/questions such as the ones in the scenarios may determine whether the student could be a satisfied customer at the end of processing, or whether the student will ever come back;
- Sometimes it seems as though students get here and enroll despite us;
- Customer service is important and maybe there should be workshops to help improve customer service knowledge involving student processes.
- It is important that faculty/staff who are working with prospective students get contact information from them so that the college may follow-up.

At the next meeting, the committee will work to further define the goals for the SEM plan, and begin developing strategies for achieving the goals.

Meeting ended at 3:26 p.m.

1 st meeting	January 31, 2012
2 nd meeting	Week of Feb. 13 th
3 rd meeting	Week of March 12 th
4 th meeting	Week of April 2 nd
5 th meeting	Week of April 23 rd



Respectfully submitted,

Barbara Nipper, Executive Secretary
Office of VP for Student Services

CLEVELAND STATE COMMUNITY COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE (SEM)

MINUTES FROM APRIL 26, 2012

2:00 p.m. – Student Center Conference Room

Members Present: Dr. Michael Stokes, Shirley Eldredge, Midge Burnette, Mark Wilson, Doyle Hawkins for Marcia O’Conner, Barbara Nipper, Mitch Rhea, Jason Sewell, Brenda DiSorbo, Sherra Witt, Patti Weaver, Verrill Norwood, and Nancy LaBine

Absent/unavailable: Tony Bartolo, Lauralyn Anderson, Sinthea Reynolds, Fred Wood, and Dr. Faulkner

The Strategic Enrollment Management Committee (SEM) met Thursday, April 26 at 2:00 p.m. in the Student Center Conference Room. Dr. Stokes referenced the previously emailed draft of the “Strategic Enrollment Management Plan 2012-2015”. Today’s goal is to fill in the blanks. The draft was culled from the discussions and input of the committee meetings and formatted to match up with the strategic goals.

Discussion points:

Measurement: How will we know if we accomplish what we set out to accomplish?

All goals listed in the draft are being considered from this point forward.

Yes, to newsletter to improve communication to everyone. (faculty and staff)

Deliver outstanding customer service (needs to be everyone, not just staff) Suggestion was made that there needs to be a cheerleader for each area to encourage good customer service; also, could have someone (supervisor?) who calls out the bad customer service when seen or noted.

A given example of good customer service would be that the telephone is answered by a person, not voicemail or an automated response. What possibilities could make good customer service happen? :

- Incentive plan?
- Recognition?
- Penalty?
- Boost morale with notes of appreciation, praise, etc.
- Do some research to good customer service tactics and incorporate into our in-service
- Put out to social media for students to post remarks related to customer service at CSCC

Strengthen Data collection and analysis – Need to create a standard form for data with Marcia’s area

Enrollment projections – Do we need enrollment projections? Yes

Jason is working on getting student ambassadors out recruiting in addition to our recruiting staff.

We need to get a relationship with guidance counselors so that they mention CSCC when talking with students about their future schooling plans. Building relationships is a plus. We need to create more partnerships (TTP’s at state schools)

Increase percentage of adults enrolled – looking for some measurement (if we could get an average for each county up, this would help).

Create task force – Jason, Suzanne, and Deans

High Demand occupations: Technical manufacturing and allied health

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Summer term headcount and FTE is down about 30%, which probably is partially due to the year-round Pell not available as it was last year. Summer applications are up some.

If we set a target, it needs to be reasonable. It helps to have a goal...but the goal needs to be realistic. (Patti wants a target for Athens campus and general discussion from group agreed.)

If you add programs or the number of students accepted in a program, the payoff needs to be more than the costs.

Promote the development and expansion of academic programs based on community needs – ex: program you want to pursue

- Nancy looking at state grants
- STEM includes math...not just Technology
- Information from THEC per Marcia's area
- TTP's to include more (1 or 2 classes added)
- Deans will possibly insert things into COHORTS which are listed under goal five.

Maximize the use of technology in enrollment management –

- Increase hybrid classes
- E-mobilization implemented
- Increase enrollment for RODP? (needs a specific population of students) What is Norma's role with RODP? She is the RODP campus contact to handle student issues. Headcount is 396 and FTE is 135 for RODP, which shows an increase of 66 for headcount and an increase of 25 FTE. Sometimes students are unaware of the difference in RODP and a regular college course.

Continue to improve student success and completion rates –

- More COHORT groups
- Embedded certificates already done, but we are only allowed to count (1) per CIP code (TBR determines). We need to investigate our codes for graduates/certificates/degrees. Downfall - we cannot award multiple certificates and Doyle reports from the reported statistics related to graduates and employment in their related major is also a downfall that hurts our job placement percentage, which affects our performance funding.
- Learning communities? Do or explore? Tie into QEP if topic chosen.

Develop consistent, timely and personal messaging for prospective and current students using their preferred method of communication –

- Need input from Marketing and PR
- Email may not be as effective as text messaging, social media, etc.
- Need to respond if you put something out to students on social media, email, etc.
- Dr. Stokes plans to touch base with Tony on messaging for students.

Develop and implement strategies to minimize costs to students and to emphasize affordability- Website is usually the first thing a student sees, make sure information is available from website regarding financial aid, scholarships, etc.

SEM Committee meeting ended at 3:42 p.m.

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Dr. Stokes will add the gaps from the committee discussion and hopefully send out a final draft after final exam week. Anticipate finalizing our Strategic Enrollment Management Plan is approximately (3) weeks. August/September, plan to meet to put into place a working group that will consist of: Who, What, and Let's get it going.

The Strategic Enrollment Management Plan will give us a Blueprint to work toward.