
Strategic Enrollment Management Plan

Garden City Community College

October 13, 2022

Better Ways. Happier Days.

A stylized orange line graphic that starts under the first word and extends to the right, ending under the second word.

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EXECUTIVE SUMMARY

Garden City Community College (GCCC) partnered with CampusWorks to guide the development of a Strategic Enrollment Management (SEM) Plan that will help the College respond to declining enrollment, implement industry best practices, and position students for success. This SEM Plan was created through an inclusive and collaborative process that invited students, faculty, and staff to contribute their perspectives and insights.

By September 2022, CampusWorks conducted 21 focus groups and six SEM workshops with key stakeholders to inform the development of the SEM Plan. The resulting SEM Plan focuses on the following seven goals:

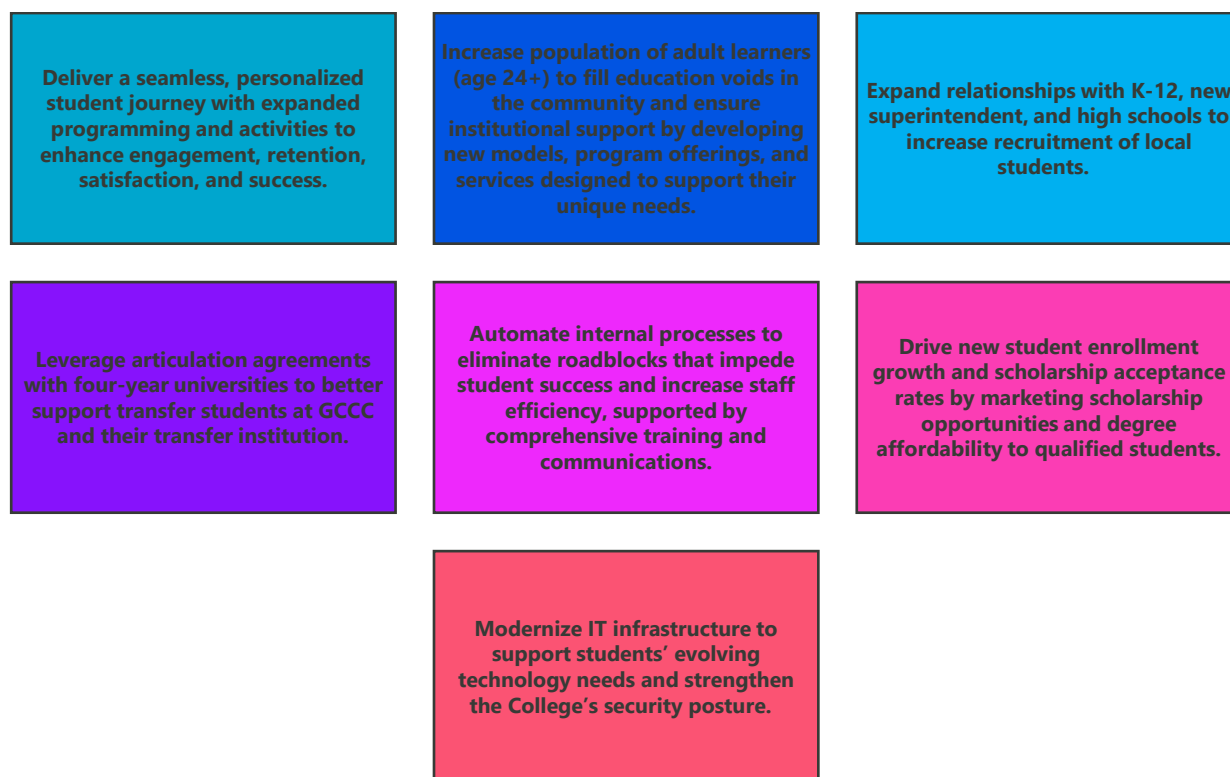


Figure 1: Strategic Goals

Each goal is supported by corresponding objectives and action plans along with a roadmap guiding GCCC through implementation of this plan in the appendices.

WHAT IS STRATEGIC ENROLLMENT MANAGEMENT?

"Strategic Enrollment Management is a comprehensive and coordinated process that enables a college to **identify enrollment goals** that are allied with its multiple missions, its strategic plan, its environment, and its resources, and to **reach those goals** through the effective integration of administrative processes, student services, curriculum planning, and market analysis."

- Bob Bontrager & Bruce Clemetsen, Authors of *Applying SEM at the Community College*
Published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), 2009



Strategic Enrollment Management enables an institution to fulfill its mission and position students to achieve their educational goals through:

- Establishing **comprehensive plans** for the number and types of students needed to fulfill the institutional mission
- Promoting **students' academic success** by improving access, transition, persistence, and graduation
- Enabling effective **strategic and financial planning**
- Creating a **data-rich environment** to inform decisions and evaluate strategies
- Strengthening **communication and marketing** to internal and external stakeholders
- Increasing **collaboration among departments** across campus to support the enrollment program and initiatives

What is a Strategic Enrollment Management Plan?

A SEM Plan is a comprehensive plan designed to streamline students' entry and persistence in the college environment. It focuses not only on the number of students recruited, retained, and graduated but also on their success—course completion and grade point averages.

Why Develop a SEM Plan for Garden City Community College?

Several challenges have contributed to Garden City Community College's (GCCC) declining enrollment over the past decade. Shrinking populations in Kansas, changing profile of the student population, increased competition, the pandemic, and economic downturn are only some of the challenges the College is facing. Increasingly, student priorities are shifting as they are weighing the opportunity cost of education versus employment. At the same time, the College's value proposition fails to resonate with learners in a meaningful way that connects the dots between pursuing their education at GCCC and achieving their personal and professional goals. The College, which has long been a pillar of the GCCC community, is experiencing a sense of disconnection from the local businesses it has served for over half a century.

Developing a SEM Plan for GCCC provides an effective strategy for addressing the challenges and dynamics that have impacted enrollment over the past decade. It presents and analyzes the data that informed the development of the goals, objective, action steps, and measurable outcomes that will support its execution. And it serves as an actionable roadmap to improve enrollment and retention, services, quality, and competitiveness—with ongoing quality assurance monitoring to ensure efficiency, effectiveness, and goal attainment.

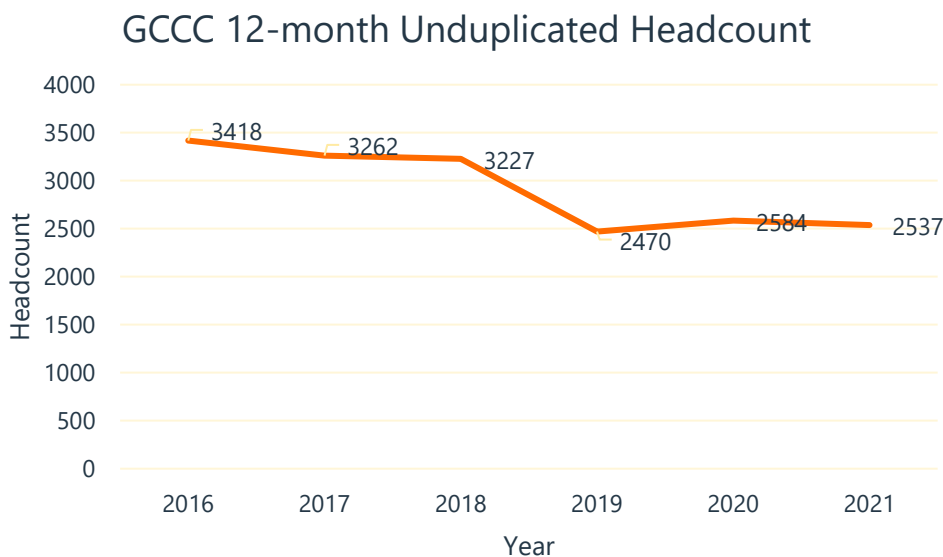


Figure 2: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

Garden City Community College

The first four community colleges in Kansas were established in 1919, and GCCC is one of two from that group which still exist. It was created by county-wide election on April 1, 1919 and opened in September of the same

year. The Kansas Legislature passed the Community College Act in 1965 authorizing establishment of 22 independent colleges including GCCC. This authorized the institution to levy taxes, conduct its own programs, and function independently of the K-12 school system. County voters elected the first GCCC Board of Trustees in July 1965. Today, GCCC is one of 19 Kansas community colleges.

The present 14-building, 63-acre campus at 801 Campus Drive was designed between July 1965 and January 1966. GCCC owns more than 70 acres east of Campus Drive, which has been developed in a cooperative effort with the City of Garden City. Named Tangeman Fields in honor of Dr. James Tangeman, a former president, the property includes softball and baseball facilities. Also located there are the College's indoor baseball practice building, a football practice area, running track with public seating and soccer fields.

Despite its many strengths, GCCC's enrollment has been declining over the past decade. The goal of this SEM Plan is to provide an effective strategy for addressing the challenges and dynamics that have been negatively impacting GCCC's enrollment.

Mission, Vision, Values, and Student Experience Statement

A mission statement is a succinct, memorable statement of an organization's reason for being, while an organization's vision statement defines its long-term goals and provides a clear and specific aspiration. A vision statement should be ambitious, drive action, and serve as a filter for all other decisions. Values represent the fundamental beliefs that underpin an institutional culture. They are essential in fostering a productive work environment where all employees work effectively together in serving students, as well as achieving the institution's enrollment goals. Below are GCCC's mission, vision, and values.



MISSION

Garden City Community College exists to produce positive contributors to the economic and social well-being of society.



VISION

Garden City Community College will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.



VALUES

Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

Figure 3: Mission, Vision, and Values

Student Experience Statement

Garden City Community College exists to produce positive contributors to the economic and social well-being

of society. Our students become part of the Garden City **family**, and will be **welcomed** to the **beautiful campus** by:

- **caring** and **understanding** faculty and staff who **listen** to students, and embody the **BUSTERS values** every day,
- a **community** that **supports** students through all the **steps** to get **started** and **succeed**, whether they are **new to college**, or **returning** for **additional skills and training**,
- clear pathways to **completion**, **transfer**, and a fulfilling career; and
- an **interactive** and **fun, educational and social** environment that fosters **learning, belonging**, and **connections**.

Garden City Community College faculty, staff, and administration will support this experience by:

- **sharing information** and **communicating clearly** with students about their **progress** and **next steps** in their journey,
- using **technology** and **bold innovations** to keep students **informed** about **processes, activities**, and **opportunities** on and off campus, and to **respond** to their emerging needs,
- **working together** to provide **exceptional service** and a **quality education**.

SEM PLANNING APPROACH

As illustrated below, CampusWorks views strategic enrollment management as spanning the entire student lifecycle, from marketing/recruitment/admissions through degree/credential completion and beyond. While enrollment management is commonly associated with students' initial enrollment, it is much more comprehensive in its scope. SEM focuses on the entire student journey, from prospect to alumni, and includes students' experiences both in and out of the classroom.

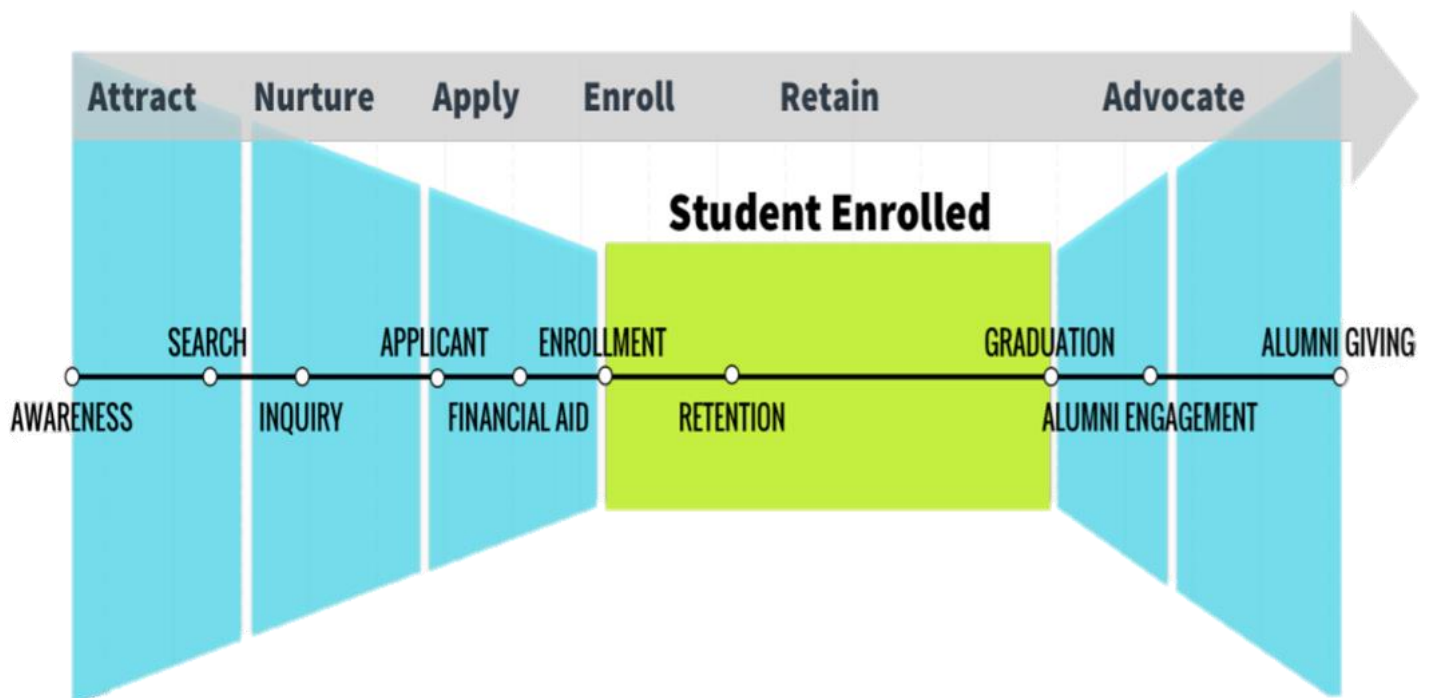


Figure 4. The GCCC student journey.

CampusWorks' SEM planning approach fosters an inclusive, engaging, and data-informed process in which key stakeholders come together to review internal and external environmental scans, establish strategic priorities, and develop measurable objectives and action plans to ensure effective plan execution.

Developing a SEM Plan is a deliberate process that requires time for planning, full implementation, and development of the information infrastructure that will sustain the efforts. It is based on a team effort, which crosses traditional college organizational lines and focuses on the longitudinal care and comprehensive education of students and ongoing development of faculty and staff within the college environment.

Project Timeline

Below is a timeline of the events that took place during the SEM planning process:

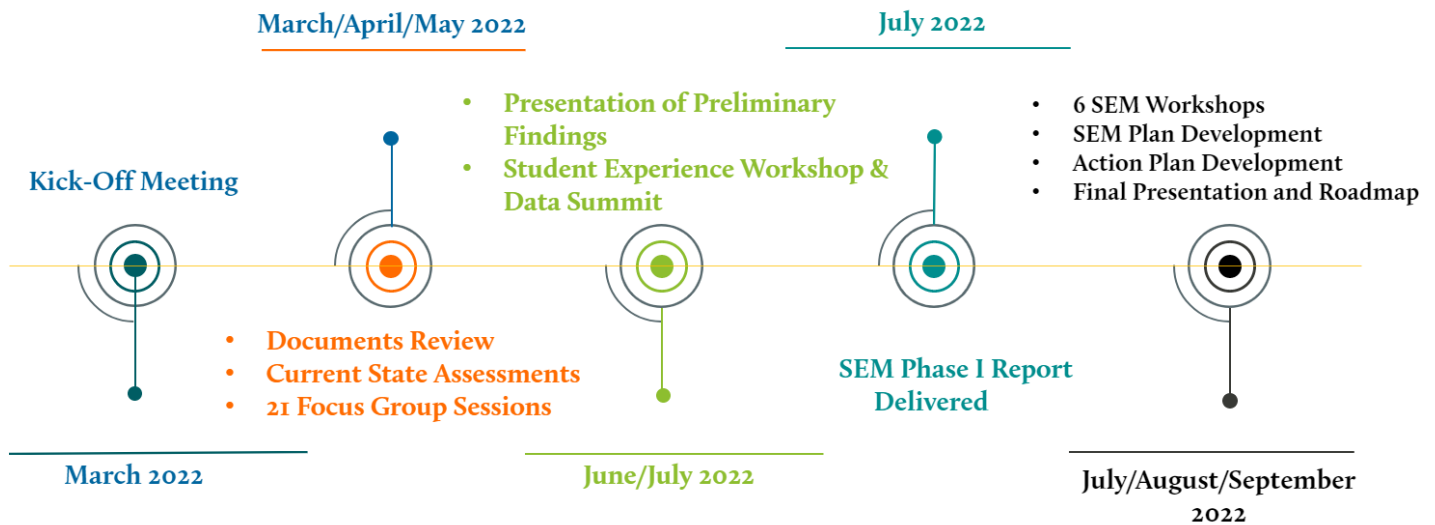


Figure 5: Timeline

Assessment and Objectives Approach

Assessment Objectives

CampusWorks takes a collaborative approach to assessments, working across the organization with leadership and the entire team to align best business practices to support needs across the institution. The effort focuses on reviewing and aligning best practice recommendations, identifying challenges and gaps, with emphasis on viewing enrollment through the lens of the student experience, and providing recommendations for organizational leadership to support the changes moving forward.

Assessment Approach

The CampusWorks team reviewed the information received from GCCC in advance of the beginning of the discovery phase of the project, as well as additional information received from the College throughout the engagement. This review included interview sessions with the recruitment staff, admissions personnel, academic advising staff, IT (Information Technology) team, financial aid practitioners, as well as faculty, staff, and administration from other functional departments across GCCC. Throughout the assessment, the CampusWorks team held multiple in-depth interview sessions with individuals across different departments throughout the GCCC campus community, administrators, and staff, ranging from front-line employees to the executive leadership team. Using a qualitative analysis approach and methodology, the CampusWorks team facilitated each interview and focus group discussion based on the following questions:

- What is working well today?
- What has been challenging or needs to be improved?
- In an ideal future state, what would your processes look like?

All responses were documented by topic and comment only, with no individual names associated with comments. Throughout the interviews, common themes emerged and were validated by the CampusWorks team, through continuous questioning and by verifying responses from end users, functional managers, faculty, leaders, and administrative staff. These strategic themes, along with tactical approaches, were compared with the relevant best practices for higher education institutions and considered particularly for their impact on enrollment as well as the student and employee experiences. These findings and comparisons served as a basis for the recommendations and opportunities offered in this report. The CampusWorks team conducted this assessment from a functional perspective over the course of two months, concluding with an Executive Briefing presentation to the GCCC Executive and SEM Core teams.

SWOT Analysis

Strengths ▪ Caring, dedicated, talented faculty and staff ▪ Distinctive, high quality academic programs ▪ Diverse offering of academic programs and pathways ▪ Community relationships and partnerships ▪ Ability to adapt and innovate ▪ Affordable cost of attendance ▪ Student-centric/commitment to student success ▪ Diverse student population ▪ Community involvement and support ▪ Vibrant athletic programs ▪ Support services for students ▪ Collegiality and collaboration ▪ Flexible learning options ▪ Investment in community	Weaknesses • Decline in enrollment • Inadequate attention to diversity, equity, and inclusion • Inefficient internal processes • Breakdowns in communication • Inefficient advising model • Unintegrated systems and shadow databases • Underleveraged technological resources • Lack of continuous improvement structure • Inefficient internal processes • Limited awareness of college academic program offerings • Lack of dedicated student life • Misalignment between marketing and enrollment • Staffing capacity and critical gaps in areas
Opportunities • Enhancing use of new and emerging technologies • Expanding flexible instructional delivery and alternative credentialing options • Leveraging the unique appeal and resources of the location • Building partnerships with business and industry • Focusing attention on diversity, equity, and inclusion initiatives • Expanding community partnerships • Growing workforce development opportunities • Developing distinctive academic programs in high demand fields • Expanding partnerships with other colleges and universities • Appealing to the adult learner market • Expanding partnership with K-12 • Leveraging 4-year degree offerings • Leveraging regional migrant population pipeline • Cultivating awareness of the College, its offerings, and its value proposition	Threats • Shrinking populations within the state • Changing student demographics • Growing competition from other educational providers • Stagnant labor market and lack of high wage jobs • Decline in federal, state, and local funding sources • Impacts of COVID • Rising cost of education and tuition • Public perceptions of the value of a community college education • Limited diversity and focus on DEI issues • Student expectations for flexible services and program offerings • Changing labor market expectations for a skilled workforce • Shifting priorities of students and families • Diminishing support for public higher education • High-touch needs of student population • Value Proposition

Figure 6: SWOT Analysis

Findings and Recommendations

To strategically position GCCC for sustainable enrollment growth, successful recruiting, cultivation of prospects and inquiries into applicants who enroll, and intentional retention and student success efforts at GCCC are important activities to the future enrollment health of the College. The overall intentions of the enrollment assessment as a part of the strategic enrollment management planning are to better understand factors and barriers that impact enrollment at GCCC. With this focus in mind, the CampusWorks team facilitated enrollment discussions with various team members who support these objectives. The following sections reflect these conversations, highlighting findings and recommendations to be considered for strengthening enrollment practices throughout the student lifecycle at GCCC.

Based on the latest American Community Survey and 5-year estimates in 2020, rates of high school graduation and bachelor's degree attainment in Finney County are lower than comparable rates in the state. 72% of the population age 25 and older in Finney County attained a high school diploma or equivalent, compared to 91% state-wide. 18% of the population age 25 and older in Finney County earned a bachelor's degree or higher, compared to 34% state-wide (US Census). The student population of GCCC is diverse across gender, age, and racial-ethnic demographics. Key demographics of enrolled students at GCCC in 2021 56% female to 44% male; 76% under age 25; 63% first generation; and 39% Hispanic or Latino (KBOR, 2022). Further, as of spring 2022, GCCC has enrolled approximately 37% of the graduating class of 2022 from its feeder high schools for the fall 2022 term. Over a historical 5-year period, overall enrollment at GCCC has declined by 17%, Headcount and 11% FTE respectively, from Academic Year 2016 to Academic Year 2021 (KBOR, 2022). This presents many opportunities for expanded recruitment, outreach, and level of support for these groups.

The College has worked collaboratively to identify internal challenges impacting enrollments and potential solutions. The admissions 2022-23 recruitment plan is comprehensive in ways that address high school visits, events, calling campaigns and mailings. With the plan to increase recruitment efforts in the eastern Colorado and Oklahoma Panhandle areas, the goal is to create and maintain personal and continuous contact with prospective students, create affinity throughout the student journey and provide further contact with other departments for additional outreach of various content and focus to prospects and students.

Although, GCCC has experienced a slight enrollment increase during the pandemic in comparison to its state institution counterparts, the high school graduation population has declined in the past year. As a result, the focus within the areas of outreach, recruitment, and enrollment will be based on opportunities to create and expand prospect and student pipelines, technology optimizations, communications, and organizational structure.

The functionality in GCCC's e-Recruit CRM system should be better supported to be more robust, with features that promote an easily designed recruitment communications, automation, tracking, call-center functions with user-friendly and intuitive reporting and dashboard capabilities. In the areas of communications, GCCC should take an integrative approach from the lens of the prospect-to-student lifecycle stages to ensure a greater level of continuity and streamlined experiences for all students. To achieve this in concert with technology, an evaluation of interdepartmental policies, communications, and expectations should be considered. This means visibility and transparency with onboarding departments that include marketing, financial aid and registration is critical. Additionally, informational and reference tools such as the website, should promote ease of navigation, intuitive and accessible for end users. Often, organic sourcing through the website is the prospective and current

students' first stop in learning about and getting to know GCCC's programs and experiences. There stands a tremendous opportunity to make that first impression count and most importantly, captured for further analysis.

To compete for new undergraduate students and retain current students, the College needs a reliable, user-friendly software option which will support the objectives of building and executing creative communication plans without IT control, tracking campus visits and activities, and providing easy and effective outreach to prospects, inquiries, applicants, and students as individuals pursue the opportunity to join the GCCC student community. Furthermore, once students are admitted, holistic student supports, which address students' specific needs and academic advising and guidance throughout the student lifecycle are integral to the retention, academic success, and completion of GCCC students. Many of the following recommendations support these needs, both from the employee perspective of managing these activities and from the student perspective to easily inquire, apply, enroll, matriculate, and learn using user-friendly and intuitive technologies that is a value in the student experience.

After reviewing various institutional documents, conducting interviews and focus groups, and facilitating GCCC's Student Experience Workshop and Data Summit, the CampusWorks team identified several findings related to enrollment management. In the following pages, the CampusWorks team presents strengths identified at GCCC as well as findings and recommendations organized in overarching functional areas of focus: recruitment, admissions, and financial aid; academic advising, student success, and support services, and organizational readiness, including technology infrastructure, data capacity, and organizational culture.

Overall Strengths

The CampusWorks team identified several organizational strengths that can be leveraged to support desired strategic enrollment growth in advancing the GCCC mission, vision, and strategic goals. Many strengths presented throughout the sessions were the legacy knowledge and expertise of staff, faculty, and administration; the desire to guide and support students to graduate and pursue future careers; and recognized potential for growth and commitment to the future trajectory of the institution.

GCCC employees add immense value to the College. Employees demonstrate considerable talent and expertise in their roles. They are committed to the institutional mission, students, and the community served by the College. They are responsive to student needs and they seek opportunities to develop innovative initiatives and solutions to resolve challenges.

The College's academic programs and services are another key strength. The breadth and depth of the academic programs and services delivered serve a wide range of student, stakeholder, and community needs. With academic programs ranging from short-term credentials to associate pathway programs that either prepare students for successful transfer or entry into the workforce, GCCC offers an array of options to prepare students for academic and career success. The academic programs are also aligned with regional community needs, through strong partnerships with the business and industry community that have potential to be deepened for continued impact in future growth.

GCCC, as a comprehensive and longstanding community college, also has a unique strength through the opportunity to provide students with a residential experience through campus housing and a thriving athletic

program. Another strength that presents a significant opportunity for the College is the diversity of the student population, having a federal designation as a Hispanic Serving Institution (HSI).

These attributes and many others will serve in a foundational capacity to identify qualities that can be leveraged to support further development of the strategic enrollment plan.

Recruitment and Admissions

Findings

Employing appropriate resources to support the recruitment and enrollment strategies at GCCC include evaluating technology, human, and expense-item resources (such as printed materials, marketing, and promotional items, etc.). The following recommendations support the need for CRM expansion of use within e-Recruit, including the organizational structure to support the prospect-to-student lifecycle and strategic opportunities for enrollment growth.

- ***Finding: Functionalities in e-Recruit is limited in features that help promote further prospect-to-student nurturing capabilities, tracking abilities, and expanded custom reporting/dashboards.***

Campaign management and workflows are manual and inefficient, which makes for challenges in measuring progress and tracking metrics, especially with limited reporting and dashboard views. This hinders the ability to deploy proactive outreach strategies and hone-in on areas of focus or approach within each stage of the funnel.

Admissions is the only department on e-Recruit, therefore, many onboarding reporting to other departments require an export to Microsoft Excel and completing the assignments and tracking manually during the student onboarding process. This lack of visibility in real-time causes delays in processing, communication, and the ability proactively guide students to next steps.

Lack of technical support and existing user knowledge with e-Recruit hinders the mitigation of duplicate inquiries and admission applications. This creates labor-intensive work that is manual, such as filtering and cross-checking records, which leaves room for errors and skewed reporting of funnel data that is crucial to accurate enrollment projections.

Unexplored technologies are underutilized. Ocelot to date has not been implemented or integrated into e-Recruit. Similarly, appointment application tool, Calendly, has not been utilized to its capabilities in linking with e-Recruit and integrated with the website for further tracking of prospects and student engagement.

- ***Finding: Enrollment management is not comprehensive of critical units that are interrelated within the prospect-to-student lifecycle.***

Currently, traditional enrollment management areas including enrollment management and admissions, financial aid and registrar are aligned with the Student Services and Athletics Division. Because the admissions department is the only forward-facing enrollment department using e-Recruit, visibility, and insight into the statuses within the prospect-to-student stages and types make it difficult to have regular proactive outreach and creates manual work to discover the various stages of the enrollment funnel that students exist.

By having the admissions as a standalone unit within such a broad departmental structure, lacking Marketing and Communications support does not allow for further strategic alignment with other partnering units that are responsible for impacting the prospect-to-student experience. This has created further opportunities for improving internal and external communications, minimizing missed opportunities for prospect-to-student engagement and the ability to build and track data on key performance indicators (KPIs).

➤ ***Finding: Recruitment cultivation strategies are not defined and being maximized.***

Cultivating prospects and inquiries to apply and enroll requires multiple contacts and communications. Currently, prospects and inquiries are not being contacted regularly. Furthermore, efforts are not aligned with the State of Kansas application campaign. The state promotes September as college application month, largely targeted at high schools. The current enrollment cycle for GCCC does not open until April. Due to this misalignment, prospective students currently receive no follow-up communication for months. Plans are absent in the systems to continually contact these students without manual manipulation. Furthermore, there is no current structure or accountability for knowing which students plan to enroll. This hinders staff's ability to employ proactive approaches to outreach, support and retain in a holistic way that truly represents a wraparound approach.

Furthermore, the current recruitment plan is limited to a basic approach to outreach that is tactical in nature and not positioned strategically to targeted populations and potential pipelines of recruitment opportunities. Some examples that should be considered: there is no specific plan to target populations and no specific strategies stated with the areas of high school visits and outreach efforts to this group. Additionally, despite continued growth in GCCC online and opportunities for leveraging the online programs, this segment has limited scope within the recruitment plan. A territory management or partnership strategy is absent.

➤ ***Finding: No active follow-up to applicants and limited reporting capabilities in capturing applicants that do not enroll at the College.***

The current structure prevents proactive intervention to assist students in moving through the enrollment process from an inquiry or prospective status. Although Ellucian Recruit was implemented, follow-up is still ad-hoc and manually driven. Active outreach or attempts made to applicants that have not been submitted or enrolled is absent. There is no automation or shared platform for staff to reference. Admitted students who do not start class are not automatically rolled to the next term and remain stagnant until the student reengages.

➤ ***Finding: Staff resources and responsibilities are based on current highly manual tasks and reflect a lack of adequate end-user training and support.***

Daily tasks undertaken by staff members are mostly manual. Although Ellucian Self-Service has created greater access to applicants and students, continuous support and training is needed for both staff and students. The implementation of Self-Service impacted several offices last year, including admissions, financial aid and registration and advising units. In addition, it was shared during multiple focus group sessions that students have difficulty navigating Self-Service. Consequently, there is a need for reference materials and ongoing training to enhance the user experience and obtain the most return on investment (ROI) from the tool.

Recommendations

- *Recommendation: Invest in additional support for e-Recruit and explore additional applications that integrate while enhancing prospect-to-student communications and engagements, including more robust analytics, data tools and predictive insights (AI).*

Maximizing use of the recently implemented CRM (Constituent Relationship Management) is one of the first steps in streamlining processes, creating greater visibility, and enabling better communication both internally and externally. Some of these elements are identified in the following recommendations.

This recommendation has been previously referenced, due to the urgency needed to have a fully functioning CRM tool in place to support the enrollment objectives. Considerations of functionality within the tool should include:

- Ability to design and implement communications and campaigns by Outreach/Recruiting/Admissions staff with minimal assistance from IT
- Ability for inquiries and applicants to view dynamic applicant portal and/or dashboard; the portal should display the applicant type, checklist items and when they are received, identify when the application is complete and when a decision will be made and timeline to the next step in the enrollment process, including displaying the decision letter and notifying applicants of the decision
- Ability of students to view and register for on-campus and external events via an applicant portal
- Ability for applicants to upload documents identified as missing items on a checklist, uploading directly into CRM.
- Ability to easily monitor enrollment funnel benchmarks: prospects, inquiries, applicants, admitted applicants, depositors, enrollees
- Ability to easily monitor and produce reports based on student attributes and classifications: undergraduate, global, international I-20, veterans, transfer, ABE, and ESL, and non-credit.
- Ability to plan, execute, and monitor event planning and ROI (Return on Investment)
- Ability to design a dynamic application, with questions prompted to student for information needed and based on the profile questions previously asked (examples: undergraduate, specific questions for international students, etc.)
- Ability to prompt inquiry to complete application
- Ability to upload information from external sources, such as inquiry files from recruitment and community events, FAFSA (Free Application for Federal Student Aid) completers who have not inquired or applied, test score results, etc.

As the College looks at expansion of the current CRM system and some of the functionality needed to be leveraged within the existing system, a critical consideration would be a robust communication tool. Consider a marketing automation tool that integrates with e-Recruit with an intuitive communication management platform. The following diagram shows a sample communication plan to assist students through the enrollment funnel.

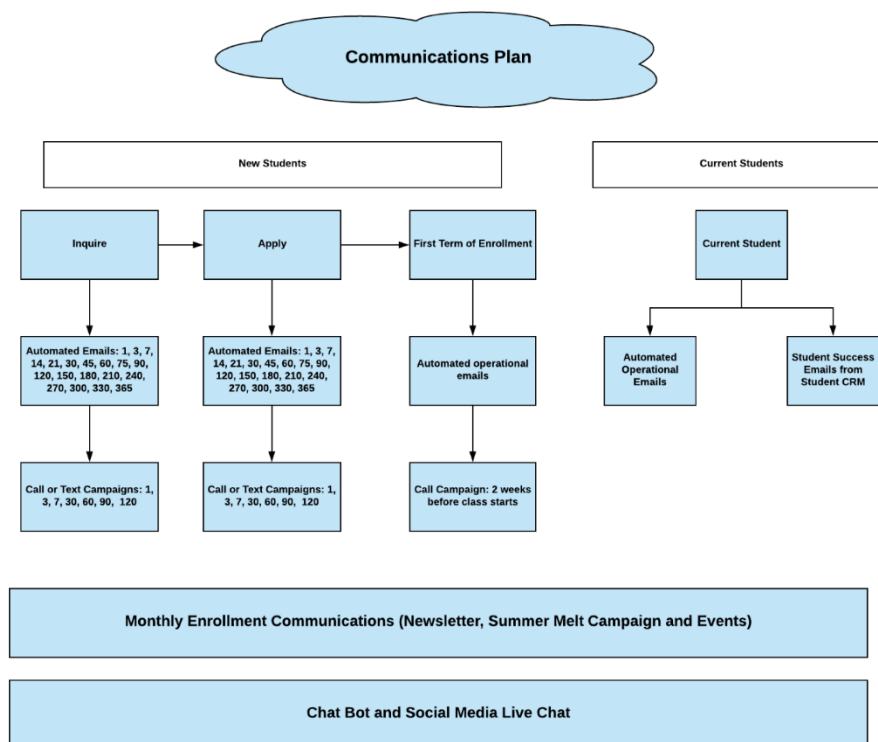


Figure 7: Communication plan

Additional considerations to support robust use and institutionalization of Ellucian Recruit:

- Consider dedicated application support from vendor and internal staff whose time is dedicated to IT business processes and CRM management.
- Extend user access to partnering departments to increase funnel visibility, documentation and internal communication with the prospect, applicant, and student journey.
- Implement and expand use of Ocelot through AI-enabled chats and live chats and use of Calendly to integrate with e-Recruit to track clicks, appointments set, appointment types, staff time allocation, conversions, and average time from prospect to admitted.
- Continuous evaluation of current CRM (e-Recruit) capabilities against business process and growth demands. It is important that the tool scales to and beyond capacity. Should the tool be limited in the future, business units will be ready to employ a new and more robust system and will create a better transition to the next phases of growth with minimal impact on staff resources and student experience.

➤ **Recommendation: Align dedicated marketing staff under the Enrollment structure to integrate key units responsible for strategic enrollment management.**

Restructure the functions and departments of Enrollment Management and Admissions, with dedicated staffing in marketing and communications to allow the current staff with the role of inquiry, application management, and student onboarding and retention to function together and integrate with the marketing and communications staff. This dedicated Marketing and Communications staff would maintain a dotted reporting

responsibility directly to one executive level leader, optimally the Vice President of Student Services, while remaining accountable to Marketing and Communications leadership. Under this leadership structure, the department would be responsible for brand management, website, advertising, digital and print media, campaign and event management for outreach, recruitment, engagement of inquiries and applicants, admissions, onboarding, and retention. Key metrics will be based on stage conversions, tracking, and further improving enrollments, retention, and projections through predictive insights on GCCC's reach within the communities and counselor engagement efforts. Like a newly created position, Creative Director in GCCC Athletics department, this staff would be responsible for leading and coordinating marketing efforts in concert with Marketing and Communications to ensure brand consistency and alignment with campuswide marketing initiatives. Such a structure would allow for more integration of marketing and communication input on college-wide recruitment plans. Furthermore, a dotted line structure would allow for increased delegation and collaboration. A direct reporting relationship is as it implies. However, when teams are cross-functionally collaborating, it may be beneficial to pool resources in a dotted-line relationship while breaking down silos between teams. Hence, when done strategically, can increase delegation and collaboration.

With the proposed expanded CRM capabilities, consideration should be given to reorganizing the recruiting and admission activities and processing designated by college or majors, special programs, population, territories, or other segmentation and distribution as informed by market and state of the industry. CRM functionality may also allow GCCC the opportunities to realign staff responsibilities and structure aimed at improving the inquiry and applicant experience in addition to streamlining operational efficiency.

This recommendation will further ensure that marketing is intricately connected to the overall enrollment strategy of the College. There appeared to be a general disconnect between marketing materials, campaigns, and consistent messaging to students. By aligning these departments, the Marketing and Communications team can take the lead in revamping materials, creating consistent messaging, ensuring all prospects exist in the new CRM and creating outgoing communications consistent with marketing materials. The Marketing area should continue existing duties, however by moving nominally dedicated staffing administratively closer to the offices it supports, there will be greater collaboration and cooperation created. As the restructuring of Marketing and Communications could be a long-term strategy, similar outcomes could be accomplished, in the immediate future by ensuring a dedicated representative of Marketing and Communications serves a dualistic role with a dotted line to the newly structured Enrollment area. Best practice in strategic enrollment management is to ensure a dotted line reporting mechanism exist in addition to direct line reporting so that executive leaders can ensure strategic alignment, the integration of messaging, the appropriate use of resources, and greater efficiency between processes across relevant units. It is essential that Marketing and Communications remains instrumental in helping Enrollment Management offices leverage the power of digital communications, messaging, social media, and campaigns to reach various market segments.

This type of change can be challenging since moving positions and departments can be difficult. However, the College should consider this part of a cultural change to bridge the divide among offices and remove the "silos" that exist across campus. As departmental restructuring is considered and planned, a cross-functional committee could be formed immediately to provide input on proposed revised operations and processes, and begin to discuss, monitor, and set targets for key metrics together. Soliciting input from existing departments and staff with expertise will allow for cocreation of a new structure that fosters efficiencies and relationships among departments and supports achievement of key SEM objectives.

Under this proposed structure, this alliance would be responsible for coordinated efforts around brand management, website, advertising, digital and print media, campaign and event management, engagement of inquiries and applicants, admissions, and onboarding. Onboarding will include financial aid, registration, and records. Key metrics will be based on conversions, tracking, and further improving enrollments, retention, and projections. Additionally, will provide further accountabilities to the student experience, support, and retention, whereby reducing melt.

It is recommended that admissions and marketing work symbiotically. Marketing and communications should make tracking performance metrics visible and transparent in efforts to evaluate the effectiveness of messaging that includes communication flows to address prospect-to-student personas that is strategic, timely and to cadence – ideally, this would be triggered by interactions; campaigns that are by funnel stage, academic timeline, program, and others that are based on call-to-action; web-presence that is in alignment with admission and retention initiatives and objectives; and brand in support of admissions and recruitment-facing roles through staff training and education around awareness and experience the GCCC story. As such, pipeline conversions and performance metrics should also be made visible to Marketing and Communications. Pipeline conversions tracking should be a collaborative approach, which will allow for better projections, use of resources, and inform future enrollment recruitment and retention strategies.

It is critical to note a college marketing department should not simply function as a “service department” or a service provider to students, academic departments, and administrative units. A marketing and communications department should function as a strategist further lending expertise to the strategic enrollment management function. Despite its diverse service offerings, the marketing and communications department’s principal role is to the foster cooperation and collaboration among units to amplify the Garden City message across multiple channels and to a global community. This requires constant collaboration, co-creation, and timely information exchange with admissions units in effort to increase enrollment and bolster retention rates. To further assess the perceived decentralized strategic enrollment management function and to assist Garden City in making an informed decision regarding organizational design, Campus Works further recommends a systematic review of the human capital systems.

With e-Recruit, consideration should be given to reorganizing the recruiting and admission activities and processing designated by college or majors, special programs, population, territories, or other segmentation and distribution as informed by market and state of the industry. CRM functionality may also allow GCCC the opportunities to realign staff responsibilities and structure aimed at improving the inquiry and applicant experience in addition to streamlining operational efficiency. Furthermore, it is recommended that GCCC explores marketing automation tools that will enable dynamic and intentional deployment of funnel communications.

- ***Recommendation: Evaluate departmental structures, programs, and resources to align cultivation strategies across all recruitment areas to allow for transparency and greater efficiency and intentionally track each stage of the enrollment funnel.***

The enrollment funnel is a critical tool in identifying the pathways toward enrolling at GCCC. By having visibility into each stage of the funnel, including applications that were not completed and non-starts, all staff involved in the process can determine the likelihood of potential students enrolling, prioritize efforts and coordinate

resources depending on needs identified in each stage. The typical approach focuses on awareness and consideration of potential student populations with the result of yielding matriculating students. To do this effectively, specific aspects of the application and enrollment cycle need to be categorized in the following order.

- Inquiries
- Prospects
- Applicants
- Admitted students
- Matriculating or registered students

Evaluate pre and post admit student journey to determine levels of engagement, support required, and resources needed at each stage. Subsequently, determine what department functions and constituencies would have contributions to each segment within that process. To create a seamless student experience, people, process, and technologies should be in place and aligned. All these components should be taken into consideration. Some opportunities to improvement cultivation include the following.

- Leverage potential high-yield programs such as dual enrollments, transfers, and GCCC Online programs.
- Consider working in territories split by geographic areas that is inclusive of high schools, community organizations and employers.
- Measure gate-to-gate conversions to better track inquiry to applications based on the territories.

➤ ***Recommendation: Create professional development plans for staff, as responsibilities change due to new processes and implementation of technologies.***

The need for continuous process evaluation due to changing business needs require the expansion of Self-Service for end users. This means that ongoing training and communication around functions should be prioritized. Work groups and test groups are recommended in addition to continuous user training. Similarly, any innovative technology implementation such as Ellucian Recruit and the impending implementation of EAB Navigate, will create changes, and shifts to job responsibilities, necessitating training and professional development to support staff members transitioning to future state processes. This process should be supported by HR and departmental leaders working together, to identify individual strengths and gaps, as well as plans for professional development for those staff members who may no longer have an appropriate skill set developed to match the departmental and institutional needs.

As the College goes through the process of onboarding new technologies, the recommendation is to look at extended service contracts with vendors or leveraging temporary staffing to ensure capacity exists to fully maximize the solutions. These functions will be important in expanding use of the CRM system, going live with a new Advising and Student Success tool and especially when integration with other technologies and ERP (Enterprise Resource Planning) systems is involved.

Marketing and Communications

Findings

The Marketing and Communications Unit currently oversees marketing and communications efforts for the entire university. However, there is limited involvement with enrollment management in the areas of admissions and recruitment. This is a partnership that has been the operational standard for many institutions nationwide, as student enrollment is the lifeblood of the university – at least that is where it begins. Therefore, a symbiotic relationship between the two departments should be considered mission critical. The following findings presents areas of opportunities for further increase in brand awareness, engagement, and growth in student enrollments and community awareness and involvement.

- *Findings: Brand, marketing and communications strategy is not connected to admissions and student support departments.*

Although the Marketing Department has created branding guides and resources for widespread use across the campus, the branding, marketing, and communications strategy does not drive internal and external communications plans within admissions and student support departments. These occur in the forms of pre-set static communication drips, collateral, web communications and ad-hoc efforts. Some of the ad-hoc needs include event coverage, social media posts that are upon request, and others as needs arise. This creates many lost opportunities for brand awareness and impressions. Further, the disconnect in strategy leaves communications crossed, inconsistent and confusing for prospective students, current students, and constituents. Similarly, there is absence of internal communications strategy that promotes staff and faculty engagement. This is an opportunity for engaging the community and encourage involvement and participation, which in turn provides more support for the entire campus community.

- *Findings: There is a lack of coordination of Marketing efforts to the overall enrollment strategy.*

Enrollment Management runs as a completely different unit from marketing with little to no collaboration between the units, which makes it challenging to support recruitment and marketing efforts in ways that is collaborative and with shared accountabilities. Marketing and Communications currently does not have the shared visibility into the enrollment funnel and any of the conversions. As a result, the department and the College as a whole fails to have an accurate depiction of the unit's impact on enrollment. In addition, enrollment goals and projections, statuses and gaps are not shared. This is an opportunity to leverage messaging that will help "move the needle" in all segments of the funnel. And, without continuous communication, collaboration and shared accountabilities between departments, these gaps go unaddressed leaving missed opportunities to engage prospective students in effort to progress through the admissions process, to becoming enrolled students.

- *Findings: Lack of data analytics to measure return on investment of marketing efforts on enrollment funnel conversions and yield.*

Data analytics involving the performance of organic inquiry sources as they enter various channels into the funnel are not being tracked and measured for its return on investment (ROI). This creates ambiguity and

inconsistent projections of not only the marketing budget, but the efficient use of those resources. Further, all outreach efforts and engagements go unmeasured, effecting the human capacity being resourced to these venues. This presents another opportunity for the marketing and admissions to work together on providing and receiving feedback on the performance of events and other recruitment channels, while tracking the performance of conversion rates of inquiry or lead sources. This is crucial when purchasing lists and collaborating with vendors.

Additionally, there are too many access points that exist to obtain data elements for marketing (5 different dashboards between external agencies and internal). This creates manual reporting and mining that is time intensive and unproductive to the team. Due to its complexity in collecting and combining the information, the data is not easily shared with other departments, which creates a barrier to collaboration and shared accountabilities.

Recommendations

- *Recommendation: Develop a strategic marketing plan that reflects target enrollment market segments and integrates academic program marketing.*

The CampusWorks team received various reports about the lack of a coordinated marketing and communications strategy. The CampusWorks team recommends that GCCC creates a brand, marketing and communications strategy that is integrative. Ensure that efforts within the plan involve drip campaigns, collateral, web communications and that internal and external messaging is intentional and consistent. To achieve this, communication must be at the forefront and shared with campus departments. This will prevent any duplication of messages and timing of ad campaigns, text messages or email pushes on the same day, creating messaging fatigue. Additionally, content strategy should be taken into consideration, and created in tandem with Enrollment and Academic Affairs for specific academic programs, as the content informs the messaging that engages with the entire student funnel. This ensures that external messaging is relevant, interesting, engaging, and informative. By partnering with academic departments, marketing strategy can be leveraged to accomplish academic program enrollment goals, specifically for low-enrollment areas.

- *Recommendation: Develop an internal communications plan inclusive of policies or guidelines for campus-wide communication to students.*

A similar approach should be taken for internal communications directed to current students. Marketing and Communications should develop an internal plan inclusive of critical dates, timelines, and information aligned with the academic calendar and peak enrollment times. The plan should also communicate policies or guidelines for college events that require communications to all students to support the plan and the roles and responsibilities of Marketing and Communications. Communications must be synchronized by the marketing and communications department and the chosen mediums should consistently be applied to create a campus culture that promotes students' expectations of the critical information to be shared through the campus-adopted medium. The campus-wide app, Buster Bizz, presents opportunities for push campaigns if appropriately leveraged. This approach takes intentional coordination by all enrollment-facing offices to proactively plan their calendars during the summer to finalize the communications plan prior to the beginning

of a new academic year. This approach also requires creating messaging during the onboarding process and campaigns to encourage broad adoption of use of the app by new and returning students.

➤ ***Recommendation: Streamline processes through the optimization of data analytics.***

Marketing automation and a custom-built dashboard that integrates all data points and conversion should be considered. This allows for better leverage of content, lead scoring and pushing the right messages at the right time. In partnership with admissions, determine the metrics that demonstrate applicable funnel conversations and connect marketing and admissions data points. These metrics should populate the dashboard and can come from eRecruit and other sources of marketing data. Where necessary, the departments should collaborate on building out the e-Recruit function to track events, as this will allow for data around total registrations, show-rates, and participation. Having this information will allow marketing to better assist and intervene with relevant messaging to these groups.

Invest in integrations, technologies, or a data warehouse that will provide a comprehensive set of data streamlined in one place from various sources. The e-Recruit system should be explored in adding a module or instance for marketing, as this will allow real-time snapshot of communication needs and anything that is executed will be documented for all departments on e-Recruit. Should e-Recruit not offer this capability, consider a technology assessment where business needs and requirements are defined prior to entering the procurement process for added tools or when deciding whether to replace the current technology investment with another product that has more robust features and integration options.

Financial Aid

Findings

➤ ***Findings: Opportunities to enhance staffing levels in Financial Aid to impact the student experience.***

During CampusWorks discovery, there was a consensus regarding Financial Aid's work in expediently assisting students navigate the Financial Aid process. The current environment is one where staff members are performing all the tasks they know to perform regardless of title and/or what their defined roles and responsibilities are. Further, the staffing levels, coupled with technology transition concerns, caused delays in processes, consistent student outreach and strategic focus in operational efficiencies. While nearly every individual to which we spoke, gave glowing reviews of the Financial Aid staff, there were also observations that the staff have greater task burdens with the student levels at GCCC that are dependent on financial aid. Subsequently, staffing gaps are in direct conflict with the need for more high-touch and proactive communications and support to students. CampusWorks believes current staffing levels, along with unnecessary manual processes, have adversely impacted the student experience overall.

As a result of lack of capacity, work within Financial Aid is reactionary and transactional. There is no evidence of an outreach plan to students who have not completed the Financial Aid process, or progressive and proactive measures to prompt students to complete the process. Rather, communications are only initiated by an action from the student, not inaction.

➤ *Findings: There is a lack of proactive outreach to students for navigating Financial Aid.*

FAFSA on file and full admission to the College initiates interactions with financial aid. Full-time students are packaged for the academic year. However, Financial Aid does not offer regular, ongoing outreach sessions to help prospective and continuing students to apply for financial aid and navigate the complexities of the Financial Aid process. Students who have not completed the FAFSA or been fully admitted to the College and have questions have expressed experiencing challenges in obtaining individual guidance, aside from the Financial Literacy Months that have been designated and outreach to high schools. With adequate staffing levels, similar events could be regularly scheduled to assist students with overcoming verification, missing documents, appeals, and other financial aid processes that impede enrollment and persistence.

Another challenge that exists is that materials and presentations are not offered in multiple languages and there is a lack of accommodations available to assist in understanding and completing the financial aid process.

➤ *Findings: There are opportunities to better leverage the Self-Service and other technological systems.*

The rollout of the new ERP presented numerous challenges for many academic stakeholders, including students. Although implementation of Self-Service has offered some benefits through allowing students to conduct more automated processes, the consensus is that there are tremendous opportunities to create greater efficiencies and automate more aspects of the financial aid process, when staff and students have a greater understanding and knowledge of system capabilities and end-user training is provided. The system has not been fully leveraged to customize workflows, causing communication and workflow issues.

Visibility to the student statuses and next steps require further investigating and manual lookups, which impact the ability to provide prompt service and responses to students when they have questions and issues. There is no shared system between financial aid, registrar, and admissions nor are all these enrollment-facing areas currently leveraging E-Recruit. This creates gaps in information and the ability to serve students without further research. This can cause frustration, inconsistencies, and unintended but unsatisfactory student experience. As students attempted to familiarize themselves with how to navigate the system, lack of robust training and user-friendly documentation also inhibited a seamless transition for students to the new tool. The rollout also presented challenges in getting award letters out to students due to system trials. It was also noted that system errors caused release of awards to students who had not been cleared to award.

Recommendations

➤ *Recommendation: Leverage innovative staffing solutions.*

The CampusWorks team frequently heard concerns about the inability to attract and retain talent within the Financial Aid Office, resulting in high staff attrition and lack of continuity. In the quest to manage increasing compliance challenges with decreasing resources, a growing number of higher education leaders are considering outsourcing, leveraging external resources, and approving alternate work environments to improve efficiency and effectiveness. Whereas staffing has proven to be a pervasive concern nationwide, there are some innovative approaches that could be leveraged to improve the chances of filling the needed gaps within the Financial Aid

team. One potential solution would be to leverage outsourced talent to enhance your operations and improve departmental efficiency through adequate staffing. Another potential solution that could be considered to attract talent to the area is the opportunity for remote employment. Current trends in a post-pandemic society indicate that remote employment will be a guiding decision for many potential employees. Additionally, during the COVID-19 pandemic the higher education community recognized that some student-facing functions within colleges and universities could be conducted efficiently and effectively through a remote environment. As you consider the recommendation to scale the Financial Aid department to sufficient staffing levels, the CampusWorks team encourages you to pursue all possible opportunities available to you, in addition to traditional recruitment and staffing efforts.

➤ ***Recommendation: Streamline processes through the optimization of existing ERP system.***

During the interview sessions, many staff expressed the need and desire to learn more about the College's software systems. Staff are aware that, in many cases, the full functionality of the current systems are not fully implemented or utilized. The interviewed staff members desire to be as efficient as possible and believe training will enhance their knowledge of the systems and tools they use on a regular basis. As previously addressed, GCCC should optimize the Ellucian Colleague system. Once this decision is made the College should invest in training for its staff who use the system. Power users should be identified in each functional area for more in-depth training on expanded functionality, configuration options and query/report writing. The power users then could train other staff in new and updated functionality and would be responsible for training of new staff members.

- Recommend additional support in building out Ellucian Colleague and Self-Service capabilities specifically. Create workflows and processes that allow for efficiency and that function with internal systems.
- Create communications plan for drip campaigns that inform prospects, applicants, and students about financial aid early and often. This is achieved by considering timeline, relevance, messaging, and cadence, using email, SMS, chats, Buster Bizz app or other available platforms. It has been shared by students that they have the impression that no contact from financial aid meant that financial aid funding process has been cleared, where that is not the case.

➤ ***Recommendation: Create an outreach plan that takes the funnel stages into account.***

As financial aid is already a complex process for many students, GCCC should take a proactive approach to helping students navigate the application and verification processes by offering opportunities for financial planning early in the process. Introductions to financial aid should occur throughout the inquiry process and up to the time they are packaged for new students. There should also be pre-determined checkpoints for continuing students. Students should have a financial plan in place and cleared prior to the beginning of the semester.

Early completion of the process can be accomplished by development of an outreach plan. Staff should create individual appointment sessions immediately once a student applies to GCCC. The outreach plan should also incorporate use of technology and multiple communication mediums. Incorporate webinar sessions with

opportunities for live Q&A. Leverage a dynamic checklist and missing items through ERP system that progressively communicates to student until all requirements are fulfilled. Also, strategically communicate financial aid requirements by leveraging E-Recruit, workshops, appointments, videos, tutorials, and other financial aid resources leading up to the start of the semester and the established deadlines for payment. This will encourage participation and engagement with thoughtful timing, while creating opportunities for completing required materials in time and on schedule as much as possible.

➤ *Recommendation: Enhance opportunities for training for students.*

GCCC must continuously center the manner it supports its students through acknowledgement of the diverse nature and needs of its student populations. It is also important to recognize how technological and process challenges impact student attrition. To these ends, GCCC must take an intentional approach to remove systemic barriers, such as use of the technologies to navigate basic business processes. Some recommendations to improve knowledge and training of use of Self-Service are:

- Create training materials and on-demand tutorials for students that is hosted on the website or within the student portal.
- Request ongoing Self-Service development of the application and user training.
- Develop a technology toolkit to serve as a repository and one-stop shop for all technology resources needed for prospective and current students to enroll, matriculate, and succeed at GCCC.

Academic Advising

Findings

➤ *Finding: Complex academic advising model lacking clear delineation of roles.*

GCCC describes its advising model as shared between staff and faculty. The advising model and advisor assignments are not clearly explained to students. There are unclear faculty and staff advising roles, responsibilities, and transitions between these advisors and other secondary advisors.

Staff advisors support new students who are beginning the program and help them to establish an academic plan for their first semester. New students are divided among staff advisors based on specialty areas. The advisors are centralized, operating out of the advising center, and reporting to the Director of Advising. After the first semester, students are transitioned to a faculty advisor, assigned by major or program. Advising is included in the faculty contract, but there is no clear description and delineation of roles and responsibilities between staff and faculty advisors. The complete advising process is not documented for students. The model and process are also not explained to students on the website, which is a primary way students seek information.

Programs like TRIO and the Migrant Student Grant Program also have advisors, but these staff members are considered secondary advisors. These advisors support enrollment and course planning but may not be directly privy to all the information about a student and may need approval to enroll students, causing a delay in finalizing enrollment and a student's schedule. Coaches also provide guidance to student athletes similar to the support

that advisors provide. Since they have frequent interaction with student athletes and get to know them well, students may trust them and lean on them like an advisor. There is lack of clarity around the roles of a primary and secondary advisor. Secondary advisors may not be notified of updates on students, like the awarding of financial aid, therefore creating a gap in information. The coaches may function as student advocates, but it may be unclear what information they need or are privy to in their role, as opposed to the advisor roles.

Online students may also have an additional advisor who is housed in online services. These advisors are essential in supporting students to be prepared for their online classes, however there is a disconnect between general advising and online advising, which may cause confusion for students.

Advisor information is maintained in self-service for students to access, however the process of being assigned an advisor may not be explained to them. If students have difficulty with self-service, they may not know where to look for their advisor's contact information.

- ***Finding: Inconsistent process for advisor assignments, yielding grossly uneven caseloads for faculty advisors.***

The process of assigning advisors to students at the various phases is inconsistent, and managed in several different systems, including manually managed spreadsheets. The transition of students from admissions to centralized advising to faculty advising is clunky and laborious, yielding varying faculty advisor assignments loads.

Once new students are through the admissions process, admissions support their transition to advising. Admissions operates in eRecruit, but staff and faculty utilize Self-Service. The systems are not integrated, therefore lists of new students are transitioned from admissions to advising via a google spreadsheet. This makes communication between admissions and advising and among the advising department difficult. The spreadsheet is shared among staff advisors, who can make notes and update the information. Staff advisors proactively contact students and encourage to be persistent in making initial contact with the students.

Faculty teaching in high demand majors, like business or transfer pathways, may have a larger than average advising load. The large load, in addition to the vast requirements of faculty advisors to support enrollment and transfer, impedes faculty in fulfilling their teaching and advising duties.

- ***Finding: Minimal advisor training and lack of college process documentation and reference guides.***

An inconsistent approach to advising among staff and faculty advisors is apparent. Faculty or program advisors also work with students on transfer credit articulation and career exploration or planning.

Faculty advisors have varying approaches to advising and no designated training or professional development. Although the Director of Advising maintains a repository of resources in CANVAS on advising, faculty may not be up to date on college processes like enrollment or financial aid. They also may not feel confident in providing information on programs, like TRIO and, CAMP, which may have specific enrollment parameters. Faculty may approach advising from a different lens, with a focus on nuances of the program or field of study.

There is little ongoing professional development and training for advisors. Faculty may be lacking knowledge of specific college processes or programs, critical updates, or transfer and articulation requirements. Faculty are responsible for determining transfer requirements and researching articulation. Faculty are required to understand articulation agreements and transfer policies, which are not easily available and accessible for students. Transfer and 2+2 information are difficult to interpret or find for faculty advisors.

Faculty also support career planning and exploration. The College has no established career services center or support. Faculty advising duties of transfer support and career exploration and planning support do not have institutional structures and processes that would assist faculty with transfer processes and career services.

Recommendations

➤ *Recommendations: Implement a success team model of advising.*

Staff and faculty each provide invaluable support to the students throughout their journey, however when students are transitioned from one advisor to the next in a phased or distributed advising model, there are gaps in service and transfer of information as that handoff occurs. Students may also interact with other staff if they are an athlete or in a special program, but students may not understand the official role of that staff member in college functions and processes. This results in confusion and frustration for the students and employees, and students who fall through the cracks. There may be lack of availability of advisors during the summer months when faculty are typically off contract, creating extensive wait times for students to receive answers to questions or needed support, and staff scrambling to help and address urgent concerns.

A success team model of advising may help to better assist students and facilitate the sharing of information among college employees and support staff. The success team model provides students with a team of support. The College can formulate that team and define the roles and responsibilities based on the availability of staff and faculty. Typically, success teams will include support staff to assist with enrollment and registration functions, an academic advisor, a designated academic support person like a tutor, and a completion or career coach. Upon enrollment, students know their student success team, and even though members of the team may have specific duties or responsibilities, the team can support each other when someone is out of office. The students know their point people, who stay with them throughout their journey.

➤ *Recommendations: Document the advising process or model for all staff, faculty, and students.*

Document the advising process, including roles and responsibilities of staff and faculty advisors, including all programmatic secondary advisors. Clearly communicate the process and advisor assignment to employees and students.

The College should consider mapping the advising process, including advising steps for new and returning students, the transitions between advisors, and the systems and tools used to communicate among staff and faculty internally and with the students. A version of the process map should be made available to students on the website, so they are aware of the process and how to access advisor information.

Faculty advising roles and loads should be assessed and clarified to ensure faculty have adequate time to perform teaching and advising duties. Roles and responsibilities of all advisors should be documented and communicated,

to minimize duplication of efforts and streamline transitions between advisors. The process and roles should be continually communicated to all employees. The process should be assessed regularly and improved as needs are identified.

- ***Recommendation: Optimize technology to support workflow and data sharing between Admissions and Advising.***

The College has foundational tools in place to support admissions and advising, however some of the functionality may not be leveraged or enabled to support transition students from admissions to advising, and then among advisors. There may be opportunities for eRecruit to integrate with Self-service to eliminate the need for manually managed and maintained spreadsheets and manual emails among employees and with students.

The tools should also be leveraged to provide automatic reports or dashboards for advisors to receive updates on the status of their students. This will allow advisors to reduce the amount of time spent on manual tracking, be data-informed in their day-to-day tasks, and provide more streamlined service to more students.

- ***Recommendation: Provide regular and ongoing communication, training, and professional development for all advisors.***

Although the Director of Advising has established a repository of training resources, the College should regularly foster engagement with those resources among all advisors. Since the College utilizes a shared advising model between staff and faculty, all advisors should be in communication as a group, and participate in training and professional development together.

The Director of Advising may develop and maintain an annual calendar of professional development activities for advisors, which includes training and updates on college processes and specific topics (e.g., transfer and career planning, etc.). The College could also establish a cross-functional advising committee made up of first semester staff advisors, faculty advisors, online advisors, and special program advisors, to facilitate communication, information sharing, and collaborative problem solving.

- ***Recommendation: Increase institutional support for transfer, articulation, and 2 + 2 programs.***

Administrative support for transfer and articulation is critical to ensure faculty have the correct information and pass that information along to the students. Some of the requirements may be nuanced and detailed, requiring research and investigation on a case-by-case basis. The College should explore staff support who would assist with transfer credit research and audits, and establish a centralized repository for transfer, articulation, and 2+2 resources. The staff member could support students as needed and help to train faculty advisors to streamline the transfer advising part of their role.

Additionally, GCCC should increase transfer related information and requirements that is available to students. Leverage an existing tool, like self-service, or investigate a new tool to allow students to audit their own degree and view transfer requirements and transfer courses to high transfer institutions. If self-service is currently underutilized for students to audit their own degree progress, the College should promote the functionality to

students and incorporate training and support for the students on this degree audit function in advising sessions or special workshops.

The College should take steps to empower students to understand their own progress towards the degree and their transfer related goals. This includes making transfer information accessible to students and providing them with the ability to audit their own degree status and progress. The College should investigate if existing tools, like self-service, can allow for this functionality, or pursue an additional tool that will support students in tracking their progress.

➤ ***Recommendation: Establish a structure for Career Services.***

The College must consider increasing support for career services in the form of a designated function, office, and staffing. Many faculty members, especially in the career-technical programs, are experts in their fields and positioned to provide career and job support to students. However, they may need additional institutional support as a foundation for this type of service to students.

➤ ***Recommendation: Assess internal access to student information for student-facing and student-supporting staff.***

Given the distributed advising approach, the variety of student support services that also provide advising for groups of students, and the pockets of staffing vacancies or shortages across departments, staff must have access to the student information needed to answer questions and provide information in an effective and timely manner. Some staff may be more autonomous and provide better service when they can look up student information and statuses themselves as opposed to reaching out to other offices. Waiting for these replies keeps the student from getting answers and moving forward.

Student Success and Support Services

Findings

➤ ***Finding: Need for greater support for diverse student populations.***

GCCC serves a culturally and linguistically diverse student population. There is a large and growing Hispanic and Latino population who are also low-income, first-generation, and first-time students.

The Hispanic and Latino population is the largest growing population at GCCC and in the College's service area. This is the largest racial/ethnic population at the College. These students may also be low-income, first-generation, and first-time students, making them eligible for multiple programs to support their diverse needs and goals. The CAMP and TRIO programs are positioned well to support these students. The College's DEI Committee is working on programs to support diversity, equity, and inclusion for these students and other diverse groups on campus.

There are groups of students and their families that need translation support with documents and translation support for in-person meetings. The College has some staff who can provide translation support, but they are spread out across areas of the campus and not officially designated as such.

GCCC's diverse student population arrives at the College speaking a variety of languages. They often need support in their own language to navigate the website, college systems and processes, and get access to the variety of services the College has to offer. Students often need interpreters when they are meeting with advisors and college staff. Some offices have staff that speak other languages, and some staff are known internally for speaking other languages and can be called on to help. But this is not part of their official role, and not consistently available for staff and students to depend on. Lack of translated documents and translation support builds on the already confusing experiences non-native English-speaking students have when trying to navigate GCCC.

➤ *Finding: Disconnected student support programs and lack of holistic retention strategy.*

GCCC serves a student population in need of support services including financial assistance, housing, childcare, mental health and counseling, and workforce services. Often students have intersecting needs for more than one service. The College offers a wide variety of student support programs that address and integrate academic and non-academic needs. Programs often make referrals to other programs within GCCC and outside in the community. Within each program, the staff are passionate and have often built and leveraged internal and external partnerships. However, the support programs are disconnected from one another and not leveraged as part of a holistic retention strategy.

There is no comprehensive retention and student success strategy. The student support services section of the website strictly applies to the TRIO program. The College has a number of programs and initiatives to support student retention and success, like TRIO, CAMP, and tutoring, but they are not clearly brought together and advertised to students. For example, the student support services page of the website may be misleading to students, since it is the name used for the TRIO program, which has specific eligibility criteria. Access to or information about tutoring as a student support is not clearly presented on the website since students must click on academics to get to the tutoring page. The faculty also use Drop-Out Detective to initiate alerts about student progress and help to proactively address any challenges.

Student support is operating in silos with only pockets of effective communication among offices. The programs often maintain their own notes on students and cannot easily share information across programs to support the holistic needs easily and efficiently of the student.

There are several models of support services, programs, and learning communities that are operating effectively for students and internally for each other. The programs and departments that do this well cultivate relationships with students and their peers to communicate effectively and support each other through critical processes. For example, Athletics is a good model for student support from recruitment through enrollment, retention, and graduation. Coaches and staff are high touch, keeping in consistent and frequent contact with students. They connect students to housing, facilitate study halls and appointments with advisors. TRIO has had successes with addressing the need for language support, given that a substantial portion of the population is ESL with a variety of native languages spoken at the College.

- *Finding: Lack of student-centered activities and support to engage thriving residential and out-of-state student populations.*

The campus is lacking in campus activities for residential students. There is little to do 'after hours' and on weekends. There are few services to take students off campus and into the town, like Uber, Lyft, or taxis. There are investments being made into various areas of the physical campus.

The College enrolls many out-of-state and international students that reside on campus full time. It is essential to cultivate campus community with these students to keep them engaged outside of the classroom. The campus is remote, which limits the number of off-campus activities. Therefore, it is imperative the campus develops activities and events for students in the evenings and weekends to foster a sense of belonging. Student life and SGA faculty advisors are attempting to make enhancements in this regard and attract community organizations and activities to campus. However, there is no budget assigned to this retention initiative.

This also includes increasing the number of spaces available for students to gather and socialize. Intramural sports and clubs. The College is working on physical projects like a miniature farm, fitness wall, grounds beautification, and dorm renovations and upgrades. The facilities department experiences staffing challenges and cost increases.

- *Finding: Students may be unaware of the accommodations process and how accommodations differ from high school.*

The College enrolls a large number of recent high school graduates. The accommodations process and services vary between high school and college. The primary difference is the student needs to initiate the request for accommodations and be proactive in seeking support. The language may also differ between high school and college, further adding to the confusion or lack of awareness of these services. As having access to reasonable accommodations impacts the leveling of the playing field for students with individualized educational needs and with documented disabilities, it is important that relationships are formed during the inquiry and prospective stages to ensure that students and families can navigate the ADA process.

- *Finding: There are opportunities for evaluation and improvement of New Student Orientation.*

The new student orientation program helps to get students ready to start their program and is an opportunity to expose them to extracurricular programs, services, and clubs on campus. GCCC is beginning to implement a virtual orientation program and an online orientation program. The in-person orientation offers information for parents. Each of these orientations is an opportunity to support students to navigate the physical campus and/or the online systems and tools they need to be successful. The in-person orientation is also a way to connect students to the campus, foster the sense of belonging and comfort with the buildings and surroundings, and help them to feel at home.

- *Finding: Students get lost in GCCC technology systems and tools.*

There is no coordinated effort to support students navigating technology tools that are required for initial enrollment at the College as well as continued enrollment and accessing critical support services. The College uses a variety of online systems and portals for different purposes including Self-Service, CANVAS, Buster Bizz, and E-Recruit. The self-service portal is a primary tool used by students and employees. It is essential for enrolling and meeting all requirements for admissions, enrollment, financial aid, and removing holds. Students and staff report challenges with Self-Service, a system implemented recently. Getting lost in Self-Service directly affects students applying to the College and enrolling in classes. If students get past Self-Service, they also must learn to navigate the other systems used by the College including CANVAS. It is unclear to students what information is housed in each system, which is critical to accessing information about their financial aid, academic standing, and progress towards their academic plan. Knowledge of how to navigate CANVAS is critical to success in their courses once enrolled. There may be handouts that include descriptions of all the campus technology in circulation by various departments, but there is a general feeling these are not distributed and referenced broadly across the campus. The availability of support for students and staff for these systems is not widely known.

➤ *Finding: The bridge from admissions, advising, and academics to athletics is unclear.*

There are few data systems that can deliver student information to the Athletics staff. Data on student athletes is often managed and tracked manually on spreadsheets. The athletics staff and coaches establish and maintain manual spreadsheets on students. Coaches and staff cannot access data to determine where students are in the admissions or financial aid processes but maintain extensive contact with students who may ask questions about these processes. There is no systematic or regular reporting to athletics staff. The coaches want to support students and help them complete processes to get enrolled, but often cannot provide individualized help.

Recommendations

➤ *Recommendation: Create a holistic retention strategy.*

Leverage student support programs and their resources as a holistic retention strategy. Assess program outcomes and staffing across all student support and retention programs to determine internal best practices, the most effective programs to scale, and where to realign staffing and pool resources for greatest impact. Individually, the student support programs are doing critical mission-driven work, however all areas report workload as a concern. The programs also do similar work and may be able to collaborate and share resources.

Harmonize the campus' primary student retention and success strategies. Evaluate current projects and initiatives to determine internal best practices that can be scaled. The College should determine which student retention and success strategies are working most effectively. This requires programs and services to determine the appropriate measures and data points to use in evaluation and conduct evaluation regularly. TRIO and CAMP serve as a good example of a program using established metrics to regularly conduct evaluation. The same can be done with other success programs. Drop out detective alerts and outcomes can be tracked to determine which alerts are successfully intervening and supporting student success.

The College should determine which programs and support services are achieving student success outcomes. This thorough assessment and evaluation will help to determine what programs and support services are working well and can be scaled for greatest impact.

- ***Recommendation: Increase support for student activities and SGA, including staffing and budget for events and programming.***

Campus life and activities is critical given the substantial portion of students who live on campus and are far from home. The College should invest in at least one full-time position to plan and program student activities and events. Student activities can and campus life can build on the programs and partnerships that the part time faculty have established so far. The department can also pursue partnerships with the community and local transportation services to increase service to the campus for students.

The College should research the retention of out-of-state and international students to determine any specific gaps, and survey students, especially those who stay on campus, to determine what kinds of activities they would like on campus outside of the classroom.

The College can leverage the large athletics program to enhance campus activities. The newly hired Athletic Director can work with student activities and SGA to build excitement around athletic events, especially home events that may be held in the evenings and weekends, with students and staff. The College can also leverage the various facilities projects to encourage the use of the grounds by clubs and activities.

Social media and the Buster Bizz app can be leveraged to promote campus life, activities, and events in support of growing the on-campus environment, culture, and school spirit and pride.

- ***Recommendation: Proactively identify information about student needs to frontload holistic support.***

Add questions to the application, or a supplemental intake form to gather information about need related to housing, food, and financial assistance that can be shared with advisors and support services staff. Engage technology systems support (E-Recruit, Ellucian Self-Service, and EAB Navigate, when implemented) to accommodate tracking participation in services and scholarships.

The College should seek to be proactive in providing student supports by collecting student information as early as possible. This can aid programs and departments in meeting their enrollment objectives, as well as support staff so that they are not always reacting to crisis and immediate needs. Increased tracking can help staff communicate between programs as well as help programs assess their work and evaluate outcomes.

Additionally, with the increasing number of traditional students using accommodations, it is imperative GCCC proactively interfaces with prospective students and include information (based on the answers to additional questions regarding student needs mentioned above) about accommodations in high school outreach, orientation, and first semester advising meetings. Also, create opportunities to begin the outreach and process with ADA representatives and counselors with high schools within GCCC's service region.

- ***Recommendation: Explore ways to enhance access and support for the Hispanic and Latino population, especially with local high schools and working adults.***

Enrollment opportunities exist for traditional age college students and adult members of their families who may also be first-generation, first-time students. The students and their families may require extra support in navigating college, understanding the programs and services available to them, and translating documents and information. The College should consider including the parents and adult members of their families in their outreach efforts and provide intrusive, high-touch support services as needed. The College can leverage CAMP and TRIO program to support outreach to this adult population.

The College should continue to leverage the newly formed DEI committee to enhance welcoming and belonging for all diverse students on campus, including the Hispanic and Latino population.

- ***Recommendation: Develop an in-house network of multi-lingual staff who can assist students with enrollment and registration processes, or Partner with on-demand translation services that can provide immediate support for non-native English-speaking students.***

Title VI of the Civil Rights Act of 1964 requires recipients of Federal financial assistance to take reasonable steps to make their programs, services, and activities accessible by eligible persons with limited English proficiency. As GCCC serves a large population of non-native English-speaking students, not only is it a moral imperative to provide accessible language support, but it is also a federal requirement for any organization that receives federal funding. The College may want to consider hiring a bilingual student services representative. There may be staff or faculty fluent in other languages and willing to assist students when they are available. The College can form an in-house network and develop a list of these employees with their spoken languages, locations on campus, contact information, and general availability. The College can explore offering these employees stipends or honorariums for their extra service. Another option the College should explore options for on-demand translation services to ensure that resources exist even in instances where staff are not available to interact with prospective or current students who require interpretation services. Several on-demand and phone interpretation services, such as Linguistica International, exist for contractual relationships to connect organizations with a phone interpreter able to support over 350 different languages. Solutions are also available to provide videoconferencing and document translation services. Providing translation services not only helps the College maintain federal compliance but it also signals to diverse student populations that they are regarded, supported, and belong at GCCC.

- ***Recommendation: Provide regular and ongoing technology support for students and staff. Ongoing training for staff on all college systems, including Self-Service, and CANVAS.***

Support students in being technologically prepared on day one. Provide a repository for instructions and guides for all technology, systems, and tools required early, and clearly identify where students can get support and when. Although self-service training and support may be available at New Student Orientation, students often need additional guides for the technology and systems needed to be successful on their first day of class and throughout their program. Include hands-on self-service support for students, including use of self-service on multiple devices, accessing, and using the Buster Bizz app, and logging in and navigating CANVAS. Develop guides to accompany these trainings, especially for completing key processes, like finding classes, enrolling in classes, confirming enrollment, and finding and contacting advisors.

Develop short 'how-to-videos' and post to the website in one central location, along with any step-by-step guides that are developed. Identify a station in the advising center for hands on technology support and advertise the service to students. Staff the station appropriately, especially during peak times (e.g., enrollment, applying for graduation, etc.).

Students can begin receiving these resources as soon as they receive their campus email to allow for ample time for set up and troubleshooting. Training sessions for CANVAS can be scheduled in the weeks leading up to the start of classes and throughout the session.

➤ ***Recommendation: Determine a set of metrics to evaluate NSO regularly.***

Determine a set of metrics in alignment with student learning outcomes to evaluate the in-person New Student Orientation regularly. This may include a follow-up survey to determine what may be missing from the student perspective. Have a first and second part to orientation that extends into the first week of school to address any remaining challenges. Finalize the virtual orientation and online course/program orientation, evaluate those separate programs regularly.

The new student orientation program helps to get students ready to start their program and is an opportunity to expose them to extracurricular programs, services, and clubs on campus. However, finalizing details with enrollment or financial aid may extend into the first week of class. Students may also discover challenges with the technology and systems as they attempt to use it for the first time. GCCC should consider extending orientation services into the first week of class to address and resolve any challenges students have.

Organizational Readiness

GCCC has experienced unprecedented changes in many areas that impact strategic enrollment management planning and future changes. Drastic shifts in the demography of the student population, greater demands of accountability, addressing the emerging needs of a post-pandemic society, and declining enrollment are all forcing changes in the skillset and mindset required of organizations to successfully recruit, retain, and graduate students.

Due to the enrollment decline over the past five years, GCCC must seek ways to target untapped populations of students, retain current students at higher rates, and to explore opportunities to correct course on the decline of the student success outcomes. As the College prepares for Strategic Enrollment Management, please find below the following recommendations for alignment of this work:

- The ongoing development of various enrollment pathways into the College including high school partnerships, business to business relationships and connections with Workforce Development pathways.
- The development of enrollment goals for the institution based on academic programs, market analysis and supporting resources.
- The development of an enrollment marketing strategy to support enrollment goals.
- The future alignment of the strategic enrollment management plan to the admissions and dual enrollment recruitment strategy.

- The development of a student success strategy that aligns to the College’s enrollment goals.

The relationship between these strategies and goals is illustrated in the following:



Figure 8: SEM Relationships

In addition to understanding the strategic levers that must be considered to effectively grow enrollment, GCCC must also consider organizational readiness and foundational initiatives that must undergird any future change work to position itself for optimal success. The readiness factors include technology infrastructure, data capacity, governance, and overall organizational culture. The findings and recommendations that will ensue encompass the organizational factors that will align the SEM plan for effective implementation and maximum impact.

Findings

- ***Finding: Lack of capacity and support in Information Technology to fully support new technology deployments.***

Students and employees indicate effective technology systems and infrastructure as one of the most important resources for enabling their effectiveness and success. However, access to technology solutions, optimization of technologies, and training around recent technologies are continually identified as some of the most critical organizational infrastructure enhancement needs for effectively positioning GCCC for future success and impact. With the heightened need for technology over the past two years with the impact of the pandemic, the role of Information Technology in reaching strategic goals is more prominent than ever.

Additionally, given the Technology team is primarily focused on serving and supporting the technologies and providing technical support to end-users, they lack the necessary bandwidth to support the rate of new technology solution implementations, updates, training, and best practice usage needed to fully leverage the software available to the campus community.

➤ *Finding: Manual processes attribute to negative student experience.*

Staff from multiple areas rely on manual processes to complete their work. In some cases, they do this because they perceive the technology as challenging or because they have not been adequately trained in its use. However, staff will resort to manual processes simply because they do not know the technology exists to automate tasks. This is not an unusual occurrence, but it is not an optimal way to do business.

Manual processes require staff to spend time performing repetitive tasks, which often lead to highly personalized ways of doing business and are rarely documented such that another staff member could step in and perform that task successfully during an absence or after a departure. The inefficiency that results could be improved if the processes were properly documented and automated utilizing existing or purchased technology.

Relying on paper to solve administrative tasks inconveniences both students and staff. The working adult who must drive to campus to fill out and submit a paper form or a staff member who must input information into the ERP based on a typed-out Word document would be much better served if those processes were moved to webforms where workflows routed the information to the correct destination.

➤ *Finding: Lack of evidence-based culture to assess programmatic outcomes and guide decision-making*

GCCC manages a number of programs, services, and initiatives all aimed at student support and success. Although there is a consensus that the efforts are supporting students, there is a lack of a culture of substantiating evidence about programmatic outcomes to inform improvements, changes, and reallocation of human capital based on the return on investment. There is also a need to create an evidence-based culture that guides decision-making, by data. With the rapid pace that change occurs and the immediate access to data and information through technology, GCCC must position itself to process the information and changes, provide meaning to it, and make appropriate plans and decisions because of the data. In an information-rich society, everyone is inundated with information that is mostly unprocessed and unevaluated. GCCC must develop the capacity to leverage data to process and act upon the information in the future.

Recommendations

➤ *Recommendation: Evaluate a business analyst model.*

Although many employees cited limitations with robust knowledge of the technologies used at GCCC, there was a general theme that once new technologies were deployed, the functional/departmental team owner of the new software was broadly responsible for updates and continuous training around the technology solution, due to the lack of broad capacity within Information Technology. GCCC should consider deployment of a business analyst model, where each unit/department/division would have an identified business analyst, housed in Information Technology, working directly with functional areas to provide support to those units by guiding improvement of processes, deployment of software, and regular upgrades and training of institutional technologies.

➤ ***Recommendation: Leverage Electronic forms and automation across campus.***

Moving all paper forms to webforms with accompanying workflows will speed up processes, improve service to students and free up staff time allowing them to work more proactively to solve issues before they become problems. It will take time to improve a campus culture accustomed to using paper, but automation will soon become the norm and both students and staff will see the benefits.

Further, the entire self-service concept needs to be reviewed in detail and goals set to move as many students as reasonable to a self-service model. It will prove challenging across the College, as many students desire and require a high-touch strategy, but greater automation will cut down on the number of students who need to call campus or reach out to staff for assistance with routine matters. When students key in their own personal information it eliminates clerical errors on the part of the College and makes the entire process significantly faster for both the student and the College. Leveraging automation for students who do not require personalized support will provide greater time and opportunities for staff to provide outreach and a customized approach to students who need more individualized attention and support.

➤ ***Recommendation : Facilitate a continuous improvement model.***

Organizations are starting to see a difference between data-given and data-driven. We know GCCC students have diverse needs, but GCCC often does not find out about many of their needs until it reaches a point of crisis and reactivity. Staff members are unable to track or easily what services students are getting or what programs the student is affiliated with.

There is also lack of broad evidence-based culture, particularly around program, service area, and department outcomes that guide decision making. The College fails to measure the impact of their efforts and determine what is working well and what's moving needles. All academic and non-academic programs, student support services, and departments should have established outcomes and assess these outcomes on an annual basis. Academic programs will have learning outcomes at the program and course level, and service areas can establish service outcomes related to service delivery, utilization, or student satisfaction with as appropriate. The results of this assessment should be used to close-the-loop and inform actions for continuous improvement. Data governance is lacking, yielding a lack of staff access to data and information or restricted access needed to do their jobs efficiently. There are staff working with students who cannot see their financial aid status or other critical information. GCCC must create and foster a continuous improvement model based on outcomes and evaluation. Employ process and program review by working with both academic and co-curricular programs to establish measurable outcomes that apply to them. If programs know their outcomes and can track them, it makes those reports and processes easier and more meaningful. This process should be used as vehicles for that continuous improvement.

➤ ***Recommendation: Expand opportunities for cross-functional collaboration***

During many of the interview sessions, the innovation and creativity of many staff members were observed, especially across departments. Nurturing a culture of creative collaboration will help to foster innovations at GCCC and improve engagement across the College. To ensure better alignment in decision making, the College should develop teams that cut across functional areas. In addition, policies and regulations should be reviewed to identify and remove barriers to more efficient use of resources. Policies also should be reviewed to remove practices that keep technology functions isolated from other departments that have a legitimate need to access certain data. For example, changes in degree planning or advising should include a convening of advising staff as well as financial aid, the registrar's office, admissions, veteran's services, and Disability Services. Engaging all key stakeholders directly or indirectly involved with campus processes will significantly contribute to the maximization of human, physical, and technological resources and increase transparency, buy-in, and employee engagement.

Strategic Goals and Objectives

During the strategic enrollment management planning process, the SEM Core Team articulated several priorities related to taking a more collaborative, coordinated, intentional, and data-informed approach to enrollment management.

The CampusWorks team segmented the information presented in the interviews with faculty, staff, and students, to reflect themes that became apparent throughout the engagement, followed by detailed opportunities for improvement and recommendations to leverage those opportunities.

As the assessment work progressed, the following key goals surfaced across the functional areas. These goals and objectives are listed below:

1	Deliver a seamless, personalized student journey with expanded programming and activities to enhance engagement, retention, satisfaction, and success.
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Objective 1 | Increase engagement of potential students through a variety of outreach opportunities on and off GCCC campus.

Objective 2 | Increase student co-curricular engagement by developing and offering clubs and activities aligned to majors or areas of interest.

Objective 3 | Train advisors to increase student engagement, retention, and success.

Objective 4 | Enhance student opportunities for community engagement through partnerships, programs (academic and non-academic) and instruction.

Objective 5 | Enhance visibility, process efficiencies, and prospect and student engagement by aligning technologies, processes, and people.

Figure 9: Strategic Goal 1

2

Increase population of adult learners (age 24+) to fill education voids in the community and ensure institutional support by developing new models, program offerings, and services designed to support their unique needs.

Objective 1 | Increase enrollment of adult basic ed students in the Garden City Career Connection Academy (GCCCCA) to GCCC pathway by Fall 2024.

Objective 2 | Develop and host adult learner orientation/workshops in AY 2023.

Objective 3 | Increase number of students earning credit for prior learning by Fall 2023.

Objective 4 | Increase the number of high flex (or accelerated, weekend pathway, evening pathway, etc.) courses, and achieve at least 90% fill rate in the courses by Fall 2024.

Figure 10: Strategic Goal 2

3

Expand relationships with K-12, new superintendent, and high schools to increase recruitment of local students.

Objective 1 | Increase enrollment of GCHS students as first-time, full-time freshman from by 2025.

Objective 2 | Increase completion rate of CTE Excel from by 2025.

Objective 3 | Increase total number of dual credit hours earned by high school students by Fall 2024 and incrementally thereafter annually.

Objective 4 | Increase scholarship applications completed by high school students by Fall 2024 and incrementally thereafter.

Objective 5 | Drive partnership engagement by offering increased partner events, workshops, and visits each

Figure 11: Strategic Goal 3

4

Leverage articulation agreements with four-year universities to better support transfer students at GCCC and their transfer institution.

Objective 1 | Develop two partnerships with out-of-state neighboring 4-year schools by May 2024.

Objective 2 | Increase number of students using dual-advising services (FHSU, K-State, WSU).

Objective 3 | Strengthen existing institutional systems for articulation agreements to increase student and advisor awareness and usage by May 5, 2023.

Objective 4 | Develop and offer one bachelor's program partnerships at GCCC by Fall 2024.

Figure 12: Strategic Goal 4

5

Automate internal processes to eliminate roadblocks that impede student success and increase staff efficiency, supported by comprehensive training and communications.

Objective 1 | Map internal processes from inquiry to graduation looking for roadblocks and inefficiencies.

Objective 2 | Increase prospect, applicant, and student engagement through interactions (show-rates, response rates, progress, etc.) and advancing to next stage by Fall 2023.

Objective 3 | Decrease overall enrollment deficits through start melt, withdraws, and drops by Fall 2023.

Objective 4 | Identify 10 technology training topics for employees by Fall 2022 and map to timeline for 2023.

Figure 13: Strategic Goal 5

6

Drive new student enrollment growth and scholarship acceptance rates by marketing scholarship opportunities and degree affordability to qualified students.

Objective 1 | Drive scholarship promotions by partnering with Alumni Association to increase applicants and awards by 10% term-to-term with additional 5% year over year.

Objective 2 | Identify scholarship management tools by Winter 2023 and implement by Fall 2024.

Objective 3 | Increase donor engagement opportunities with GCCC and students by offering donor and student events for 2022-23 AY.

Objective 4 | Add new scholarship opportunities for GCCC students by Fall 2023 for 2024 awards.

Objective 5 | Drive awareness of ROI, brand, and applicants by Spring 2023.

Figure 14: Strategic Goal 6

7

Modernize IT infrastructure to support students' evolving technology needs and strengthen the College's security posture.

Objective 1 | Develop on-demand e-tutorials (self-service, CANVAS) by Fall 2023.

Objective 2 | Make IT/technology orientation part of new student orientation, offered every term beginning Spring 2023.

Objective 3 | Streamline ticketing system to track by program, student populations, learning modalities and other key elements by Fall 2023.

Objective 4 | Ensure student computer labs and laptop loan program for updates and maintenance by Summer 2023, annually.

Objective 5 | Drive awareness of ROI, brand, and applications by Spring 2023.

Figure 15: Strategic Goal 7

The SEM Plan strategies articulate high level plans to achieve one or more enrollment goals under conditions of uncertainty. Each strategy is supported by a set of measurable, actionable objectives designed to effectively execute the plan and monitor progress along the way. Strategies set the destination, while objectives chart the course to the destination by specifying the results the organization aims to achieve within a specified period and with available resources.

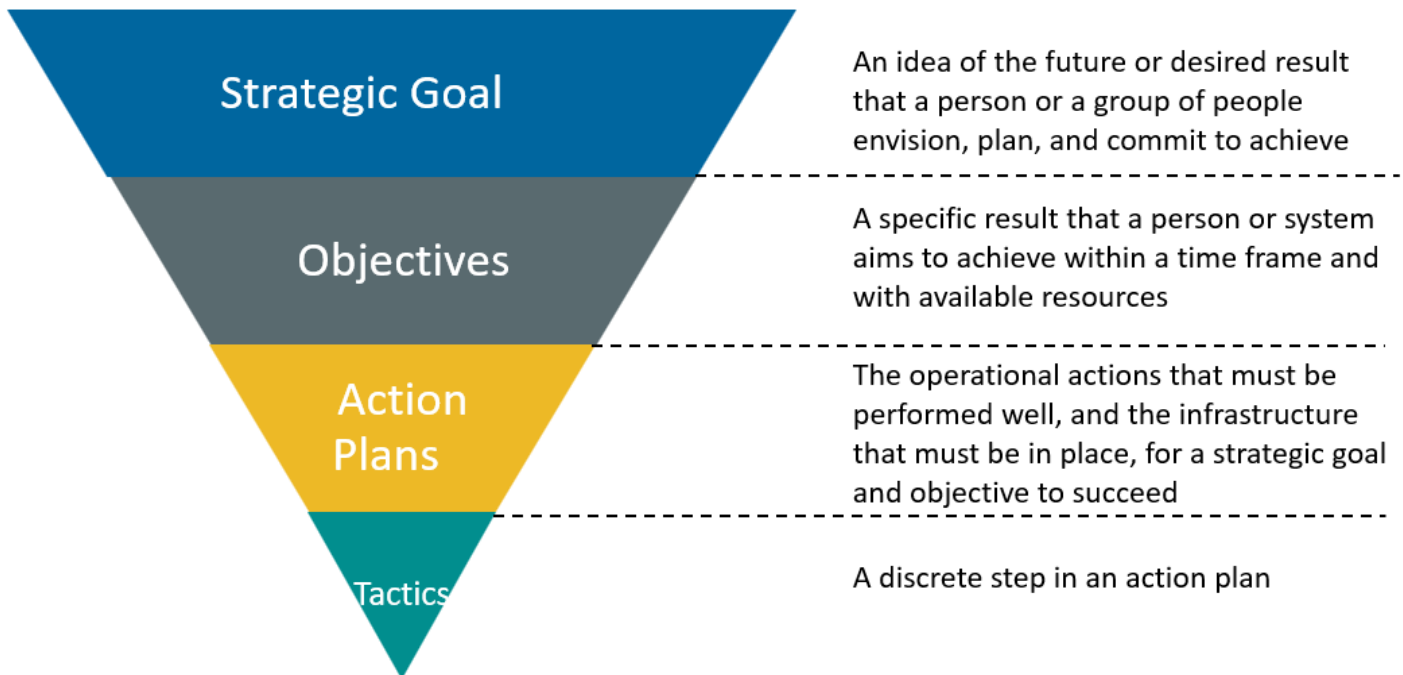


Figure 16: SEM planning terms and definitions.

To facilitate the development of SEM Plan strategies and objectives, the GCCC SEM Core Team considered the following questions:

- Will this strategy advance the institution in new, bold ways as we look to our future?
- Will this strategy push us to stretch and take on new transformational opportunities?
- Will this strategy make a significant impact for our learners and the communities we serve?
- Will this strategy have the potential to innovatively distinguish us from the competition?
- Will this strategy effectively move the needle in achieving our optimal student body size and composition, as well as reaching our net tuition revenue goals?
- Is this objective SMART (specific, measurable, attainable, relevant, and timebound)?
- What is the most relevant measure to serve as an indicator of success?
- Do we have a measure of baseline performance for this indicator?
- What is our desired target level of performance?

- How can we balance the use of lagging indicators (how the institution did in the past) with leading indicators that can provide an early sign that the institution is on track?
- How will we monitor our progress and make course corrections as needed?

Key Performance Indicators (KPIs) and Critical Success Factors (CSFs)

KPIs are numerical indices GCCC will use to measure success and evaluate outcomes with respect to past performance. They are developed to clearly articulate agreed upon enrollment management and retention goals and to support the College's current CSFs of enrollment, retention and student success, developmental education, and operational efficiencies. They include:

Recruitment KPIs	Retention KPIs	Operational KPIs
• # of prospects • # of inquiries • # of applications • # of first-time enrollees	• # of cohort freshman returners • # of dropouts • # on probation • # of persisters	• Dollar revenue • FTE enrollment • Headcount • Dollar expenditures

Figure 17: Key Performance Indicators and Critical Success Factors

Other KPIs used to measure success may include:

- Alignment with higher education best practices
- Campus climate survey data
- Development of expertise in strategic enrollment management practices (operationally and strategically)
- Creation and sustainment of equity-minded cultures with a student-centered focus
- Sustainable initiatives designed to support student engagement, retention, and student success
- Communication plans (departmentally and cross-departmentally)
- Engagement of community to enhance the student experience
- Creation and sustainment of data-informed decision-making culture with supporting processes
- Periodic evaluation of admissions funnel with view on predictive analysis
- Active Diversity, Equity & Inclusion (DEI) programs with alignment to constituent populations and cultures

Enrollment Management and Retention Strategies

An effective SEM Plan requires a comprehensive approach, which includes examining and developing recruitment, marketing, retention, intervention, and communication strategies as well as a process to effectively measure outcomes.

Innovative Recruitment Strategies

Recruitment is the process GCCC undertakes to favorably influence a prospective student's decision to attend the College. The recruitment phase begins with identifying prospects. Prospects are students who are eligible and interested in attending GCCC.

Recruitment ends and retention begins once the student enrolls. Two primary sets of variables influence the student's decision to enroll at the College. They are:



Student variables:

- Aspirations & goals
- Ability & interest
- Socioeconomic background
- Significant others' influence
- Expectations of the college

College characteristics:

- Academic Programs
- Safety
- Student support programs
- Internships and career services
- Student Life

Student-centered Retention Strategies

Retention is a student's satisfactory progress toward their educational goals. Within this context, students who are recruited by and enrolled at GCCC should expect the necessary programs, policies, procedures, and interventions to be in place to successfully achieve their goals. In other words, recruitment and retention are inexorably linked.

GCCC's first-time retention rate over the last five years has fluctuated between 49% and 64%. Recent unpredictability has made stabilizing enrollment a challenging task. Given this, it is essential that the SEM Plan coordinates the recruitment and retention efforts. GCCC will focus on institutional enrollment decisions and the factors that influence these decisions.

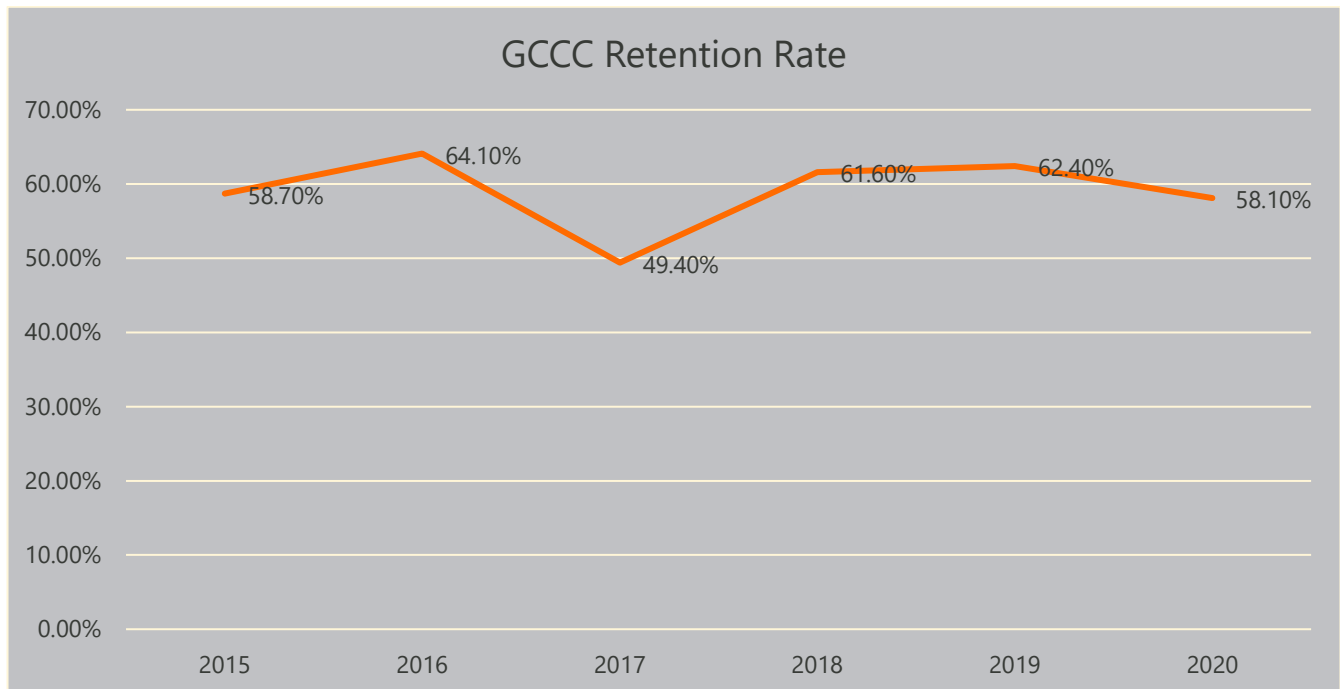


Figure 18: GCCC Retention Rate

These factors fall into three broad categories: Academic, Administrative Services, and Student Life.



Academic:

- Academic policies
- Academic climate
- Curriculum & programs



Administrative Services:

- Institutional culture
- Academic support services
- Administrative policies



Student Life:

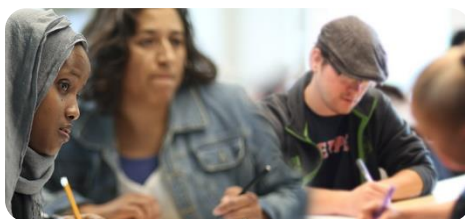
- Availability of co-curricular activities
- Student development, including career planning & intentional engagement
- Peer relationships

Intervention Strategies

Research suggests that most students who leave college do so during or immediately after the first year, so it is important to "front load" retention and intervention strategies. In addition, it is important to recognize that implementing effective intervention strategies requires knowing *when* and *with whom* to intervene.

Poor academic preparation, subpar study skills, low self-esteem, or interpersonal conflicts can contribute to academic underachievement. Intrusive intervention would take the forms of advising, counseling, monitored behavior, and modified case-management approaches. Strategies will involve prescriptive academic skills, tutoring programs, success strategies workshops, and required appointments for at-risk students in addition to being assigned a professional success coach that assists the student throughout their education journey.

As GCCC already uses early alerts, a suggested categorization model for tracked early alert codes could include:



Early alert codes:

- Missed class
- Attendance inconsistencies
- Low exam or assignment scores
- Late assignment
- Classroom behavior

Information Technology Strategies

In addition to other retention plans, a campuswide information technology strategy must tie individual systems and data together into a seamless management information system. Data should be captured once at its source and be available to those who need the data to make informed decisions. The SEM Plan should incorporate innovative technological advances.

Various technological systems can include:

- Online advising
- Flexible payment options

- Customer Relationship Management (CRM) System

It is important to integrate data systems to link information, course planning and scheduling, faculty planning and management, and student financial aid. Ideally, data should flow barrier-free, in a useable format, to authorized users. Other communication technology such as Facebook, Instagram, Twitter, Text Messaging, and Snap Chat may be utilized to assist the College in reaching new student populations in an informal, yet effective manner.

KEY CONSIDERATIONS

As a result of the assessment, several considerations were raised as relevant to the GCCC SEM Plan:

Enrollment Growth Framework

GCCC serves a diverse population of students enrolling in a variety of credit and non-credit programs. Enrollment growth will require GCCC to take a personalized approach to marketing and outreach so prospective and current students receive timely, relevant communications that address their individual interests and goals and promote a sense of belonging. While a CRM system can support these efforts, GCCC needs to do foundational work to get to know its students and community members and understand the most effective methods for engaging them.



Figure 19: Enrollment Growth Framework

Growth Factors for Credit Full-Load Equivalencies (FLEs):

- Focus on areas experiencing population growth/emerging markets
 - o Potential increases in high school students over the next several years
 - o Increases in dual enrollments and early college programs based on high school student populations
 - o Adult student growth due to a change in post-covid transitions to occupations requiring some postsecondary education or program certificate
- Development of new academic and student support programs
 - o Expansion of certification program enrollments and development of micro certification programs
- Alternative course deliveries (expanded offerings/schedules)
 - o Days/times/evenings/weekends
 - o Online/expansion of remote learning opportunities/distance learning
- Expansion of existing programs
 - o Hybrid model for additional registrations (i.e., offerings consisting of both in-person and online options)

- Alternative course deliveries (i.e., shifting some traditional in-person courses to remote learning opportunities)
- Maintaining/improving retention rates
 - Forecast continuing student enrollment goals by program
 - Identify retention support initiatives
- Kansas trends
 - Sustaining low tuition & fee rates
 - Preparedness of high school students to transition to a higher education setting
 - Most GCCC high school graduates are not prepared for the academic rigor of a higher education environment. GCCC must structure its efforts to take this into account.

Tracking SEM Plan Progress

The GCCC SEM Core Team should utilize a progress tracker such as depicted below that captures the key performance indicator (KPI) for each objective, along with the KPI baseline and target. This document should be updated on an annual basis for lagging indicators and more frequently for leading indicators.



ACTION PLAN
Strategic Enrollment Management Plan

Goal 1: Deliver a seamless, personalized student journey with expanded programming and activities to enhance engagement, retention, satisfaction, and success.									
Objective 1: Increase opportunities to engage students while in middle school and high school through expanding program offerings and scholarships. (Measured by # of middle school and high school concurrent/dual enrollment programs, # or % of scholarships awarded to these stu									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1								Not Yet Started	
2								Completed	
3								In Progress/ On Schedule	
4								In Progress/ Behind Schedule	
5								Deferred/ Discontinued	
Objective 2: Increase student co-curricular engagement by developing and offering clubs and activities aligned to majors or areas of interest. (Measured by CCSSE metrics of student engagement, club membership, activity participation)									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1								Select Status	
2								Select Status	
3								Select Status	
4								Select Status	
5								Select Status	
Objective 3: Develop standard advisor training and ensure all advisors complete the training by Summer 2023									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1								Select Status	
2								Select Status	
3								Select Status	
4								Select Status	
5								Select Status	
Objective 4: Grow the student ambassador program to include x number of student ambassadors by Winter 2023									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1								Select Status	

←
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6
Goal 7
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Figure 20: Example of a SEM Plan Progress Tracker.

MARKET OVERVIEW



Institutions must take a data-informed approach to establish meaningful, relevant strategies and objectives that position them for SEM success. It is particularly important for an institution to be aware of its external environment through regular market scanning. This often involves examining the following areas:

County Demographics

- The population in the State is projected to increase approximately 0.57% annually; Finney County is expected to see decreases, however, with the younger populations 5-9 and 30-45 years old. Populations 10-19 years old are projected to see nominal increases, but age groups 20-29 are projected to decrease.
- Residents aged 0-9 compose the largest share of Finney County's population, followed by residents aged 10-19 years old.
- Sluggish growth rates significantly affect demographics in both Finney County and the State, along with migrations out of state and aging populations.

Workforce Trends

- The unemployment rates for both Finney County (2.8% in June 2022) and GCCC (2.7% in June 2022) are less than the US rate in the same period (3.8%)
- The lower cost of living (evident throughout Mid-Western states) remains an attractive option for citizens in other areas in the US to relocate.
- The average age of workers in Finney County is 31.7 years old and is younger than the state average of 36.9 years old and the younger than the US average of 38.1 years old.

Long-Term Occupational Projections

- There is a 7% (99,395) increase in employment opportunities statewide projected through 2030. The greatest impacts to job availability are from exits and transfers.
- Occupations with the highest projected degree of change for students possessing an associate degree are Occupational and Physical Therapy Assistants, Veterinary Technologists, Respiratory and Radiation Therapists, Diagnostic Medical Sonographers, Aerospace Engineering and Operations Technicians, Computer Network Support Specialists, Avionics Technicians, Paralegals and Legal Assistants, and Environmental Science and Protection Technicians.
- Industry with the highest degree of growth for Southwest Kansas (projected through 2028) is Agriculture (1.7%). Nominal growth projected for Transportation and Warehousing, Finance and Insurance, Real Estate (rental and leasing), Educational Services, Professional, Scientific, and Technical Services, and Health Care and Social Assistance.

High School Pipeline

- Enrollments are expected to decrease across the state by approximately 2.3% through 2025 as birth rates decline.
- In 2020, Finney County 72.1% ages 25 and above high school graduates.
- Racial distributions of K-12 students (through 2021) indicate: 68%-Hispanic, 23%-White, 5%-Asian, 2%-Multiracial, 1%-Black, LT 1%-Pacific Islander / Native Hawaiian, and LT 1%- American Indian / Alaskan Native
- No notable change is projected in gender, race, or ethnic makeup of the student population.

Competitive Landscape

- Garden City Community College offers a variety of degree and certificate programs that are in alignment with County and Statewide industry trends. GCCC
- offers a variety of degree and certificate programs that are in alignment with County and Statewide industry trends. As the economic picture continues to unfold, projections indicate that the ability to obtain job opportunities and satisfactory earnings will have the greatest impact on population growth. This may also be impacted by climate change and decreases in fertility rates.
- While Kansas fared better than some areas during the COVID-19 pandemic, the current trend of offering flexibility with scheduling remains foremost for potential and current students. This is indicated in student expectations not only for the state and local areas, but nationwide as well to be afforded options as they seek progression toward educational goals. This includes online and hybrid opportunity for course engagement. Interest in online courses continues to grow as a subsequent reaction to pandemic concerns and lifestyle changes. As the desire for normalcy increases post-pandemic, student trends toward the availability of choices that offer flexibility remain prevalent. This intersects with traditional face-to-face offerings as an extension of the campus experience. than face to face courses.
- The wage gap for women working in Kansas compared to men is higher than the wage gap for the U.S., at 78 cents for every dollar of male earnings in Kansas and 82 cents for every dollar of male earnings in the U.S. In addition, women in Kansas tend to work in occupations that pay lower wages than the occupations common for men in Kansas. Women are significantly less likely to work in management or own a business.
- Women in Kansas ages 25 to 64 and over the age of 65 are significantly more likely to live in poverty than men. In Kansas, 35% of single-mother households live in poverty. The choice of delaying earning in hope of gaining higher wages via educational attainment versus affordability often impacts the decision and ability to attend college.

Student Characteristics

- Approximately 49.2% of the student population identifies as female. Approximately 45.3% of the students are age 24 and under.
- The age group with the highest college representation fall between 21-24 years old, followed by ages 25-29 years old.
- Females make up much of the state population, 51% versus 49% for males. For ages 18 and up, this is composed of 38% female and 36% male.
- From 2021 census data, average persons per household from 2016-2020 is 2.87. 84% of families live in the same house from one year prior.

Marketing and Recruitment Plan

“Marketing is an organizational function and a collection of processes designed to plan for, create, communicate, and deliver value to customers and to build effective customer relationships in ways that benefit the organization.”

- **Bob Bontrager & Bruce Clemetsen**, Authors of *Applying SEM at the Community College*

Published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), 2009

Marketing and recruitment plans focus on **the Five Ps**:

- **Product:** An institution's curricular and co-curricular programs
- **Place:** Elements that make an institution's location distinctive and desirable
- **Price:** Costs, value, and return on investment
- **Promotion:** Brand awareness, advertising, and communications
- **People:** Constituents and target markets

Marketing Strategic Framework

Establishing a framework for marketing communication provides the strategic guidance, order, context, and structure needed to achieve consistency and relevance in the development, communication, and placement of messages that will connect with key audiences.

Given what we know about GCCC's current and prospective students, the marketing framework blends traditional marketing strategies with:

- **Social responsibility:** Communications and outreach efforts are about more than obtaining a specific enrollment goal or budgetary figure, they are intended to support a broader public or social good to improve the individual and the community.
- **Innovation:** The College's messaging should reflect innovations regarding information uptake and decision making. It should be presented using modalities that are most acceptable by students and community populations (e.g., social networks, opinion leaders, word-of-mouth, etc.).

- **Connection and belonging:** Considering the cultural implications, communications should proactively support students and promote a sense of belonging.

For every promotional campaign developed and initiated, GCCC should question whether these conditions have been met. If applied consistently, the communications' impact will grow and awareness, image, and enrollment will improve. In time, the community, state, and region will come to see GCCC not just as a two-year institution but as a committed community resource that helps address critical community issues through education.

Segmentation

The following populations have been identified as target markets for GCCC. GCCC has acquired demographic information, data, and preferences about each segment that can be used to develop communications that reach the right person at the right time with the right message.

Traditional Students – High School Students

- Graduating students interested in attending college
- High school juniors and seniors enrolled in dual-credit programs
- Students from high schools with feeder programs into low enrolled programs
- Honor students

Non-Traditional Students – Adult Learners

- Returning students (readmits)
- Working professionals
- Members of civic and community organizations
- Veterans

Continuing Education and Workforce Development

- Learners seeking certifications
- Professionals pursuing a career changes or job transition

Communication Flow

GCCC currently sends out several emails to students to assist in converting inquiries and applicants to enrollment. The current communication flow should be further assessed to identify additional touchpoints and nudge opportunities. Timely communications will support the College in developing a relationship with prospective students and applicants, which can increase conversion and yield rates and assist with retention.

Territory Management

The following initiatives can be explored to bolster GCCC's competitive positioning:

- Position GCCC as technology-focused, career-centered, and pragmatic.
- Demonstrate how GCCC prepares students for successful careers and lives through hands-on learning, with high-quality instructors who link to real-world industries.
- Focus on new and existing flagship programs that strengthen GCCC's brand position.
- Broaden the geographic reach of GCCC's marketing campaigns.

- Clearly define target audiences, allowing GCCC to reach potential students who will be most responsive to the College's messaging and offerings.
- Use relevant content, channels, strong calls to action to drive awareness, consideration, and conversion.

Branding and Positioning

As a part of the SEM planning engagement, the CampusWorks team identified several marketing and recruitment opportunities that can be implemented to advance GCCC's brand position and grow FTE enrollments.

- Dedicate a marketing resource to enrollment management.
- Identify and understand GCCC's student personas to facilitate recruitment by fostering open-mindedness, inclusion, and development of intellectual ability.
- Revisit the College's brand identity, including brand colors and mascot, to create a stronger sense of connection between students, the College, and the community, as well as strengthening a sense of pride.
- Become more data-driven by measuring a range of indicators related to enrollment. These can include applications, registrations, conversions, cost per reach, engagement, conversion, student, channel usage stats, website page performance, and campaign performance. Track year-to-year comparisons of actual performance compared to targets. This will allow the College to take an informed approach to decision-making and resource allocations.
 - Use quick response (QR) codes to track response and show rates for events, campus visits and other community engagements.
 - Use request for information (RFI) forms throughout website to capture and track prospects.
 - Leverage predictive analytics to stay ahead of trends.
 - Monitor CRM data once implemented.
 - Establish departmental and cross-departmental communication plans.
- Update stock photography library by conducting photo shoots on campus with current students, faculty, and staff.
- Expand social media content to drive and track enrollments, yield, and support services to increase retention and campus engagement.
- Deliver marketing collateral in both English and Spanish.
- Use personas to inform target marketing, clarify the College's value proposition, and promote campus identity and culture.
- Collaborate with departments to promote popular programs—like professional and technical programs regionally and nationally.
- Engage GCCC communities by offering GCCC community-focused events, fairs, open houses, and other community engagement opportunities.
- Collaborate with middle schools and high schools on special projects and events, like field trips to campus, and pottery classes.
- Engage students, professors, alumni, and staff as ambassadors for the College. Feature them in promotional videos and invite them to attend community events.
- Utilize current marketing expertise in public relations and communication for broader exposure and networking.
- Align mission plan to the College and then down to the sub-units.
- Develop marketing communications for veterans, military, and their families.
- Recruit for dual enrollments and early college education.
- Enable tour attendees to fill out an application while on campus or via information requests.

- Attend high school award ceremonies (AVP, President, etc.).
- Dedicate a full-time recruiter(s) with SEM plan and assigned territories.
- Involve staff, faculty, alumni, and community members in recruitment activities

Business Development

Innovative partnerships with business and industry play a vital role in the SEM Plan, as institutions identify opportunities to meet workforce needs better, address labor market demands, and contribute to a thriving economy. Additionally, these partnerships can serve a pivotal role in an institution's enrollment growth strategy.

As a part of the GCCC SEM Plan engagement, the CampusWorks team identified several business development opportunities that can be leveraged to elevate institutional prominence further and grow enrollments. Based on the industries with the highest rate of growth in Southwest Kansas, the following programs are good candidates for business development opportunities:

- Cybersecurity
- Computer Information Systems
- Pre-professional health professions

GCCC should monitor emerging trends in the job market and ensure its academic programs align with these trends, especially in service-related fields.

As GCCC remains one of the largest employers in Garden City, there is an opportunity to engage with local businesses and community organizations. It is highly likely that GCCC could grow its brand recognition through increased community engagement. Given the history and nature of the community to be "non-transient" in terms of students remaining in the area after completion of their academic program, significant economic benefit can be derived by developing and maintaining relationships within the business community. This is further evidenced by high numbers of in-state students, as well as current national trends that are forming post-pandemic, as job markets continue to shift with residents returning to work or deciding to return to school in pursuit of additional educational opportunities to enhance career or job prospects.

In terms of high school engagement, GCCC should remain mindful that a considerable number of high school graduates are not prepared academically to be successful in a higher education environment. Since GCCC offers open admissions for all applicants, priority front-line programs must be readily available to enhance student success and foster a positive student experience. There should also be direct student engagement with participants in grant-funded programs such as TRIO as a pipeline for applicants to GCCC. Once admitted and enrolled, programs geared toward student support and student success, such as guided pathways initiatives, can prove to be beneficial.

Lastly, current student perspectives are focused on diversity, equity, and inclusion as an ongoing culture that permeates all levels of the institution. This is also impacted by the human need for belonging and connectivity inherent to the culture. Part of the connection to GCCC is communications from the institution to its students. This is interwoven with the interpretation and feeling of support incumbent to student satisfaction.

Enrollment Funnel Management

The enrollment funnel is a critical tool in identifying the pathways toward enrolling at GCCC. With this, planners at the institution can determine the likelihood of potential students enrolling and prioritize efforts and channel resources. The typical approach focuses on awareness and consideration of potential student populations with the result of yielding matriculating students. For GCCC to do this effectively, specific aspects of the application and enrollment cycle need to be categorically specified. These are:

- Prospects
- Inquiries
- Applicants
- Admitted students
- Matriculating or registered students

Though GCCC offers open admissions and admits all applicants, this does not preclude tracking the various aspects of the enrollment funnel, analyzing progression, and due diligence of engaging prospective students. Rather, effective recruitment strategies and dedicated resources in managing the enrollment funnel have a direct bearing on the yield of students who attend the College.

Traditionally, institutions maintained that the greater the number of applicants for a given start term correlated to potentially higher enrollments; therefore, the initial focus centered on capturing as many applicants as possible to provide a reasonable guarantee of yield of admitted and registered students. With the evolution of the educational landscape, applicants find they now have more choices as to where to attend, and usually choose the institution that provides the most cost-efficient, cost-effective processes. Today, rather than focusing on the top of the funnel and committing resources to capturing as many applications as possible, more time and effort should be dedicated toward the middle of the funnel, where potential students are still considering their choices of not only where to attend, but *if* to attend.

Enrollment Funnel Restructuring

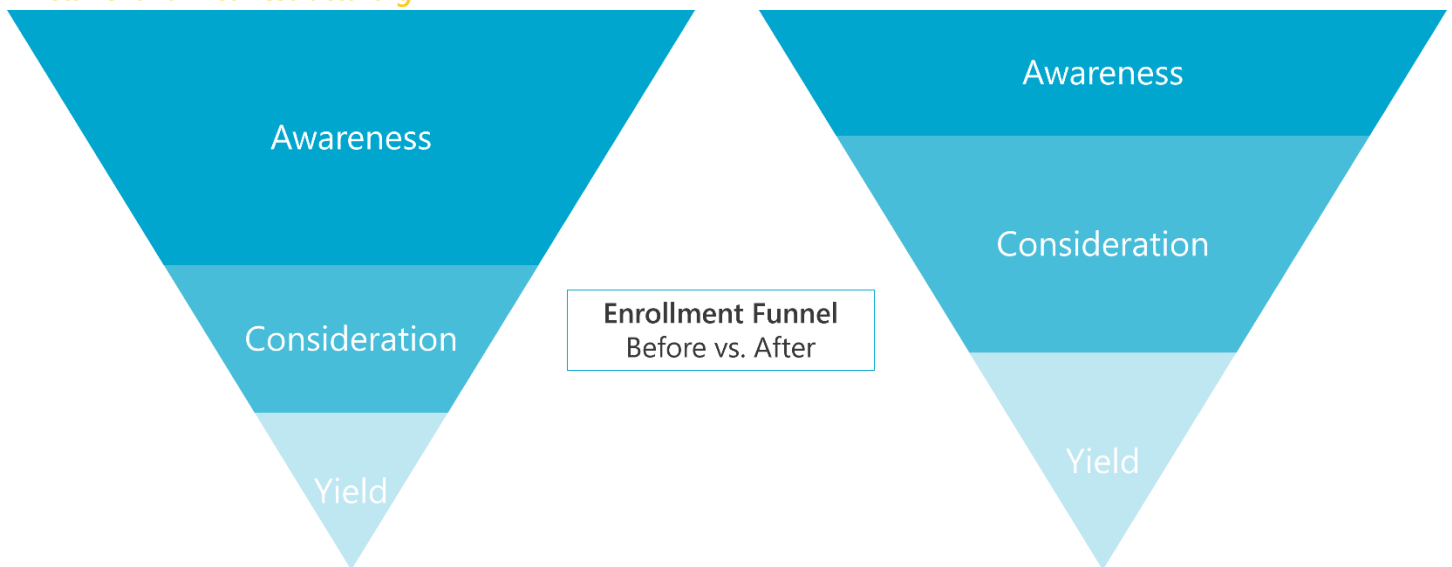


Figure 21: Enrollment funnel before (top of the funnel) vs. after (middle of the funnel).

It is pertinent for GCCC to establish effective marketing and communications methods directed at the stages of the recruitment and admissions process with strategic importance on prospect engagement and establishment of numerous touchpoints along the cycle. These have the effect of establishing connection to the institution, and by default potentially affecting yield. Key to this is the specific understanding of target populations.

Considerations include:

- Where currently enrolled students come from and how many students it will take to reach the College's optimal enrollment
- Typically, community colleges have paid little attention to the recruitment-to-enrollment process for most, outreach efforts start at the application stage
- Need to understand and focus on the top of the funnel (Inquiries – how to generate, track, and convert)
- Need to also understand students who just show up on first day of class and apply and register, and why this happens
- Why potential students do not attend and choose to go elsewhere
- Generational differences and outreach preferences
- What analytical tools and abilities does GCCC employ to manage the enrollment funnel
- Why applicants choose to come to GCCC

Growing continuing student enrollments is an essential component of GCCC's SEM Plan. A continuing student data review was conducted with the SEM Core Team in August 2021. As a result, it was determined an operational and action plan can advance strategic enrollment management efforts at the institution. The information provides additional guidance on how these plans integrate into an institution's overall student success strategy.

Action Plans

Action plans are the sequence of steps that must be taken or activities that must be performed well for a goal to succeed. Incorporating priorities for the operational plan and business processes is essential in effectively implementing the strategic enrollment management plan goals and objectives.

In developing action plans, institutions should consider:

- **SPECIFIC:** What do you want to accomplish? Who is responsible, and who needs to be included? When do you want to do this? What resources are required to fulfill this action effectively?
- **MEASURABLE:** How can you measure progress and know if you have successfully completed your actions? Are you including a one-time measure or measuring changes in ongoing behaviors?
- **ACHIEVABLE:** Can you directly influence the action? Do the individuals responsible have the skills required to complete the action?
- **RELEVANT:** Is the action predictive of the objective measure? Why are you planning this action now?
- **TIME-BOUND:** What's the deadline and is it realistic?

Successful action plans hold individuals accountable for specific tactics, and progress is regularly monitored so the institution can take a proactive approach to course correction.

As a part of its strategic enrollment management planning process, the GCCC SEM Core Team drafted the following SEM action plans to enable the achievement of each of their goals.

SUMMARY AND NEXT STEPS

This SEM Plan and corresponding items in the Appendix are living documents intended to support GCCC in its efforts to:

- Determine optimal credit FTE and headcount levels.
- Establish a management structure for strategic enrollment management and retention that facilitates communication, establishes accountability, and promotes participation.
- Examine and modify current policies and practices that serve as barriers to student enrollment and retention.

The SEM Plan's goals and objectives can be adjusted to accommodate the changing market and student body, if necessary. These documents can guide the College as it begins evaluating its processes and resources and develops actions to move forward.

To begin the implementation of this comprehensive framework, the following steps are recommended:

1. Convene the SEM Core Team regularly to discuss and strategically respond to enrollment management challenges and opportunities.
2. Conduct a series of assessments to gauge GCCC's readiness and institutional support for this undertaking.
3. Identify best practice models and professional development opportunities for effective enrollment management and retention practices to inform the work.

APPENDIX A: SEM GOALS AND OBJECTIVES ACTION PLAN

 ACTION PLAN Strategic Enrollment Management Plan								
Goal 1: Deliver a seamless, personalized student journey with expanded programming and activities to enhance engagement, retention, satisfaction, and success.								
Objective 1: Increase engagement of potential students through a variety of outreach opportunities on and off GCCC campus								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Explore the possibility of restarting kids college on campus	To increase college awareness through non-credit opportunities for K-12	TBA	Unknown	Lack of resources, facilities	8/1/2023		Select Status
2	Increase the number and amount of faculty/staff engagement with K-12 through career day and other events	College outreach for K-12	Admissions can facilitate, Faculty	People	Time availability	8/1/2023		Select Status
3	Explore opportunities to improve communication with area counselors through a variety of social and professional events	Improve relationship with high school counselors	Admissions can facilitate, division directors/program leaders	Financial, technology, people	Time availability and schools willingness to participate	7/1/2023		Select Status
4	Explore the possibility of increasing the number of and exposure of student ambassadors	To increase student engagement across campus	Student ambassadors	People, financial	Student commitment, time	8/1/2023		Select Status
Objective 2: Increase student co-curricular engagement by developing and offering clubs and activities aligned to majors or areas of interest.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Communicate opportunities for co-curricular involvement on campus	Increase student involvement on campus	SGA, Student Activities	People, facilities, financial	Time, club participation	8/1/2023		Select Status
2	Explore scholarship possibility for club leadership	Increase student involvement on campus	SGA, Student Activities, CFO	Budget processes	Financial	6/1/2023		Select Status
3	Track membership and participation of non-academic activities	Develop baseline numbers for membership and participation	SGA, Student Activities	Participation on the app		12/1/2022		Select Status
4	Explore the possibility of increasing the number of and exposure of student ambassadors	If needed, student ambassador program would expand in scope and exposure on and off campus	Council, Office of President	Study, Scholarship activity, Coordination	May not be deemed as needed	8/1/2023		Select Status
Objective 3: Train advisors to increase student engagement retention, and success.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Develop advisor training based upon best practices for community college success	trainings will be developed on a number of platforms	director of advising, current advisors	technology, possible task force.	time, motivation, perceived need	8/1/2023		Select Status
2	Create onboarding process to rapidly bring new faculty up to speed on advising	professors will be comfortable advising students second or third semester on campus	director of advising, current advisors	Time	Time availability	8/1/2023		Select Status
3	Integrate advising into the mentorship program	To develop a system to place new faculty advisors with approved faculty advisors.	Director of Advising	money for stipends to be a mentor.	Adoption of more duties, and time commitment.	7/1/2023		Select Status
4	Create continual improvement opportunities for advisors focused on student satisfaction retention and success	ongoing trainings assist advisors in processes, practices, and trends	Director of Advising			8/1/2023		Select Status
Objective 4 Enhance student opportunities for community engagement through partnerships, programs (academic and non-academic) and instruction.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Establish baseline for mentoring, and intern numbers for students currently enrolled at GCCC in all programs	track number of, and participation in mentoring, liaison, interning for GCCC students	College Council	Data,	Time availability	8/1/2023		Select Status
2	Increase number of mentoring, interning, and employment opportunities for enrollees at GCCC	Increase mentoring and employment positions for GCCC students through internal and external partnerships	College Council	Study	Resources, time commitment	8/1/2023		Select Status
3	Increase the number of capstone course offerings at GCCC	Number of capstone classes increase by 2028	Faculty/programs	People, facilities	Programs may not be willing to offer these courses	8/1/2023		Select Status
Objective 5 Enhance visibility, process efficiencies and prospect and student engagement by aligning technologies, processes and people.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Complete the technology assessment and audit of all business systems	Identify process needs, priorities and risks to determine needs related to data visibility, process efficiencies and to increase pipeline engagement	IT Governance to include leaders and functional team members from all departments representing each stage of the student journey					Select Status
2	Expand capabilities to E-Recruit	Build dashboards to enhance visibility to the prospect to student funnel, track metrics, activities and conversions.		Dedicated CRM/systems business analyst				Select Status
3	Explore student success tracking, scheduling and case management systems.	Implement EAB platform for case management and wraparound services to students.	Same as #1 with representatives of the student success/retention areas	Dedicated CRM/systems business analyst				Select Status
4	Integrated marketing automation	Manage comm flows that is automated and action-driven through AI and scoring	As part of Step#1					Select Status
5	Create a communication flow that is dynamic and intentional based on cadence and behavior triggers	Messaging that is based on specific actions/non-actions taken by the prospect, applicant, student	Communications Manager Role	Dedicated communications staff that will support admissions and student success pipeline communications.				Select Status
6	Employ staff training strategy that aligns roles to processes and use of data technologies	Develop a training plan and schedule that is comprehensive of all student-facing units to leverage alignment of contents without duplicating efforts.	Business unit leadership, business analyst, IT and HR					Select Status
7	Appoint, contract or hire an individual to lead the SEM process and implementation	Determine top priorities from final report and identify co-owners and collaborators such as committee members, directors and related stakeholders as part of the change management and SEM plan to be implemented.						Select Status

 ACTION PLAN Strategic Enrollment Management Plan								
Goal 2: Increase population of adult learners (age 24+) to fill education voids in the community and ensure institutional support by developing new models, program offerings, and services designed to support their unique needs.								
Objective 1: Increase enrollment of adult basic ed students in the Garden City Career Connection Academy (GCCCCA) to GCCC pathway by Fall 2024.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Collaborate with Admissions department on transition activities GCCCA to GCCC	Admissions presents at each GCCCA Session Orientation (5 times/year); GCCCA sends GED graduate contact info to Admissions on a quarterly basis; Create "college corner" at each GCCCA location; Admissions Dept holds special recruiting fair for GED recipients annually	Cary C; Samantha G.	Adequate space for large-group presentations; admissions representative availability; college enrollment/program flyers	Staffing in Admissions Office (solution: adult ed. staff can present about college entrance but admissions rep is preferable so students have a name/face to associate w/admissions)	Plans initiated June 2022, and ongoing		In Progress/ On Schedule
2	Review and evaluate AO-K pathways	Examine existing pathways; consider creating new pathways	Cary C; Chuck P.	Time; GCCCA instructors to collaborate with tech faculty	GCCCA staffing shortage	12/15/2022		Not Yet Started
	Hire new person to fill liaison position between Admissions Dept and GCCCA	Increase number of GED graduates transitioning to postsecondary education from 13 in 2022 to 25 in 2024.	Samantha G; Cary C.	Financial resources	Financial resources available for position; ability for GCCCA to hire transitions coordinator to collaborate w/this position			Not Yet Started
3	Fill current open position in GCCCA Transition Coordinator	hire coordinator to oversee AO-K pathway program, bridge programs, and transitions into college	Cary C	Continued availability of financial resources	Lack of qualified applicants	Advertising of position is presently ongoing		In Progress/ On Schedule
4	Increase course offerings for nights, weekend, lunch times, accelerated by 25%							
5	Develop enrichment courses to attract adult learners to GCCC							
6	Explore what it would take to break a 3 hour class into 1 hr modules							
Objective 2: Develop and host adult learner orientation/workshops in 2023.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Design a new Student Orientation specifically for adult learners							Select Status
2	Intentionally schedule Student Orientation sessions at times adult learners are available (evenings, weekends, etc)							Select Status
3	Identify one specific person within Admissions Dept who will serve as liaison with Committee on Adult Learners							Select Status
Objective 3: Increase number of students earning credit for prior learning by Fall 2023.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Identify local workers who have previously earned an industry-recognized credential		Chuck P; Gabe W; Brandy U; Glenda O; Patsy Z					Select Status
2	Collaborate with Registrar's Office on review of current PLC process and policies		Nancy U; Chuck P					Select Status
3	Identify areas to expand PLC							Select Status
4	Market the PLC option							Select Status
Objective 4: Increase the number of high flex (or accelerated, weekend pathway, evening pathway) courses and achieve at least 90% fill rate in the courses by Fall 2024.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Review past similar programs (Kan-Do, etc) and identify successes and failures							Select Status
2	Increase course offerings for nights, weekend, lunch times, accelerated by 25%							Select Status
3	Develop enrichment courses to attract adult learners to GCCC							Select Status
4	Explore what it would take to break a 3 hour class into 1 hr modules							Select Status
5	Market and rebrand the new delivery for adult learners							Select Status
6	Explore a variety of modalities and offerings and then receive feedback on what the adult learners liked/disliked							Select Status
Objective 5: Develop DEI initiatives that engage campus communities of students and all employees								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Define definitions, visions values and strategic themes around DEI	Identify strategic themes that eliminate equity gaps, implement shared definitions, increased communication and engagement, culturally responsive pedagogical practices to support student success and the prioritization of DEI work for all employees.		This will be part of the strategic planning that will inform the SEM plan and action steps. Since DEI Strategic plan is not part of a standalone component of GCCC's strategic plan, the college will need to decide on approach which will then inform next steps for the SEM objectives.				Select Status

 ACTION PLAN Strategic Enrollment Management Plan								
Goal 3: Expand relationships with K-12, superintendents, and service area high schools to increase recruitment of local students.								
Objective 1: Increase enrollment of GCHS students as first-time, full-time freshman by 2025.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Individual classroom visits by divisions/department	Increase enrollment of all service area high schools by 5% enrolled following high school graduation	Divisions/ Departments	Transportation, classroom time/space, instructor availability	Transportation:	ongoing		Select Status
2	Increase student services assistance at outreach locations	Financial aid awareness, FAFSA completion workshops, scholarship application, admissions applications, disability services	Student Services	IT laptops, scholarship drawings for application completion, Student services staff	High school counselor(s): Educate counselors (through writing) of policy and procedures.	ongoing		Select Status
3	Enhance awareness on transfer courses (major)	Develop marketing on how courses transfer	Marketing, Outreach, Advisors	Advising, marketing,	Students understanding of transfer lingo	spring 2023		Select Status
4	Increase avenues to connect with parents	Develop parent orientation	Financial Aid, Admissions, Disability Services	bilingual materials and staff, student services staff	scheduling times and locations that are accessible to parents	fall 2023		Select Status
5	Increase awareness of college processes for parents	Develop parent website	IT, Marketing,	IT, /marketing,	locating parents including Spanish only speakers	ongoing		Select Status
Objective 2: Increase completion rate of CTE Excel by 2025.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Enhance Exploration Day follow-up	Add district specific events for career exploration to increase awareness and engagement	Samantha Garcia	Marketing/PR, Admissions, IT, Web	buy in from faculty and staff in participating	11/1/2022		Select Status
2	Articulations and local agreements with high schools	Offer college credit, tuition waiver to HS graduates who complete KSDE pathways or GCCC blocks	Dawn Tucker	CEO, Registrar, Business Office, program leaders		ongoing		Select Status
3	Tech Ed Recruiter	Hire an additional admissions recruiter specifically focused on CTE	Admissions/Student Services, Human Resources	Funding		10/1/2022		Select Status
4	Add Summer CTE	Increase offerings and marketing for Summer CTE courses	Instruction/Outreach/Marketing	Qualified faculty	Qualified Faculty	7/16/1905		Select Status
Objective 3: Increase total number of dual credit hours earned by high school students by Fall 2024 and incrementally thereafter.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	On Line Dual Credit outside of service areas	Share information with nonSWK HS	Dual Credit Office	Marketing	cost	ongoing		Select Status
2	Incentivize completion with tuition reimbursement	Reimburse up to 12 hours of tuition to students who graduate and have completed at least 12 hours of dual credit at GCCC	Outreach, Admissions,	IR, IT, Outreach, Records, Business Office	cost	IR data complete by 12/1/22 and prepare for		Select Status
3	Provide funding to all service area schools to offset dual credit tuition cost on an annual basis	Increase funding to provide access to all students interested in dual credit	Financial Aid, Dual Credit, Business Office	funding, marketing,	funding	2/1/2023		Select Status
Objective 4: Increase scholarship applications completed by high school students by Fall 2024 and incrementally thereafter.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Increase marketing of scholarships and deadlines	Hold scholarship completion events at outreach locations with scholarship drawings during school events or seminar periods	Marketing Dept, Financial Aid, Admissions,	Transportation, IT,		11/1/2022		Select Status
Objective 5: Drive partnership engagement by offering increased partner events, workshops, and visits each semester.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Increase non-credit offerings	Partner with at least 2 outside business to offer non-credit programs	Vicky Reyes, Chris Turpin, Marketing,	Instructors	Instructors	5/1/2023		Select Status

 ACTION PLAN Strategic Enrollment Management Plan								
Goal 4: Grow articulation agreements with four-year universities to ensure ease of transfer for GCCC students								
Objective 1: Develop 2 partnerships with out-of-state neighboring 4-year schools by May 2024.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Collect data from IR department regarding numbers of students attending 4-year colleges outside of Kansas by (date)	A list of student transfer data (transcripts sent to) to out-of-state, neighboring 4-year schools for the last 5 years (2017-2022)	Phil Terpstra	IR (Brenda, Anita), Student Records (Nancy, Donna), SQL reporting	Human resources to access internal data; where students send transcripts not necessarily representative of where they transfer	12/1/2022		Not Yet Started
2	Analyze Student Records spreadsheet for where students indicate they are transferring.	A list of student transfer data (out-of-state, neighboring transfer institutions)	Phil Terpstra	Student Records (Nancy, Donna)	Incomplete student records; potential lack of access to records.	12/1/2022		Not Yet Started
3	Prioritize the schools to be contacted (from greatest to least number of transfers)	A list of the top schools where students have sent transcripts and/or declared transfer school	Get Group 4 (Marc's Minions) together to analyze data from step 1 and 2			2/1/2023		Not Yet Started
4	Contact top listed schools by (date) and request transfer information for students	Send one communication to each of the top x schools.	VPIS		Lack of communication/response from transfer schools (follow-up communication)	3/1/2023		Not Yet Started
5	Discuss options for articulation (2+2 and/or programmatic, etc.)	Meetings with relevant contacts at transfer schools.	Instructional Administration	Faculty members for potential program-to-program discussions	Time commitments, refining options for articulation	12/1/2023		Not Yet Started
Objective 2: Increase number of students using dual-advising services (FHSU, K-State, WSU).								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Identify a technology component that allows students to enter their transfer school in our Self-Service or Colleague systems..	A simplified process for advisors to match courses for the target transfer school. / Product identified and financial resources needed submitted in the FY 24 budget planning process (March 2023)	Zach Towle	Financial Support, Advising, Linda Hill, Registrar	Maybe there isn't a viable technology component. Pursue a more manual process such as Formstack or advisor manual entry. We also don't want to see anything that would create a "hold" in anyone student's system.	3/1/2023		Not Yet Started
2	Implement technology component.	Functional process for students to self-identify a transfer institution	Nicole Dick	Information Technology and Linda Hill	Too many other projects in IT--difficult to make this a priority?	10/1/2022		Not Yet Started
3	Using the technology component, identify and map a process for students and advisors to engage in dual-advising.	A numbered, step-by-step procedure that can be used in training for campus employees	Marc Malone	IT, Linda Hill, Advising, Contacts at the four-year schools		12/1/2022		Not Yet Started
4	Contact partner 4-year schools to determine usage of dual-advising services.	A list showing usage (total number of students by FA, SP, SU of dual-advising services at FHSU and K-State since Fall 2019)	Dana Nanninga	Contacts for FHSU, K-State, WSU	NA	12/1/2022		Not Yet Started
5	Create an outward-facing campaign to generate awareness in students and the community.	Information provided in virtual orientation for new students, a robust communication sequence to prospective students from Admissions, a marketing campaign developed by PR	VPIS	Jamie Durler, Marketing and PR, Admissions Staff		8/1/2023		Not Yet Started
6	Create an inward-facing training and documentation of the process and benefits to students	Demonstration in advisor training to faculty and staff advising	Director of Advising	Marketing, Advising Staff		1/1/2024		Not Yet Started
Objective 3: Strengthen existing institutional systems for articulation agreements to increase student and advisor awareness and usage by May 5, 2023.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Update a list of current schools with articulation agreements.	Current, updated list of all existing articulation agreements	Phil Terpstra	Sam Sanger, Marc Malone	Time	10/15/2022		Not Yet Started
2	Update the online Transfer Agreements List / create an online database of agreements	User-friendly (student and advisor) translations of all articulation requirements and benefits	Director of Advising	IT, Melanie Hands, Registrar		12/1/2022		Not Yet Started
3	Update the chatbot to respond to student transfer inquiries	Chatbot updated with x common questions and data points related to transfer and articulation	Director of Advising			11/1/2022		Not Yet Started
4	For program-to-program articulations, create or link to a semester course/curriculum guide for the online database of agreements		Zach Towle	Access to faculty in specific program areas		12/1/2022		Not Yet Started
5	Hold training sessions for all faculty and staff advisors	All faculty and staff advisors will attend at least one training	Advising Office			Spring 2022		Not Yet Started
Objective 4: Develop and offer 1 bachelor's program partnerships at GCCC by Fall 2024.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Research established four-year completion programs at community colleges	2-3 case studies of existing programs	Dana Nanninga			12/1/2022		Not Yet Started
2	Determine viable programs	A list of viable programs	Nicole Dick	VPIS, Dean of Academics, program faculty		Spring 2023		Not Yet Started
3	Install high-quality "zoom rooms" on campus	5 functioning, robust zoom rooms on campus	Phil Terpstra	Jamie Durler, IT	IT problems	Spring 2023		Not Yet Started
4	Initiate conversations to build partnerships with academic programs at the 4-year institutions	1 partnership	VPIS	Dean of Academics, program faculty		Spring 2023		Not Yet Started

 ACTION PLAN Strategic Enrollment Management Plan									
Goal 5: Automate internal processes to eliminate roadblocks that impede student success and increase staff efficiency, supported by comprehensive training and c									
Objective 1: Map internal processes from inquiry to graduation looking for roadblocks and inefficiencies.									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1	Create a Student Pathway Flowchart from application through graduation. (Through the creation of the flowchart analyze and identify potential barriers and gaps in the process)	A flowchart which is accessible to students and can be used for onboarding new employees	Committee 5	Time from the following offices: Student Services (Admissions, Registration, Financial Aid, Advising, Accommodations, Housing) and additional offices (Online, Outreach, Athletics, Instruction)	Time and maintaining forward motion. Solution: Monthly meetings. To begin building the flowchart -- one working meeting per office	8/1/2023		Select Status	- Meeting will demonstrate department process and bring forms. - As a group, we'll identify possible barriers and create action steps to complete before the next meeting. - Looking to consolidate steps and make forms localized and accessible. - After all departments (or in between depending on what we discover), establish hand-offs between departments.
2	Create a form repository on the website that connects to all forms needed within the Student Pathway	60% of forms are available from the website in an accessible form by Fall 2023	Committee 5	IT support for form creation and website support. Webspace.	Time and structure for forms. Offices approach processes in different ways. Sydnee is creating a form audit excel to help offices prepare	8/1/2023		Select Status	
3	Create a training plan for students and employees to be aware of and use Pathway Flowchart							Select Status	- Training may include acting as shadow students, to experience the process. - Might require developing asynchronous training for new employees. - When to communicate to student the student process.
4	Establish a process for an annual review process and form repository							Select Status	
Objective 2: Increase prospect, applicant, and student engagement through interactions (show-rates, response rates, progress, etc.) and advancing to next stage by Fall 2023									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1	Comprehensive Communication Plan (Recruitment): Based on Student Pathway above, create an inter-departmental student communication plan from interest through class start							Select Status	
2	Analysis of Student Engagement Technology							Select Status	We need to do some kind of analysis so we know what tools we are using with students, what data those produce, and how we can both consolidate them and use them to measure student engagement.
3	Implement efficient texting platform (e-recruit)							Select Status	
4	Automated e-mail marketing tool							Select Status	
Objective 3: Decrease overall enrollment deficits through start melt, withdraws, and drops by Fall 2023.									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1	Implement EAB Navigate fully as a retention tool	70% of employee adoption by May 2023	Sydnee Sassaman and Zach Towle	Training Needs	Time and Learning a New System. Specifically, Navigate will live outside of Canvas, so to increase adoption the committee will need to address ways to funnel employees and students into the portal.	Initial 5/23		Select Status	Following training plan that is created.
2	Establish a Training Plan for EAB	A training plan	Sydnee Sassaman	Continued work the Navigate consultant.		2/1/2023		Select Status	This is already in progress.
3	Benchmark/Identify Numbers at each stage							Select Status	
4	Communication/Check-in Process -- Summer Melt							Select Status	
5	Comprehensive Communication Plan (Retention Calendar): Inter-departmental student communication plan through completion							Select Status	
Objective 4: Identify 10 technology training topics for employees by Fall 2022 and map to timeline for 2023.									
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status	Notes/Progress/Results
1	Survey departments for training needs							Select Status	**EAB Training is focused in the retention section. Additional training identified through surveying departments, but also defining the student process. Once student flowchart/process is defined, we can identify training and support based on the systems that are being incorporated.

 ACTION PLAN Strategic Enrollment Management Plan								
Goal 6: Drive new student enrollment growth and scholarship acceptance rates by marketing scholarship opportunities and degree affordability to qualified students.								
Objective 1: Drive scholarship promotions by partnering with Alumni Association to increase applicants and awards by 10% term-to-term with additional 5% year over year								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Implement an Alumni Scholarship for Alumni dependents	Increase applicants and awards	Endowment & Alumni Association	Technology, Financial	Funding	Fall 2023		Select Status
2	Create new scholarship opportunities with alumni through networking & communication	Increase scholarships available	Alumni Association & Dean of Advancement	People	Identifying alumni who are potential donors	Fall 2024		Select Status
Objective 2: Identify scholarship management tools by Winter 2023 and implement by Fall 2024								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Research and test scholarship management software	Simplify the awarding process	Ruby (Financial Aid) & Endowment	Financial, Technology	Integrating it to Datatel, Donor criteria	Spring 2023		Select Status
2	Review scholarship communication plan	Ensure students are aware of scholarships as early as possible	Financial Aid, Marketing	People		Spring 2023		Select Status
3	List ALL of the available scholarships ONLINE on Endowment website (<u>Board of Trustees strongly supports this initiative</u>)	Awareness of scholarships to prospective and current students & ease of access	Endowment, Financial Aid, IT	People, Technology	Time consuming to enter all of the scholarship info online (Only needs done once, list scholarship name, amount, and criteria)	Fall 2023		Select Status
Objective 3: Increase donor engagement opportunities with GCCC and students by offering donor and student events for 22-2023 AY.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Hold a meet & greet with scholarship recipients & donors each semester	Engage donors and recipients	Endowment & Alumni Association	Financial, Space, People	Getting students to show up (solutions: marketing/communications)	Fall 2024		Select Status
2	Invite donors directly to specific events throughout year	Engage donors and recipients	Endowment & Alumni Association	Space, People	Accessibility of elder donors (arrange transportation for them)	Fall 2023		Select Status
3	Create a mentorship program where donors and recipients can interact	Engage donors and recipients	Endowment & Alumni Association	Space, People	Timing-students and donors have busy schedules	Spring 2024		Select Status
4	Survey donors to see what they are interested in	Learn what donors are looking for	Endowment	People, Technology		Spring 2023		Select Status
Objective 4: Add new scholarship opportunities for GCCC students by Fall 2023 for 2024 awards.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Investigate institutional funding opportunities	Secure funding for new scholarships	Financial Aid, Endowment, Cabinet	Financial, People	Limited funding	Spring 2023		Select Status
2	Forming new scholarships sponsored by community based businesses	Increase available scholarships to GCCC students	Dean of Advancement/Alumni	People	Identifying interested businesses will take time & manpower	Fall 2024		Select Status
3	Add 10 new scholarships for students	Increase scholarship opportunities	Endowment & Alumni Association	People	Locating funds, donors, etc.	Spring 2024		Select Status
Objective 5: Drive awareness of ROI, brand, and applications by Spring 2023								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Create content on social media highlighting scholarship success (recipients and donors)	Increase engagement & awareness	Marketing, Endowment, Financial Aid	People		Spring 2023		Select Status
2	Announce the number of students awarded scholarships & total amount each semester via press release	Increase engagement & awareness (ROI for donors)	Marketing, Financial Aid	People		Fall 2023		Select Status

 ACTION PLAN Strategic Enrollment Management Plan								
Goal 7: Modernize IT infrastructure to support students' evolving technology needs and strengthen the College's security posture.								
Objective 1: Develop on-demand e-tutorials (self-service, CANVAS) by Fall 2023.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Create e-tutorials for all student software. (OneLogin, Self-service, Canvas, O365)	Students have more awareness of these services prior to starting classes	Online-services, Marketing and Public Relations, IT	Technology	Infrastructure - updated technology	Before enrollment begins for Fall 2023		Not Yet Started
2	Create tiles for these e-tutorials on the BusterBiz app and add technology webpage for students to easily access	Easy access to e-tutorials	Marketing and Public Relations, IT	Technology	Infrastructure - updated technology	Before enrollment begins for Fall 2023		Not Yet Started
3	Create one point of access on front webpage (directed to OneLogin) instead of having separate links to each application	Less confusion and makes it easier to go to one place to find everything	Marketing and Public Relations, IT	People	none	Spring 2023		Not Yet Started
Objective 2: Make IT/Tech orientation part of new student orientation, offered every term beginning Spring 2023.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Incorporate the IT department into New Student Orientation committee and virtual orientation by offering an IT session	Give students the opportunity to learn about IT processes	IT, Orientation committee	Technology, space during new student orientation	Not all students will attend session or complete virtual orientation.	Spring 2023		Not Yet Started
2	Implement New Student Orientation for students that are new in the spring semester, including IT session	Give students the opportunity to learn about IT processes	IT, Orientation committee	Technology and space for new student orientation	Not all students will attend session or complete virtual orientation.	Spring 2023		Not Yet Started
3	Hands-on technology training for high school students and site coordinators for all service area schools	Give HS students the opportunity to learn about IT processes. Allow site coordinators the ability to troubleshoot to help their HS students	Online-services, Marketing and Public Relations, IT	People, and time	High school registration times are different	Mid March 2023		Not Yet Started
4	Point person in each building first week of classes (each semester) to help troubleshoot initial login/setup. If not in each building then several stationed in the library lobby	Ease of initial login/setup	Admissions, Advising, and IT	People, time, and technology	Trained personnel	Fall 2023		Not Yet Started
Objective 3: Streamline ticketing system to track by program, student populations, learning modalities and other key elements by Fall 2023.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Use Track-it to it's fullest extent	Streamline ticketing system, improve workflow	IT	People, time	Financial to upgrade, time, people	Fall 2023		Not Yet Started
2	Purchase a more robust ticket system	Streamline ticketing system, improve workflow	IT	cost of new system, people to implement	Financial to purchase, time, people	Fall 2023		Not Yet Started
Objective 4: Ensure student computer labs and laptop loan program for updates and maintenance by Summer 2023, annually.								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	InTune	Streamline asset management	IT	People	Time	Summer 2023		Not Yet Started
Objective 5: Drive awareness of ROI, brand, and applications by Spring 2023								
Action #	Action Step	Target Outcome(s)	Lead(s)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Actual Completion Date	Status
1	Career Pathways Planning (Modern Campus)	ROI transparency	Advising, IT, and Marketing and Public Relations	Financial, and people	Time and financial	Fall 2023		Not Yet Started
2	Catalog Management	Student and staff efficiency and usability	Registrar, IT, and Marketing and Public Relations	Financial, and people	Time and financial	2024-2026 catalog		Not Yet Started
3	3D - Virtual tour	Increase marketability	Admissions, IT, and Marketing and Public Relations	Financial, and people	Time and financial	Fall 2023		Not Yet Started

APPENDIX B: ROADMAP

 											
SEM Roadmap 2022-24		2022		2023		2024					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Goals and Action Steps											
Goal 1: Deliver a seamless, personalized student journey with expanded programming and activities to enhance engagement, retention, satisfaction, and success.											
1.1.1	Explore the possibility of restarting kids college on campus										
1.1.2	Increase the number and amount of faculty/staff engagement with K-12 through career day and other events										
1.1.3	Explore opportunities to improve communication with area counselors through a variety of social and professional events										
1.1.4	Explore the possibility of increasing the number of and exposure of student ambassadors										
1.2.1	Communicate opportunities for co-curricular involvement on campus										
1.2.2	Explore scholarship possibility for club leadership										
1.2.3	Track membership and participation of non-academic activities										
1.2.4	Explore the possibility of increasing the number of and exposure of student ambassadors										
1.3.1	Develop advisor training based upon best practices for community college success										
1.3.2	Create onboarding process to rapidly bring new faculty up to speed on advising										
1.3.3	Integrate advising into the mentorship program										
1.3.4	Create continual improvement opportunities for advisors focused on student satisfaction retention and success										
1.4.1	Establish baseline for mentoring, and intern numbers for students currently enrolled at GCCC in all programs										
1.4.2	Increase number of mentoring, intern, and employment opportunities for enrollees at GCCC										
1.4.3	Increase the number of capstone course offerings at GCCC										
1.5.1	Complete the technology assessment and audit of all business systems										
1.5.2	Expand capabilities to E-Recruit										
1.5.3	Explore student success tracking, scheduling and case management systems										
1.5.4	Integrated marketing automation										
1.5.5	Create a communication flow that is dynamic and intentional based on cadence and behavior triggers										
1.5.6	Employ staff training strategy that aligns roles to processes and use of data technologies										
1.5.7	Appoint, contract or hire an individual to lead the SEM prioritization and implementation										

 											
SEM Roadmap 2022-24		2022		2023		2024					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Goals and Action Steps											
Goal 2: Increase population of adult learners (age 24+) to fill education voids in the community and ensure institutional support by developing new models, program offerings, and services designed to support their unique needs.											
2.1.1	Collaborate with Admissions department on transition activities GCCCA to GCCC										
2.1.2	Review and evaluate AQ-K pathways										
2.1.3	Hire new person to fill liaison position between Admissions Dept and GCCCA										
2.1.4	Fill current open position in GCCCA Transition Coordinator										
2.1.5	Increase course offerings for nights, weekend, lunch times, accelerated by 25%										
2.1.6	Develop enrichment courses to attract adult learners to GCCC										
2.1.7	Explore what it would take to break a 3-hour class into 1-hour modules										
2.2.1	Design a new Student Orientation specifically for adult learners										
2.2.2	Intentionally schedule Student Orientation sessions at times adult learners are available (evenings, weekends, etc.)										
2.2.3	Identify one specific person within Admissions Dept who will serve as liaison with Committee on Adult Learners										
2.3.1	Identify local workers who have previously earned an industry-recognized credential										
2.3.2	Collaborate with Registrar's Office on review of current PLC process and policies										
2.3.3	Identify areas to expand PLC										
2.3.4	Market the PLC option										
2.4.1	Review past similar programs (Kan-Do, etc.) and identify successes and failures										
2.4.2	Increase course offerings for nights, weekend, lunch times, accelerated by 25%										
2.4.3	Develop enrichment courses to attract adult learners to GCCC										
2.4.4	Explore what it would take to break a 3-hour class into 1-hour modules										
2.4.5	Market and rebrand the new delivery for adult learners										
2.4.6	Explore a variety of modalities and offerings and then receive feedback on what the adult learners liked/disliked										
2.5.1	Define definitions, visions values and strategic themes around DEI										

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Goals and Action Steps																					
Goal 6: Drive new student enrollment growth and scholarship acceptance rates by marketing scholarship opportunities and degree affordability to qualified students.																					
6.1.1	Implement an Alumni Scholarship for Alumni dependents																				
6.1.2	Create new scholarship opportunities with alumni through networking & communication																				
6.2.1	Research and test scholarship management software																				
6.2.2	Review and revise scholarship communication plan																				
6.2.3	List ALL of the available scholarships ONLINE on Endowment website (<i>Board of Trustees strongly supports this initiative</i>)																				
6.3.1	Hold a meet & greet with scholarship recipients & donors each semester																				
6.3.2	Invite donors directly to specific events throughout year																				
6.3.3	Create a mentorship program where donors and recipients can interact																				
6.3.4	Survey donors to identify their interest																				
6.4.1	Investigate institutional funding opportunities																				
6.4.2	Forming new scholarships sponsored by community-based businesses																				
6.4.3	Add 10 new scholarships for students																				
6.5.1	Create content on social media highlighting scholarship success (recipients and donors)																				
6.5.2	Announce the number of students awarded scholarships & total amount each semester via press release																				

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