Creating Opportunities.
Changing Lives.

2011 ENROLLMENT MANAGEMENT PLAN

Enrollment Management Committee
Brandi Hagerman, Chair

Contents

Enrollment Management Plan

Introduction

Randolph Community College is a rural community college located in Asheboro, NC. The college was founded in 1962 with a mission to serve the educational needs of Randolph County citizens. Over the years, the college has seen substantial growth. In fall of 2011, the college served approximately 2900 curriculum students and offers fifty-four curriculum programs. In order to successfully manage and sustain this growth, it is necessary for the college to establish an enrollment management plan.

Background

Randolph Community College President Robert S. Shackleford appointed an enrollment management committee made up of college faculty and staff. The Committee is charged with developing an enrollment management plan, which is a guide for faculty and staff as they seek to serve students throughout the enrollment cycle. The enrollment cycle starts with the prospect and follows the applicant through the stages of prospect, applicant, admitted student, enrolled student, retained student, persistence retained students, and graduate. The enrollment management plan focuses on the transitions between these areas: prospect (inquiry to applicant), applicant (applicant to admitted student), advising and registration (admitted student to enrolled student and enrolled to retained student), retention (persistence-retained student to graduate), graduation, and alumni. Financial aid permeates the overall enrollment cycle and is a vital part of ensuring that students have the financial means necessary to attend college.

The committee divided into small task forces to develop intervention strategies for each transitional stage of the enrollment management plan. Each was charged with the following:

- review the history of their focus area within the enrollment cycle;
- assess current processes being used;
- identify the key “at risk”* points of not enrolling, retaining, or graduating the student;
- develop an intervention to reduce the risk not enrolling, retaining, or graduating the student;
- define measurable goal(s) to evaluate the intervention(s);
- use data driven outcome assessment in evaluation; and
- plan to use data results to update strategies for the next year.

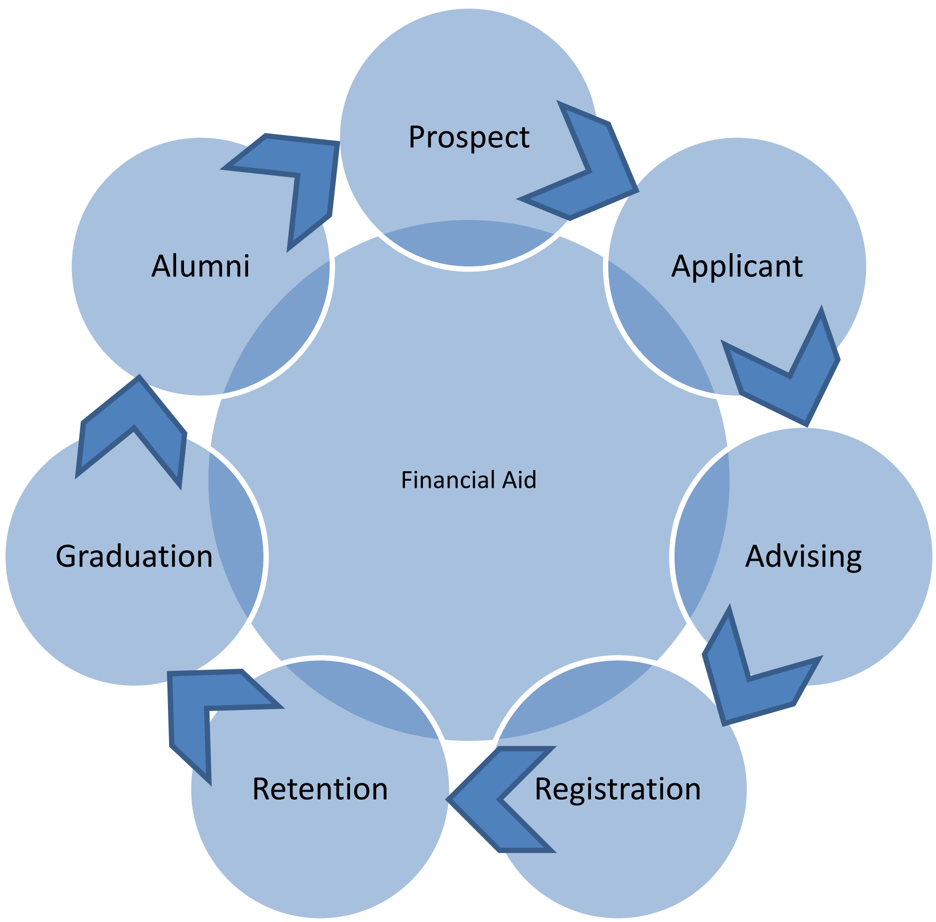
“At risk” points are those transition stages in which prospective, admitted, currently enrolled, and retained students may experience difficulty in navigating and/or completing the enrollment cycle. Timing for at risk interventions may be adjusted due to registration scheduled dates and times.

The appendix provides baseline data for application cohorts for 2010 fall and 2011 fall.

How it Works

Enrollment Management is everyone's business! It takes assistance for all campus areas to help a student successfully navigate through the enrollment cycle.

Enrollment Cycle



Prospect Plan

Prospect is the starting place for many who are interested in beginning the enrollment cycle. A "prospect" is a person who makes a general inquiry about the college and has the potential to be converted to an applicant. A person remains a prospect until he or she applies to the college and become an "applicant."

Prospect task force members were Holly Barker, Joyce Reeder, Shelley Greene, and Lorie McCroskey. They determined that the college needed to do the following:

- create a fast facts sheet about college programs and distribute to the welcome center;
- increase faculty involvement in campus tours;
- focus recruiting on Randolph County and spend less time recruiting outside of Randolph County at events such as CACRAO;

The task force developed a communication plan to ensure that prospective students are regularly receive communication from the college. The communication plan outlines four specific pieces of communication with each prospect. Each communication piece provides the student with a different perspective about the college:

- letter from college recruiter;
- phone call from a student;
- email from faculty member that teaches within the program of interest of the prospect;
- "come grow with us" postcard from recruiter.

If, at any point during the communication process, the prospect becomes an applicant (by completing an application to the college) then the prospect is moved to the applicant tracking communication plan.

The first step in the prospect communication plan is called "initial contact." Initial contact occurs when the prospective student first requests information about the college, e.g. completing an orange prospect card or coming to the college for a tour. Once the information is gathered regarding the prospective student, the information is given to the recruiter who then enters the information into an access database and sends a letter within one week of initial contact with the prospect. The goal is to convert the prospects to applicants as well as invite those who have not toured the campus to schedule a tour.

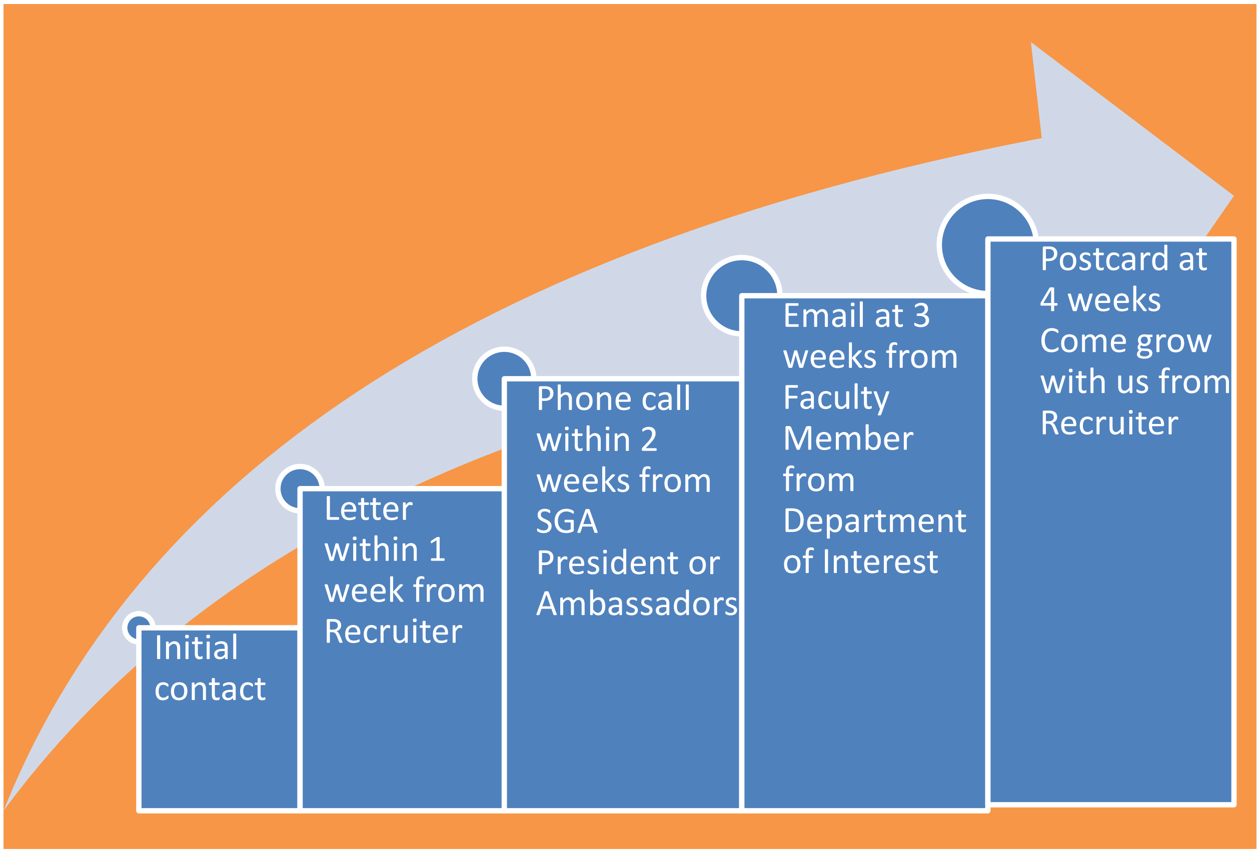
After two weeks from initial contact, if the prospect is still not converted to an applicant, then the recruiter sends a follow-up report to the SGA President and/or Student Ambassadors. The SGA President and/or Student Ambassadors then make follow-up phone calls to the remaining prospects. The goal of the communication from the current student perspective is to get the prospects to complete an application to the college.

The third round of communication with prospects involves communication from faculty members. Three weeks after initial prospect contact, the recruiter will send faculty members a list of unconverted prospects who are interested in the faculty member's program. Once the prospect list is received, faculty members will send an email to the remaining prospects encouraging them to learn more about their program of interest by taking an in-depth tour of the program area and/or applying to the college.

The last round of communication with prospects is a postcard from the recruiter. Any prospect who has not been converted to applicant four weeks after initial contact will receive a "Come Grow with Us" postcard. This will let each prospect know that the college is still interested in him or her becoming a student and that it is not too late to apply to the college.

The results of this multi-level communication plan will be analyzed for effectiveness of conversion of prospects to applicants. During the first year, the identification of a data collection process and the initial collection of baseline data begins the evaluation of the hypothesis that if the conversion is completed 60 days prior to registration, then the prospect will have a greater success at becoming an admitted student because that time period will allow sufficient time for application and awarding of financial aid. Additional data analysis will result in the identification of other at-risk points in the conversion of prospects to applicants.

RCC's Director of Student Activities/Recruiter will be responsible for gathering, assessing, and evaluating the prospect data. This will be shared with the prospect task force on a quarterly basis.



Prospect Goals

1. Identify and implement a tracking system of prospects.
2. Establish baseline data of prospect to applicant conversion rates.
3. Based on data analysis, identify at-risk points in the process of converting prospects to applicants.
4. Identify interventions to address each at-risk point.

Applicant Plan

An “applicant” is a person who submits a completed online application to Randolph Community College via College Foundation of North Carolina (CFNC). Applicants are different from prospects in that they have formally started the admissions process to the college. In addition to the online application, the applicant must submit an official transcript and complete placement assessment tests and/or qualify for an exemption based on transfer credit. At the time all general college admissions requirements are met, the Registrar notifies the applicant that he or she is an “admitted” student. There is a separate admissions process for limited enrollment programs that requires additional tasks for the competitive admissions. Future plans will address plans for that process.

The applicant task force, a sub-committee of the enrollment management committee, was established to develop an applicant plan. The applicant task force was composed of Stacy Chriscoe, Holly Barker, Regina Brewer, and Brandi Hagerman. The task force worked with records technicians Ann Smith and Deanna Schrader to develop an application work flow, student application flow, and an applicant communication plan that would track an applicant from the point of application to becoming an admitted student.

The key communication needs identified by the task force during the applicant piece of the enrollment management cycle were the following:

- Need for immediate feedback regarding receipt of application
- Need for specific and personalized information on what admission requirements remained and directions on how to fulfill the missing requirements;
- Need for multiple and timely follow-ups with applicants within 60 days of receipt of application.

In order to ensure that applicants are getting the information that they need to be converted to admitted students there are four rounds of communication sent to applicants as defined in the overall applicant communication plan.

1. The first round of communication sent to applicants includes both emails and a formal letter. After the College receives a completed online application, the Office of Records, Registration, and Admissions notifies the applicant that the application has been received and identifies the next steps towards becoming admitted to college. In order to process the application, the records technicians must complete the application workflow in order to download, upload, and process the application. Once the application is processed a communication management track is immediately assigned within Datatel. The communication management track currently generates letters

- notifying applicants that RCC has received their application,
- welcoming them to the college, and
- defining the admissions requirements needed to be admitted.

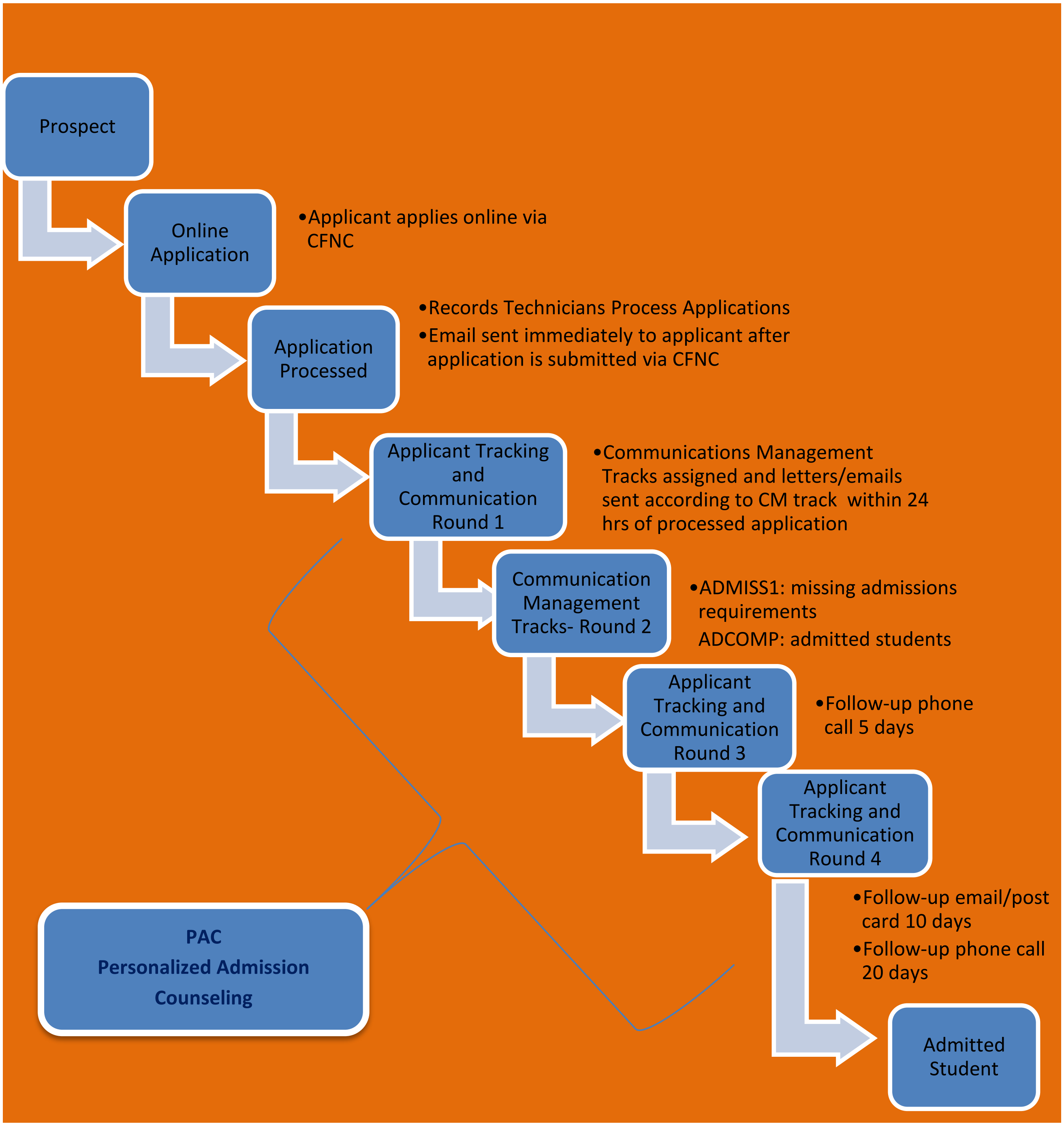
2. The second round of communication to the applicant missing admission requirements is a phone call made by assigned faculty or staff within 5-10 days of receipt of the application. During the phone call, the caller determines whether or not the applicant received the Round 1 information and understands the next step in the admissions process. RCC callers will use an applicant report that extracts data from Datatel to determine which applicants need to receive a phone call follow-up and what admissions requirements are needed to admit the applicant to the identified major. Information from the call will be entered into Datatel allowing the results to be tracked and follow-up contact to be made with the applicant.

3. The third round of the applicant communication and tracking plan includes both a phone call and email follow-up communication. The applicant taskforce identified immediate follow-up as an essential element in the conversion of applicants to admitted students. In an effort to increase the conversion rate of "serious applicants," all applicants who are still missing admissions requirements 10 days after receipt of their application to the college will receive a follow-up email and a "We are still interested in you" post card. The goal is to challenge applicants to enroll in courses at RCC before they have time to forget. The applicant task force felt that this would provide an additional "call to action" and increase the applicant response rate over previous years.

4. The fourth and final level of the applicant communication is a follow-up phone call that will be made 20 days after receipt of application for those applicants whose admissions requirements have not been met. At any point during the applicant follow-up tracking and communication that the applicant states that he or she is "no longer interested," the applicant will be removed from the applicant follow-up tracking and communication plan. Applicants who are no longer interested will be notified that their applications will be kept on file for one academic year if the applicants decide to enroll at RCC. After one academic year has passed, the applicant names will be sent to the Director of Recruitment and Student Activities as prospects.

To supplement the above communication plan, the Recruiter is developing a new intervention: Personalized Admissions Counseling (PAC) sessions. The PAC sessions target applicants by zip code to invite them to PAC workshops in their communities. The PAC workshops are designed to help individual applicants with the admissions and financial aid process. Scheduling and method of invitation is being developed.

The goals for the applicant plan is to increase by 5% the conversion of applicants to serious applicants and to increase by 5% the conversion of "serious applicants" to admitted students. A “serious applicant” is defined as an applicant who completed the online application to the college and submitted at least one other missing admission requirement such as: official transcript(s) or completed placement assessment. This goal will help the Office of Records, Registration, and Admissions determine if the level of communication that they are sending has made an impact on the serious applicant conversion rate. Often high school students complete multiple college applications during “college application week.” “College application week” is a week in which many colleges and universities and North Carolina high schools team-up with CFNC to encourage high school juniors and seniors to apply to college. RCC receives over 300 high school student applications during college application week. Many high school students who complete the application online never intend to attend RCC and do not follow through with the rest of the admissions process. Ideally, during the applicant tracking and communication plan, the Office of Records, Registration, and Admissions can focus more attention and time communicating with and tracking serious applicants.



Applicant Goals

1. Improve the conversion rate of applicants to serious applicants by 5%.
2. Improve the conversion rate of serious applicants to admitted students by 5%.

Advising Plan

The advising task force was made up of Grey Lane, Waymon Martin, Kevin Eames, and Nancy Cross. This group was asked compile a set of Best Practices in advising. These are presented in full in the appendix to the enrollment management plan and the committee recommended that these practices be used as a reference in the development of an advising plan, with as many incorporated into RCC practices as possible. While the advising task force was researching best practices, RCC initiated an advising center during the fall 2011 semester. The advising task force recognized that input from the faculty who were "on the ground" should be incorporated into the emerging set of RCC best practices and be part of any Advising Plan for the College.

Due to minimal data concerning the effectiveness of advising and the impact of the advising center, the task force worked with Shelley Greene to develop a student satisfaction survey to 1) ascertain whether or not students are currently satisfied with their advising experience and to 2) identify the areas that need to be improved. The survey was administered through Campus Cruiser; results determined that 82.5% of current students are satisfied with their advising experience. The advising task force adopted a goal of improving the student satisfaction advising rate to 87% over the next year. It is hypothesized that this measure will indicate the success of the implementation of the Advising Center.

Advising Goal

- Increase the student satisfaction advising rate to 87%.

Registration Plan

The registration task force was composed of the following committee members who represent the key areas involved in the registration process: Brandi Hagerman (Admission and Registration), Chad Williams (Financial Aid), Tara Williams (Computer Services), Melinda Eudy (Curriculum), Cindi Goodwin (Facilities), Susan Rice (Business Office), and Shelley Greene (Marketing). The overall goal of the task force is first to ensure that an approved registration plan is in place at least four months prior to the next registration period and then to ensure that all faculty and staff; prospective, new, and current students, and the community are aware of registration dates, times, locations, and payment deadlines.

This committee was charged with assessing and evaluating current registration processes and developing an overall registration plan for each registration period. In order to keep practices current, the registration task force meets monthly. During the monthly registration task force meetings, the sub-committee reviews and fine tunes the registration plan and makes recommendations for any changes to the Senior Leadership Team.

Newly Admitted Student Communication Plan

Once an applicant has been converted to an admitted student, several pieces of the enrollment cycle must overlap and work together in order to enroll the admitted student. In order to enroll the admitted student in the College, faculty and staff must be sure that each individual has accurately and effectively communicated information about advising and registration to admitted students.

An "admitted student" is defined as a person who has completed all the general college admissions requirements (online application, official transcript(s), and placement assessment and/or exemption based on transfer credit). Because admitted students have met all the general college admissions requirements, they are eligible to be advised and to register for courses. At the time the admitted student enrolls in courses, he or she is considered an "enrolled" student.

The goal of the admitted student communication plan is to increase the percentage of converted admitted students to enrolled students by 5%. In order to achieve this goal there must be immediate and multiple forms of follow-up with admitted students so that they are notified of upcoming advising and registration dates and times. The admitted student communication plan has four rounds of communication. Each round emphasizes that advising and registration is getting closer and is designed to create a sense of urgency for admitted students to complete the advising and registration process. At any point during the admitted student communication plan that the admitted student enrolls in courses, then he or she is moved to the “enrolled student” track within the registration plan and the remaining rounds of communication stop.

Round 1 Communication As soon as a student is admitted, the Records Clerk immediately assigns in datatel a level one communication code. This code generates a letter notifying the admitted student of acceptance to the college, providing directions about how to use campus cruiser, and emphasizing that Campus Cruiser is the primary means of communication with students. The letter encourages students to regularly check this account for important information. At this time, the letter will be sent in paper format. During the next year, the Office of Records, Registration, and Admissions will work with the communications management function of Datatel to set up a procedure where these letters are not only generated in hard copy but also sent as an email to the student’s Cruiser Account.

Round 2 Communication A key risk factor in the conversion of the admitted student to the enrolled student is the lack of understanding on the part of the admitted student as to what the next step is in the enrollment process. The second round of communication is a follow-up email (5 days after admissions requirements are met) that again notifies the student of upcoming advising and registration dates and times. The goal of this communication round is to ensure that the admitted student is aware of when he or she can be advised, registered for courses, and methods to pay registration and fees.

Round 3 Communication The third round of communication to those students who have not registered is a phone call (made by trained volunteers in the Recruitment Office) within 10 days after all general admissions requirements are met, This call will enable the caller to

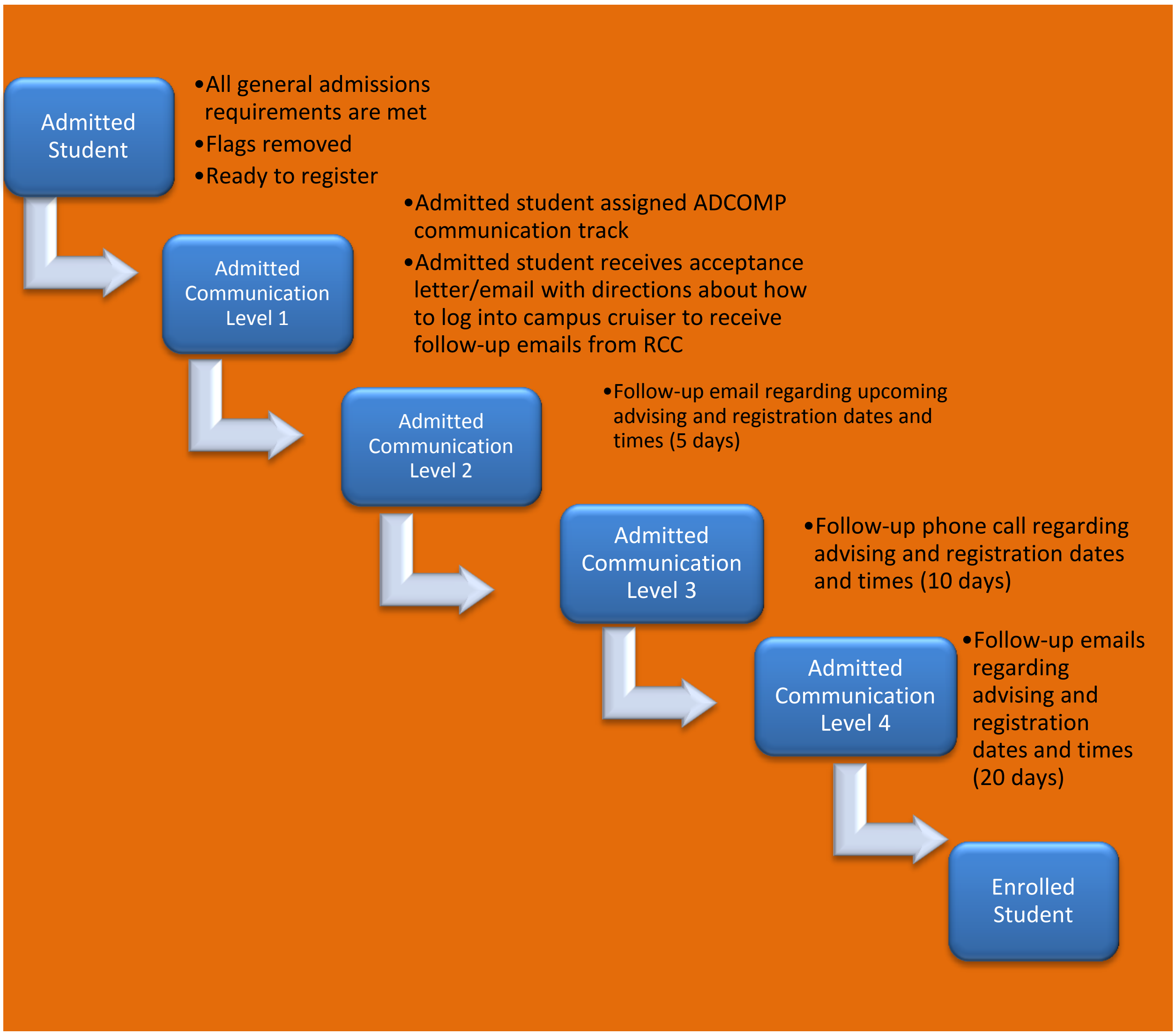
- ascertain if the admitted student understands the advising, registration, and payment processes.
- provide personal attention so that the all questions can be answered,
- encourage the student to register early in order to have to have the best selection of classes available, and
- reiterate registration dates and times, as well as payment deadlines.

The goal of the call, like the other rounds of communication, is to increase the admitted to enrolled student conversion rate.

Round 4 Communication The last round of communication is a follow-up email to those admitted students who have not enrolled in courses within 20 days after admissions requirements are met. This e-mail notifies students that it still isn’t too late to be advised and registered for courses. After this round, communication with these students ceases and they are referred to the recruiter as prospects for the next semester.

The Office of Records, Registration, and Admissions is responsible for each communication point. However, the follow-up phone call interventions are accomplished through partnership with the Recruitment Office using trained volunteers.

The overall goals of this communication plan is to (1) increase by 5% the number of newly admitted students who early register and pay for courses prior to late registration and (2) increase the number of admitted students converted to enrolled students by 5%.



Currently Enrolled Student Communication Plan

“Currently enrolled” students are defined as students who are enrolled in the current semester and are eligible to be advised and registered for the next semester. The enrolled student communication plan for advising and registration consists of three rounds of communication:

- email reminders sent to campus cruiser student email accounts,
- announcements on campus cruiser main page (where students initially log-in), and
- announcements in all ACA classes.

<u>Round 1</u> Thirty days prior to the first day of advising and registration, the Registrar’s Office will send currently enrolled students a campus cruiser email that notifies them of the upcoming advising and registration dates/times as well as payment deadlines. An additional announcement will be made on the campus cruiser main page 30 days prior to advising and registration.

<u>Round 2</u> The second round of communication to currently enrolled students will be an e-mail, sent 15 days prior to advising and registration that includes the following: an email reminder via student campus cruiser email accounts and an email request to faculty for them to make announcements at least 15 days prior to advising and registration.

<u>Round 3</u> During round three of the communication plan, currently enrolled students will receive two additional email announcements regarding the upcoming advising and registration period. The emails reminders will be sent 7 days and 1 day prior to advising and registration. Each email will contain a message that reminds students of the upcoming dates, times, and payment deadlines for advising and registration.

In an effort to increase the percentage of currently enrolled students registering early and paying tuition, each student will receive a daily reminder during the first three days of advising and registration that they can “now” register and pay. Payment deadlines and methods will be included.

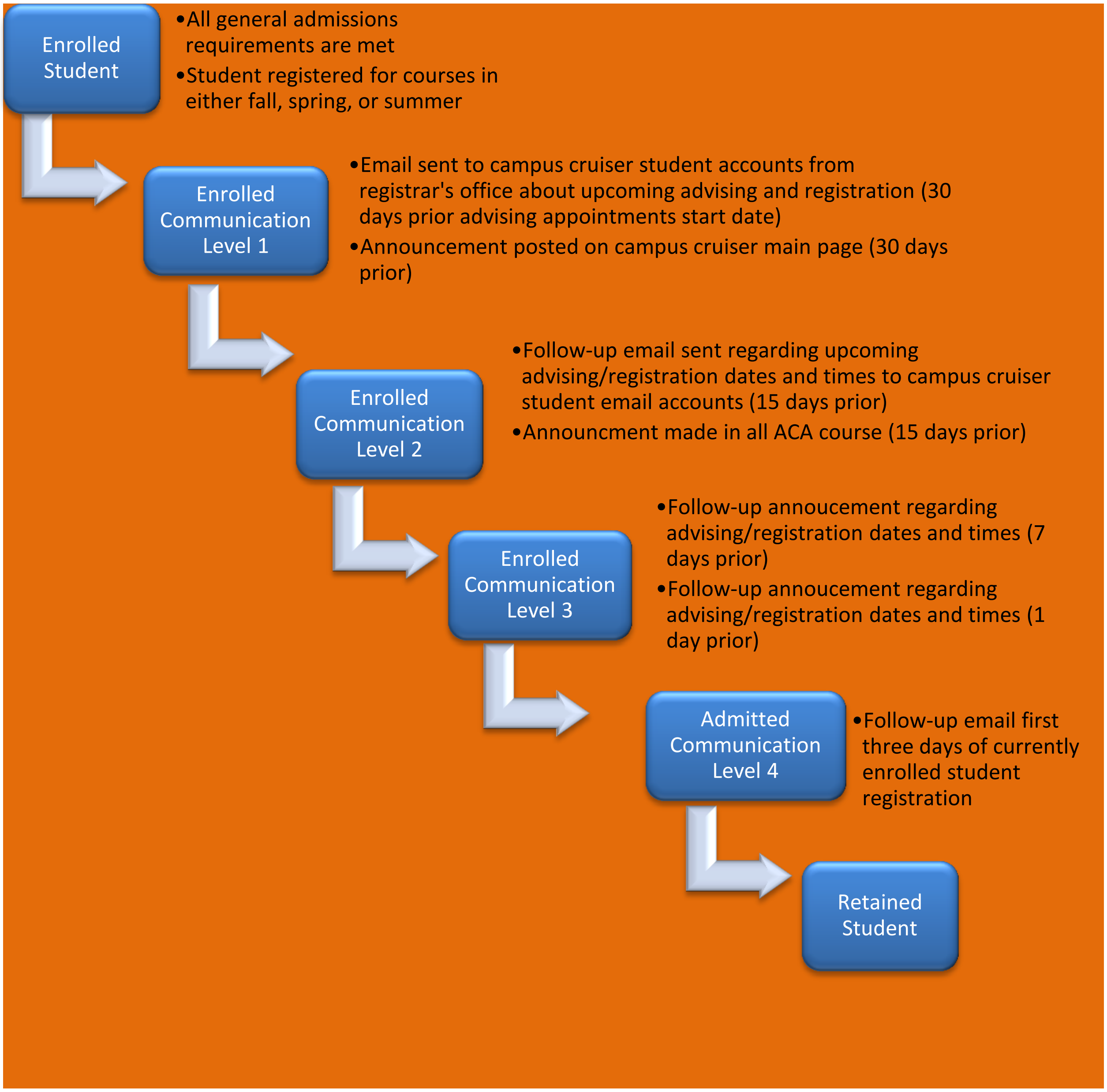
It is important to note that there will continue to be overlap between currently enrolled students moving between the advising and registration and retention pieces of the enrollment cycle. A currently enrolled student who completes advising and registration becomes a “retained student;” communication with this student is addressed under the retention piece of the enrollment cycle.

At any point that a student does not complete the advising and registration piece of the enrollment cycle they will return to the admitted student communication plan until the student re-enrolls in the college.

Making it easier for students who “stop-out”, the catalog of record policy may reduce the amount of paper work needed for them to return. A “stop-out” is defined as a student who was previously enrolled but did not return the following semester. RCC understands that many students are single parents, first generation students, employed in full-time jobs, and may experience life factors that prevent consecutive semester enrollment. If a student stops-out and is otherwise eligible to continue under their original catalog of record, he or she remains on the enrolled student communication track for the advising and registration piece of the enrollment cycle for the next semester.

The Office of Records, Registration, and Admissions is responsible for each communication point.

The overall goals of this communication plan are to (1) increase by 5% the number of enrolled students who early register and pay for courses prior to late registration and (2) increase by 5% the rate of currently enrolled students who register for the next semester.


Enrolled Student
•All general admissions requirements are met
•Student registered for courses in either fall, spring, or summer
Enrolled Communication Level 1
•Email sent to campus cruiser student accounts from registrar's office about upcoming advising and registration (30 days prior advising appointments start date)
•Announcement posted on campus cruiser main page (30 days prior)
Enrolled Communication Level 2
•Follow-up email sent regarding upcoming advising/registration dates and times to campus cruiser student email accounts (15 days prior)
•Announcment made in all ACA course (15 days prior)
Enrolled Communication Level 3
•Follow-up annoucement regarding advising/registration dates and times (7 days prior)
•Follow-up annoucement regarding advising/registration dates and times (1 day prior)
Admitted Communication Level 4
•Follow-up email first three days of currently enrolled student registration
Retained Student

Purge for Non-Payment

A critical point for both new and current students is payment deadlines. The college desires to give students appropriate time to pay and the financial aid office appropriate time to process student applications for funds, so communication to students regarding deadlines and status is paramount. The following process includes both the process of performing the purge and communication points to students.

Payment deadlines, payment methods, and number of purges vary according to the registration period. The registration task force creates the schedule and should follow the below purge process template as a guide. Once created, the specific schedule is submitted to the Senior Leadership Team for their approval at least 4 months prior to the beginning of registration.

The Marketing Department; the Business Office; the Financial Aid Office; and the Office of Records, Registration, and Admissions coordinate their efforts over the purge process. The purge process should be reviewed at each registration task force meeting to determine if adjustments need to be made. The registration task force meets at least immediately after each registration period. (NOTE: The bolded items in the following narrative correspond with the process chart immediately following the narrative.)

The process begins with the task to clearly **Market Payment Deadlines**. Market strategies include web page announcements, campus cruiser announcements, and any correspondence from the Business Office, the Financial Aid Office, and the Office of Records, Registration, and Admissions. Further, during registration periods, faculty and staff should verbally remind students of payment deadlines.

During **Current Student Registration** and at least one week prior to the P**ayment Deadline**, the Office of Records, Registration, and Admissions identifies students with a balance and sends the **Purge Warning Email**. The email notifies students that as of the date of the email, a balance is showing on their account and warns students that if payment is not made by the deadline their classes will be purged. The email includes contact information for Financial Aid and payment methods.

The first business morning after the **Payment Deadline**, the **1st Purge with Business Office and Financial Aid Clean-Up** is processed. This process is a concerted effort between the Business Office, the Financial Aid Office, and the Office of Records, Registration, and Admissions. The Office of Records, Registration, and Admissions identifies a list of students that the datatel process shows as non-payment. The list is forwarded to both the Financial Aid Office and the Business Office. These offices review the list to identify students whose classes should be held due to internal processing issues. These new lists are sent back to the Office of Records, Registration, and Admissions and “do not purge” holds are placed on the students’ records with an end date that corresponds with end of schedule adjustment.   The Office of Records, Registration, and Admissions then runs the deregistration process in Datatel. Using this clean list of students **Purged for Non-Payment**, the Office of Records, Registration, and Admissions sends each student an email notifying them that their classes have been purged. The email will include options for registration, payment methods, financial aid information, and a warning that a second purge will require counseling before future registrations are authorized.

Purged Students May Register for available classes one additional time using normal registration procedures. Students may find that their desired class schedule is not available; this serves as a consequence for not meeting the payment deadline.

Students Purged due to Institutional Error may be re-registered with the same class schedule when feasible. If an institutional error is identified (usually by an advisor, counselor, business office staff, or financial aid staff), then the student’s identification number and the institutional error are given to the Director of Enrollment Management/Registrar. After confirming the institutional error, the Director of Enrollment Management/Registrar in partnership with the Dean of Curriculum programs will attempt to register the student in his/her previous schedule.

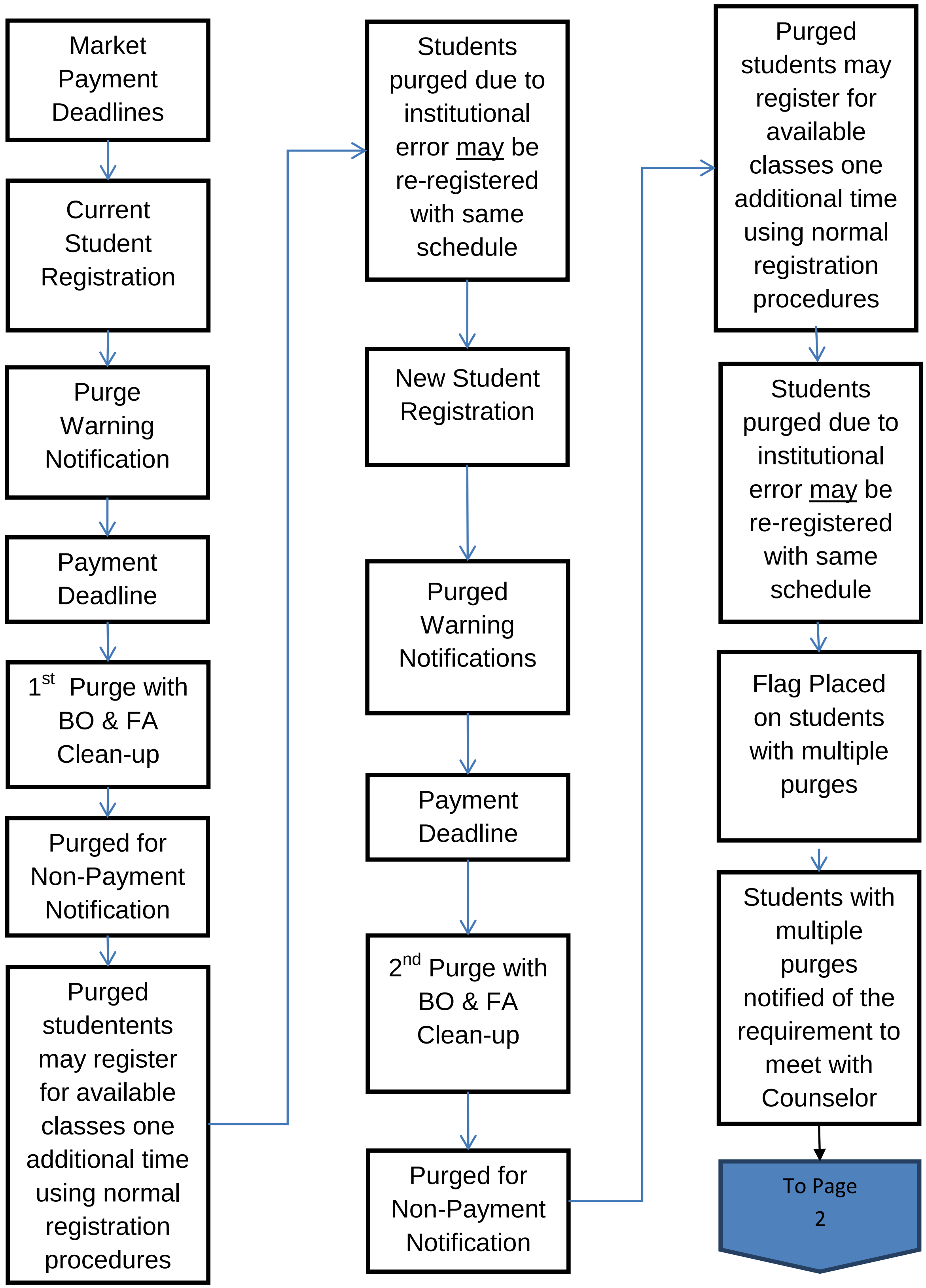
During **New Student Registration** and at least one week prior to the P**ayment Deadline**, the Office of Records, Registration, and Admissions identifies students with a balance and sends the **Purge Warning Email**. The email notifies students that, as of the date of the email, a balance is showing on their account and warns students that if payment is not made by the deadline their classes will be purged. The email includes contact information for Financial Aid and payment methods.

The first business morning after the **Payment Deadline**, the **2nd Purge with Business Office and Financial Aid Clean-Up** is processed. This process is the same as the 1st purge as is the **Purged for Non-Payment** email. Further the processes for reregistration of **Purged Students** (both non-institutional error and institutional error) are the same. Students who were purged twice receive a **Flag for Multiple Purges** and a notification that future registrations are not authorized until the student has met with a counselor. The counselor in partnership with the Financial Aid Office will attempt to help the student identify payment solutions. If the counselor determines that the student has a reliable plan for payment, then the counselor will end the flag and register the student for available classes.

During **Late Registration**, **Payment** is **Due** the same day. **Flyers** are distributed to students at the check-in station. The flyers announce that payment is due now and available methods of payment. Advisors should remind each student that payment must be received by the end of the day (time published by the registration task force). The first business morning after Late Registration, the **3rd Purge with Business Office and Financial Aid Clean-Up** is processed. This process is the same as the previous processes, except that Purged Students for non-institutional error are not authorized to re-register.

After the **Start of the Term** and during **Schedule Adjustment** (Select Program Registration), any person that registers a student should notify the student of the payment deadline. The first business morning after Schedule Adjustment, the **4th Purge with Business Office and Financial Aid Clean-Up** is processed. The only difference from the previous process is that “do-not-purge” holds are not placed on the student’s record. The Business Office and Financial Aid Office only check for possible errors. Further, registration is closed, except in the cases of institutional error.

The process boxes with a yellow fill-color are not yet established. Some students’ accounts result in a balance during the middle of the semester. Student Services is researching a method to (1) identify those students with a potential balance, and (2) identify a method of communication with those students.


Market Payment Deadlines
Current Student Registration
Purge Warning Notification
Payment Deadline
1st Purge with BO & FA Clean-up
Purged for Non-Payment Notification
Purged studentents may register for available classes one additional time using normal registration procedures
Students purged due to institutional error may be re-registered with same schedule
New Student Registration
Purged Warning Notifications
Payment Deadline
2nd Purge with BO & FA Clean-up
Purged for Non-Payment Notification
Purged students may register for available classes one additional time using normal registration procedures
Students purged due to institutional error may be re-registered with same schedule
Flag Placed on students with multiple purges
Students with multiple purges notified of the requirement to meet with Counselor
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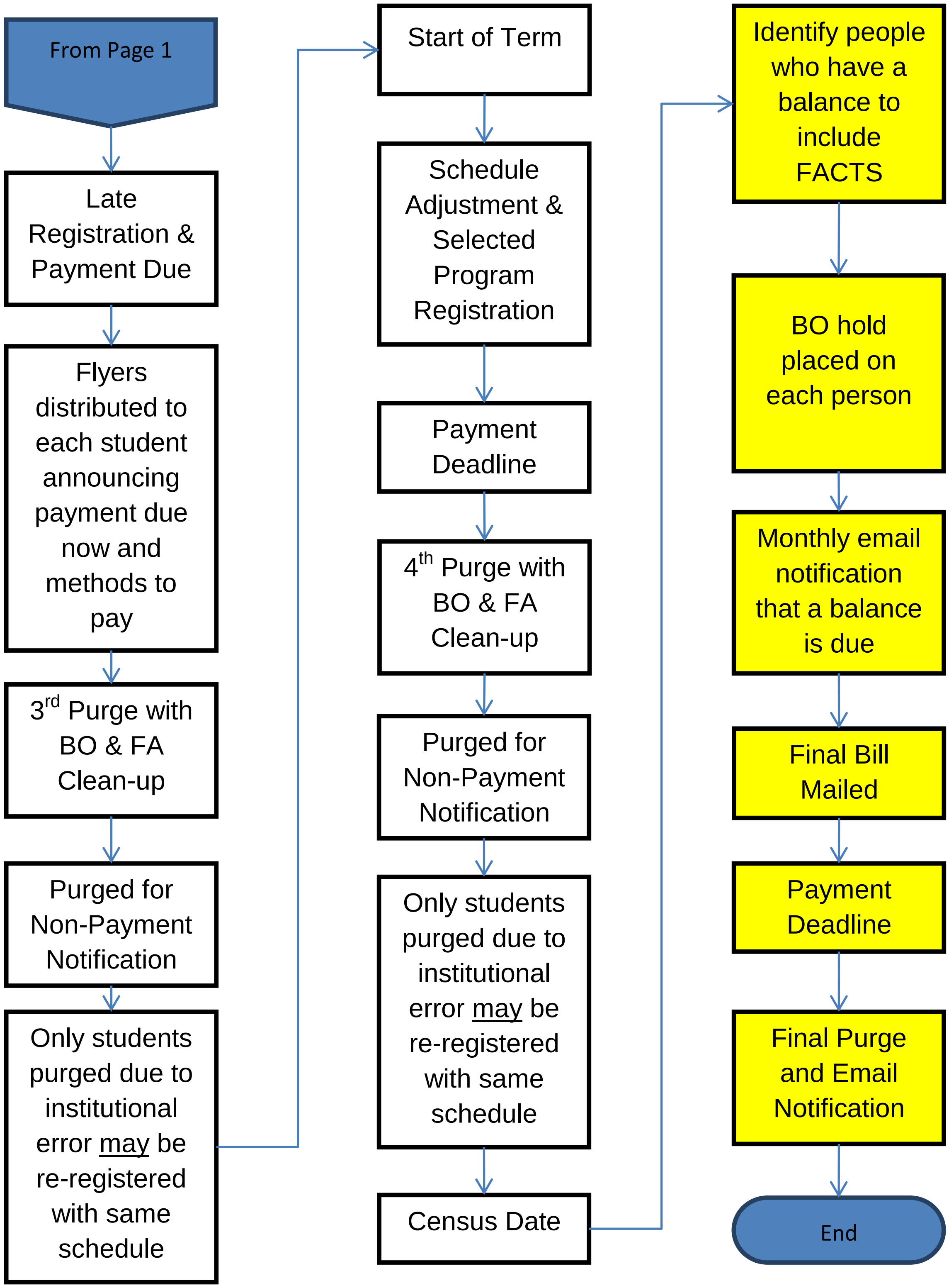

From Page 1
Late Registration & Payment Due
Flyers distributed to each student announcing payment due now and methods to pay
3rd Purge with BO & FA Clean-up
Purged for Non-Payment Notification
Only students purged due to institutional error may be re-registered with same schedule
Start of Term
Schedule Adjustment & Selected Program Registration
Payment Deadline
4th Purge with BO & FA Clean-up
Purged for Non-Payment Notification
Only students purged due to institutional error may be re-registered with same schedule
Census Date
Identify people who have a balance to include FACTS
BO hold placed on each person
Monthly email notification that a balance is due
Final Bill Mailed
Payment Deadline
Final Purge and Email Notification
End

Registration Goals

1. Improve the conversion rate of admitted students to enrolled students by 5%.
2. Increase the number of enrolled students who register for courses prior to late registration by 5%
3. Increase the overall rate of currently enrolled students who register for the next semester by 5%.
4. Decrease the number of people purged for non-payment by 5%.

Retention Plan

A “retained student” is as a student who is currently enrolled in a program of study and making progress towards graduation. It is far less costly to retain a student than to recruit a student because retained students have already made a commitment to the college and are an on-campus “captive” audience. It is not easy to retain students, however, because of the many hurdles that they must continue to overcome during the time that they spend at the college.

Retention is a major initiative at RCC. In an effort to increase the student retention rate, a Student Success Center was established and two retention specialists were hired. To help both the Student Success Center and the retention specialists, a retention task force was formed as part of the enrollment management committee.

The retention task force is made up of the following committee members: Arnold Gaines, Kevin Eames, Waymon Martin, Susie Scott, Cathy Aikens, Anna Phillips, Karen Ritter, Meghan Kirkland, Willie Brewer, Kimberly Maddox, and Carra Miskovich. This task force includes committee members outside of the enrollment management committee to ensure that all areas of the college are represented and can provide input regarding retention. In order to evaluate implement strategies and discuss recommendations for revising the retention plan, the retention team will meet a minimum of three times per academic year.

The retention task force is charged with

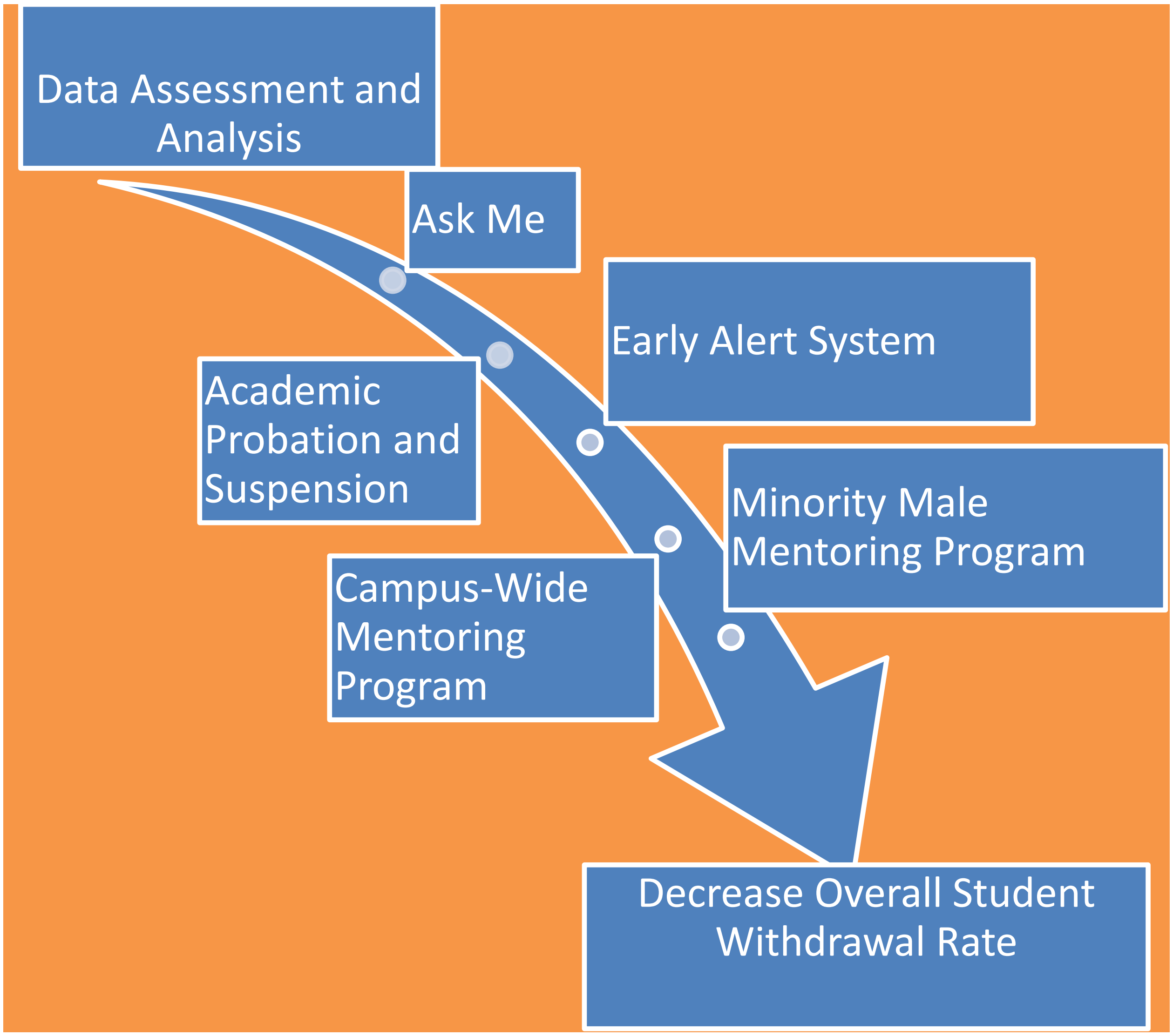
- identifying key risk factors that prevent students from continuing their enrollment,
- developing a retention plan,
- defining measurable goals,
- using data driven outcome assessments to evaluate student retention
- reviewing and updating the retention plan, and
- recommending to faculty chairs strategies to improve student success rates of courses and programs.

The retention specialist will facilitate round-table discussion with each curriculum program division. Results from initiatives will be presented and ideas received from faculty.

The retention task force reviewed and determined that the Retention Specialist should be the project manager for the following preventive measures to increase the college retention rate:

- early alert system,
- retention specialist involvement in the academic probation and suspension process,
- minority male mentoring program,

- ask me project, and
- campus-wide mentoring program.



Early Alert System

Academic Progress Alert Procedure

- The early alert form will serve as the initial step to a campus–wide collaboration to address the issue of student retention.
- Instructors will send an early alert notice to students who are not making satisfactory progress at the 25% point of the semester according to the following timetable.
  - 8- week mini-mester: End of two weeks
  - 10-week summer session: End of three weeks
  - 16-week semester: End of four weeks

Academic Progress Alert Procedure

- Through the early alert notice, the instructor will indicate the reason(s) he or she suspects for the student's lack of progress in the course. The instructor will also suggest available campus services to assist the student with any problems interfering with academic progress.
- A copy of the early alert notice will be forwarded to the student retention specialist, who will then follow-up with any students not in a health related program. Students in a health related program will be referred to the allied health admission/retention specialist.
- Students are partners in the early alert system. If a student has problems that interfere with academic progress, the student should make an appointment with the instructor to discuss the difficulties. If a student receives an early alert notice, the student should contact the instructor of the course and the Student Retention Specialist. The student should follow the suggestions made and access the resources suggested on the early alert form.

Evaluation of Early Alert System

- The Retention Specialist will follow-up with students to determin their satisfaction with and their perceived success of the interventions implemented.
- The Retention Specialist will collecte data from the early alert system to analyze the number of forms submitted from instructors. Data will then be broken down by course. Grade analysis data will be collected to see if interventions were effective.
- The Retention Specialist will analyze interventions by type to determine which interventions are more effective.
- Goal: 60% of students referred through the early alert process will receive a passing grade.

Academic Probation and Suspension Plan

Academic Probation

Within one business day of creating the Academic Probation list, the Registrar will provide the Student Retention Specialists with a copy of the list. The Retention Specialist will send a letter to each student urging the student to schedule an appointment to develop an individual academic plan.

During the meeting with the Student Retention Specialist, the student and the Specialist will work together to develop an individualized plan. The Specialist will encourage the student to continuously work toward coming off of academic probation. A follow up appointment will be made 2 weeks after the initial meeting. At that meeting, additional follow-up meetings may be scheduled if needed.

The goal of this process is to decrease the number of students on academic probation by 5% from one semester to the next.

Academic Suspension

Within one business day of creating the Academic Suspension list, the Registrar will provide the Student Retention Specialists with a copy of the list. The Acaademic Retention Specialist will write students who are on academic suspension at least 2 weeks prior to the dates in which they will be allowed to register following their semester of suspension.

Students will be required to write a letter explaining what impeded their academic progress and what they will do differently to improve their academic status upon readmission to the college. The letter is presented to a Student Success Counselor during an initial meeting where strategies and resources are discussed. For the first semseter, follow up meetings are scheduled monthly.

The overall goal is to decrease the number of students on academic suspension by 5% from one semester to the next.

Minority Male Mentoring

Minority Male Mentoring

- The Minority Male Mentoring Program (3MP) was developed to increase graduation and retention rates among minority males in North Carolina's Community Colleges and other institutions of higher learning. The program is designed to assist colleges in providing programs, activities, leadership opportunities, and experiences to promote the development of personal, professional and academic skills of program participants.
- The three program components are: Academic Enhancement, Character/Leadership Development, and Career Development.
- To implement these components, the programing utilizes workshops, guest speakers, campus visits, and conferences.
- To enhance the programing, the retention specialist partners with each 3MP's faculty advisor to comunicate about academic progress and to assist in the scheduling, as needed, individual appointments between the advisor and the student. (Achieving The Dream data reveals that first semester; at-risk students who meet with advisors at least four times per semester are more likely to persist from one semester to the next.)
- A minimum cohort of 24 students will be maintained throughout the 2011-2012 program year as required by the North Carolina Community College System.

Tracking System

- The retention specialist implements the program and ensures the program components are realized and minority male mentoring grant requirements are met.
- Using the college's student information system (Datatel), the retention specialist will track the minority male mentoring program participants identifying student progress and needs.
- Using this system allows for access to demographic and academic data, which assists in progress tracking and program evaluation.

Evaluation of Minority Male Mentoring Program

- The retention specialist will track and monitor **e**ach program participant's grades and the group's g.p.a. after each semester. Using the college's student information system (Datatel) will allow progress monitoring that will reveal each students grades, enrollment status, graduation information, etc.
- By June 2012 the average term grade point averages of program participants will increase by 5% from fall 2011.

Ask Me Project

The Ask Me project originated in the Office of Planning & Assessment who discovered that in fall 2009 fifteen percent of new students dropped out during their first semester and the majority of those dropouts came within the first four weeks. After piloting the project for fall 2010 and because of the program's success, the above model is to be implemented for 2012 Spring. The goal is to reduce the dropout rate within the first four weeks of the term by 5%.

Mentoring Program

A mentoring program is part of the 2011-2012 Presidential initiatives. After the Senior Leadership Team identifies a student group at-risk of high attrition, project managers will be charged with implementing a mentoring program. The project managers are likely to be a partnership between the student success center staff and faculty.

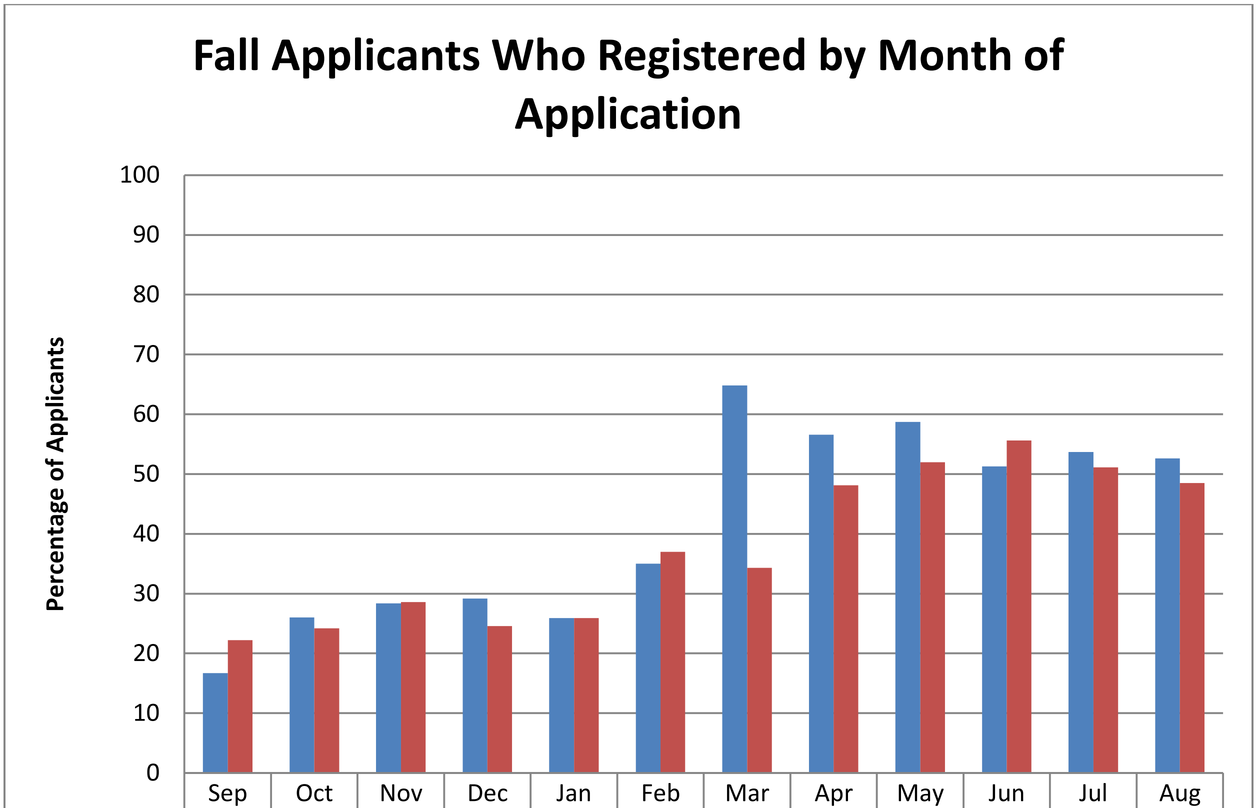
Retention Goals

1. 60% of students who are referred for and participate in the early alert process will receive a passing grade as opposed to those who didn't receive the intervention.
2. Decrease the number of students on academic probation by 5% from one semester to the next.
3. Decrease the number of students on academic suspension by 5% from one semester to the next.
4. For Minority Male Mentoring participants, the average term grade point averages will increase by 5%.
5. The fully implemented Ask Me Project beginning spring 2012 will reduce the dropout rate within the first four weeks of the term by 5%.
6. Implement a mentoring program for an at-risk student population.

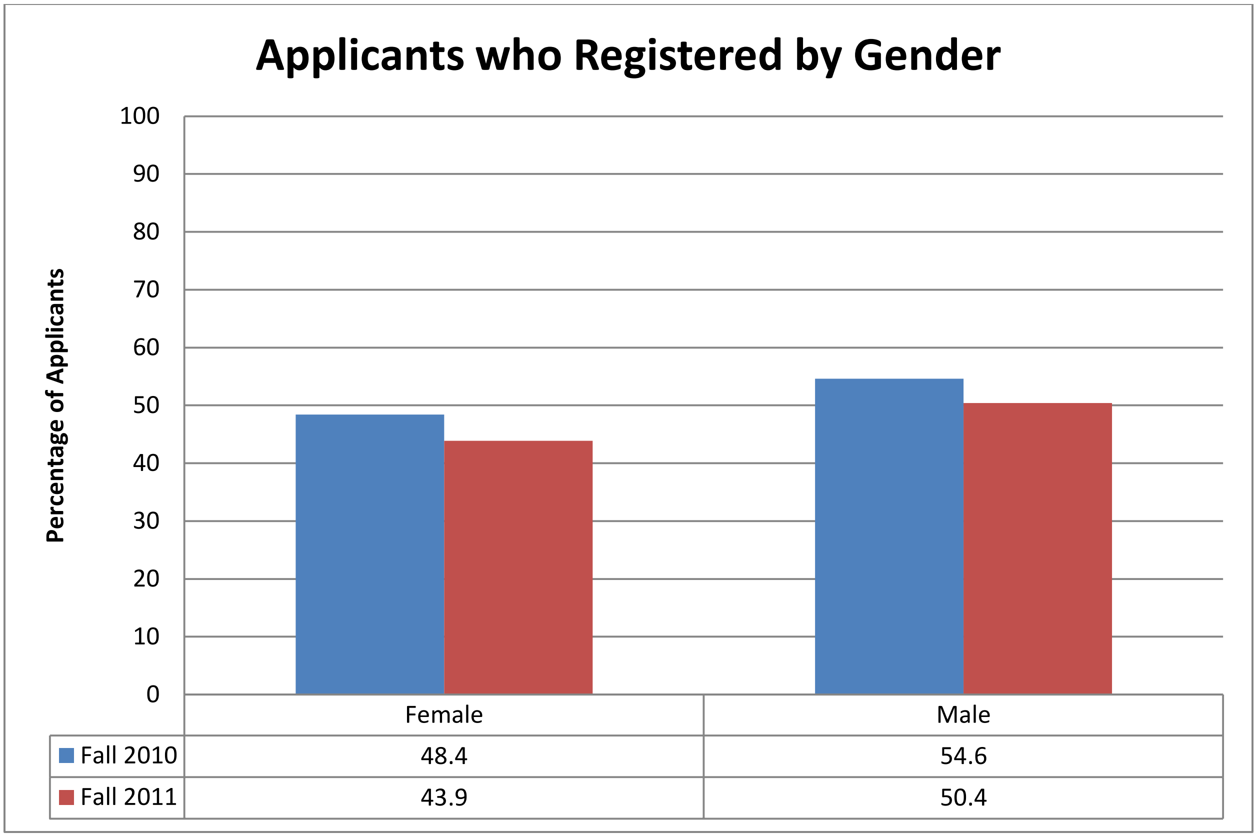
Continuous Improvement

The remaining pieces of the enrollment cycle that are not defined in the enrollment management plan at this time are the following: financial aid, limited enrollment admissions, graduation, and alumni. Over the next year, the enrollment management committee will collaborate with the Office of Financial Aid and Veteran Affairs; Office of Records, Registration, and Admissions; and the Institutional Advancement and Foundation Office to ensure that each area within the enrollment cycle not currently defined will develop a plan to be included in the overall enrollment management plan. By the 2012-2013 academic year, all pieces of the enrollment cycle will have a clearly developed plan with measurable goals.

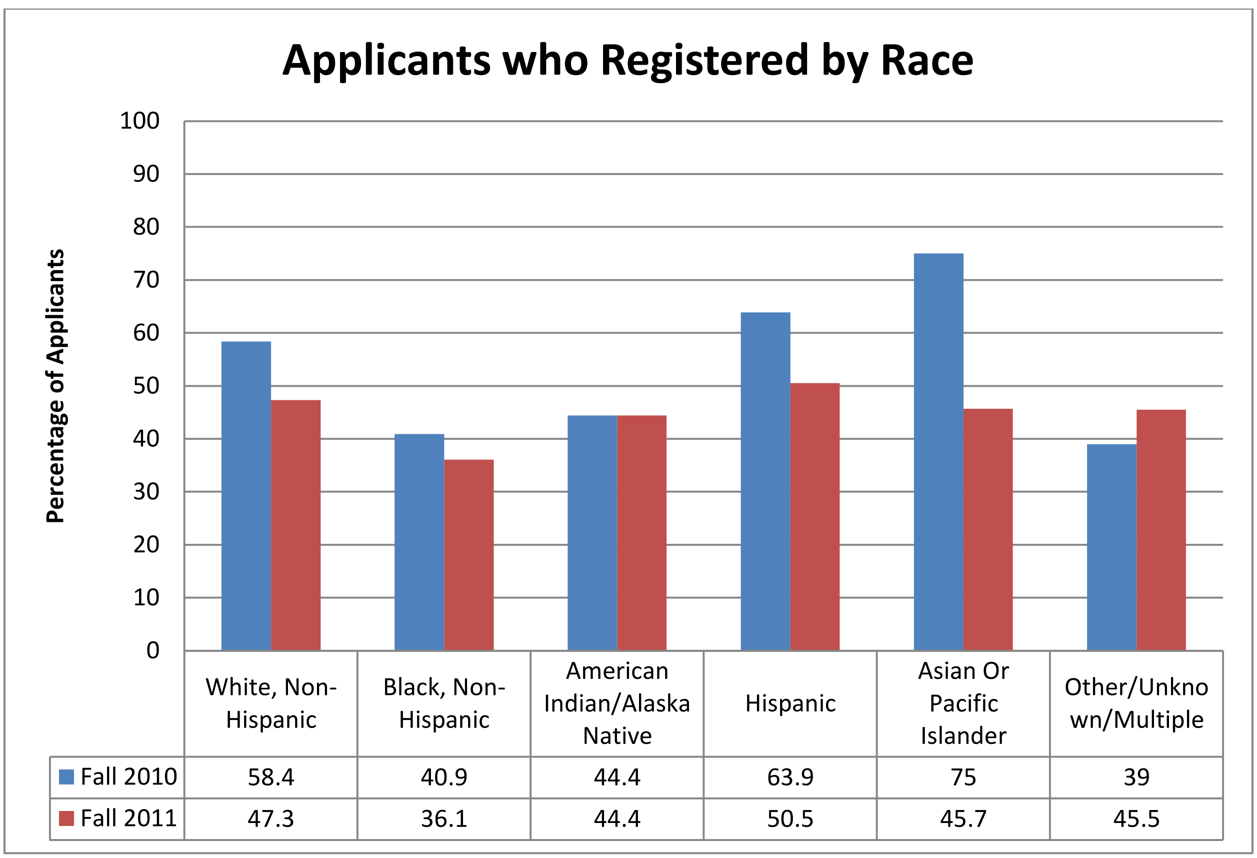
Appendix A Application & Enrollment Data



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Fall 2010	16.7	26	28.4	29.2	25.9	35	64.8	56.6	58.7	51.3	53.7	52.6
Fall 2011	22.2	24.2	28.6	24.6	25.9	37	34.3	48.1	52	55.6	51.1	48.5

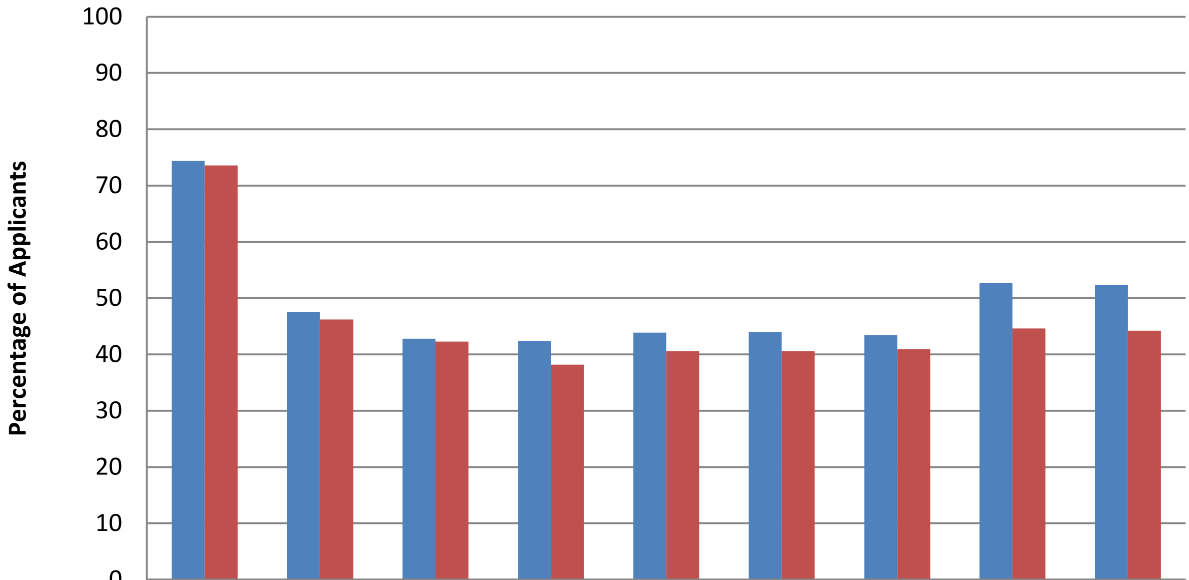


	Female	Male
Fall 2010	48.4	54.6
Fall 2011	43.9	50.4



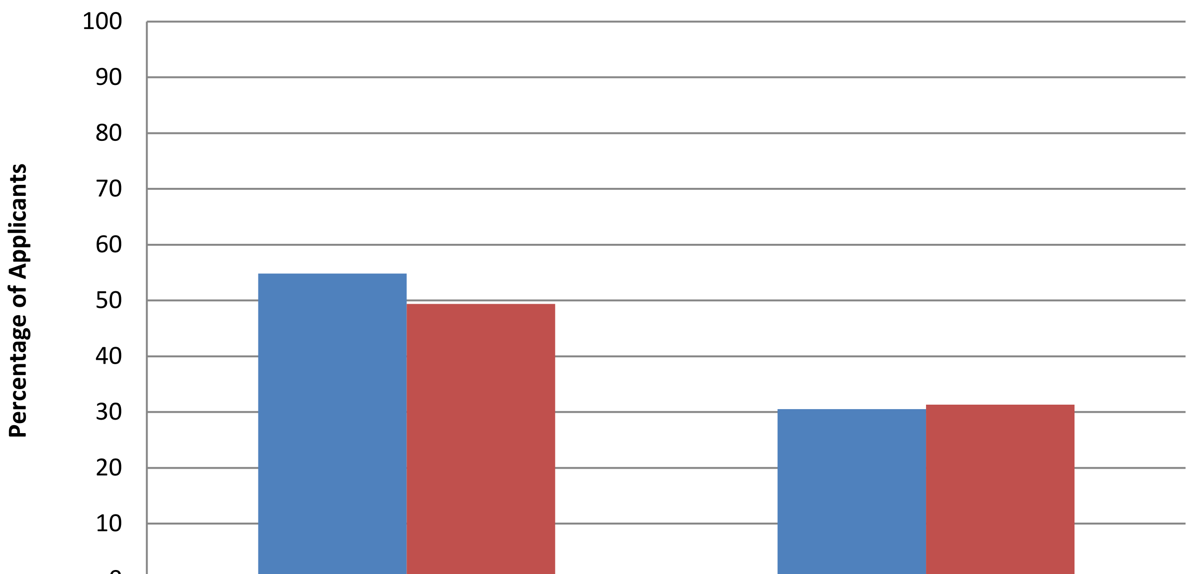
	White, Non-Hispanic	Black, Non-Hispanic	American Indian/Alaska Native	Hispanic	Asian Or Pacific Islander	Other/Unknown/Multiple
Fall 2010	58.4	40.9	44.4	63.9	75	39
Fall 2011	47.3	36.1	44.4	50.5	45.7	45.5

Applicants who Registered by Age

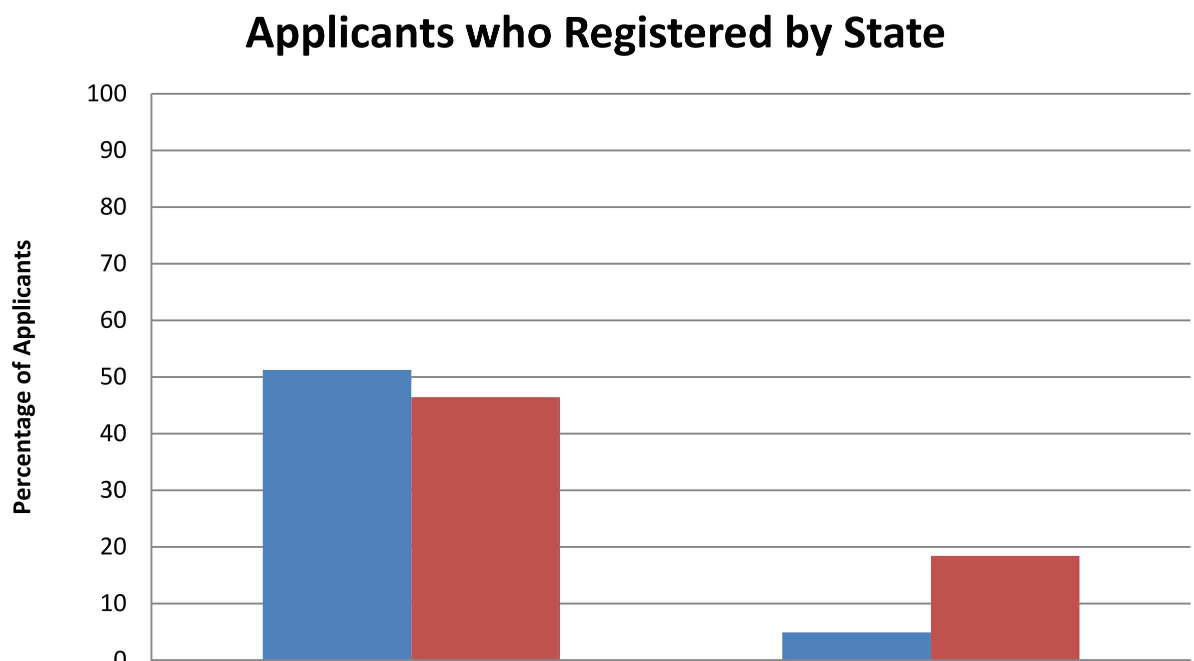


	13-17	18-20	21-22	23-24	25-30	31-35	36-40	41-50	50+
Fall 2010	74.4	47.6	42.8	42.4	43.9	44	43.4	52.7	52.3
Fall 2011	73.6	46.2	42.3	38.2	40.6	40.6	40.9	44.6	44.2

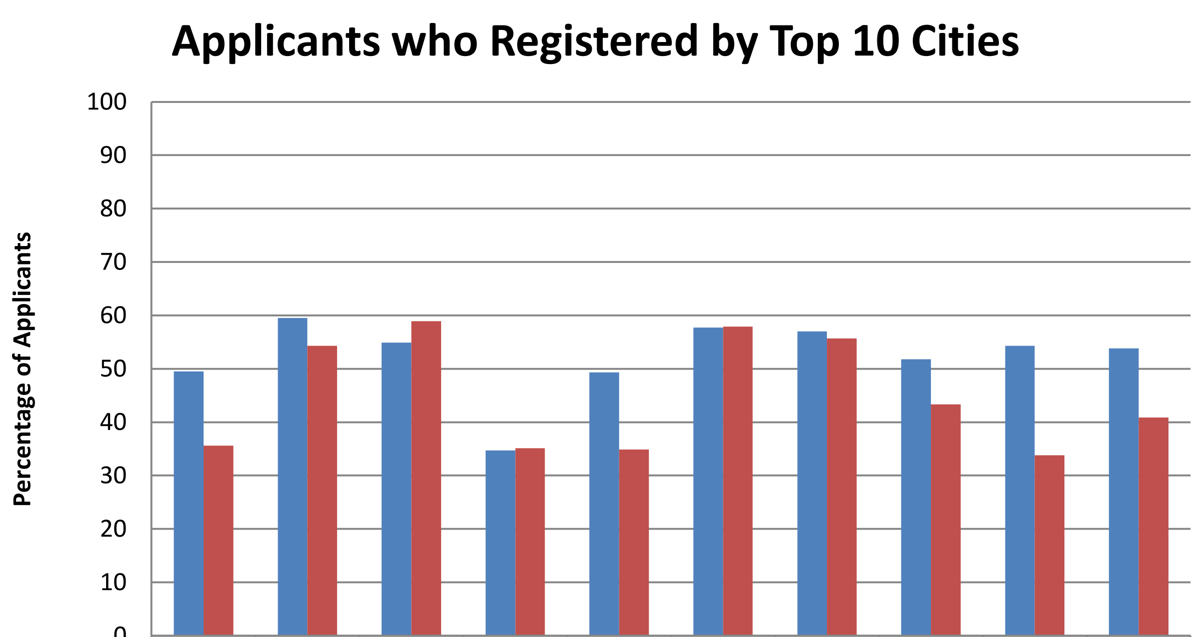
Applicants who Registered by County



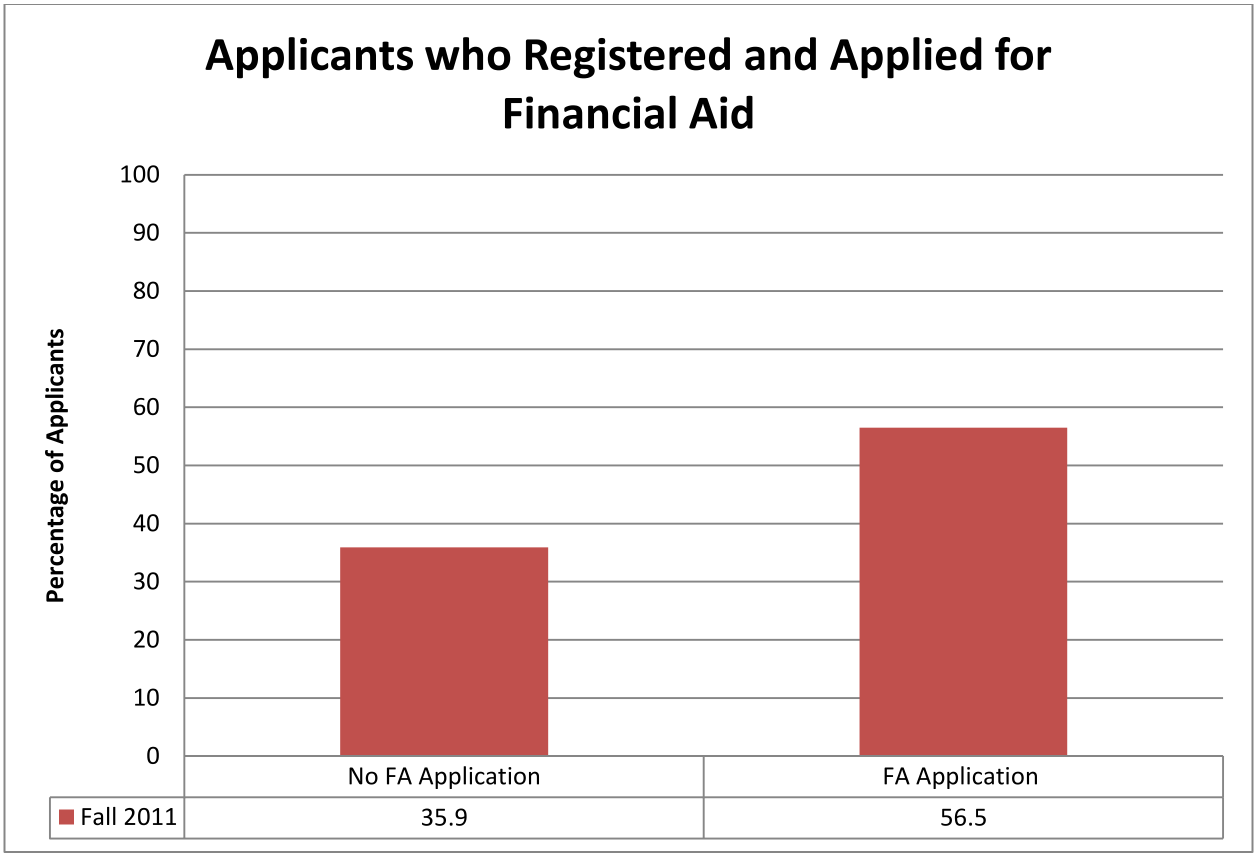
	Randolph	Other
Fall 2010	54.8	30.5
Fall 2011	49.4	31.3

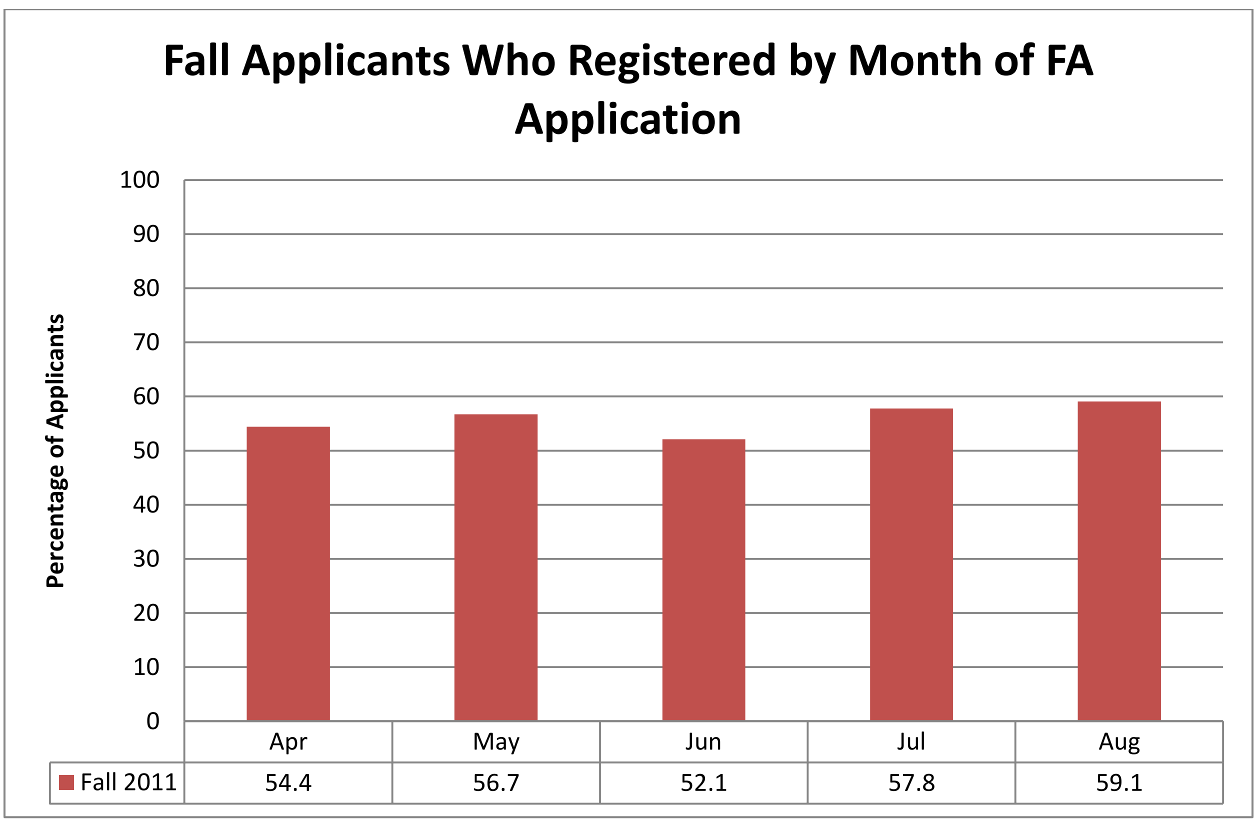


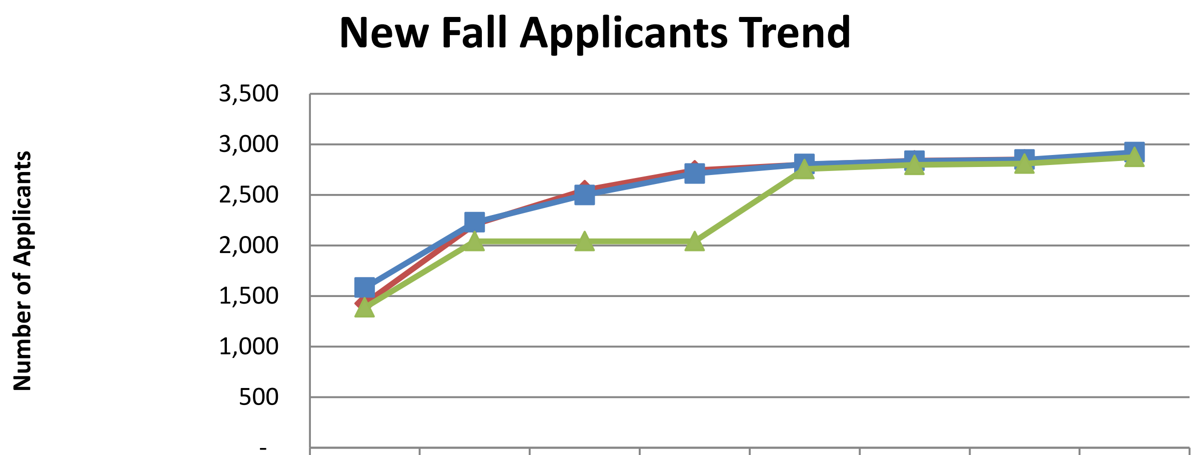
	North Carolina	Other
Fall 2010	51.2	4.9
Fall 2011	46.4	18.4



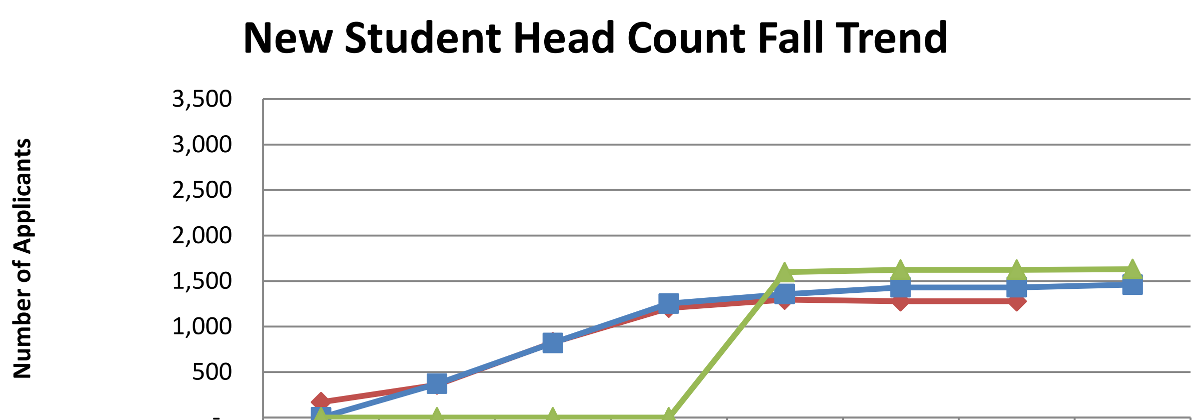
	Archdale	Asheboro	Franklinville	Greensboro	Liberty	Ramseur	Randleman	Seagrove	Sophia	Trinity
Fall 2010	49.5	59.5	54.9	34.7	49.3	57.7	57	51.8	54.3	53.8
Fall 2011	35.6	54.3	58.9	35.1	34.9	57.9	55.7	43.3	33.8	40.9


Applicants who Registered and Applied for Financial Aid
Percentage of Applicants
100
90
80
70
60
50
40
30
20
10
0
No FA Application
FA Application
Fall 2011
35.9
56.5

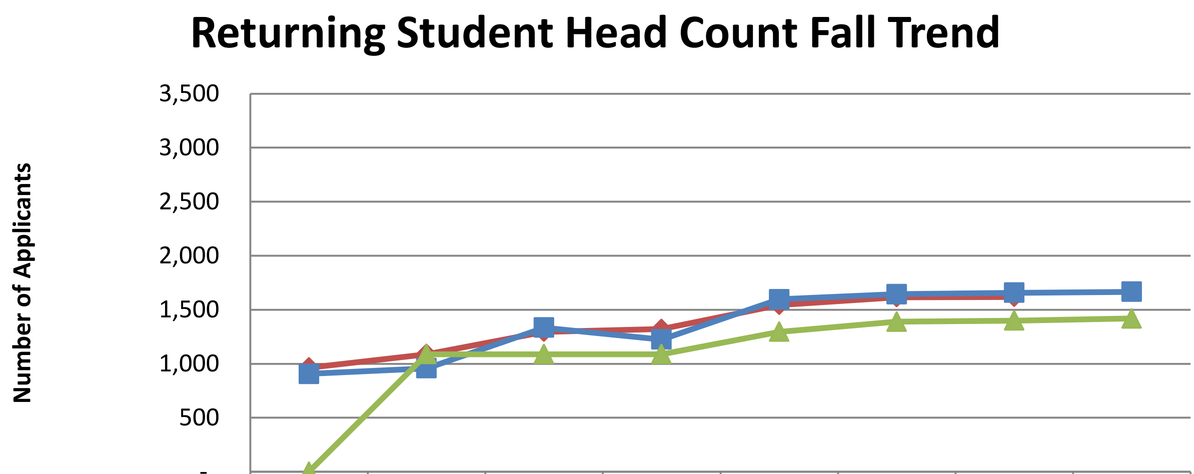

Fall Applicants Who Registered by Month of FA Application
Percentage of Applicants
100
90
80
70
60
50
40
30
20
10
0
Apr
May
Jun
Jul
Aug
Fall 2011
54.4
56.7
52.1
57.8
59.1



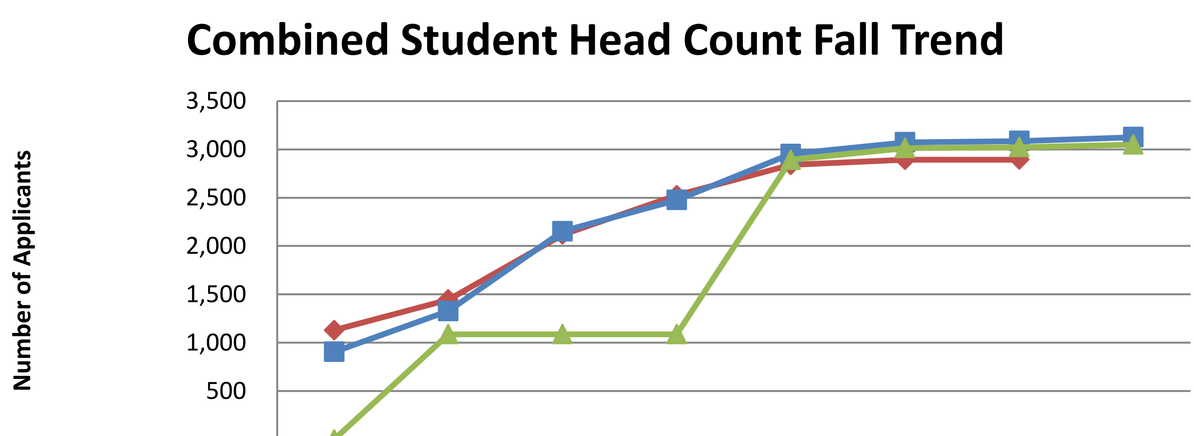
	June 1st	After July purge	After 1st Week of Cadre	After 2nd Week of Cadre & Purge	After Late Registration & Purge	After Schedule Adjustment & Purge	After Day 8 (generic census)	After Mini-Mester Registration & Purge
2011FA Applications	1,427	2,209	2,546	2,742	2,800	2,838	2,850	
2010Fa Applications	1,583	2,228	2,498	2,710	2,804	2,836	2,848	2,921
2009FA Applications	1,387	2,041	2,041	2,041	2,754	2,796	2,809	2,874



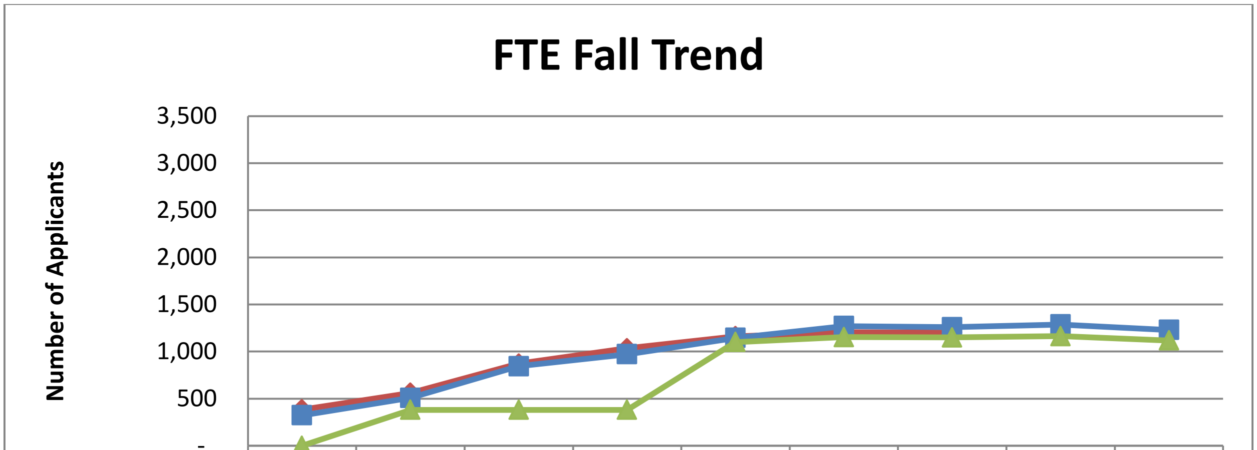
	June 1st	After July purge	After 1st Week of Cadre	After 2nd Week of Cadre & Purge	After Late Registration & Purge	After Schedule Adjustment & Purge	After Day 8 (generic census)	After Mini-Mester Registration & Purge
2011FA New HC	166	358	823	1,203	1,293	1,276	1,276	
2010Fa New HC	-	370	819	1,251	1,355	1,429	1,429	1,460
2009FA New HC	-	-	-	-	1,596	1,623	1,623	1,630



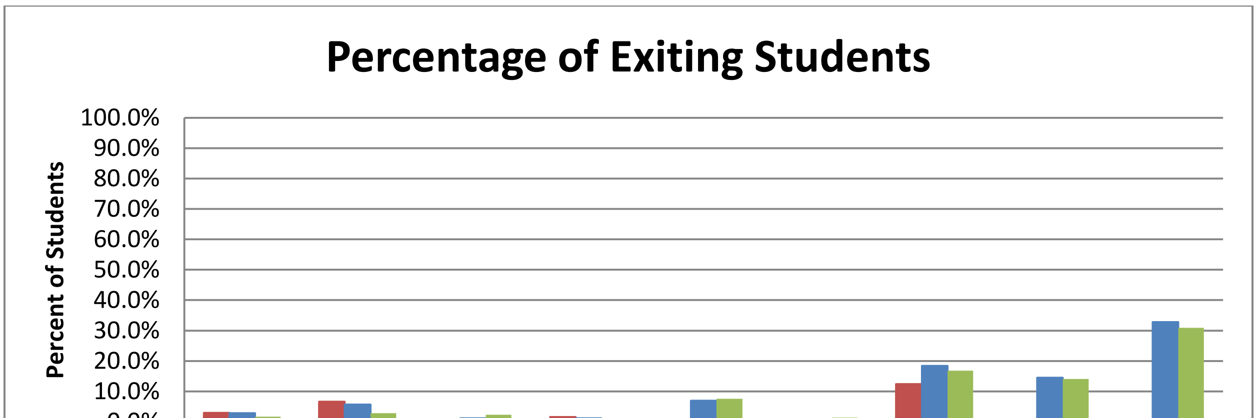
	June 1st	After July purge	After 1st Week of Cadre	After 2nd Week of Cadre & Purge	After Late Registration & Purge	After Schedule Adjustment & Purge	After Day 8 (generic census)	After Mini-Mester Registration & Purge
2011FA Ret HC	964	1,088	1,295	1,321	1,545	1,615	1,618	
2010Fa Ret HC	906	958	1,334	1,225	1,596	1,644	1,657	1,666
2009FA Ret HC	-	1,088	1,088	1,088	1,296	1,389	1,399	1,419



	June 1st	After July purge	After 1st Week of Cadre	After 2nd Week of Cadre & Purge	After Late Registration & Purge	After Schedule Adjustment & Purge	After Day 8 (generic census)	After Mini-Mester Registration & Purge
2011FA Comb HC	1,130	1,446	2,118	2,524	2,838	2,891	2,894	
2010Fa Comb HC	906	1,328	2,153	2,476	2,951	3,073	3,086	3,126
2009FA Comb HC	-	1,088	1,088	1,088	2,892	3,012	3,022	3,049

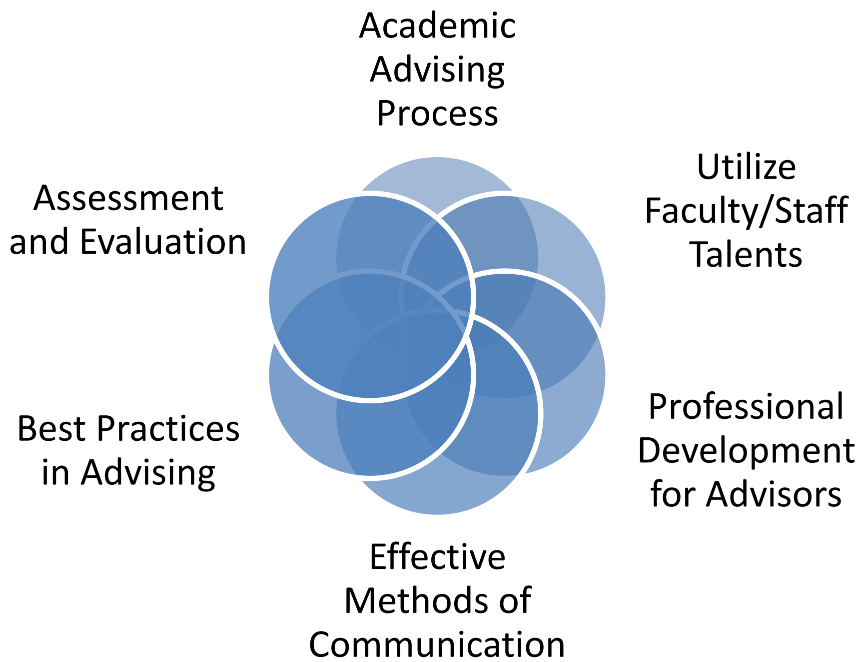


	June 1st	After July purge	After 1st Week of Cadre	After 2nd Week of Cadre & Purge	After Late Registration & Purge	After Schedule Adjustment & Purge	After Day 8 (generic census)	After Mini-Mester Registration & Purge	Audited NCCCS Total
2011FA FTE	385	561	872	1,034	1,162	1,205	1,202		
2010Fa FTE	324	509	845	972	1,144	1,270	1,259	1,288	1,230
2009FA FTE	-	381	381	381	1,101	1,154	1,150	1,164	1,117



	Pre-Term Dropout (Dropped all courses before term began)	Purged for Non-Payment (and did not re-register)	No Shows (No showed all courses)	Drop/Add Dropout (Dropped all courses during Drop/Add)	Mid-Term Dropout (Dropped all courses during the term)	Failed (All Courses)	Subtotal	Stop Out (Did not return following term and did not graduate)	Grand Total
2011 Fall	3.0%	6.6%	0.6%	1.6%	0.7%	0.0%	12.5%		
2010 Fall	2.8%	5.6%	1.1%	1.1%	6.9%	0.7%	18.4%	14.5%	32.8%
2009 Fall	1.6%	2.9%	2.3%	1.2%	7.5%	1.4%	16.8%	14.0%	30.9%

Appendix B Advising Best Practices



Academic advisement is an important aspect of a student's collegiate career and can maximize student success and retention. The following "best practices" are recommendations for successful advisement at the department or advising center level. These will be presented to the Vice President for Instructional Services for her consideration as potential professional development topics and/or academic advising standards.

1. Develop academic advising processes to meet student needs

- Name, or hire, a Departmental Advisement Coordinator for each department. This person would have a workload reduction as his or her workload would greatly increase due to these new duties.
- The Departmental Advisement Coordinator would
    - work with a small support team (i.e., full or part-time staff members) to manage his or her area's advising center services.
    - receive specialized training for the majors in his or her area. Larger departments/divisions may need more than one Coordinator.
    - work with departmental faculty to share necessary updates, possibly match advisees with advisors based on interests, maintain equitable advising loads, as well as provide information regarding policy changes, helpful hints, and reminders of important dates.
- In smaller departments, one designated academic advisor would/could be the contact for a particular major (like CT's Pre-Majors).
- Individuals who are advising special populations (online-only or evening-only students) should be prepared to meet the needs of those students.

2. **Best utilize faculty/staff talents.**
   - Some faculty members are wonderful advisors. Students should have the opportunity to benefit from the knowledge, experience, and accessibility of faculty who are invested in promoting student success through advising. These talents should be recognized in performance evaluations, and where possible, lighter expectations in other areas (i.e., teaching, committee work, recruitment) may be appropriate.
   - Some faculty members excel in academic areas outside of advising (i.e., teaching, committee work, recruitment) and may not be well-suited to advise students. In these situations, departments should determine equitable workloads that account for the number of advisees assigned to each advisor or the number of hours one spends in the advising center.

3. **Promote and encourage the ongoing training and professional development of faculty/staff advisors in the advising center.**
   - Train all faculty/staff providing advising services on the specific requirements for the majors and minors served by the advising center.
   - Utilize the advising course in Moodle when working with students not in the faculty member’s department.
   - A college transfer advisor or someone well trained in this area, possibly a counselor, should always be in the advising center because since the plethora of majors and four-year transfer institutions can make college transfer students more difficult to advise.

4. **Utilize effective methods within the advising center to communicate with advisees, traditional, and special populations, including students who will not regularly be on campus. Such means include**
   - Regularly updated email distribution list(s)
   - A regularly updated advising webpage with information (e.g., forms, documents, and links) of interest to advisees.
   - Student-friendly and high-tech methods to communicate with advisees (e.g., Facebook, Twitter, blogs, a Moodle “class” for advisees, etc.).

5. **Promote the best practices of individual and departmental advising as established by the College.**
   - Discuss the best practices for advising within each department/division.
   - Form an advising committee, made up of faculty from each area and counselors, to develop a college-wide “Best Practices for Academic Advising at Randolph Community College” document.
   - Create and distribute the “Best Practices for Academic Advising at Randolph Community College” document at departmental, divisional, and college meetings.
   - Consistently discuss how to accomplish the “Best Practices for Advising…” document at departmental and college meetings, especially in the advising committee.

6. Implement a consistent plan to assess advisement within the department / advising center, and use results to facilitate process improvement.

7. Develop a method to follow up with graduates.

- Create a survey in order to gauge success of advising center/ Departmental Advisement Coordinator.
- Participate in evaluations of advising.

8. Implement a system to recognize and reward faculty/staff who are dedicated to providing radical academic advising through the advising center.

- Nominate outstanding advisors for Randolph Community College's "Excellence in Advising" awards. A ballot box could be set up in the advising center where students can make their nominations.

Appendix C Report and Review Process

This review process is provides a timeline of task deadlines for reporting on current goals and establishing future goals for the Enrollment Management Plan (EMP).

Appendix D Goals Summary

Task Force	Goals	Manager①	Partner(s)②
Prospect	Identify and implement tracking system of prospects.	Dir. of Recruitment & Student Activities	VP Student Services; Student Services Directors; Dir. of Computer Services
	Establish baseline of conversion rates from prospect to applicant.	Dir. of Recruitment & Student Activities	Dir. of Enrollment Management/Registrar; Dir. of Planning & Assessment
	Based on data analysis, identify at-risk points in the process of converting prospects to applicants.	Dir. of Recruitment & Student Activities	Student Services Directors
	Identify interventions to address each at-risk point.	Dir. of Recruitment & Student Activities	Student Services Directors
Applicant	Improve the conversion rate of applicants to serious applicants by 5%.	Assistant Registrar for Curriculum Reporting	Dir. of Recruitment & Student Activities; Faculty Chairs; Dir. of Planning & Assessment
	Improve conversion rate of serious applicant to admitted student by 5%.	Assistant Registrar for Curriculum Reporting	Dir. of Recruitment & Student Activities; Faculty Chairs; Dir. of Planning & Assessment
Advising	Increase the student satisfaction advising rate to 87%.	Task Force Leader	Faculty Advisors; Student Success Center Staff; Dir. of Planning & Assessment; Dir. of Marketing

Task Force	Goals	Manager①	Partner(s)②
Registration	Improve conversion rate of admitted students to enrolled students by 5%.	Dir. of Enrollment Management/Registrar	Student Services Directors; Faculty Chairs; Dir. of Planning & Assessment
	Increase the number of enrolled students who register and pay for courses prior to late registration by 5%.	Dir. of Enrollment Management/Registrar	Student Services Directors; Faculty Chairs; Dir. of Planning & Assessment
	Increase the overall rate of currently enrolled students who register for the next semester by 5%.	Dir. of Enrollment Management/Registrar	Student Services Directors; Faculty Chairs; Dir. of Planning & Assessment
	Decrease the number of people purged for non-payment by 5%.	Dir. of Enrollment Management/Registrar	Director of Fianancial Aid; Dir of Financial Services; Dir. of Planning & Assessment
Retention	60% of students that are referred for the early alert process will receive a passing grade as opposed to those who didn't receive the intervention.	Retention Specialist	Faculty; Student Success Center Counselors; Dir. of Planning & Assessment
	Decrease the number of students on academic probation by 5% from one semester to the next.	Retention Specialist	Faculty; Student Success Center Counselors; Dir. of Planning & Assessment
	Decrease the number of students on academic suspension by 5% from one semester to the next.	Retention Specialist	Faculty; Student Success Center Counselors; Dir. of Planning & Assessment
	For Minority Male Mentoring participants, the average term grade point averages will increase by 5%.	Retention Specialist	Academic Advisors; Dir. of Planning & Assessment

Task Force	Goals	Manager①	Partner(s)②
Retention Con't	The fully implemented Ask Me Project beginning Spring 2012 will reduce the dropout rate within the first four weeks of the term by 5%.	Retention Specialist	Dir. of Planning & Assessment; Faculty; Student Success Center Counselors
	Implement a mentoring program for an At-Risk student population.	Program Managers	SLT; Dir. of Planning & Assessment; Dir. of Marketing; College Employees; Alumni; BOT; Community

① The Manager is responsible for the implementation of programing, tasks, and measurements that work toward the completion of the goal. The Manager may delegate specific tasks/duties.

② Partner(s) are potential resources and stake-holders in the programing, tasks, and measurements that work toward the completion of the goal. The listed partner(s) may or may not be utilized and other partners may be solicited as the plan is implemented.

Appendix E EMP Reporting Template

Task Force: ________________________________ Reporter: ______________________________ Date: ___________

Goal	Status	Comments
	☐ On Target ☐ On Target with problems ☐ Not on Target	
	☐ On Target ☐ On Target with problems ☐ Not on Target	
	☐ On Target ☐ On Target with problems ☐ Not on Target	
	☐ On Target ☐ On Target with problems ☐ Not on Target	
	☐ On Target ☐ On Target with problems ☐ Not on Target	
	☐ On Target ☐ On Target with problems ☐ Not on Target	