Enrollment Management Report

Submitted to the President
By the Enrollment Management Workgroup
February 17, 2006

"…Strategic enrollment management is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students where 'optimum' is defined within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution's function and culture."

Michael Dolence, *Strategic Enrollment Management*

INTRODUCTION

On October 4, 2005, President Passer formed the Enrollment Management workgroup, the Recruitment workgroup, and the Retention and Persistence workgroup. These three groups were jointly assigned the task of "defining outcomes and measures related to enrollment management, as well as coordinating…to develop a plan to increase enrollment and more effectively address community needs." It is the belief of the Enrollment Management workgroup that this report responds to the components of the assigned task with varying degrees of success. Areas of institutional weakness make it difficult to fully address all elements of the task in the timeframe allotted. Where applicable, those areas of weakness are identified in the report with recommended solutions included.

This enrollment report represents the cumulative efforts of the Enrollment Management workgroup, the Recruitment workgroup, and the Retention and Persistence workgroup. The report strives to identify current enrollment issues at NPC, place those enrollment issues within the larger context of institutional planning, and make a series of recommendations regarding data collection and analysis, enrollment-related projects, and placing enrollment management within the organizational structure of the college.

This report is not a comprehensive study of NPC enrollment decline, its causes, and possible long term solutions. Given the lack of available data, inadequate institutional data analysis, lack of systematic strategic and financial plans, and the current presidential search, it would neither be productive or realistic to offer such a study at this time. Rather, the core of this report states the opposite: NPC has a great deal of work to do at the institutional, division, and department level to prepare itself for such a study and the attendant conclusions.

Northland Pioneer must address a number of fundamental enrollment issues, preferably in the development of its strategic plan. Since the institution has not currently done so in a systematic manner, it is difficult to respond in a meaningful way with strategies to reach targets that do not exist. Specifically, an enrollment management process should operate to achieve certain enrollment targets and institutional objectives. Some of those targets and objectives may include:

Targets

- Target numbers for total FTSE, semester on-campus FTSE, NAVIT FTSE, Dual FTSE, short-term FTSE;
- Target numbers for aggregate FTSE growth, FTSE growth within all or specified programs and departments, and FTSE growth in specified instructional modalities;
- Target numbers for retention (in semester) and persistence (semester-to-semester) for various aggregate student populations;
- Target numbers for recruitment contacts among various aggregate potential student groups;

- Target numbers for retention and persistence based on student involvement in institutionally-funded programs and projects.

Objectives

- Identify a specific institutional message and image that should be demonstrated to the district;
- Develop a systematic set of processes to identify specific community and district needs, then use those processes to identify said needs;
- Identify and/or develop integrated sets of programs and projects that respond to those needs;
- Develop a comprehensive marketing and community awareness plan that incorporates all elements of the first three objectives;
- Identify specific programs with enrollment decline, evaluate data to determine the cause(s) of decline, and determine if the program(s) meets the needs of the district and should receive institutional emphasis;
- Establish a systematic data collection, analysis, review, and reporting process driven by identification of specific data questions that require answers;
- Develop a process for implementing institutional changes based on data analysis, review of the effectiveness of institutional change, and ongoing use of data to create a "data process" rather than a one-time "data product".
- Ongoing review of the institutional structure and allocation of resources, keyed to aligning structure and resources to most effectively meet the objectives noted above.

Lacking answers at the strategic level to most of these targets and objectives, the workgroups could not produce a "strategy" report. Instead, the report focuses on defining the college's current ability to respond to enrollment issues and urges a proactive, systematic process to defining enrollment issues and managing the institutional approach to those issues.

Following a summary of the current enrollment issues at NPC, the report is broken into three segments. The **Data Segment** discusses the data request and review experience of the workgroups, the perceived state of data requests, collection and analysis at the college, and offers suggestions to improve the quality, quantity, and use of data in the enrollment management process. The **Projects and Proposals Segment** offers a series of recommendations focused on improving student recruitment, retention, and persistence. This section emphasizes projects and proposals that are tied to widely-accepted best practices for recruitment and retention. Projects and proposals tailored to address specific causes of enrollment decline or to meet strategic objectives must wait until those causes and objectives have been identified. The **Organizational Structure Segment** provides discussion and options related to enrollment management's place in the administrative and instructional processes of the college. A number of options are presented for consideration, with the goals being to define the role of enrollment management, identify what group or individual(s) should have primary

responsibility for the enrollment management process, and provoke thought on how much and what type of authority should be given to that group or individual(s).

Attached to the report are a set of enrollment-related definitions created by the workgroup, proposals related to recruitment, retention/persistence, and enrollment management, and selected data items.

DATA SEGMENT

ENROLLMENT STATUS AT NORTHLAND PIONEER COLLEGE

As was widely discussed within the college during the fall 2005 semester, NPC's annualized and semester FTSE are in decline. The rate of decline varies depending on what factors are considered for FTSE calculation. The following tables and brief discussions serve to highlight selected elements of the current problem.

Annualized FTSE, FY 98-FY 05

FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	% change 98-05	% change 03-05
2102	1998	2092	2414	2574	2792	2747	2709	+28.8	-2.98

The Annualized FTSE table does not include 2005-06 data. We predict that FY 06 Annualized FTSE numbers will drop to or below 2600 FTSE, representing a significant and accelerating decline.

Much of the FTSE growth NPC experienced beginning in FY 2001 must be attributed to the rapid expansion of Dual Enrollment and NAVIT. In the college's first three years (FY 01-03) of significant involvement in first Dual Enrollment and later NAVIT, NPC experienced a 25.1% increase in FTSE. Since the peak year of FY 03, however, various factors have combined to cause increasing erosion in FTSE. We will discuss this erosion and presumed causes for it later in the report.

NAVIT and Dual Enrollment Graduating HS Seniors, Fall enrollment, FY 99-FY 04

FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
123	209	337	490	451	601

The above table illustrates the rapid growth in district high school involvement in NAVIT/Dual. Within a five year span, NPC experienced a 400% increase in the number of district high school seniors enrolled in NAVIT and/or Dual credit courses. This number has declined for FY 05 Fall enrollment, though we do not yet have a number to include.

NAVIT and Dual Fall Semester FTSE, "On-Campus" FTSE,
and Total FTSE, 2002-05

FTSE type	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change 02-05	% Change 04-05
NAVIT/Dual	457	455	598	494	+7.5%	-17.4%
On-Campus	1665	1667	1613	1401	-15.8%	-13.2%
Total	2122	2122	2211	1896	-10.7%	-14.3%

As one can see, there is not a direct correlation between Annualized FTSE growth/decline and NAVIT/Dual growth/decline, but the following correlations do appear to exist:

- Rapid expansion in college FTSE mirrored the rapid expansion of NAVIT and Dual from 2000 to 2002. (not included in the above table)
- Increase in NAVIT/Dual FTSE from Fall 02 to Fall 04 masked a small decline in on-campus FTSE during the same period.
- Significant decline in NAVIT/Dual FTSE from Fall 04 to Fall 05 mirrored significant decline in campus and total FTSE.

Analysis of various recent headcount and FTSE trends identify additional issues. Some of the more pressing concerns include:

- A 25.9% decline in new, first-time college students from Fall 04 to Fall 05
- A 20.7% decline in Native American students from Fall 04 to Fall 05
- A 28.1% decline in FTSE at LCC and PDC from Fall 04 to Fall 05
- A 17.3% decline in male students from Fall 04 to Fall 05
- From FY 99 to FY 04, only 4.2% of Dual and NAVIT students completed a degree or certificate with NPC after leaving those programs.
- Headcount enrollment in evening courses is declining at a far faster rate than morning or afternoon classes
- NPC is losing enrollment in the 19-25 and 30-39 age groups far faster than any other age group

Conclusions

Enrollment decline is rapidly becoming a serious concern for the college. The enrollment "bubble" created by the rapid growth of NAVIT and Dual programs has flattened. Recent declines in Dual enrollment are directly related to tightened restrictions on general education prerequisite enforcement and therefore are not recoverable without policy changes. NPC demonstrates poor performance in retaining NAVIT/Dual students after high school graduation. On-campus enrollment decline is widespread, but is a greater problem at campuses/centers from I-40 north. These campuses have higher Native American student enrollment – a subgroup suffering the greatest % of enrollment loss. NPC is losing students from the 19-25 age group – possibly attributable to "enrollment cannibalization" via NAVIT and Dual programs. It

also is losing students in the 30-39 age group, typically a group closely identified with job retraining and adult education. Finally, enrollment decline appears most rapid in evening courses, though we did not have enough data to determine if this was caused by fewer evening course sections, lower enrollment in existing sections, or a combination thereof.

In sum, during the period 1998-2003, NPC enjoyed strong enrollment growth, largely attributable to the growth of NAVIT and Dual programs and heavy Native American student involvement in specific government mandate programs (No Child Left Behind, etc). From 2003-05, NPC has noticed the acceleration of pre-existing negative trends and the flattening out or decline of formerly positive enrollment generating programs. As a result, the college has quickly shifted from a mild to significant enrollment decline.

STATUS OF DATA COLLECTION, ANALYSIS, AND USE AT NPC

A primary concern of any enrollment management approach is the availability and use of meaningful data related to enrollment. Efforts to gather, review, and evaluate data for this report demonstrate a number of inadequacies in the college's current data status.

Specifically, the workgroup has identified the following concerns related to data at the college:

1. Availability of data that is "standardized" or defined by the institution as required for internal processes.
   a. Workgroup requests for data the group considers should be readily accessible, ie, enrollment by time of day, enrollment for different subgroups of students, enrollment by age group, enrollment by instructional modality – took over two months to develop and deliver to the group. This indicates to the group that the institution has not:
      i. Identified which data elements should be routinely captured and preserved for internal use
      ii. Established priorities related to the capture and collation of that data

2. Lack of internal standards for data presentation.
   a. The workgroup struggled with the manner in which data was presented.
      i. "Registrations" were identified as "headcount".
      ii. Some reports were presented in fiscal years, which cross academic years. Other reports were presented in academic years.
      iii. Data tables designed to be compared to one another at times used different scaling systems, making comparisons difficult.
      iv. Data presentation often lacked totaling, making comparison difficult.
      v. Use of data presented to the workgroup typically required a restructuring and reformatting of the data to create a useful format.
      vi. Data required totaling and basic computational analysis (% change over time, etc) to create a useful format.
      vii. In sum, data as presented was not usable for "preliminary evaluation" without significant work on the part of the requestor.

3. Based purely on what the workgroup had available, it appears NPC lacks basic information in areas crucial to enrollment management.
   a. Point of Entry data limited to basic demographic information
   b. Point of Exit data is spotty and incomplete
   c. Existing data instruments may not be gathering quantity and quality of information required to inform decision making
      i. Student Satisfaction Surveys only address one segment of the student population
      ii. Student Satisfaction Surveys have no follow-up component to identify causes of low performance by departments or services

       iii. Graduating Student Survey has a certain utility, but is also a self-selecting survey of "success stories".
       iv. No adequate surveying currently done of non-returners, mid-semester dropouts, stopouts, etc.
       v. No adequate surveying currently done of targeted student population subgroups to understand student assumptions about institution, their needs, etc.

4. Based purely on what the workgroup had available, current data collection, analysis, and presentation lacks basic quality control.
   a. Some reports presented to workgroup lacked keys to indicate definition of terms or abbreviations
   b. Some data presented did not always reflect group requests
   c. Some data presented contained basic computational errors
   d. Some data presented contained basic analytical errors

5. The college currently lacks a systematic, standardized process for requesting, collecting, collating, analyzing and summarizing data, returning that data to the requestor in a specific format, and then following through with requestor to determine usability and application of that data.
   a. The workgroup could not identify any formal or informal process widely accepted by the institution that would accomplish the goal noted above.
   b. Lack of process has resulted in a data collection environment that ranges from excellent to spotty to non-existent, depending on the department or division.

6. The workgroup notes that the college currently lacks a process for providing existing available data to relevant employees.
   a. The workgroup admits it is possible that much of the data it assumed to be missing is actually available, but if that is the case, then the data is available but has not been made readily accessible.
   b. The institution currently lacks any systematic process for making employees aware of what data is available, how that data may be accessed, who may access the data, and what reporting and tracking guidelines should be followed for those using the data.

Conclusion

The six issues noted above combine to make an enrollment management process extremely difficult under current conditions. NPC is not, in a systematic or integrated way, currently a "data-driven" institution. We lack basic processes and procedures to make data collection and analysis an integral part of decision making. We lack the pre-existing structures to allow data analysis to be readily accessible in usable forms. We lack a baseline set of information that the college has agreed it needs to know and track for enrollment management purposes. We lack processes to accumulate that baseline set of information. Finally, it should be noted that current surveying is weighted heavily

toward rating institutional programs and services, but NPC spends little to no time identifying the causes of student dissatisfaction. In short, we are somewhat effective at asking "what", but currently are not effective at asking "why". Without understanding the "why" of student engagement and satisfaction/dissatisfaction, it is virtually impossible to tailor institutional responses appropriately.

RECOMMENDATIONS AND PROPOSALS FOR IMPROVED DATA COLLECTION, ANALYSIS, AND USE IN THE ENROLLMENT MANAGEMENT PROCESS

The workgroup strongly recommends that institutional priority be given to developing responses to the six areas of concern noted above. Improving data collection itself will not directly generate FTSE. Good data collection and analysis, however, should be the foundation of any effort to manage enrollment and, at a more macro level, achieve college strategic goals and initiatives. With this thought in mind, the workgroup makes the following recommendations:

1. The President should determine which individual(s) or group(s) have primary responsibility for establishing enrollment management data priorities. These groups should have the authority to:
   a. Identify specific data elements the college should capture and track
   b. Establish priorities and timelines for the collection, dissemination, and use of those data elements
   c. Establish processes by which program implementation and modification based on data elements is tracked and evaluated.

2. The President or designee(s) should work with Institutional Research and other parties engaged in data collection/analysis to improve quality control in data collection, analysis, and presentation.

3. The President or designee(s) should evaluate existing data instruments and surveys used by the college, compare those with items identified in recommendation #1, and determine where gaps exist between needs and current capabilities. Where gaps exist, the President or designee(s) should identify or supervise development of instruments and processes that will achieve college data goals.

   a. The workgroup has provided an example of one such third party instrument, the CCSSE (Community College Survey of Student Engagement). Two of the four recent presidential candidates, for example, extolled the virtues of the CCSSE as a powerful enrollment management tool in their candidate visits. See attached (Attachment #1) printout on the CCSSE and its cost.
   b. The workgroup also would recommend utilizing existing NPC technologies to gather data when and where possible. The upcoming move to the web-based COMPASS placement instrument, for example, affords the college

the ability to tailor questions to all COMPASS takers before they begin their exam – guaranteeing a near 100% response rate for specific types of Point of Entry students.

4. The President or designee(s) should identify a standardized template for requesting data, developing data collection instruments, collecting data, analyzing data, reporting data to requestor, and having data users track and report back on data utilization.
   a. The workgroup has provided a sample of a skeletal data template. See attachment #2.

5. The President or designee(s) should develop and disseminate a standardized process for making available data readily accessible to the college community.
   a. Decisions will have to be made regarding the breadth and depth of accessibility to various types of data.
   b. The workgroup recommends utilizing the NPC Infoweb as much as possible for data dissemination.
   c. The workgroup recognizes that many of its recommendations for increased use of server and database driven solutions may involve the decision to hire a database manager for the institution. For more detailed information regarding this hiring proposal, please refer to the NPC Bridge Plan, Vision #4, Item #6. (a copy of the Bridge Plan is attached to this document)

Conclusion

It would be at best of little value, at worst counterproductive, to initiate serious efforts to address enrollment management without first making NPC data collection, analysis and utilization both more systematic and more integrated into our decision making processes. The workgroup argues that our current lack of data collection and utilization has placed us in a recurring reactive mode. The general feeling of the workgroup is that FTSE becomes an issue when the current FTSE reports show a decline, and slowly vanishes as an issue when FTSE reports show improvement. Such an approach virtually guarantees that the institution will periodically face "FTSE problems", since it has little systematic understanding of trends in its own student enrollment, student expectations, community needs, and coordinated institutional response. Because data analysis and understanding is fragmented, the resulting response is fragmented and its impact is diluted.

PROJECTS AND PROPOSALS SEGMENT

SHORT TERM RECRUITMENT PROPOSALS FOR ENROLLMENT MANAGEMENT AND FTSE GAIN

Enrollment Management, Recruitment, and Retention/Persistence all struggled with the concept of designing programs, projects, and proposals that would attack the current FTSE decline. These struggles centered on a group consensus that NPC lacks enough data to develop targeted, meaningful responses. With that issue in mind, the three groups focused on developing program proposals grounded in "best practice" experience at other institutions, as well as programs that all healthy institutions should operate, regardless of their enrollment status. The Enrollment Management workgroup strongly recommends that the President not consider what follows as a comprehensive, long-term enrollment management plan. That long-term plan should be driven by two items: data and the goals/objectives of the institutional strategic plan. Since neither of these items currently exists in a usable form, the workgroup decided to follow the pattern of the "Bridge Plan" for the institution and focus on short-term issues.

What follows are a list of proposals from the three workgroups. The proposals are divided into categories by Recruitment, Retention/Persistence, and Community Engagement. Most proposals include a chart outlining specific proposal elements, objectives, and cost elements. Charts are attached to the end of this report.

NOTE: The Recruitment Plan specifically avoids offering any predictors of enrollment increase for any proposals. This is a conscious decision driven by the lack of baseline data available for the relative enrollment impact of current college activities. We recommend that all recruitment and marketing efforts be tied to data collection and analysis activities, as developed in the Data Segment of this report, to evaluate breadth of contact and effectiveness of those activities.

Recruitment Proposals

The Recruitment workgroup presents a series of proposals tied to four basic purposes. Specifically, Recruitment identifies a general college need to accomplish the following tasks:

- Purpose A: Provide accurate and timely information about the college to all prospective students;
- Purpose B: Make vital college information available to the community through a variety of vehicles, including: print media, CDs, personal contact, marquees/billboards, and mass electronic media;
- Purpose C: Work collaboratively and professionally with the college community to attract new students;
- Purpose D: Foster awareness, promote and support a culture of higher education through outreach activities and progressive program offerings.

Please see the attached Recruitment Plan Narrative for a detailed discussion of these items, the challenges and issues related to each item. This report will summarize the strategies to fulfill each purpose. Please refer to the attached Purpose matrices for detailed summaries of each proposal.

Purpose A: **Provide accurate and timely information about the college to all prospective students**

Purpose A addresses two critical components of any healthy institution's response to enrollment. First, enrollment and enrollment management is the responsibility of every member of the college community. Second, the quality of contact the college community has with a student often plays a vital role in defining that student's view of the college. Good customer service – defined as giving the right information to the right student in the right manner – lies at the core of Purpose A initiatives. In sum, the intent of Purpose A initiatives is to standardize and professionalize the information that employees give students, improve employee knowledge of the institution, and improve customer service skills. Please refer to the Recruitment Plan Matrix, Purpose A, for a detailed summary of recommended initiatives.

Purpose B: Make vital college information available to the community through a variety of vehicles, including: print media, CDs, personal contact, marquees/billboards, and mass electronic media

The Recruitment workgroup feels that the current lack of a comprehensive marketing plan and the resources to fund that plan significantly hamper recruitment and enrollment efforts at NPC. Focused marketing is essential to recruiting, and focused marketing requires both proper planning and proper funding. The Recruitment initiatives identified in this report are weighted toward high school student recruiting. This decision flows from the data-supported assumption that the college is losing contact and name recognition with non-NAVIT/non-Dual high school students and their parents. The college has also not done an adequate job of encouraging NAVIT/Dual students in transitioning from NAVIT/Dual to regular college enrollment. This is by no means a comprehensive response to all the recruiting and marketing needs of various district communities or constituencies. Please refer to the Recruitment Plan Matrix, Purpose B, for a detailed summary of recommended initiatives.

NOTE: The Purpose B matrix refers to a "50% increase in the MPR budget". Since MPR currently has budgetary responsibility for marketing and non-marketing activities, it is somewhat difficult to provide a specific dollar amount increase. That said, Everett Robinson has estimated a required increase of $70,000-80,000 to meet Recruitment Plan proposal requirements, postage increases, and address initiatives that may not specifically be identified in this proposal.

Purpose C: Work collaboratively and professionally with the college community to attract new students

Like Purpose A, Purpose C pushes the idea that customer service improvement will alter the perception the district community has of the college. Purpose C promotes the idea of a student-focused organizational culture, as demonstrated by an increased commitment to student satisfaction, a more "student-friendly" schedule of course offerings, and a continued review of outdated programs and new program needs. Please refer to the Recruitment Plan Matrix, Purpose C, for a detailed summary of recommended initiatives.

Purpose D: Foster awareness, promote and support a culture of higher education through outreach activities and progressive program offerings.

Purpose D addresses the need to attract and recruit members of the college community, whether it is for lifelong learning, industry training, career redirection, or other student goals. The "non-traditional" student is more difficult to identify than the typical high school student, and thus requires different recruiting and contact approaches. Purpose D promotes efforts to improve the college's image, name recognition, and visibility in local communities, thus creating a heightened public awareness of the value of higher education and what NPC has to offer. Please refer to the Recruitment Plan Matrix, Purpose D, for a detailed summary of recommended initiatives.

SHORT TERM PROPOSALS TO INCREASE RETENTION AND PERSISTENCE OF NPC STUDENTS

(Explanatory note: Please refer to the attached list of definitions used by the workgroup, should any question arise regarding a term or acronym. For purposes of this report, the workgroup defines "retention" as the process of keeping students from dropping out during a semester. The workgroup defines "persistence" as the process of keeping students re-enrolling from one semester to the next.)

The Retention and Persistence workgroup organized its proposals somewhat differently than Recruitment. Arguing that the college lacks sufficient data on retention, persistence, student needs, and the relative effectiveness of existing initiatives, the workgroup recommends series of pilot projects and "general health of the institution" projects. The overarching goal should be to evaluate the effectiveness of these projects in the next 1-3 years, and at the same time develop a much more comprehensive student needs assessment and student engagement data set. With the evaluations and data in hand, more comprehensive and long term retention/persistence initiatives can be developed and implemented.

Student Orientation

NPC has attempted a student orientation in different formats at different times in the college's history. The universal problem to date has been how best to impart information in many locations to many types of students, each with different issues or concerns. A web-based orientation platform geared to be accessed by students on-demand may offer the solution. One advantage to this approach is that its distance education technology focus allows NPC to utilize current Title III dollars to fund the project. Please see the attached orientation mini-proposal and matrix for more detailed information.

At-Risk Student Support Pilot

Student Services and The Learning Cornerstone began development of a pilot Student Information and Support Program for Spring 2006 semester at Silver Creek Campus, well before Enrollment Management workgroups were formed. Once the Retention and Persistence group formed, this at-risk student support pilot project was simply folded in to the larger set of proposals. It is already operating in spring semester, funded by the VP for Student Services, as a pilot. Broader implementation would require an allocation of general college resources. Please see the attached Student Information and Support Pilot mini-proposal and matrix for more detailed information.

College Success Course

Student Services, Instruction, and The Learning Cornerstone have also been engaged in a year-long discussion of student success courses and their possible effectiveness and applicability to the NPC environment. It is fair to say that the jury is still out on the

feasibility of such a course. However, since national data strongly suggests that such courses do lead to improved retention/persistence and improved student perception data for the institution, the workgroup is recommending a pilot course at PDC for Fall 2006. The pilot would involve two sections and cost would be limited. This pilot approach will allow us to test the feasibility of the course and begin to collect data without involving an exorbitant amount of college financial and staff resources. Please see the attached College Success Course mini-proposal and matrix for more detailed information.

Financial Aid

Improving Financial Aid processes, customer service, and student contact are a critical component of any recruitment, retention, and persistence plan. The workgroup recommends that Financial Aid focus on three activities in the short term. First, FAO should expand and improve its current site and agency visits in an effort to provide better breadth and depth of service coverage to the district. Increased staffing makes this a realistic goal. Second, FAO should develop a student-friendly website, preferably in cooperation with Coconino CC utilizing Title III funds, that provides access to many types of students. Third, FAO should assist with new institutional initiatives such as College 101, spearheading efforts to retain students by assisting in developing their financial stability.

Developing Academic Programs/Courses that Respond to Community Needs

One of the primary functions of a community college is to provide a flexible ongoing response to community needs. Recruitment and retention of students leans heavily on the ability of the college to provide quality, relevant educational and training opportunities for its constituents. Vision #2 of the Bridge Plan describes the proposed (Community Needs Assessment) process to identify and respond to community training and instructional needs in the coming months. Please refer the Bridge Plan, Vision #2, for detailed information.

NOTE ON FUNDING OF PROPOSALS

One of the most difficult, pressing decisions will be what proposals can be funded and what cannot. Since the closure of athletics at NPC, the institution has a relatively large portion of scholarship dollars that are unallocated. The VP for Student Services planned to portion those dollars out to departments this fall. Instead, with Enrollment planning in mind, he held those dollars back. At the present time, NPC has approximately $112,000 in unallocated scholarship funding. Some or all of that funding, if necessary, could be used to fund new student recruitment, retention, and success initiatives without reducing current or previous scholarship funding levels.

COMMUNITY ENGAGEMENT

The Enrollment Management workgroup would like to briefly highlight the importance of institutional engagement with the community, though it is hesitant to offer many directives in this area. The President traditionally leads the engagement of the College with its external constituencies. As a generalized statement, the workgroup would note the following issues it views as pertinent to any conversation about enrollment management:

- Community perception of the institution forms much of the initial opinions potential students hold of NPC;
- Community perception is heavily influenced by the participation and visibility of the President and college faculty/staff in community events;
- Community perception is also influenced by the portrayal of the college in various media outlets.

With those thoughts in mind, the workgroup – again, lacking data on this topic – would contend that much of the district currently has a neutral to negative view of the college. This opinion may vary widely, and the workgroup freely admits it may be off base. With this in mind, the workgroup recommends a broad survey of community attitudes toward and perceptions of the college. This would allow the President and his designees to identify critical issues or misperceptions in the district and to address those issues.

As an example of how such issues might be addressed, the workgroup would recommend the College consider an event to engage the broader Holbrook community with the new PDC campus. This event could occur in conjunction with the dedication of the new PDC building, and serve as a public dedication and open house. We recommend this approach for two reasons. First, NPC has received significantly more negative press coverage over the past year in Holbrook than in other district communities. Second, PDC has suffered a far greater percentage enrollment decline than other communities. Evaluation of Open House effectiveness may lead to establishment of a regular "Open House" schedule at campuses and centers throughout district. Please refer to the attached PDC Open House matrix for detailed information regarding this pilot proposal.

CONCLUSIONS

As is clear, the recruitment, retention & persistence, and community engagement proposals are intended to move the college incrementally in certain directions. The workgroup is not comfortable recommending wholesale changes to current budget priorities without much better data than is currently available. Therefore, we recommend a renewed emphasis on contact with high school students, a stronger presence in the district communities, and pilot projects related to retention/persistence. This proposal combination should begin to improve the image of the college, improve our name recognition, and lay the foundation for a more comprehensive approach to enrollment management that should flow from a forthcoming strategic plan.

ORGANIZATIONAL STRUCTURE SEGMENT

PRIORITIZING ENROLLMENT MANAGEMENT AT NPC

Current Issues

The workgroup believes that one of the largest barriers to effective enrollment management at NPC is a current lack of systematic and integrated institutional focus on data-driven enrollment decisions. This lack of focus takes many forms:

- In the recent past, decisions have been made based on intuitive perceptions of what is good or bad for students and/or the institution. Also, decisions have at times been driven by the "it works at school *x*, it will work at NPC" mentality. Given the unique nature of NPC, substituting data from other institutions or locally-influenced guesswork for accurate data is a recipe for problems. The decision to move to an online catalog (made in part by the author of this report) is an example of this form of thinking. Nothing was done in advance to survey NPC students as to the relative merits of paper vs. electronic catalog. Nothing was put in place to survey the impact of the electronic catalog. The decision was made in a data vacuum, and currently operates in a data vacuum.

- NPC also suffers from a generalized sense that enrollment management is a good idea, but probably is someone else's responsibility. There is a concomitant sense of detachment from "enrollment management", because there are no formal linkages between the various parts of an enrollment management approach. If individuals and departments cannot see the connections between decisions and approaches within the college, then there is little ability to move all areas of the college in the same direction. An example of this would be the ongoing debate over paper writing samples scored by the English department vs. electronic writing samples built in to the placement testing software. All sides of this issue have differing opinions regarding what should be done and what is most important in this conversation (academic integrity, student-friendly approach, etc). No one currently has – or is willing to take – the authority to bridge the gap between college divisions and make a decision.

- The workgroup also believes the college lacks a clear sense of what should be accomplished via enrollment management. It largely attributes this to a lack of an organizing individual, body, or document that would serve as a guide for decisions. One could well argue that this guide is the strategic plan; once a strategic plan is in place, all decisions should move to meet its objectives. That argument is true to a point, but stops short of defining who will make the enrollment management operational decisions that must bridge multiple departments and divisions.

- Finally, the diffuse nature of the college's current enrollment approach has created a lack of direction and coordination. Analysis of the current enrollment

decline serves as the best example of this phenomenon. The college has changed so many processes, publications, and procedures related to enrollment in the last two years that it would be very difficult to identify if any bear some responsibility for enrollment decline – even if we currently tracked those issues, which we do not. In short, lack of clear, centralized direction regarding enrollment has resulted in a great deal of "static" that makes it difficult to separate real problems from phantom ones.

With these thoughts in mind, the workgroup believes it would be productive to begin the discussion of how enrollment management should be kept in the forefront of the college's daily operations and long term planning.

Institutional Structure

NPC does not currently have an individual, group of individuals, or committee permanently assigned to address and direct enrollment management. Instead, various groups and individuals have, at various times, taken on certain elements of an enrollment management process. While this has given the institution a certain degree of flexibility and informality, it has also created a system that displays all the weaknesses noted in the above paragraphs.

The workgroup recommends that the President carefully consider the option of making enrollment management a permanent function within the administrative and shared governance structure of Northland Pioneer College. One could argue that College Planning currently has responsibility for this function. Enrollment management is such a broad issue, however, that it truly does not clearly match the current College Planning mission. There are many issues to consider in such a decision, so it would be wise to move cautiously rather than decide quickly and repent at leisure. Specifically, some of the issues to be considered would be:

- Level of authority held by the enrollment management function
- Breadth of authority held by the enrollment management function
- Budgeting ability of the enrollment management function
- The need to maintain faculty/instructional control over the curriculum and academic programs of the institution
- The ability for the enrollment management function to move quickly and respond to changes in the environment
- Responsibilities of existing administrative positions or groups (vice presidents, for example, or College Planning Committee) and how those responsibilities would interact with an enrollment management function.

The workgroup does not pretend to have an answer for what is best for the institution. It does, however, offer a series of enrollment management administrative options for consideration.

The Committee Option

Perhaps the simplest approach, and in some way the most broad-based approach, to an enrollment management function would be to form a new committee or make the existing committee permanent.

> **Advantages:**
> - Would draw many areas of the college into the process
> - Would call for the least disruption in the current operating structure
> - Would spread workload and responsibility, thus minimizing the burden on any one individual
>
> **Disadvantages:**
> - Committees are slower to act and react to emerging issues
> - Committees typically have yearly turnover, requiring education of new members and diluting the decision process
> - Committees typically lack budgeting authority and a certain degree of decision making authority within an institution
> - Relationship between College Planning and Enrollment Management committees would need to be clearly defined.
> - Some units of the college (Institutional Research, MPR) that have a strong enrollment management function would not report to a committee. This might cause ongoing difficulty in developing work priorities.

The workgroup identified three possible committee scenarios, though obviously there are many other options.

Scenario 1: Enrollment Management is formed as a separate committee. It reports to the President and cooperates with College Planning to develop operational plans for the college. Institutional Research and MPR continue to report to the President.

Scenario 2: Enrollment Management is formed as a subcommittee of College Planning. It reports to College Planning. Institutional Research and MPR continue to report to the President.

Scenario 3: Enrollment Management subsumes the functions of a newly-defunct College Planning committee. Institutional Research and MPR continue to report to the President.

The "Existing Vice President" Approach

This approach assumes that the President would simply designate an existing Vice President, most likely the VP for Learning or the VP for Student Services, to direct the enrollment management function of the college.

Advantages
- The approach is simple and direct
- The approach does not necessarily require major changes to the organizational structure of the college
- The approach allows single decision making authority, which allows more rapid response to issues

Disadvantages
- Typical enrollment management functions (instruction, services, marketing, institutional research) are currently divided into three separate reporting areas. Our existing structure would not give a VP authority over all those areas
- If the task were given to the Vice President for Student Services, the implication would be that Student Services is driving curriculum and program development. This would not only be a possible accreditation issue, it would generate negative feedback within the college. (Just the rumor that this was on the table as an option has already done so.)
- If the task were given to the Vice President for Learning, many of the same issues would apply. The VPL is already heavily burdened, and instructional areas would likely suffer from reduced focus if enrollment management were added to this area – without any other restructuring.
- Marketing and IR would continue to report to the President, leaving them outside the enrollment management internal framework, unless those reporting structures were changed as well.

The "Restructure the Administration" Approach

This approach assumes that the President does not see a way to incorporate enrollment management into the college structure without altering that structure. It assumes the following:
- The Vice President for Learning would be appointed Executive Vice President (or Provost, or whatever title functionally makes sense) and be given operational authority over the internal workings of the college. This position would oversee the enrollment management function, though it would delegate much of that process to other positions. The Executive Vice President would report to the President.
- The three other existing vice presidents would report to the Executive Vice President.

- Institutional Research would report to the Executive Vice President
- The Vice President for Student Services would be retitled Vice President for Enrollment and Student Services and be given responsibility to direct non-instructional portions of the enrollment management process.
- Marketing and Public Relations would report to the VPESS.
- All facilities and administrative MPR functions would be stripped out of MPR and turned over to the Vice President for Administrative Services.
- Administration of the centers would be turned over to the Vice President for Administrative Services.

The intent of this change would be to retain advantages perceived in the previous "VP" approach, while mitigating weaknesses identified in both the Committee and VP approaches.

Advantages
- Ties all enrollment management functions under one operational umbrella
- Maintains instructional control over the academic and operational functions of the college
- Ties MPR and Institutional Research to the enrollment management function
- Creates framework for integrated approach to enrollment management

Disadvantages
- Requires significant restructuring of the existing organization
- Has potential to load too much onto the Executive Vice President function
- Requires further discussion as to the offloading of some instructional support load onto other positions
- Has potential to reduce Presidential contact with operational staff

Conclusion

If pressed, the workgroup would recommend the third approach as the option most likely to create a working enrollment management process at the college. It recognizes that now may not be the time for such an approach to be implemented. It does recommend, however, that enrollment management be integrated in some form into the operational process and structure of NPC.

CONCLUDING COMMENTS

Most Arizona and California community college districts are reporting enrollment declines in academic year 2005-06. It may well be that NPC's current enrollment decline is partly the result of external factors over which the college has limited to no control. The workgroup would stress, however, that enrollment management must be viewed as a process necessary to maintain a healthy organization. It is not simply a quick fix to be implemented when FTSE is down and forgotten when FTSE is good.

The overarching theme of this effort should be that if NPC does all parts of its process well, then the need for quick fixes and rapid responses will be greatly reduced. Enrollment management should be viewed as part of the larger college effort to develop financial planning processes, equipment replacement processes, academic and service assessment processes, and a general strategic plan. We can lay the foundation for enrollment management by developing quality, systematic data strategies, organized processes for recruitment and retention strategies, integrated efforts to meet community needs, assess curriculum and programs, and the symbolic and functional placement of enrollment concerns within the organizational structure.

LIST OF ATTACHMENTS

A: Glossary of terms used by Enrollment Management Workgroup
B: Data sets received by Workgroup from Institutional Research
C: CCSSE information and/or website link
D: Draft data process template
E: Recruitment Plan narrative
F: Recruitment Plan matrix
G: Orientation plan narrative
H: Orientation plan matrix
I: Student Information and Support Pilot narrative
J: Student Information and Support Pilot matrix
K: College Success Course narrative
L: College Success Course matrix
M: Financial Aid narrative
N: Financial Aid matrix
O: PDC "Open House" pilot matrix

Attachment A

Glossary of terms as used by the Enrollment Management work groups

Annual FTSE or Annual Full Time Student Equivalents
> All credit enrollments during a fiscal year. Calculated as the average of Fall Semester FTSE and Spring Semester FTSE plus the total Short Term FTSE and total Summer School FTSE. (Example: Fall = 2400 FTSE, Spring = 2700 FTSE, Average regular FTSE = 2550 FTSE plus 350 FTSE Short Term plus 85 FTSE summer School = 2985 Annual FTSE). The definition and calculation for Annual FTSE is set by Arizona Revised Statutes.

Afternoon Class
> Any class which is primarily scheduled to be conducted between 12 noon and 6 PM.

Contracted Program Enrollment
> Includes all credits enrolled as part of any agreement we have with a business or agency, other than NAVIT and Dual Enrollment. These enrollments would include the industry contracted enrollments, or special training programs for various federal and state agency programs. Examples: DES WIA, TANF, Workforce Development, power plants, industry specific training or any training which may be set up by an instructional division of the college.

Distance Learning Course
> A course delivered over the NPC Audio or Video system.

Distance Learning Student
> A student enrolled in a course over the NPC Audio or Video System

Enrollment
> Credits resulting from enrolled headcount during a specific term. Also referred to as FTSE (Full Time Student Equivalent)

Evening Class
> Any class which is primarily scheduled to be conducted after 6 PM.

FTSE or Full Time Student Equivalent
> It takes 15 enrolled credits to equal one FTSE

FTSE Day
> The 45th calendar day after the first day of a regular semester as defined and published in the college catalog. This is the date used to determine which term to include course enrollments, regular semester or short term FTSE.

Headcount

    Number of individual students enrolled in a class or as a statistical measure identifying the individual students enrolled at the college during a term or combination of terms, usually reported as unduplicated headcount.

Internet or Online Course

    A course delivered entirely over the Internet.

Internet or Online Student

    A student enrolled in an Internet or Online course. Any student taking an Internet or Online course who resides out of the state of Arizona must be excluded from any and all FTSE calculation for the Total Annual FTSE.

Laboratory Course

    A course which meets the natural science laboratory course requirement of the General Education portion of a degree. The course is designed to transfer to the AZ state universities and meet their natural science laboratory course degree requirements. May include courses in Biology, Geology, Physics an Chemistry.

Morning Class

    Any class which is primarily scheduled to be conducted prior to 12 noon.

Multi-course section or Multi-course lab section

    A section or offering in which multiple courses are taught at the same time, in the same facility and by the same faculty member.

Persistence

    A demonstrated attendance pattern of students enrolled in adjacent semesters.

Regular Enrollment

    Credits enrolled which are part of the regular college offerings. Excludes all enrollments in special high school contracted programs, i.e., NAVIT or Dual Enrollment.

Retention

    Students who enrolled in class and completed all class obligations.

Rural Community Colleges

    Includes the community colleges located in Arizona except those colleges in Maricopa and Pima Counties.

Semester

    A predefined period of 15–17 weeks established by the college with specific beginning date and end dates. The dates of the semester are set by the College and published in the college catalog.

<u>Semester Course</u>
> Any course taught which is in session on the 45th calendar day after the first day of class in the semester as published in the college catalog.

<u>Semester FTSE or Semester Full Time Student Equivalents</u>
> Total number of credits enrolled for in a specific term divided by 15. (Example: 300 total credits would equal 20 FTSE.) The definition and calculation for FTSE is set by Arizona Revised Statutes.

<u>Short Term FTSE or Short Term Full Time Student Equivalents</u>
> Total number of enrolled credits + the total number of completed credits divided by 2 and the result divided by 30. (Example: 2500 enrolled credits + 2000 completed credits = 4500 divided by 2 = 2250 divided by 30 = 75 FTSE. The definition and calculation for Short Term FTSE is set by Arizona Revised Statutes.

<u>Short Term Course</u>
> Any course taught which is NOT in session on the 45th calendar day after the first day of the semester as published in the college catalog. Also, includes courses taught between regular semester dates.

<u>Special High School Enrollment</u>
> Includes all credits enrolled as part of the NAVIT and Dual Enrollment agreements. This is a subset of the total FTSE for any term in which NAVIT and Dual Enrollment courses are taught.

<u>Stand Alone Course</u>
> Any course not taught as part of a multi-course offering.

<u>Stop Out Student</u>
> A student who enrolls one semester then is gone for one or more semesters and then returns to the college and again enrolls for classes.

<u>Summer School FTSE or Summer School Full Time Student Equivalents</u>
> Basically calculated like Short Term FTSE, except when we report the FTSE to the state for our annual FTSE we can only report the number of credits enrolled and/or completed in the fiscal year. This exception complicates the calculation as some classes start in one fiscal year and finish in the subsequent fiscal year requiring that we report part of the FTSE in each of two fiscal years. The definition and calculation for Summer School FTSE is set by Arizona Revised Statutes.

<u>Weekend Class</u>
> Any class taught primarily on Saturday and/or Sunday.

Attachment B

I have not included much of the raw data we received from Institutional Research for two reasons:

- It is mostly in Excel format and is not easily integrated into a single Word document. Please let me know if you would like the full set of Excel reports and I will be happy to provide them.
- The data as we received it had a number of errors (calculation, tabulation, layout) that required the workgroup to reformat and disassemble most of the reports. The reports as received may not necessarily be easily readable.

I have attached as Excel spreadsheets a sampling of the material we received from IR, in versions cleaned up by the workgroup.

Attachment C

After the Enrollment Management report process, the college decided that the CCSSE survey did not fit our needs and that Institutional Research should develop its own set of survey instruments tailored to NPC needs. The first of these surveys, the telephone survey of 1500 students who enrolled in Spring 2006 but did not return in Fall 2007, was not tabulated and analyzed by Dr. Balsley before he left the college. We will be handing that off to the new IR person when the position is filled.

Enrollment Management

Data collection/analysis template (DRAFT)

Data Requested	Description	Data Source	Designee	Timeline: Collect	Timeline: Review	Timeline: Report	Format for analysis, interpretation, presentation	Document Destination	File Location

Attachment E

ENROLLMENT MANAGEMENT RECRUITMENT WORKGROUP
RECRUITMENT PLAN NARRATIVE

Recruitment: To attract prospective (potential) students, (ensuring increased) NPC enrollment, through marketing and advertising strategies, highlighting quality learning opportunities, that are affordable, caring, and personable.

I.   Introduction
The narrative that follows provides a supplement to the Recruitment Plan Matrix. In brief, it explains 1) the overall goal of the recruitment plan; 2) the issues the plan addresses, organized under four "Purposes"; 3) the development of measurable outcomes for each stated Purpose (A through D); 4) and any unresolved concerns or obstacles for the success of these outcomes.

II.   The Goal of the Recruitment Plan
It is the goal of the recruitment plan to increase enrollment by not less than ___ over the 2005-2006 academic year by the end of the 2006-2007 academic year. The focus of the recruitment plan is to accomplish this increase in enrollment by maximizing student and community access to Northland Pioneer College's services. Access will be optimized through emphasis on four key purposes as follows:

> **Purpose A:** Provide accurate and timely information about the college to all prospective students;
> **Purpose B:** Make vital college information available to the community through a variety of vehicles, including printed media, CD, personal contact, marquees and billboards, and mass media (radio, television);
> **Purpose C:** Work collaboratively and professionally with the college community (board, administration, faculty, staff and students) to attract new students;
> **Purpose D:** Foster awareness, promote and support a culture of higher education through outreach activities and progressive program offerings.

In referring to the matrix, the reader will note that each of the aforementioned purposes is accompanied by a set of measurable objectives and attendant strategies for the accomplishment of each objective. This narrative describes the thought processes/rationale that led to the development of these objectives and strategies. A synopsis of the proposed strategies includes additional measures to optimize the success of each strategy as discussed by the enrollment management workgroup. Certain of these measures, while they may be ultimately serviceable, were not included as strategies, because there was not enough information resolved about them to state them in a specific, measurable and time-oriented format. They may well merit further consideration, so they are included as "talking points" under each stated purpose.

III. The Issues Addressed by Each Purpose of the Recruitment Plan

A. Purpose A, *Provide accurate and timely information about the college to all prospective students*, addresses the issue of customer service as it relates to recruitment. The workgroup emphasizes that recruitment is the responsibility of *everyone* at the college: staff, faculty, administration, and even governing board members. Moreover, the single most important element in furthering recruitment strategies is customer service. The workgroup defines customer service as *attitude*, and speculates that the attitude each employee has about the college translates into his or her actions toward and communication with potential students. If employees communicate a positive message about the college through their own work at the college, as well as through their interactions within the community, prospective students will want to come to NPC. The workgroup was troubled by the damage created by past instances of poor customer service, and by employees' negative impressions being shared with the community, and therefore with prospective students. In particular, it was the observation of the work group that many adjunct faculty feel disenfranchised and, whether intentionally or inadvertently, allow negative feelings about the college to be revealed to students and others in the community. The workgroup believes strongly that adjunct faculty must be acknowledged and appreciated.

For the workgroup, customer service also means that, in addition to all college employees projecting a positive message to prospective students and the community, *all* employees must have accurate, internally consistent information about all college programs and services. This is critical in enabling every employee to effectively address questions posed by prospective students and/or to efficiently direct prospective students to the appropriate resource within the college. This does not mean that every employee must be an expert in all aspects of NPC; rather that every employee must know who the experts are and how they can be reached.

This emphasis on customer service, from the standpoint of both attitude and information, steered the development of the objectives for Purpose A. Some additional measures to optimize outcomes arose as "talking points" within the workgroup. Talking points for Purpose A included:

- Refrain from labeling off-site students by the program they are in, instead of accepting them as valuable NPC students;
- Work with NPC adjunct faculty at the high schools to improve NPC's image, therefore stopping negative impressions being shared with the community and students; show adjunct faculty at the high schools that we respect and appreciate their service to the college.

Unresolved issues that preclude the success of Purpose A objectives relate to the logistics of providing consistent training to all employees. While the

medium of the all-college forum is thought to be the most practical means of providing information about programs and services, not every employee is able to attend every forum. An alternative means of ensuring that all employees receive concordant instruction and information may be the use of all-NPC e-mail or inter-campus mail. Still, these alternative methods are not felt to be an equivalent substitute for live, interactive instruction. Further complicating this issue is the inclusion of adjunct faculty in the information process.

B. Purpose B: *Make vital college information available to the community through a variety of vehicles, including printed media, CD, personal contact, marquees and billboards, and mass media (radio, television)* addresses the issue of marketing as it relates to recruitment. Most notably, the workgroup recognized the need to enable the Marketing and Public Relations department to create a comprehensive marketing plan for each vehicle by expanding its existing budget. The group feels strongly that focused marketing is essential to recruitment, and that if the overall goal of increasing enrollment is to be met, then adequate funding must be allocated to support efforts.

Beyond development of marketing strategies and materials, the workgroup emphasized directing these materials at target groups: high school seniors and their parents, NAVIT and dual enrollment students, displaced workers, individuals who have not completed high school, clients of JOBS, TANF/WIA, individuals with disabilities, and non-traditional adult learners (the community at large). Strategies to reach these target groups incorporated the vehicles listed in Purpose B, and led to the identification of objectives.

Talking points of Purpose B, probably worth considering, but not included in the matrix are as follows:
- Devise a strategy to inform high school students how much money will be saved by finishing programs as on-campus students after high school graduation, and relate completion with increased earnings data;
- Establish a yearly calendar for NPC advisors, faculty, and/or others, identifying dates and times they will visit high schools each semester;
- Hire an additional full-time recruitment advisor that can provide improved personal contact duties and cover advising absences across the district;
- Create incentives for NPC students to participate in community outreach activities with NPC staff, providing personal testimonials;
- Involve NPC student services staff with NAVIT and Tech Prep four year planning processes to identify and ensure the completion needs of NAVIT and Tech Prep students;
- Create an incentive program for graduating 8th grade students, providing them with free tuition if they graduate high school with a 3.0

or better GPA, and maintain the same GPA at NPC (This has been done at Central Arizona College and Cochise Community College);

- Include "Online" and "Internet" as key words on the NPC web page, so prospective students can find NPC when they Google.

The potential unresolved obstacle to the success of Purpose B is clearly money. Sensitive to the issue of limited available funding, the workgroup made a concerted effort to identify objectives and strategies that could be accomplished with minimal expense to the institution. Still, in this case, they felt strongly that Marketing and Public Relations must be supported with a substantial budget increase.

C. Purpose C: *Work collaboratively and professionally with the college community (board, administration, faculty, staff and students) to attract new students* again visits the issue of customer service, this time from the standpoint of creating a customer (student) -focused organizational culture. This is accomplished by utilizing direct feedback from customers (students) to guide college activities such as class scheduling. As was previously stated, the workgroup emphasized that customer service is the responsibility of *everyone* at the college, so it is imperative that information about customer (student) satisfaction be shared with *all* - faculty, staff, administrators, board members and students – in order to foster truly collaborative and customer-driven decision making. These ideas guided the development of objectives for Purpose C.

One talking point for Purpose C was

- Create a student-oriented atmosphere by identifying rooms that can be used by study groups. Have faculty encourage the use of study groups to help our students become successful.

Unresolved, but not necessarily problematic was the issue of just how to disseminate information on customer needs (survey results, for example) to all stakeholders. While the use of the all-NPC e-mail system has obvious potential for informing faculty, staff, administrators, and board members, it does not include students. Direct mailing can be utilized, but not in the most cost-effective manner possible. Bulletins, newsletters, and the web site are also worth considering for informing students, but they do not necessarily provide a forum for gathering student feedback.

D. Purpose D: *Foster awareness, promote and support a culture of higher education through outreach activities and progressive program offerings* builds upon the concept of the customer-focused organizational culture by addressing the issue of the community as a client/customer. By viewing the community-at-large as a body of potential NPC students, albeit non-traditional students, and by making the college a presence at community events where information can be gathered on community education needs, areas for

potential development can be identified and addressed. Indeed, courses can be created in response to community demand. The workgroup emphasized the need for commitment to hiring additional faculty as required. They also chose to single out industry training with its own specific objectives, because of its potential for increasing enrollment of non-traditional students through decidedly non-traditional course offerings and methodologies.

Offered as a talking point related to the "culture of higher education" for Purpose D was the following idea:

- Reorganize 8th grade campus tours (This was an activity that was regularly coordinated and offered by the Admissions department. It was well-received and well-attended, although no data exists as to whether it led 8th graders to enroll at NPC or any other college.)

While the workgroup strongly supports making NPC a regular presence at community events for the purpose of promoting college offerings as well as developing and extending the customer-focused organizational culture, no particular method was identified for gathering information from the community-at-large. This is not an insurmountable obstacle; rather it merits further examination and planning in order to optimize the success of objectives for Purpose D. It is probable that a combination of methods will be most effective.

IV. In Conclusion

The Recruitment Workgroup for Enrollment Management has addressed the goal of increasing enrollment at NPC. Four guiding Purposes focus on four key elements of recruitment and enrollment. **Customer service** – projecting a positive attitude and providing accurate and timely information - is the responsibility of *everyone* at the college. A comprehensive **marketing** plan must be supported by an adequate budget. A **customer (student) – focused organizational culture** should drive college planning in terms of scheduling and degree planning. And the **community-at-large as a source of potential students** can provide information on unfulfilled non-traditional offerings. The Recruitment Plan Matrix suggests objectives, strategies and outcome measures for each of these purposes, proposes designees to provide oversight, and estimates resources/expenditures required. The success of each objective is not without barriers, which have been discussed. Potential resolutions have been suggested where possible. Still, the Recruitment Workgroup believes that if the college commits to the accomplishment of each objective described in the matrix, the overall goal of increasing enrollment by the end of the 2006-2007 academic year will be met, and the future of NPC made all the more promising for it.

Enrollment Management

The Recruitment Workgroup is dedicated to maximizing Student/Community access to Northland Pioneer College's services by advocating the following:

Recruitment Plan

Purpose A: *Provide accurate and timely information about the college to all prospective students*

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
1. By (Fall 2006) all fulltime NPC employees will demonstrate the importance of providing accurate and timely information to all prospective students. Supervisors will define what training is required for staff/faculty by functional area.	1. By (Fall 2006) all NPC faculty, staff and administrators will participate in a workshop on general college information. Additional training on key items identified by supervisors will be coordinated with appropriate departments.	Vice-Presidents Plan B human resources group Director of Personnel Supervisors	Time Allotment	1. a. Sign-in sheet for workshop; b. Pre and post test from workshop completed by each employee.
2. By (Summer 2007) all NPC employees demonstrate understanding of all NPC academic, vocational and student services programs, such that they can direct prospective students to the correct source for accurate information.	2. At each monthly all-college forum, all NPC employees will participate in a 30 minute in-service on a college program, presented by the dean, division chair, or coordinators of that program, so that by (Summer 2007) all college programs have been covered. (Schedule to repeat yearly, assumes monthly forums.)	1. Vice-Presidents 2. Deans	1. Time Allotment 2. $1,000.00 for charts	2. a. Sign-in sheet for forum/presentation; b. Pre and post-test completed by each employee. c. Develop and disseminate detailed Organizational

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
				Chart.
3. All NPC employees will demonstrate understanding of how college programs improve (especially local) employment opportunities for students.	4a. By August 2006 develop a detailed program vs. employment matrix that correlates the value of different levels of education with college programs in NPC service area. 4b. By September 2006 all NPC faculty, staff, and administrators will receive the matrix. 4c. By (2007 - 08) incorporate matrix into faculty and staff handbooks. 4d. By (2007 - 08) each calendar year, incorporate any changes to the matrix.	1.Vice-President of Learning 2. Deans 3. Vice-President for Student Services	1. Time Allotment 2. $1,000.00 - Matrix	4. a. Matrix completed; b. All NPC employees complete short questionnaire on matrix, demonstrating they have read/understand it; c. Matrix incorporated into faculty and staff handbooks; d. Short questionnaire from each NPC employee demonstrating understanding of changes to matrix.

Purpose B: *Make vital college information available to the community through a variety of vehicles, including printed media, CD, Personal Contact, Marquees and Billboards, and Mass Media (Radio, Television).*

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes

1. By (Fall 2008) the college will be marketed using each of the following vehicles: print media, CD, Personal Contact, Marquees and Billboards, and Mass Media (Radio, Television)	1. By (Fall 2007) create and implement a comprehensive marketing plan for each vehicle. 2. By (Spring 2007) revise existing, or generate new printed materials on general college information and each specific college program. 3. By (Summer 2007) place printed materials at district-wide locations. (Update and schedule to repeat annually.) 4. By (Fall 2008) all high school year books, athletic and performance programs will regularly carry NPC advertising directed at recruitment. 5. By (Fall 2008) informative recruitment CD will be developed and disseminated to area high schools, contacts, and selected potential students, with link to the NPC web site.	1. Director of Marketing and Public Relations. (M&PR) 2. Individual or group with primary Enrollment Management responsibility 3. Coordinator for Academic Advising and Recruitment	1. Marketing and Public Relations' budget increased by *50% to accommodate strategies. 2. ($1,000.00 X 30 per program) $30,000.00 3a. . Time Allotment 3b. Temp help $500.00 4. covered by MPR budget increase 5a. CDs ($1000) 5b. 2 laptops for Admissions travel ($5000) 5c. CD production,	1. Comprehensive marketing plan for each vehicle is developed. 2. Completed printed materials for general college information and for each college program. 3a. Develop designated locations by community. 3b. Printed materials available at all designated locations. 4. Advertisements developed, schedule developed and implemented 5a. Personnel or service identified for CD production 5b. CD developed 5c. Dissemination schedule developed and implemented

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
			$2000	
2. By (Fall 2007) all new NPC students, including NAVIT and dual enrollment students will receive NPC welcome letter and NPC ID card.	1a. By (Fall 2007) welcome letter and NPC ID cards developed; 1b. By (Fall 2007) each semester, welcome letter and NPC ID mailed to each new student. 1c. NAVIT/Dual letters will stress continuity of enrollment after NAVIT/Dual and program completion.	Coordinator of Academic Advising and Recruitment	1. Time Allotment 2. Postage ($2,000)	1. Welcome letters / ID cards developed; 2. Welcome letters/ID cards mailed.
3. By (Fall 2007) all parents of high school juniors throughout the service area will receive information packet from NPC.	3a. By (Fall 2007) information packet developed; 3b. By (Spring 2007) each semester mailing list generated from each high school; 3c. By (Fall 2007) each semester, info packet mailed to each parent of high school junior.	1. M&PR Director 2. Coordinator of Academic Advising and Recruitment	*Materials and Postage $3,000.00 (Cost covered with 50% increase on page 2.)	1. Information packet developed; 2. Mailing list developed; 3. Information packets mailed.
4. By (Spring 2007) NPC representatives will disseminate information on the college/conduct recruitment activities at events throughout the service area,	4a. By (Spring 2007) develop yearly calendar of events for college outreach activities; 4b. By (Spring 2007) designate NPC employees to participate at each event on the calendar; 4c. By (Spring 2007) develop strategy specific to recruitment	1. Vice-President of Student Services 2. Coordinator of Admission and Recruitment	Time Allotments	4a. Calendar developed; 4b. Employees designated for recruitment activities; 4c. Strategies developed for each

including, but not limited to high school functions, DES functions, women's shelters, JOBS offices, vocational rehabilitation centers, WIA/TANF offices, community festivals.	of focus group at each event (high school seniors, displaced workers, high school dropouts, etc.) 4d. By (Spring 2007) implement specific recruitment strategy at each event designated on yearly calendar.			focus group; 4d. Strategies implemented. 4e. Develop chart comparing NPC cost to state-wide educational institutions.
5. By (Spring 2007) NPC will initiate an ongoing series of College 101 on-campus events for high school seniors and community members. Events will be co-sponsored as available with state universities and focus on preparation for college enrollment.	5a. Identify dates and sites (campuses as pilot projects) for College 101 events. 5b. Pursue co-sponsorship with state universities to draw a larger audience. 5c. Develop slate of events for program. 5d. Recruit needed college staff and faculty. 5e. Using mailing lists from high schools, notify local high school juniors of event. Using MPR marketing processes to notify local community of event. 5f. Track effectiveness of event through on site surveys and tracking of attendee enrollment.	1. Vice President of Student Services 2. Coordinator of Academic Advising and Recruitment 3. Director of Marketing and Public Relations 4. Campus and Center managers	1. Materials and Postage ($2,000) 2. Event snacks and giveaways ($2,000)	5a. Event schedule developed 5b. Events slate developed, tailored to timing and locality of event 5c. Mailings and marketing accomplished 5d. Surveys completed and tallied; attendees identified for enrollment tracking
6. By (Fall 2006), NPC will restructure its Dual Enrollment operations to create High School Programs	6a. By March 2006, restructure existing Dual Enrollment staff lines to create High School Programs advisor. 6b. By Fall 2006, hire and train	1. Vice President for Student Services 2. Coordinator for Academic Advising	Savings to NPC of approximately $7000 per year	6a. Create new position 6b. Advertise for and hire for new position

advisor. This position will work directly with NAVIT and Dual students and high school contacts, fostering a better relationship with those students and contacts.	advisor. 6c. Identify advisor duties and have advisor initiate contacts with high school students, contacts, and parents.	and Recruitment	due to salary and funding changes	6c. Complete training process for new position 6d. Introduce new staff member to students and high school contacts

Purpose C: *Work collaboratively and professionally with the college community (Board, Administration, Faculty, Staff, and Students) to attract new students.*

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
1. By (Fall 2006) all NPC faculty, staff and administrators will demonstrate 5 key elements of a customer service-focused organizational culture, including: • The value of self-ownership of one's job/program; • The ability to demonstrate flexibility and commitment to students; • The ability to be student driven in planning activities.	1. By (Fall 2006) all NPC employees will participate in an in-service on customer service focused organizational culture. Semi-annual customer service forums will be implemented. 2. The workgroup strongly recommends that the Plan B human resources group referenced in the Bridge Plan be formed and that it review this proposal for an implementation decision.	1. Vice-Presidents 2. Staff 3. Plan B human resources group ------------------------------ OR: Consultant	1. Use internal customer driven personnel 2. Time Allotment for development. ------------------ $5,000.00	1. a. In-service sign-in sheet; b. Pre and post-test – Define customer service at NPC. c. Add Customer Service Category to **ALL** employee's Performance Reviews.

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
2. By (Fall 2008) all college employees will be provided with the results of student/customer satisfaction surveys in order to understand what areas of customer service are effective, and what areas require refinement.	2. a. By (Fall 2007) develop survey instrument; b. By (Fall 2007) develop schedule for dissemination and collection of survey instrument; c. By (Fall 2007) implement survey strategies; d. By (Fall 2007) disseminate survey results to all employees via all-NPC email	1. Vice-President of Student Services 2. Director of Institutional Research 3. Plan B human resources group	$2,000.00 – Survey Development	2. a. Survey instrument developed; b. Survey schedule developed; c. Survey disseminated to all customers; d. NPC email log shows all employees received survey results.
3. By (Fall 2007) an annual schedule with a balance of offerings throughout the week will ensure students that it is possible to reach educational goals at the times the students are available to take specific course work.	3. a. By (Fall 2007) develop a tentative 2007/2008 class schedule that will help recruit students by allowing them to plan for the year and create a student driven environment, including a higher ratio of evening classes/8 week classes/Internet/ weekend classes/ a variety of instructors/more Friday and Saturday and audio and video classes.	1. Vice-President of Learning 2. Deans 3. Faculty	Time Allotments	3. a. Schedule developed; b. Fast track plan developed and approved; c. College information revised.

Purpose D: *Foster awareness, promote and support a culture of higher education through outreach activities and progressive program offerings.*

1. By (Summer 2007) implement a refreshed and updated calendar for outreach activities and community education events.	1. a. By (Summer 2007) analyze existing community events calendar; b. By (Summer 2007) identify critical community events; c. By (Summer 2007) identify individuals to participate in critical community events; d. By (Summer 2007) develop strategy for participation in each critical community event; e. By (Summer 2007) implement calendar.	President and designees	Time Allotments	1. a. Existing calendar analyzed; b. List of critical community events; c. List of individuals to participate in critical community events; d. Strategy developed; e. Strategy implemented.
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
2. By (Fall 2008) increase number of industries in NPC service who use the college for their employee training by 25% over current number.	2. a. By (Fall 2008) analyze existing plan for promotion of industry training; b. By (Fall 2008) develop revised plan for promotion of industry training; c. By (Fall 2008) implement	1. Dean of Workforce Development 2. Coordinator for Business and Industry Training	Time Allotment	2. a. Existing plan analyzed; b. Plan revised; c. Plan implemented.

	plan for promoting industry training.			
		1. Vice-President of Learning 2. Student Services	1. Time Allotments 2. Reevaluation of faculty salaries (Possible increase)	

Attachment G

Mini-Proposal for Student Orientation

The Enrollment Management Workgroup for Retention and Persistence recommends that NPC develop an orientation for new students. The group recognizes that an orientation has been tried before, rather unsuccessfully, but also believes students could benefit from orientation. The advent of new technology should make an orientation more feasible.

Previously the College tried to gather new students for a face-to-face orientation and then tried a video orientation. It was difficult if not impossible to gather students for face-to-face presentations, and the video was not particularly engaging or user friendly.

The Workgroup recommends developing an orientation comprised of text, video segments and other learning objects. This can made available on-line and on CDs. Advisors and print media (schedules, flyers) will direct targeted students (degree seekers enrolled in 6 or more credits) to the orientation. Unlike the videos – which were played at NPC registrations – the on-line and CD formats will be available to students at home or in NPC libraries and open labs at students' convenience. Students will also be able to select topics that interest them, rather than droning through an entire tape hoping to reach something of relevance.

Contents for student orientation: All of the relevant material on the old video (updated) plus:
- a section on student gov't
- perhaps maps of campuses
- a section on ecashier.
- Student Mail (where to drop off/retrieve it)
- Student ID's
- Tutoring
- Student handbook
- How to make appointments with staff/faculty
- Importance of using the Library as a resource
- CAS website
- Check sheets on line
- Reasons to see your Academic Advisor, often!
- Resources you may use regularly
- library
- computers in library
- faculty testing in library
- library card

- include some off-campus resources like Dept. of Social Services for our single parents with children, etc.
- financial aid office
- placement testing into appropriate NPC classes
- variety of majors
- variety of degree and certificate programs
- on-line catalog
- tutoring available
- how to read the class schedule
- what kinds workstudy jobs available at NPC
- how to complete registration form
- Get your NPC student i.d. card
- How do these Orientation Modules Work?
- How do I register for classes?
- Why do I have to take a placement test?
- How do I develop a workable class schedule?
- Where do I go for help?
  - Career Services
  - Disability Resources and Access
  - The Learning Corner Stone
  - Tutors

Thoughts on the Orientation video:

- Formatted so that a student can click on a topic rather than watch the whole orientation. We can be more comprehensive if we just have an intro then a menu of material the individual student wants to know.
- Should be broken down into several short modules on specific topics
- Modules will be available on NPC web site and on CD's
- Modules are titled as "frequently asked questions" to help students identify the specific module they need
- Modules will be 10 minutes maximum
- Presenter seen on modules will be experts on topics. eg; module on advisors will be presented by an advisor

Basic out line for each module:

    Introduction:
            Introduction to topic
            Introduction to presenter
            Module Organizer
                    Information to be presented
                    Sequence of topics
                    Length of video (time)

Subject 1
Subject 2
Subject . . .
Conclusion
"Comprehension Checklist" (quiz)
Where do I go from here?

Keeping the modules short and uniform will (hopefully) encourage students to return for additional information as the need arises.

Attachment H

Develop and implement a standardized orientation for degree-seeking students.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Develop an orientation in CD and on-line modes.	1. Identify staff to script module content by 4/28/06 2. Engage college employees 3. Develop orientation content by 6/30/06 4. Purchase software and equipment 5. Create orientation by 10/30/06 6. Have the orientation on CDs and web by 12/30/06	1. Greg Gerard and Janet Critser 2. VP for Student Services 3. Identified Student Services staff and faculty 4. College webmaster	NPC staff time Approximately $4000? for Breeze software CD production & packaging: $2000 ?	1. Track web hits of orientation page and module subpages 2. Review results of content quizzes 3. Incorporate online survey into orientation site; track survey responses
Inform & educate college community about the Orientation.	1. Develop & send an all NPC email 2. Recommend an orientation inservice training for relevant faculty and staff.	Critser Gerard		

Develop and implement a standardized orientation for degree-seeking students.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Encourage students to complete the Orientation	1. Advisors will encourage students to view the orientation 2. 700 fliers and 30 posters created & distributed by 10/30/06 3. Incorporate orientation promotion into broader college marketing plan	Advisors M&PR M&PR Webmaster, M&PR M&PR		
Approximately 50% of degree seeking students taking 6 or more credits will participate in the Orientation.	➢ Number of users at web-link will equal or exceed 50% of fall '06 and spr '07 enrollments. ➢ 80% or more of CD's will be distributed to students.	Webmaster advisors	Implement counter at web link.	1. Track orientation usage via web hits, survey results, and broader institutional survey efforts

Attachment I

Implementation of Student Information & Support Pilot Program
(SISP)
2005/2006
Narrative

The goal of the SISP is to identify at least 20% of the Silver Creek Campus students who, for some reason, find it difficult to complete their educational endeavors here at Northland Pioneer College and attempt to address those needs alleviating any barriers that may keep them from accomplishing their educational goals. In turn, by successfully helping at risk students, enrollment will improve at Northland Pioneer College.

By implementing SISP here at Northland Pioneer College, information can be gathered as to why students drop out, stop attending, attend infrequently, and have ambiguous goals set towards their educational success. Gathering such information will bring awareness to the college as to what obstacles the students face. Also, it will provide the college with a statistical base to consult when planning strategies to improve services for students and improve some enrollment issues.

Naturally, a pilot program only addresses a small population of Northland Pioneer College. The unresolved concern is to expand the program to address the entire Northland Pioneer College population reaching out not only to the campuses, but also to the center as well. Such expansion includes more funds invested into the program to cover staffing, supplies, and training to implement it successfully. At this time, there can only be a very rough estimate as to the cost of college wide expansion. ($1400.00 x the number of campuses & centers per semester.) However, the minimal expenses will pay for themselves by the potential increased success rate and FTSE. Alexander Astin's view of the cost effectiveness of retention is, ". . . any change that deters students from dropping out can affect three classes of students at once, whereas any change in recruiting practices can affect only one class in a given year."

Attachment J

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
Develop resources for retention specialist.	Develop referral binder: ➢ Have outside referral binder complete. ➢ In-house referral binder pending. (1-17-06)	Dawn Johnson & Christi Schiffer (medical leave)	✓ 2 binders ✓ 2 pkgs. separators. (already have) ✓ All NPC phone directory ✓ $10.21 per hr. per wk. X 7 hours staff	Goal is to identify and serve 100 students at SCC in Spring 06 semester. ♦ Track referrals of students to outside sources. ♦ Track referrals of students to in-house sources.
Utilize Marketing & Public Relations.	➢ Develop advertisement flier & poster for SCC only. (for pilot program) (1-9-06/asap) ➢ Newspaper add (when program is implemented as a college wide program) (Fall '06)	Evertt Robinson Dawn Johnson	✓ 20 fliers & 10 posters ✓ Newspaper add ✓ $10.21 per hr. per wk. X 7 hours staff	Advertise to the Silver Creek Campus community in Snowflake to capture at least 20%/100 students for support services. ♦ To advertise SISProgram on the Silver Creek Campus. ♦ To advertise

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
				when program goes college wide.
Inform college community.	➤ All NPC email developed & sent to notify faculty & staff of SISP pilot here at SCC only. (1-17-06) ➤ Compose an attachment for instructors' syllabus. (1-1-06) ➤ All NPC email to develop & send to notify faculty & staff of SISP college wide. ➤ (Fall '06)	Dawn Johnson & Rose Kreher (?)	✓ Compose an email notice. ✓ $10.21 per hr. per wk. X 7 hours staff	Notify 100% of college staff & faculty of the SIS Program who will then refer 100 SCC students to support services.
Establish connections with outside referral sources.	➤ Make appointments with outside sources. ➤ Explain to outside sources the objective of SISProgram at NPC. ➤ Solidify support from outside sources. ➤ (1-1-06 through 1-17-06 to accomplish task.)	Dawn Johnson & (??)	✓ College Car ✓ Business cards ✓ Fliers ✓ $10.21 per hr. per wk. X 7 hours staff	Establish a working base with outside sources to enable SIS Program to assist 20%/100 students @ SCC.
	Contact faculty & staff the first			

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
Contact 20% (100) students @ SCC for pilot.	week of semester with a reminder at the third week. ➢ Faculty & staff identify students and refer to me (Dawn Johnson). ➢ I contact students by letter for interview. (letter developed)	Faculty Staff Dawn Johnson	✓ NPC letterhead & envelopes ✓ M2008 DIS HF BLK phone @ $140.00.(ordered 12/5/05) ✓ $10.21 per hr. per wk. X 7 hours staff	Pending end of semester statistics to establish a base.
Develop and follow a student in-take process for interviews and referrals	Begin these steps about three weeks into the semester. ➢ Student in-take form. (developed) ➢ Create student file. ➢ Interview process. (interview questions developed) ➢ Complete a referral form. (developed) ➢ Develop web-base for student in-take, student file, & data collection. (end of 2006/2007 school year)	Dawn Johnson Student John Chapin Mark Vest	✓ File cabinet (have for SCC) ✓ Future file cabinet needs: 2drawer letter size $116.99 to $121.49, 4 drawer letter size $143.99 to $ 159.99 2 drawer letter size latteral $152.99 ✓ File folders $13.99 per box ✓ Hanging file folders 2" tab $4.70 per box ✓ 1 box printing paper $1.99 if one spends $175 or more . . . $2.39 if one spends $175 or less. ✓ Shared (with faculty Jan Kraai) new computer approx. $1500.00 div. by ½.(?) ✓ Shared (with faculty	♦ Student information on file to follow up at the end of the semester. ♦ Pending end of semester statistics to establish a base.

Objectives	Strategies/Timelines	Designees	Estimated Resources	Outcomes
			Jan Kraai) office 105 at SCC, LC ✓ Separate secured server ✓ $10.21 per hr. per wk.x 7 hours staff	
Individual student follow-up & summary report.	Begin these steps the week after the semester end & allow two to three weeks to collect & collate information into a report. ➢ Follow-up of student success. ➢ Summary report of statistical information. ➢ Develop web-base for student in-take, student file, & data collection to run reports for follow up and summary reports. (end of 2006/2007 school year)	Dawn Johnson Student John Chapin Mark Vest	✓ $10.21 per hr. per wk. X 7 hours staff ✓ Student files (future total staffing costs 7 hrs per wk. X 32 wks @ $10.21 per hour, two semesters $2,287.04 X number of campuses and centers)	Pending end of semester statistics to establish a base.

NOTE: Expansion of this program from locally-housed files to a web-based database application will require the hire of a college database manager and appropriate server space. Please refer to the Bridge Plan, Vision #4, Item #6 for more detail on this issue.

Attachment K

Mini-Proposal for College Success Course

The Enrollment Management Workgroup for Retention and Persistence recommends that the College develop and offer a pilot college success course. Much like Orientation, NPC has provided a success course in the past, but student interest has been minimal. The workgroup argues that, though it lacks data to support its argument, it believes the course has lacked enough incentives and support from NPC to make it appealing. The workgroup proposes to launch a 1-credit, college-level student success course. Strategies to make the course more appealing than previous courses are: the 1-credit format, college-level credit, extremely interactive format, tuition waiver for the success course, and a subsequent 3-credit tuition waiver for students who complete the course. The course will have three distinct intended outcomes. First, the college hopes to improve student engagement with the institution through contact with other students and NPC staff. This type of engagement is well-documented as a primary tool for retention of commuter students. Second, the college hopes to improve student retention by providing students with tools to be successful. Third, the college hopes to gather data regarding common student issues, complaints and perceptions of NPC services and programs. The college can then use that data as part of its ongoing internal evaluation process.

Development and implementation of this pilot course will require participation from many College departments. During the fall 2006 pilot, the course will be scheduled for one daytime and one evening timeslot at PDC campus. We have selected PDC because it is suffering the most severe enrollment drop of any of the four campuses. Instructor volunteers and guest speakers will be recruited from college administrators, staff and faculty. Aside from the instructors of record, the class will feature many guest presenters from key college departments: financial aid, library, advisors, program coordinators, student government reps, etc.

Development and implementation of the course will require extensive collaboration among the volunteer instructors and College staff. This collaboration will put student recruitment, retention and success at the forefront of everyone's attention.

Enroll students in a college success course.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Develop & schedule a 1-credit pilot help course at PDC to increase student retention/success.	o Develop course outline by May '06 o Identify instructors & guest speakers May 06 o Schedule 2 classes each @ PDC for Fall 06	Dean Dev. Serv, VPSS VPIC Dean Dev Serv	1 hr per week voluntary assignment for instructors, part of regular work schedule for guest presenters	
Enroll 30 degree-seeking students who are taking 6 or more credits during the current term.	o Advisors identify potential students during registration process July – Aug 06 o P.R info in schedule & at web site by June 15 o Fee waiver for Success course tuition, plus next semester 3-credit waiver for completers	Advisors Dean Dev Serv/ VPSS	1 cred x $42(?) x 30 (15 per class) students = $1260	
Involve a wide range of NPC personnel in student success.	o Recruit qualified administrations, faculty and staff to teach success class by May '06	VPIC	Course materials $20 x 30 students = $600	

Enroll students in a college success course.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
	o Facilitate professional development session(s) for instructors to develop course - June 06	Dean Dev Serv, Prof Dev Committee, Advising Coord.		
23 students (75%) will complete the college success course.	o Offer 3-credit scholarship for next term to students who complete course. o Make course relevant and engaging by involving guest presenters and encouraging student development	VPL, President VPSS/ Dean Dev Serv	3 cred x $42(?) x 23 completers = $2898 in tuition waivers	
Evaluate effectiveness at end of 2nd semester. Use data from course to assist with evaluation of NPC services.		IR, VPSS	Staff time	o How many of the cohort returned for classes the following semester? How does this compare to students who did not take the success course o Did success course takers pass their classes during first and second semesters? o Did course meet student needs? If not, how can course be improved? o Track and collate student issues, complaints, and

Enroll students in a college success course.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
				concerns that arise during the course. Use data as part of process to adjust NPC services and processes as needed.

Attachment M

Mini-Proposal for Financial Aid

The Enrollment Management Workgroup for Retention and Persistence recommends that the Financial Aid Office develop a user friendly Financial Aid website and improve/expand its outreach activities to NPC sites and other agencies. Website improvements will include improving staff contact information and posting all forms on-line. Special information will be available for tribal scholarships. A step-by-step *How to Apply for Financial Aid* will be added as will a *Frequently Asked Questions* segment.

As for community outreach, Financial Aid will continue contacts at the customary agencies, but will strive to improve presentations. Local businesses will be encouraged to post financial aid information and there will be increased involvement with NPC faculty and high schools. A Financial Aid awareness month will be implemented for the 2006-07 year. Financial Aid will participate in the proposed College 101 events, focusing on on-site Financial Aid applications during the spring events.

Attachment N

The objective of this mini-proposal is to assure financial aid is available to the community.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Develop a user friendly financial aid website (completed by August 2006).	1. Staff contact information available to help improve customer service 2. FAO staff will identify the needs of the FAO website 3. Move all 2006-2007 FA forms on-line 4. Step by step on "How to apply for financial aid" on-line 5. Have the Tribal Financial Needs Analysis website available for students applying for tribal scholarships. 6. General FA information available on-line. 7. FAQs available on-line. 8. NPC who to contact list on-line. 9. As part of process, NPC will continue to examine feasibility of a shared Financial Aid web portal with Coconino CC	Beaulah Bob-Pennypacker and FAO staff	1. John Chapin's time. 2. Cooperative work and time of John Kofonow, web specialist hired through Title III	
Improve outreach visits to NPC Campus/Centers and other agencies.	1. Continue to schedule events such as: a). FA information and scholarship nights b). Continue to attend local job fairs c).	Beaulah Bob-Pennypacker, FAO staff, campus/center	Monies for over	1. Evaluate effectiveness of visits and programs utilizing attendee

The objective of this mini-proposal is to assure financial aid is available to the community.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
	Campus/center visits d). High school visits e). Other agencies. 2. FAO staff will identify what works at site visit and what does not work. 3. Explore the possibilities of over night stays for Kayenta site visits. 4. Schedule a FA awareness month to kick off the new financial aid award year 2006-2007. 5. Encourage local business support by posting FA information. 6. Encourage NPC faculty involvement by announcing FAO visits. 7. Provide local HS with list of students who will receive institutional scholarships (President Scholars, etc) 8. Participate in planned College 101 events. Offer Fin Aid counseling and on-site application services as appropriate.	managers and advisors Faculty Ron Goulet, Mike Solomonson, Benjamin Schoenig	night lodging	enrollment tracking, numbers of participants, and student surveying.

The objective of this mini-proposal is to assure financial aid is available to the community.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Per Bridge Plan, Financial Aid will also work with Marketing to fold Financial Aid into broader marketing plan.		1. Beaulah-Bob Pennypacker 2. Everett Robinson		1. General outcome for all Financial Aid initiatives is to improve FA service and student response. This will be measured by institutional and departmental survey processes. 2. General outcome for all Financial Aid initiatives is to increase number of financial aid-eligible NPC students receiving financial aid by 15% by September 2007.

Attachment O

The objective of this mini-proposal is to assure financial aid is available to the community.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Develop a user friendly financial aid website (completed by August 2006).	10. Staff contact information available to help improve customer service 11. FAO staff will identify the needs of the FAO website 12. Move all 2006-2007 FA forms on-line 13. Step by step on "How to apply for financial aid" on-line 14. Have the Tribal Financial Needs Analysis website available for students applying for tribal scholarships. 15. General FA information available on-line. 16. FAQs available on-line. 17. NPC who to contact list on-line. 18. As part of process, NPC will continue to examine feasibility of a shared Financial Aid web portal with Coconino CC	Beaulah Bob-Pennypacker and FAO staff	1. John Chapin's time. 2. Cooperative work and time of John Kofonow, web specialist hired through Title III	
Improve outreach visits to NPC Campus/Centers and other agencies.	9. Continue to schedule events such as: a). FA information and scholarship nights b). Continue to attend local job fairs c). Campus/center visits d). High	Beaulah Bob-Pennypacker, FAO staff, campus/center managers and	Monies for over night lodging	1. Evaluate effectiveness of visits and programs utilizing attendee enrollment tracking,

The objective of this mini-proposal is to assure financial aid is available to the community.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
	school visits e). Other agencies. 10. FAO staff will identify what works at site visit and what does not work. 11. Explore the possibilities of over night stays for Kayenta site visits. 12. Schedule a FA awareness month to kick off the new financial aid award year 2006-2007. 13. Encourage local business support by posting FA information. 14. Encourage NPC faculty involvement by announcing FAO visits. 15. Provide local HS with list of students who will receive institutional scholarships (President Scholars, etc) 16. Participate in planned College 101 events. Offer Fin Aid counseling and on-site application services as appropriate.	advisors Faculty Ron Goulet, Mike Solomonson, Benjamin Schoenig		numbers of participants, and student surveying.

The objective of this mini-proposal is to assure financial aid is available to the community.				
Objectives	**Strategies/Timelines**	**Designees**	**Estimated Resources**	**Outcomes**
Per Bridge Plan, Financial Aid will also work with Marketing to fold Financial Aid into broader marketing plan.		1. Beaulah-Bob Pennypacker 2. Everett Robinson		1. General outcome for all Financial Aid initiatives is to improve FA service and student response. This will be measured by institutional and departmental survey processes. 2. General outcome for all Financial Aid initiatives is to increase number of financial aid-eligible NPC students receiving financial aid by 15% by September 2007.