

History of the Enrollment Management Task Force 2004-2008

All College Forum

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Vice President for Enrollment & Student Services

Cause and Effect

Enrollment Decline Response in 2004

- College-Wide Enrollment Management Task Force formed in Fall 2004
- Enrollment Management Consultant, SEM WORKS for:
 - Campus Assessment Report
 - Image Study
 - Competitor Analysis
 - Branding Strategy
 - Customer Service Training

College-Wide Enrollment Management Task Force Membership

**Co-Chairs: Vice President of Enrollment & Student Services
Vice President for Academic Affairs**

Dean of Enrollment Management

Director of Admissions

Director of Financial Aid

Dean of Instruction for Health Care/Human Services

Dean of Instruction for Business/Technology

Dean of Instruction for Humanities/Liberal Arts

Dean of the QCC Training & Education Center

Associate Dean of Academic Advising & Assessment

Director of Marketing and Public Affairs

Director of Institutional Technology

Director of Institutional Research

Comptroller

6 Faculty Members

College-Wide Enrollment Management Task Force Mission Statement

The College-Wide Enrollment Management Task Force accepts the charge of designing a well-coordinated process leading to strategies that effectively recruit, enroll, and retain students in QCC's high quality educational programming, thereby supporting the optimal implementation of QCC's Mission. The Task Force views this as an on-going process, progressing from the developmental stages to a maintenance mode, but with the expectation that this initiative will require integrated, campus-wide efforts.

Enrollment Management Task Force

Phase I Action Steps Initiate EMTF Sub-Committees

- The "Promise" Exercise*
- Educational Programming
- Student Success
- Enrollment Management Process
- Technology/Data Management
- Recruitment/Marketing

Sub-Committees' Goal was to identify
"Current Realities"

Sub-Committee Members included both EMTF
Members and Faculty/Staff from appropriate
offices

Sub-Committees met on a weekly basis

**Short-term Sub-Committee*

The QCC “Promise”

The “Promise” Exercise was an activity that QCC borrowed from the Snowmass Institute

The “Promise” is not a new Mission Statement, Strategic Goal, or a new Tag Line/Logo. The “Promise” is meant to:

- **Achieve campus-wide consensus that the “Promise” informs and guides everything we do**
- **Impact Policies, Procedures, Practices, and Customer Service**
- **Guarantee appropriate Customer Service to multiple audiences in multiple ways**
- **Determine a role in defining QCC’s Brand Identity**

The QCC “Promise” Exercise Results – April 22, 2005

On April 22, 2005, Teams of 10-15 participants were formed to work through “The Promise” Exercise. At the end of the two-hour session, four “Promises” were posted. A fifth was added from the results of a previous session with the Mission/Promise Work Group. The Teams were asked to consider each of these statements and to vote for the one that best described what QCC promises to its constituents.

“QCC is the community change agent that transforms the lives of individuals, families, and organizations through education and training that is responsive to the diverse needs within Central Massachusetts.”

The QCC “Promise” Exercise Results – April 22, 2005 (continued)

“QCC is the launch pad for learning that provides superior support for career opportunity, offering individualized academic and/or career planning in a dynamic and visionary educational environment, supported with dedicated Faculty and Staff leading to personal transfer or career success.”

“QCC is the educational pathway that provides your affordable, accessible, life-changing journey.”

“QCC is the catalyst that empowers students and motivates Faculty and Staff to open doors toward life-altering experiences.

“QCC is the partner that inspires life-changing opportunities.”

AND THE AWARD GOES TO:

“QCC is the catalyst that empowers students and motivates Faculty and Staff to open doors toward life-altering experiences.”

AND THEN WHAT?

- The “Promise” Exercise was presented to all Faculty and Staff at the All College Day, on September 6, 2005.
- Reminder posters were posted in every Department throughout the College.
- The “Promise” was translated into a new Tag Line for all collateral material.

“A Community of Support... A World of Opportunities”

Phase I: Example of “Current Reality” Chart for Enrollment Management Process Sub-Committee

Enrollment Process	Completion Date				
Phase I					
Strategic Initiatives					
Develop a Seamless Enrollment Process					
Next Steps					
<ul style="list-style-type: none"> - Flow chart QCC's current reality of the Enrollment Process for various populations of new students. 					
<ul style="list-style-type: none"> - Flow chart QCC's current reality of the Enrollment Process for active students. 					
<ul style="list-style-type: none"> - Flow chart QCC's current reality of the Enrollment Process for inactive students. 					
Correct or Adjust Communication Plan, if needed, based on Flow Charting of Current Reality.					
Next Steps					
<ul style="list-style-type: none"> - Review content of all communications, both written and verbal. 					
<ul style="list-style-type: none"> - Investigate communications being sent by all Departments of the College. 					

College-Wide Enrollment Management Task Force Sub-Committees – Phase II

After each Sub-Committee identified its “current realities,” the next Phase was to identify Strategic Initiatives and Steps to implement them.

Phase II

Educational Programming Sub-Committee

- **Preserve Quality of Academic Programs: Continuation of IRP Process**
- **Enhance TEC & Workforce Development offerings**
- **Increase alternative instructional menus**
- **Increase support of Faculty and the Teaching/Learning process via the creation of a Center for Academic Excellence**

Phase II

Student Success Sub-Committee

- Comprehensive career and academic planning
- Develop responsive academic programming
- Expand day/evening/weekend classes, activities and services
- Increase relevant community involvement
- Develop accessible student-centered academic support services
- Increase enriching and interrelated student services and programs
- Budget for state-of-the-art classroom facilities and technology

Phase II

Technology Sub-Committee

- Identify measures to connect the dots between Enrollment Process and Technology
- Review how existing Technology is employed to support the Enrollment Process and the mechanisms used to align Technology with the evolving demands of Enrollment Management
- Deliverables will include a strengthened Changed Management Process that begins with the alignment of actions with strategic priorities and proceeds through the stable integration of Technology into Enrollment Processes
- Develop mechanisms to assist all Staff in specifying scope of need that will get appropriate Technology in place and that will fully support all College efforts

Phase II

Data Management Sub-Committee

- Function as support to the Enrollment Management Task Force and its Work Teams by providing data from the College's records system that will assist in making recommendations and decisions for improvements to Enrollment Management at the College.
- Identify data that is not currently captured in the records system and determine how the data can be stored for retrieval at a later date.
- Design a data request form that Task Force Work Team leaders can use to request any type of data needed to advance the work of their Team.

Phase II

Recruitment/Marketing Sub-Committee

- Based on Image Study, Competitor Analysis, and Branding Strategy, develop a comprehensive Recruitment Plan.
- Assess present Admissions Office organization and then create and implement a new organizational plan for the Admissions Office
- Compare data from Sem Works Report with QCC's current data relative to Enrollment Management
- Review national studies on two-year college preferences
- Redesign QCC Web site
- Prepare an RFP for local ad agencies to bid on developing and implementing an imaging, branding, and positioning campaign throughout a year-long recruiting effort
- Keep QCC Community informed of EMTF

Phase II

Enrollment Management Process

- Identify the Enrollment Process for all prospective, current, and inactive students, including credit and non-credit, from recruitment to enrollment.
- Research and recommend action steps that will provide immediate and positive impact on Enrollment Processes.
- Utilize initial research as the basis for further analysis and the adoption of new and improved Enrollment Processes.

Phase II – Example of Strategic Initiatives for Enrollment Management Process Sub-Committee

Enrollment Process Sub-Committee	Completion Date				
Phase II					
Strategic Initiatives					
Increase Prospect Base					
Next Steps					
<ul style="list-style-type: none"> ■ Coordinate with QCC, CCE, and GED testing to get non-credit student information on CARS Admissions database 					
<ul style="list-style-type: none"> ■ Obtain inquiry information for all walk-in prospects in Admissions and in other appropriate QCC offices 					
<ul style="list-style-type: none"> ■ Analyze past and present inquiry database to determine profile of inquiry 					
<ul style="list-style-type: none"> ■ Compare QCC inquiry database analysis with demographic forecast 					
<ul style="list-style-type: none"> ■ Identify potential external prospect databases; i.e., SAT 					
<ul style="list-style-type: none"> ■ Identify additional external prospect pools for recruitment; i.e., service agencies, prisons, etc. 					
<ul style="list-style-type: none"> ■ Enhance Web site and e-recruiting 					
Increase the Conversion Rate of Inquiry to Applicant					
Next Steps					
<ul style="list-style-type: none"> ■ Develop college-wide Communication Plan to personalize and expand College representation; i.e., letter from Dean, letter from Athletics, letter from President, etc. Utilize letter, telephone, and e-mail in Communication Plan 					
<ul style="list-style-type: none"> ■ Redesign student tours and develop training protocol for guides 					
<ul style="list-style-type: none"> ■ Develop survey for inquiries that do not move applicants to determine what stopped them from moving to next process 					

Phase II – Example of Strategic Initiatives for Enrollment Management Process Sub-Committee (continued)

Phase II Strategic Initiatives					
Increase the Conversion Rate of Applicants to Accepted					
Next Steps					
■ Analyze unmet requirements of applicants that did not move to accepted for past three years					
■ Analyze profile of students who did not complete the conversions from applicant to accept					
■ Develop a Communication Plan to increase conversion utilizing letter, phone, and e-mail, including Academic Department, or student interest information; i.e., sports, clubs, etc.					
■ Begin to use Candidate Module for enhancing direct communication with applicants					
Increase the Conversion Rate of Accepted to Assessed					
Next Steps					
■ Collect data to analyze the length of time ranges that it takes for students to get assessed, based on student profile; i.e., gender, age, etc.					
■ Develop an appropriate timeline for the assessment Communication Plan which would include Academic Department Representation					
Increase the Conversion Rate of Assessed to Registered					
Next Steps					
■ Analyze time frame between assessed to registered by student profile; i.e, gender, age, etc.					
■ Develop Communication Plan based on Analysis					

Phase II – Example of Strategic Initiatives for Enrollment Management Process Sub-Committee (continued)

Phase II					
Strategic Initiatives					
Increase the Conversion Rate of Registered to Paid					
Next Steps					
■ Analyze student profile that pays late; i.e., gender, age, freshman, etc.					
■ Collect data on timelines of student payment based on new initiatives					
■ Analyze comparative data between 2004-2005					
■ Develop survey measurements to determine what stops students from paying					
Increase the Conversion Rate of Paid to Enrolled					
Next Steps					
■ Collect data of student attendance					
■ Analyze attendance data of first attendance roster to determine number of students that are no shows by program (ESL), gender, age, or Financial Aid					
■ Develop strategy to solve problems via Communication Plan, or training of students					
■ Analyze data of students that paid and then dropped before class began					
■ Analyze data of students that paid and then dropped during Add/Drop period					

Cause and Effect

College-Wide Enrollment Management Task Force Responses

- Reorganization of the Admissions Office
- Comprehensive Recruitment Plan
- Development of new collateral materials using the "Promise" as a base line
- A comprehensive Communication Plan to current and new students
- A flattening out of Enrollment Processes; i.e., expanded definition of current student from one semester to two years
 - "Change of Major" done on-line by Advising, not by paper via Admissions Office
 - Event Registration offered throughout Registration period
 - On-line Self-Registration for students with 30+ credits
- Specific Communication Plan for new students within the enrollment pipeline

Cause and Effect (continued)

- Expansion of LPN Program, LPN to RN Transition Program, Radiological Technology Program
- Development of Certificate in Mental Retardation Program, Utilities Technology Program, and General Studies On-Line Program
- Doubling of On-Line Courses
- Development of an Institutional Research Review Board (IRRB)
- Rapid Roll Out Team for new program development

The IMPACT

Enrollment History – Headcount

Spring semester

■ 2001	5,303
■ 2002	6,019
■ 2003	6,310
■ 2004	5,944
■ 2005	5,578
■ 2006	5,404
■ 2007	5,797
■ 2008	6,305
■ 2009	6,821

Enrollment History – Credits

Spring semester

■ 2001	44,638
■ 2002	51,251
■ 2003	54,435
■ 2004	52,950
■ 2005	49,421
■ 2006	48,428
■ 2007	51,927
■ 2008	57,750
■ 2009	63,589

Enrollment History – Full Time Equivalent (FTE) Spring semester

■ 2001	2,976
■ 2002	3,417
■ 2003	3,629
■ 2004	3,530
■ 2005	3,295
■ 2006	3,229
■ 2007	3,462
■ 2008	3,830
■ 2009	4,239

Enrollment History – Headcount

Fall semester

■ 2001	6,197
■ 2002	6,622
■ 2003	6,592
■ 2004	6,101
■ 2005	5,970
■ 2006	6,022
■ 2007	6,655
■ 2008	7,227

Enrollment History – Credits

Fall semester

■ 2001	53,578
■ 2002	58,160
■ 2003	58,523
■ 2004	55,629
■ 2005	54,350
■ 2006	55,565
■ 2007	61,776
■ 2008	67,491

Enrollment History – Full Time Equivalent (FTE) Fall semester

■ 2001	3,572
■ 2002	3,877
■ 2003	3,901
■ 2004	3,709
■ 2005	3,623
■ 2006	3,704
■ 2007	4,118
■ 2008	4,499

Enrollment Management Council Part Two

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March 3, 2009

Thank you!