**OAKLAND
COMMUNITY
COLLEGE**

A Framework for
Developing an
Enrollment Management Plan

Compiled by:

<u>*Enrollment Management Advisory Committee:*</u>
Carla Mathews, Dean of Enrollment Services
Michelle Kersten-Hart, Manager of College Publications
Nancy Showers, Director of Institutional Research
Robert Spann, Recruiter

February 2004

Table of Contents

Introduction

<u>Enrollment Management Plan[1]</u>: A plan to identify, attract, enroll and retain students who reflect the population of Oakland County, Michigan. (***Objective 1.4: Develop an enrollment management plan.[2]***)

The Vice Chancellor of Academic and Student Services appointed the Enrollment Management Advisory Committee to provide the framework for an Institutional Enrollment Management Plan. The Committee has considered what infrastructure and processes are needed at OCC to ensure a successful enrollment management plan. Four key activities have been identified, and the Committee recommends that OCC implement the following:

    I. Appoint a steering committee to develop a data-driven enrollment management plan that incorporates initiatives and actions to improve services and retention of OCC students.

    II. Provide appropriate resources for implementation of the plan.

    III. Regularly assess, evaluate and modify the plan.

    IV. Report annually to the Vice Chancellor.

The committee believes that the recommendations derived from the enrollment management approach will ensure that OCC engage in the key activities needed to have successful recruitment and retention programs, while allowing them the flexibility to create programs and activities that are sensitive to the resources available and specific to local conditions. The success or failure of the recommendations will ultimately depend on the commitment by the institution's leadership, the entire management team, and all employees to the process and to the plan and on how well the process results in quality services for current, potential and future students.

---

[1] *Portions of this Enrollment Management Plan were gathered from a detailed review of a document entitled: "A Uniform Recruitment and Retention Strategy," as approved by the Texas Higher Education Coordinating Board on April 20, 2000.*
[2] NOTE: Throughout the body of this report, direct references to the OCC Strategic Plan "Putting Students First" objectives are noted in italic and bold text.

Instructions

I. ENROLLMENT MANAGEMENT

An institution's ability to recruit or retain students is not the result of one factor, but instead a combination of factors related to the quality and availability of the programs and services offered by the institution. Students choose an institution based on a number of factors, including the reputation and the quality of the programs and services. Major factors affecting student success at an institution are the quality of teaching, the campus climate, and the quality and availability of appropriate support programs and services. Because these factors span the entire College, enrollment management requires participation from a variety of offices from across the institution. When the appropriate infrastructure and technology is in place, institutions can improve their student recruitment and retention success by utilizing the principles of strategic enrollment management. To do so, OCC must first identify the problems and issues surrounding why students choose to attend or not attend, and why students succeed or fail. Once OCC identifies and addresses these issues, best practices in recruitment and retention can be implemented.

An enrollment management plan requires strong collaboration between academic, student service and other campus offices. It also requires the use of current technology to establish a data management student tracking system that can be used to assist with program assessment, evaluation and implementation. Most importantly, a successful plan will require a strong commitment by the institution's leadership, the entire management team, and all employees to the implementation and ongoing evaluation of the plan.

II. ELEMENTS OF AN ENROLLMENT MANAGEMENT PLAN

These elements are discussed in detail in the sections below.

    A. Appoint a steering committee.

    B. Conduct an internal and external assessment and analysis to develop measurable goals and objectives.

    C. Based on the results of the analysis, develop a marketing plan to attract and recruit a diverse student population in southeast Michigan.

    D. Develop recruitment and retention strategies that incorporate a data management/student tracking system to monitor and communicate with students throughout the process.

    E. Provide adequate funding and resources for the plan.

    F. After the plan is implemented, monitor and adjust its ability to meet its goals.

A. STEERING COMMITTEE

1. The process begins by appointing an Enrollment Management Steering Committee. Possible committee members include:

    *   Senior administrators;
    *   Marketing;
    *   Fiscal staff;
    *   Directors of admission and financial aid;
    *   Deans
    *   Faculty leaders;
    *   Key staff from Institutional Research and Effectiveness, student life, and other related student services staff.

2. The charge to the committee should communicate a commitment for successful development and implementation of the plan and should be issued by the Chancellor's Council. The steering committee is responsible for:

    *   Policy oversight, evaluation, assessment;
    *   Planning; and
    *   Advising on strategies, goals and objectives.

3. The committee's work should focus on:

    *   Research;
    *   Analysis;
    *   Marketing;
    *   Recruitment; and
    *   Retention.

B. INTERNAL AND EXTERNAL ASSESSMENT AND ANALYSIS[3]

1. The enrollment management plan begins with:
    a. An analysis of the institution's mission statement and
    b. An assessment and analysis of:

    -   Student satisfaction; *(i.e., Noel Levitz Student Satisfaction Survey)*
    -   Institutional strengths and weaknesses; *(see SWOT analysis – Appendix C)*
    -   Facility assessment and capacity analysis; ***(Objective 1.5: Conduct a comprehensive space and resources study at each campus.)***
    -   Student engagement; *(i.e., CCSSE)*
    -   Student services *(IR Report: "Student Services Survey Report –*
    -   *Winter '02).*

2. After the analysis and assessment, the institution should develop measurable goals, objectives, and strategies that support the mission of the institution. *(Institutional Dashboard Measures – Enrollment Management – Appendix D)*

    Marketing and Institutional Studies. As part of the assessment process, OCC should solicit comments from individuals and groups that have an interest in or are affected by institutional policies, programs and services.

    Input should be solicited from:

    -   Prospective, current and former students; *(Non-Returning Student Survey, Matriculation Survey).* ***(Objective 7.2: Develop and conduct student surveys to gather data.)***
    -   Parents
    -   Faculty
    -   Staff
    -   Community, business and industry representatives *(Institutional Dashboard Measures #69, 106)*
    -   High school and community college counselors and teachers.

    To help determine how well they are serving their students, OCC should develop student profiles and track and analyze data, such as ***(Objective 7.2: Develop and conduct student surveys to gather data)***:

    -   Which students enroll;
    -   Which ones do not enroll, and why; *(Matriculation Survey)*
    -   Which students leave and which ones graduate and why; *(Non-Returning Student Survey, Graduate Follow-up Survey)*
    -   Demographic variables: gender, ethnicity, age, geographic location, socioeconomic status; *(IR data)*
    -   Other relevant student information: financial need, grade point average, major and career interest, educational intent;

---

[3] Note: Current and recommended data sources noted in parentheses and italic text.

- Information about potential students;
- Enrollment trends at competing institutions;

Other data OCC may want to review:

- Enrollment trends;
- Retention data; *(Dashboard Measure #11)*
- Why students leave; *(Non-Returning Student Survey)*
- Course failure and passage rate;
- Course utilization and availability; ***(Objective 2.3: Assess and adjust program scheduling and offerings.)***
- The institution's image; *(Public Opinion Poll)*
- Market potential, campus climate, and
- Student satisfaction. *(i.e, Noel Levitz Student Satisfaction Survey)*

OCC should use a variety of methods in their educational research, including:

- Cohort tracking;
- Surveys and questionnaires;
- Focus groups, interviews (personal and telephone), and
- Current and historical student and institutional data.

Internal assessment. An internal assessment should be conducted that addresses the following:
- How successful are institutional policies, programs, and services in meeting the needs of OCC students and other customers?
- What percentage of underrepresented populations are being served by programs and services? *(Institutional Dashboard Measure #102)*
- What is the public's perception of the quality of programs and services? *(Public Opinion Poll)*
- How does that correspond with program accreditation or other   professional recognition?
- How do academic programs and services and internal processes compare to standards for program accreditation or evaluation criteria? ***(Objective 2.1: Enhance and coordinate support services, including registration, orientation, recruitment, admissions, and financial assistance.)***
- Do programs and activities support one another, or is there conflict or duplication?
- Has the institution conducted an internal assessment of facilities capacity and related issues that may be affected due to increased enrollment and retention? ***(Objective 1.5: Conduct a comprehensive space and resources study at each campus.)***

External Assessment. The external assessment should address the following:
- Does OCC interact with its customers to identify demands and needs?
- What strengths, weaknesses, opportunities, or obstacles characterize external relationships?
- What opportunities are available that have not been explored?

- What factors or conditions significantly affect the institution's diverse populations?
- Are the diverse populations satisfied with the policies, programs and services provided?

C. MARKETING PLAN

OCC should develop marketing strategies to target their prospective and current students. *(Objective 3.1: Develop and implement an institutional marketing plan.)*

- A marketing plan should include a review the College's publications and promotional activities to make sure they reflect the image of the institution and what it has to offer. Publications should have a uniform message and should be tailored to potential markets.

- Contacting prospective students is of critical importance. OCC should plan a schedule of contacts for promotional materials and activities that compliment the decision-making process for college-going students. Care should be taken to ensure that information and deadlines from the various campus offices such as admissions, financial aid, orientation and academic offices do not conflict.

- The institution should create outreach programs and develop partnerships between the public and private sector, public schools, technical and community colleges, and colleges and universities. Programs to increase the prospective student pool include:

  - Student Saturday workshops;
  - Summer programs;
  - Campus visits, and
  - Articulation agreements. *(Institutional Dashboard Measure #41)*

D. RECRUITMENT/ADMISSIONS STRATEGY

A recruitment strategy should involve all appropriate campus offices, i.e., enrollment services, counseling, financial aid, assessment, and orientation and should be based on:

- Research;
- The Marketing Plan;
- The overall goals and objectives of the Steering Committee.

The strategy should include standard activities such as:

- High school visits;
- College day/night programs;
- Phone calls to students;
- Student and parent newsletters;
- Information sessions;
- Campus tours.

A data management (i.e., Datatel's communication management) and student tracking system, which allows the various campus offices to monitor and communicate with students throughout the process from initial contact to graduation is fundamental to the success of the strategy. Student applications should be monitored by region, city and high school.

OCC needs to utilize the data provided by Student Intent to identify admitted students' educational objectives (i.e., transfer, certificate, degree, enrichment, etc.).

Emphasis should be placed on training and professional development of the recruitment and student services staff so that they have a clear understanding of the steps in a quality recruitment process and of their role in the process.

E. RETENTION/GRADUATION STRATEGY

A retention strategy should be developed based on the research, marketing plan and the overall goals and objectives created by the Steering Committee. The institution should:

- Develop retention policies and programs that enhance and support student success;
- Involve other College services that affect student retention;
- Identify at-risk students based on research and institutional academic data;
- Base their initiatives and activities on the current trends and research on student persistence factors.

F. INITIATIVES AND ACTIONS TO IMPROVE DIVERSITY AND SERVICES TO UNDERREPRESENTED STUDENT POPULATIONS

Programs and initiatives which can improve the success of underrepresented students include:

- Extended student orientation;
- A curriculum that celebrates diversity;
- Student success courses, bridge programs;
- "Early alert" systems;
- Qualitative and effective advisement and counseling systems;
- Access to faculty;
- Academic support services (tutoring, supplemental instruction, writing and math labs, study skills assessment);
- Access to appropriate role models (teachers, mentors, speakers, staff), and
- Institution-wide activities that celebrate diversity. *(Institutional Dashboard Measure #48)*

G. FUNDING

Appropriate institutional funding to support the uniform recruitment and retention strategy is critical to its success. Resources should be allocated as part of the institution's regular funding process.

H. EVALUATION

OCC should establish benchmarks and performance measures to use for each objective and strategy. A performance measure's definition should include both an explanation of the measure and the methodology for its calculation.

- Annual evaluations should be based on the established performance measures.
- The institution should be prepared to make adjustments in the plans where necessary and provide for continuous improvement.

INSTITUTIONAL ENROLLMENT
MANAGEMENT PLAN CHECK LIST

1) Appointed an enrollment management steering committee. Please list the names and titles of committee members and the committee chair on a separate page.

   ☐ Yes   ☐ No   ☐ In Progress

2) Used research data to assess and analyze internal and external institutional factors which effect student recruitment and retention.

   ☐ Yes   ☐ No   ☐ In Progress

3) Analyzed the strengths and weaknesses of the institution and developed measurable goals and objectives.
   (Please list goals and objectives on a separate page.)

   ☐ Yes   ☐ No   ☐ In Progress

4) Used market and institutional data to identify the student profiles and institutional markets.

   ☐ Yes   ☐ No   ☐ In Progress

5) Created a marketing plan to attract and recruit a diverse student population.

   ☐ Yes   ☐ No   ☐ In Progress

6) Developed/improved recruitment strategies to attract and enroll a diverse student population.

   ☐ Yes   ☐ No   ☐ In Progress

7) Developed/improved retention programs to retain student through to the successful completion of their program objectives.

   ☐ Yes   ☐ No   ☐ In Progress

Prepared by:
Title:
Date:
Approved by:

APPENDIX A:
GLOSSARY OF TERMS

Action Plans are detailed methods on how to implement specific strategies. Task specifications include staff assignments, resource allocation, and schedules for completion. Action plans separate strategies into manageable parts for coordinated implementation of goals and objectives. Action plans also specify detailed cost and expenditure information.

Assessment is an effort to gather, analyze and interpret evidence which describes institutional effectiveness.

Benchmark is a quantifiable standard against which achievement of a goal, objective or strategy can be measured. It is also a tool for gauging "added value" performance that benefits the customer or improves progress toward increased productivity and strategic efficiency.

Benchmarking Process is a method of identifying, analyzing and emulating the standards and best practices that achieve a high degree of productivity or innovative success in program and service changes.

Evaluation is an effort to assess results to make appropriate improvements in institutional effectiveness.

External/Internal Assessment is a quantitative and qualitative evaluation of factors that influence an institution's success.

Institutional Goals are the institution's stated intentions. They are qualitative and quantifiable. Goals should stretch and challenge, but should also be realistic and achievable.

Objectives are precise targets for specific action. They mark quantifiable steps toward achieving an institution's mission and goals. Objectives are ranked by importance and are measurable, time-based statements of intent.

Outcome Measures are indicators of the actual impact or effect upon a stated condition or problem. They are tools to assess the effectiveness of an institution's performance and the public benefit derived from it. An outcome measure is typically expressed as a percentage, rate, or ratio.

Output Measures are tools, or indicators, which are used to track performance of the institution in implementing its strategies and to evaluate the efficiency of the strategic plan.

Strategies are specific courses of action that will be undertaken to accomplish goals and objectives. Formulated from goals and objectives, a strategy is the means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources.

APPENDIX B:
ADVISORY COMMITTEE MEMBERS

Carla Mathews
Dean of Enrollment Services

Michelle Kersten-Hart
Manager of College Publications

Marty Orlowski
Director of Institutional Effectiveness

Nancy Showers
Director of Institutional Research

Robert Spann
Recruiter

APPENDIX C:
S.W.O.T. ANALYSIS
(Compiled by: Institutional Research, Marketing and Student Services Staff)

<u>Strengths</u>

- Five (5) campuses.
- Wide variety of programs.
- Affordability.
- Good technology capability at facilities.
- M-TEC.
- Reputation of certain programs.
- Size (Nat'l rank -14th in U.S. News and World Report).
- With improved technological resources (i.e. Touch*Tone and Web Advisor), more students are registering prior to final registration/schedule adjustment.
- By increasing the operating hours for registration, over 3000 students registered during the holiday break.
- The registration process is becoming more user-friendly to our students.
- Fewer students are coming to campus to register in person, which is eliminating long lines.
- By having increased terminals available to register via the Web, fewer classified staff needed to work as supplemental registration staff. (Consequently, classified staffs can remain in departments to respond to departmental needs.)
- OCC has been in business and experience for over 40 years.
- Our tuition has not increased.
- Excellent faculty.
- Excellent facilities.
- Located favorably throughout the county.
- Tax Break (Tuition is still low enough for students to take the tax break).
- Staff expertise and willingness to serve, especially campus Student Services Specialists.
- Campus staff exhibits understanding of policies/procedures and system functions within Student Services.
- Excellent communication between DO and campus Directors of Student Services.
- Directors kept abreast of changes in policies and other situations regarding Enrollment Services.
- Better use of technology in admissions, registration, student records and billing, and overall communications with student body and College community.
- Touch-tone and new Web-advisor allows College to serve a larger audience and save the institution money on printing costs.

Strengths (cont.)

- Offering students three ways to register and pay; on Touch Tone (T*T), on-line, or in person. Fewer lines noticed with T*T and Web Advisor being available during winter break and 2 days before winter final registration started.
- Web Advisor assistance for students looking up open sections, printing statements and unofficial transcripts.
- Web Advisor provides an open/closed section printout for students to review at least 3 times a day during final registration and schedule adjustment.
- Walk-in COMPASS testing in the AH/IIC.
- Good organization of the registration process keeps student flow moving.
- Visibility of Public Safety Officers

Weaknesses

- Alternative Scheduling needed, i.e., accelerated, weekend.
- Limited selection of on-line courses.
- Right mix of courses at each campus.
- Lack of standardization re: course content across campuses.
- Books unavailable at all bookstore sites-operate independently instead of as one unit.
- Extensive use of part-time faculty.
- Not enough advertising.
- Recruitment- support for, resources and targets.
- Need Marketing Plan with specific efforts at target audience, including coordinated publications.
- Catalog/SOC in paper format and expensive.
- OCC Website.
- Internal marketing.
- Slow internal response to new technology.
- Can't apply on-line.
- Newsletters (How many we have and cost).
- We do not measure our marketing efforts.
- Budget cuts.
- Better sanction enforcement of international students who continue to register during late registration and have not been academically successful in previous semesters.

Opportunities

- Articulation agreements with top transfer schools.
- Better understanding of demographics of certain programs
- Community education.
- Better advertising-more, targeted...e.g. Walsh, WCCC.
- More community outreach (diversity efforts).
- Open Houses (not just College Night).
- Better utilization of facilities.
- Improved orientation programs.
- Increased awareness of Student Services and Library.
- Improve our marketing abilities.
- Improve our relationship with our Customers.
- Offer more "cutting-edge" website designs
- Consider placing Catalog and Schedule of Classes on CD.
- Improve internal Marketing.
- Improve employee empowerment.
- Improved internal Communication.
- Create a Marketing Plan
- Restructure campus Enrollment Services due to less registration traffic.

- Increase the number of ESL/F-1 students at the AH campus. Decrease in F-1 students due to changes in BCIS regulations.
- Encourage students to register for study skills classes.

Threats

- Schoolcraft College and other area competitors.
- Other schools have better admission and transfer procedures
- Other colleges offer greater number of on-line courses
- University of Phoenix.
- Baker College- Customer Service attitude
- Student Services Specialists may become "burned-out" due to the stress induced by student hostility, workload, demands of ACD, and the complexity of student issues.
- On-line colleges.
- 4-year universities.
- Private colleges.
- Trade schools.
- Budget cuts.
- Lack of FERPA screen.

APPENDIX D:
Proposed Institutional Dashboard Measures
Enrollment Management

ID	Measure	Current Score
69	Percent of County Residents satisfied with OCC in comparison to state-wide ratings	76.9%
104	Percent of county residents satisfied with OCC's fiscal responsibility	56.6%
106	Percent of county residents who would recommend attending OCC to a family member	83.7%
107	Percent of county residents who view OCC as a quality provider of cultural events	47.5%
131	Percent of count residents who view OCC as a quality provider of education that prepares people for transfer	84.2%
41	Percent of articulation agreements with top transfer institutions	24.2%
53	Graduates satisfied with academic preparation for transfer	3.43/4.00[4]
56	Graduates satisfied with non-academic preparation for transfer	3.31/4.00
102	Percent of FTIACs who are minority	23.5%
149	Average number of students per section	22.4
4	Percent of sections filled to capacity	33.7%
5	Course withdrawal rate	7.1
6	Course incomplete rate	2.2
10	Change in student headcount	45,490
11	One year retention rate of degree-seeking students	56.9%
86	Annual matriculation rate	61.6%
48	College-sponsored diversity activities	54

---

[4] Scores based upon a 4-point Likert scale where 1=Very Dissatisfied, 2=Somewhat Dissatisfied, 3=Somewhat Satisfied, and 4=Very Satisfied.