

# STRATEGIC ENROLLMENT MANAGEMENT PLAN

## 2016-17 Activities

| ACTIVITY     | ACTIVITY   | STAKEHOLDERS                          | RESPONSIBLE PARTY                             | TIMELINE             |
|--------------|--|---------------------------------------|---|----------------------|
| <b>1</b>     | <b>RECRUITMENT</b>   |                                       |   |                      |
| <b>1.1</b>   | <b>Develop a consistent market definition of the college service area and establish ongoing relationships with K-8, high school, business and community organizations within this area.</b>                                  |                                       |   |                      |
| <b>1.1.1</b> | Create an outreach plan detailing how and when the College will interact with prospective schools.   | Early College, Recruitment            | Christopher Erran, Rosa Cota                  | Spring 2015          |
| <b>1.1.2</b> | Host on-campus events for K-8 students (e.g. College for a Day).   | Recruitment                           | Christopher Erran                             | Spring 2017          |
| <b>1.1.3</b> | Establish a dedicated presence in all service area schools including advertising space and recruitment event opportunities.  | Recruitment                           | Christopher Erran                             | Fall 2015            |
| <b>1.1.4</b> | Create an outreach plan detailing how and when the College will interact with businesses and community organizations.  | VP Learning                           | Tillie Chavez                                 | Fall 2015            |
| <b>1.1.5</b> | Use data provided by the Planning, Research and Development department to prioritize recruitment efforts based on the number of potential students.  | PRD, Recruitment                      | Damita Kaloostian                             | Fall 2015            |
| <b>1.1.6</b> | Identify local businesses and organizations where SMCC recruitment could promote the college.  | Recruitment                           | Christopher Erran                             | Spring 2015          |
| <b>1.1.7</b> | Target local high school seniors with early release to enroll in afternoon and evening courses.  | Recruitment                           | Christopher Erran                             | Spring 2015          |
| <b>1.2</b>   | <b>Leverage college events as an opportunity to transition participants into SMCC students.</b>  |                                       |   |                      |
| <b>1.2.1</b> | Coordinate staff presence at all community events held on campus including but not limited to library, athletic events, and performing arts.   | Recruitment, Marketing                | Stacey Wright                                 | Fall 2016            |
| <b>1.2.2</b> | Provide promotional materials to staff participating in college-related events to recruit potential students.  | Recruitment, Marketing                | Jennifer Greutz                               | Fall 2015            |
| <b>1.2.3</b> | Invite AAEC/Hope students to SMCC activities.  | Recruitment                           | Christopher Erran                             | Fall 2016            |
| <b>1.3</b>   | <b>Establish greater efficiency and effectiveness throughout the recruitment process.</b>  |                                       |   |                      |
| <b>1.3.1</b> | Increase the number of on- and off-campus opportunities for seniors in local high schools to complete placement testing, enroll in classes and complete their FAFSA.   | Recruitment                           | Christopher Erran                             | Spring 2015          |
| <b>1.3.2</b> | Create a strategic calendar of all on- and off-campus recruitment events throughout the year and make available to the entire college.   | Recruitment                           | Christopher Erran                             | Spring 2015          |
| <b>1.3.3</b> | Identify key faculty by discipline to promote programs at recruitment events.  | Recruitment, Faculty                  | Christopher Erran, VPL                        | Fall 2015            |
| <b>1.3.4</b> | Recruit ACE, Dual, Trio, HOOP students using an early college approach to reduce duplication and streamline effectiveness  | Recruitment, Marketing, Early College | Christopher Erran, Jennifer Greutz, Rosa Cota | Spring 2015          |
| <b>1.3.5</b> | Use BOExi Report AD_0034 weekly to connect with potential students who have enrolled but not registered for courses.   | Recruitment, Advising                 | Christopher Erran, Suzanne Hipps              | Spring 2015          |
| <b>1.4</b>   | <b>Provide ongoing training for all college staff responsible for recruitment functions to ensure consistency, accuracy and comprehensiveness of all interactions.</b>   |                                       |   |                      |
| <b>1.4.1</b> | Create a student goal-dependent recruitment script and/or flowchart to assist recruiters with what pertinent information should be provided to potential students.   | Student Success                       | Christopher Erran                             | Fall 2015            |
| <b>1.4.2</b> | Develop and implement a recruiter training plan which includes materials and continuous training dates.  | Recruitment                           | Christopher Erran                             | Fall 2015            |
| <b>1.4.3</b> | Develop a system to include faculty and staff in the recruitment process when appropriate.   | Recruitment                           | Christopher Erran                             | Fall 2015            |
| <b>1.4.4</b> | Provide storytelling workshop to recruiters and student ambassadors  | Recruitment                           | Travis May                                    | Annually Fall        |
| <b>1.4.5</b> | Informational sessions regarding STEM Bioscience, Hermanas, and Si Se Puede to Maricopa Institute of Technology  | Recruitment                           | Rosa Cota                                     | Annually Spring      |
| <b>2</b>     | <b>ENROLLMENT &amp; REGISTRATION EXPERIENCE</b>  |                                       |   |                      |
| <b>2.1</b>   | <b>Enhance the exterior appearance of the college campus.</b>  |                                       |   |                      |
| <b>2.1.1</b> | Develop and create a campus revitalization plan to paint campus buildings.   | Facilities                            | Bear Holmes                                   | 2015-16              |
| <b>2.1.2</b> | Create a building naming and signage convention that is intuitive to students and the community that allows easy navigation of college buildings and classrooms.   | Facilities                            | Bear Holmes                                   | 2015                 |
| <b>2.1.3</b> | Develop a plan to create new and/or revitalize the existing monuments on campus to foster an inspiring and inviting environment for students and the community.  | Facilities                            | Bear Holmes                                   | 2016-17              |
| <b>2.1.4</b> | Develop a variety of external visuals (e.g. banners, large signage) to promote the college and create a campus environment that fosters student success.   | Marketing                             | Jennifer Greutz                               | Oct-16               |
| <b>2.2</b>   | <b>Develop and implement college-wide customer service standards.</b>  |                                       |   |                      |
| <b>2.2.1</b> | Create a repository of general college information (FAQs) and train all departments so that consistent information is provided to all students.  | Welcome Center                        | Ralph Thompson                                | Annually Fall        |
| <b>2.2.2</b> | Research and implement customer service standards to foster a culture of "One South Mountain" where all students are provided with a consistent experience by all employees.   | Welcome Center                        | Ralph Thompson                                | Fall, Spring, Summer |
| <b>2.2.3</b> | Create a more comprehensive Welcome Center equipped to answer general questions, provide campus information, triage student/guest needs, and provide a welcoming environment.  | Welcome Center                        | Ralph Thompson                                | Fall, Spring, Summer |
| <b>2.3</b>   | <b>Implement a one-stop model approach to the entire student enrollment and registration experience.</b>   |                                       |   |                      |
| <b>2.3.1</b> | Create a strategic roll out plan to implement the "One Stop" model in the SES building; to include space distribution of the area, methodology of the enrollment/registration process, and a timeline of project completion. | VPSD                                  | Osaro Ighodaro                                | Summer 2016          |
| <b>2.3.2</b> | Research and purchase a queue system for students/guests to facilitate wait times for services in the SES building.  | Student Development                   | Guy Goodman                                   | 2015                 |

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| 2.3.3    | Conduct workshops on campus to inform students on the following resources: Financial Aid, SAP, Loans, submitting paperwork, scholarship opportunities, financial literacy, Life resources, shelter information, basic needs, refund dates, deadlines, cougar scholarship, president's scholarship and library resources. | Financial Aid                   | Inez Moreno-Weinert         | Fall, Spring, Summer |
| 2.4      | <b>Leverage strategic communication to potential and current students as an essential tool to promote awareness of key events in the enrollment and registration experience.</b>   |                                 |                             |                      |
| 2.4.1    | Send a letter from the college president congratulating every student who enrolls at SMCC.   | AR&R                            | Jean Watermolen             | Fall, Spring, Summer |
| 2.4.2    | Create and send tailored message to students who have taken placement tests but have not registered with detailed steps to follow to encourage them to register.   | Testing                         | Christine Neill             | Fall, Spring, Summer |
| 2.4.3    | Develop consistent strategies for communicating cancelled courses and providing alternative courses to students as a result of Go/No-Go.   | VP of Learning                  | Tillie Chavez               | Fall, Spring, Summer |
| 2.4.4    | Create and send notification to every student prior to being purged from their courses with options for them to follow.  | AR&R                            | Jean Watermolen             | Fall, Spring, Summer |
| 2.4.5    | Create and send notification to every student who was recently purged from their courses to alert them of the action with options for them to follow to re-register.   | AR&R                            | Jean Watermolen             | Fall, Spring, Summer |
| 2.4.6    | Encourage 30+ credit students who stopped/dropped out to return to SMCC and register for courses.  | Career and Educational Planning | Suzanne Hipps               | Fall, Spring, Summer |
| 2.4.7    | Create and send tailored messaging to co-enrolled students to encourage them to fully enroll and register at SMCC (i.e. ACE, Dual, AAEC, etc.)   | Early College                   | Rosa Cota                   | Fall, Spring         |
| 2.4.8    | Create a faculty/staff volunteer group responsible for assisting in the contact of students at the various "stop gaps."  | Student Success                 | Christopher Erran           | Fall, Spring         |
| 2.4.9    | Create and implement ongoing communication for the campus to understand the important dates for student financial aid to keep consistent messaging.  | Financial Aid                   | Inez Moreno-Weinert         | Fall, Spring, Summer |
| 2.5      | <b>Establish proactive academic advising efforts with a targeted focus to effectively address new, continuing, former, career and transfer students.</b>   |                                 |                             |                      |
| 2.5.1    | Identify discipline specific faculty to serve as program advisors.   | VP of Learning                  | Tillie Chavez               | Spring/Fall          |
| 2.5.2    | Create and implement an ongoing training program for all advisors to meet and discuss issues, updates to policies and procedures; collaborate with faculty in the program regarding course/curriculum changes.   | Career and Educational Planning | Suzanne Hipps               | Fall, Spring         |
| 2.5.3    | Create and implement a structure that focuses on individual programs and student cohorts with an advisor(s) that specializes in specific programs to maximize efficiency and knowledge.  | Career and Educational Planning | Suzanne Hipps               | Spring 2017          |
| 2.5.4    | Bring advisors into class for discussions and information sharing  | Career and Educational Planning | Suzanne Hipps               | Fall, Spring         |
| 3        | <b>RETENTION</b>   |                                 |                             |                      |
| 3.1      | <b>Utilize strategic communication to students to promote college success, goal completion, transfer and graduation.</b>   |                                 |                             |                      |
| 3.1.1    | Develop a Priority Registration campaign to encourage current students at SMCC and potentially other MCCC colleges to enroll within the first week after the class schedule is released.   | Recruitment, Marketing          | Jennifer Greutz             | Fall 2015            |
| 3.1.2    | Develop communication directed toward students who were previously enrolled either recently or who have "stopped out", and who have not enrolled for the current semester.   | AR&R                            | Jean Watermolen             | Spring, Fall, Summer |
| 3.1.3    | Identify students who, given their total earned credits, are near completion of a degree or certificate and will communicate this to them in order to encourage enrollment.  | Career and Educational Planning | Suzanne Hipps               | Spring, Fall, Summer |
| 3.2      | <b>Enhance student engagement in campus events and activities.</b>   |                                 |                             |                      |
| 3.2.1    | Develop and implement a student club recruitment plan to increase club participation and provide additional engagement opportunities.  | Student Life                    | Buddy Cheeks                | Summer/Fall          |
| 3.2.2    | Schedule events to engage students on every day of the week at multiple times of the day with the intent of providing engagement opportunities to every enrolled student.  | Student Life                    | Buddy Cheeks                | Summer 2015          |
| 3.2.3    | Recruit more employees to participate and help support students during Welcome Week.   | Recruitment                     | Christopher Erran           | Ongoing              |
| 3.2.4    | Create additional school spirit activities and events.   | Student Life                    | Buddy Cheeks                | Summer 2015          |
| 3.3      | <b>Implement systemic processes to facilitate student retention.</b>   |                                 |                             |                      |
| 3.3.1    | Conduct student focus groups to identify why students continue to enroll at SMCC.  | PRD                             | Damita Kaloostian           | Fall 2015            |
| 3.3.2    | Create and implement a student exit survey to identify reasons why students do not continue at SMCC.   | PRD                             | Damita Kaloostian           | Summer 2015          |
| 3.3.3    | Suggest or provide examples of statements for faculty syllabi - Getting Started Module for faculty in Canvas that provide examples of statement for syllabi and all resource info for students (see the Center for Teaching and Learning to import the module into your Canvas course).                                  | Faculty                         | Jacky Levy                  | Fall 2016            |
| 4        | <b>PROGRAM &amp; COURSE OFFERINGS</b>  |                                 |                             |                      |
| 4.1      | <b>Continue to offer and create programs that meet the changing needs of students and the community and ensure that these programs can be completed in a two-year time period.</b>   |                                 |                             |                      |
| 4.1.1    | Create a process to review all current programs to ensure that all courses associated with the program are offered within a two year time period.  | AR&R, VPL, Faculty              | Dean of Academic Innovation | Fall 2017            |

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| 4.1.2    | Research, develop and implement stackable credentialing programs to offer certifications to enhance existing degree/certification programs (e.g. Computer Science).   | VPL, Scheduling, Faculty, AR&R | VPL                         | Spring 2017           |
| 4.1.3    | Conduct student research and create a dynamic scheduling plan that schedules courses at peak demand times for both day and night students; increase alternate modalities for course offerings (i.e. hybrid, online, 5week, 8week, late start, single day, weekend etc.) include ongoing schedule review for student needs with process instructions for requesting course scheduling changes. | VPL, Scheduling, Faculty, AR&R | Scheduling, Division Chairs | Fall 2017             |
| 4.1.4    | Meet with industry leaders to understand their "in-house" training needs and discuss and develop training tailored to their needs.  | VPL, Scheduling, Faculty, AR&R | Division Chairs, Faculty    | Fall 2016/Spring 2017 |
| 4.1.5    | Create process to complete course schedule in advance of District deadline so that current and potential students can view schedule prior to registration.  | VPL, Scheduling, Faculty, AR&R | Rosa Cota                   | Immediately           |
| 4.2      | <b>Create and continuously communicate to all stakeholders the process of developing and eliminating college certificate and degrees.</b>   |                                |                             |                       |
| 4.2.1    | Create a document summarizing the degree/certificate creation process.  | AR&R, VPL, Faculty             | VP Learning                 | Spring 2015           |
| 4.2.2    | Create a communication plan to inform staff of the process and updates/changes to program offerings, courses, activities, and procedures.   | AR&R, VPL, Faculty             | Curriculum Committee        | Spring 2015           |