

PORTLAND COMMUNITY COLLEGE ENROLLMENT MANAGEMENT PLAN

Goal 1

Establish a streamlined enrollment process for new and returning students.

Objective

Get students to start the enrollment process sooner.

Task 1- Promote the beginning of process by sharing dates when registration starts rather than the day classes start.

Objective

Identify current process that all students must go through before attending class and re-evaluate the sequence of that process.

Objective

Develop a more inclusive communication process from admission to the first day of class.

Task 1- Get students to start using My PCC immediately after they're admitted.

Task 2- Create a chronological checklist and flow chart.

- Parking
- Bookstore
- Schedule of classes (both on-line & printed, banweb and PCC version)
- Student ID card
- Testing and Orientation
- Cost due dates with add/drop dates and refund policies. (use My PCC to communicate)
- Financial Aid

Task 3- Develop a glossary of PCC terminology for students. Revive the Student Handbook?

Task 4- Determine which barriers discourage students from registering or attending class their first term.

Task 5- Whenever possible, communicate with students that they are admitted via an e-mail to their personal email address including their username and password, etc. as well as a check-off list. Place more emphasis on MyPCC as the primary tool connecting the student to the college.

Task 6- Develop strategies for re-selling the newly admitted students before they start.

Objective

Re-examine the orientation process/program. It tries to do too much. (On-line vs. in-person)

Task 1- Determine how to segment the information given to students at orientation.

Objective

Create a welcoming campus climate.

Task 1- Open House Events for Admitted Students: Getting Started, Hands on Workshops in computer labs. Help with admissions and registration process. Can perform pre-requisite overrides, password resets and deal with financial aid issues in the sessions,

Portland Community College Enrollment Management Plan

parking, ID cards, etc.

Task 2- College-wide buy-in of welcoming students in person.

Task 3- Student led campus tours.

Task 4- Create a virtual tour for students to see the campus online.

Task 5- “Vest” use on all campuses during first few weeks as well as major open house events.

Goal 2

Improve students’ experience with PCC.

(This goal is inclusive of all business transactions, information questions and advising sessions with the college.)

Objective

Tailor communications to meet a range of student needs.

Task 1- Continue to develop a “one stop” model to answer basic college questions

Task 2- Create a “core” information set that represents a minimum level of information that all staff could reasonably be expected to be proficient in.

Task 3- Create a mechanism for consistent and accurate easily accessible information to be shared with staff (electronically, physically, and linguistically).

Task 4- Focus on a “front door” for our campuses (identify key points of entry for students and direct them there).

Task 5- Create opportunities to involve students in the process of tailoring communications.

Task 6- Explore ways to decrease lines at all PCC sites.

Task 7- Expand number of locations where students can access critical information.

Task 8- Explore the message behind why we do testing and how we will use the information (tailor to different subgroups).

Task 9- Evaluate transcripts and graduation requirements *earlier* than we do now.

Task 10- Simplify students’ bills.

Task 11- Increase communication about the option of petitioning for waivers.

Task 12- Enhance service availability in areas such as financial aid.

Objective

Facilitate and/or enhance ways that students make connections at the college.

Task 1- Ask a variety of students to help us develop ways to enhance student connections.

Task 2- Examine best practices that other urban community colleges are using to help students connect to the institution.

Task 3- Strongly encourage all staff to maximize opportunities for positive student connections.

Task 4- Create additional opportunities for Advising (from Academic Advisors, Faculty, staff both in person and online).

Task 5- Give all students a personal contact person (or number) after testing (before they leave the office). Explain results, answer questions, etc.

Task 6- Encourage faculty to be more active partners in making connections to college (how do we do this with lots of PT faculty?).

Task 7- Require all students to have a student ID card (that signifies “I’m a PCC student”).

Task 8- Acknowledge that this is a process.

Task 9- Strengthen partnerships for student leadership and activities at all PCC locations.

Task 10- Expand access to tutoring through online, phone, etc. options that are available more frequently.

Task 11- Increase the number of faculty doing tutoring.

Portland Community College Enrollment Management Plan

Task 12- Increase the celebration(s) of graduation. Enhance the significance and importance. Campus, division, etc. celebrations.

Task 13- Emphasize connectedness.

Objective

Enhance students' ability to define and pursue educational, career and life goals at PCC.

Task 1- Look at best practices of other schools for assisting students with goal planning and attainment. (i.e., e-portfolios).

Task 2- Create opportunities to involve students in evaluating the existing systems.

Task 3- Select and implement a degree audit system for students (i.e., my academic plan).

Task 4- Align the PCC degree audit (see above) that is aligned with the state degree audit. (This would allow a student to see what she or he needs to articulate into any program in the state).

Task 5- Educate students regarding the impact of education (how much \$ you can make with a degree vs. without a degree, opportunities for advancement, etc.).

Task 6- Strengthen Career Centers and Transfer Centers.

Task 7- Explore additional testing tools for career and life planning.

Task 8- Explore ways to include civic engagement/responsibility (service learning, coop ed, internships).

Task 9- Explore requiring community service as a requirement for degree completion.

Task 10- Relate tutoring to overall goals (learning objectives).

Task 11- Train all tutors in learning styles and create a climate that uses learning styles in tutoring.

Objective

Create a campus climate that is inclusive, culturally competent, safe and supportive of all students.

Task 1- Explore training opportunities for all PCC employees who have direct interactions with students.

Task 2- Focus on the learning environment we are creating (for all services).

Task 3- Celebrate diversity at graduation (look at symbols of achievement from different cultures, backgrounds and traditions).

Task 4- Create opportunities for staff to understand what it may have taken a student to get to where he or she is at now.

Task 5- Celebrate individual student achievement and success (all staff).

Task 6- Categorization of interactions that students have with PCC.

Task 7- Hire professional club coordinator.

Task 8- Continue to fund the Summer Institute for Intercultural Communication.

Goal 3

Enhance the successful transition from developmental/pre-college to college.

The intention of this goal is to ensure academic preparedness for students who begin a collegiate program below college level coursework.

Objective

Institute mandatory services to increase student success.

Task 1- Make mandatory the following services – academic advising, testing and orientation before registration and make the process smooth for students. Hold for advising, orientation, etc.

Task 2- Reassess test scores and placement cut-off scores.

Task 3- Educate about and enforce prerequisites for all courses.

Portland Community College Enrollment Management Plan

Task 4- Continue use of writing samples and oral interview with ENNL speakers.

Task 5- Provide upfront transcript evaluations.

Task 6- Collaborate with other community colleges on their testing scores, cut-offs and placements. Look into consistency issues with other campuses.

Task 7- Increase Financial Aid Advising. Understanding of impact on financial aid from grades, SAP, debt load, etc.

Task 8- Evaluate student services personnel and funding levels relative to services performed/needed.

Task 9- CG classes (such as College Success) for DE, probation/suspension, and other targeted populations. Embedding basic skills such as math and writing prior to moving forward. Utilize opportunities to teach skills by using college business processes such as registering, etc.

Task 10- Revisit business and service processes.

Objective

Provide consistent services across the district.

Task 1- Provide a handbook for Professional/Technical programs (teaching students how to navigate through program and degree requirements).

Task 2- Create a handout/PowerPoint (financial aid, college success tips, and things to know) for all instructors to pass out on first day of class.

Task 3- Guide of classroom retention techniques for faculty.

Task 4- Have a full-time DE advisor on all campuses.

Task 5- Have tutoring services and centers on all campuses.

Is there tutoring available for professional/technical students?

Objective

Expand services for students with disabilities

Task 1- Reinstate testing/assessments for students with suspected disabilities. The test helped students understand what a learning disability was and if they had it.

Task 2- Empower faculty and staff to provide universal design instructional techniques

Task 3- Increase OSD resources on all campuses

Task 4- Increase disability cultural awareness

Task 5- Working with high schools to ensure students are prepared for college.

Objective

Improve the transition from ABE/ESL/GED to college.

Task 1- Have formal schedule for recruiting students from these programs to college courses.

Goal 4

Develop faculty initiatives to enhance retention in the classroom.

CLASSROOM RETENTION STRATEGIES

Objective

Emphasize faculty-student interaction, e.g., learn student names or arrive early to class to chat with students.

Task 1- Develop TLC events on how to create more faculty/student interactions.

Task 2- Develop strategies for teaching instructors how to communicate with students in respectful, kind and supportive ways.

Task 3- Offer flexible options for students who don't communicate well with their instructors.

Portland Community College Enrollment Management Plan

Task 4- Encourage the use of respectful yet understanding language in class such as: I want to listen to your concerns, I will be patient, etc.

Task 5- Highly encourage new faculty to use the TLC as a resource

Objective

Emphasize student-student interactions.

Task 1- Encourage and support student cohorts; get students together through team projects inside and outside of class – in person or electronically; increase the use of MyPCC functions, e.g., e-mail, to stay in contact. Have students in a cohort call each other when one misses class.

Task 2- Create TLC events on how to create more student/student interaction and community building.

Task 3- Consider Learning Communities as a means of increasing student/student interaction.

Task 4- Develop group projects for students so they do not feel isolated in the classroom.

Task 5- Enhance faculty awareness of student events and encourage faculty to share information about student organizations and campus events.

Objective

Send positive messages to students through syllabi.

Task 1- Create TLC events on making a “warm syllabus”, e.g., with words like, “I welcome students to my office” or “Let me know what your goals are so I may address them.”

Task 2- Tell students what to expect in terms of grade updates in class. Ideally, give students updates $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of the way through the term and, tell them this in the syllabus.

Objective

Make sure that retention is a key part of “teaching culture and philosophy” at PCC.

Task 1 -Create TLC events that focus on teaching culture and philosophy.

Task 2- Emphasize retention at New Faculty Institute.

RETENTION PROCESSES

Objective

Involve students in retention discussions.

Task 1- Conduct student focus groups on retention issues.

Objective

Understand current information on retention.

Task 1- Obtain PCC data on retention and compare with that of similar institutions.

STUDENT ACCESS, INCLUDING COSTS

Objective

Increase childcare options – a crucial access issue.

Task 1- Pursue grant support for childcare; explore on-campus or near-campus day care facilities through contracts with service providers.

Objective

Explore options to decrease textbook expenses.

Task 1- Encourage faculty to adopt lower cost texts; use texts in multiple courses, e.g., in sequences; create more consistency throughout the SAC – on single campus or across district; make more textbooks available through library reserve; explore funding through PCC

Portland Community College Enrollment Management Plan

Foundation; explore textbook rental options through the Bookstore, as with videos; hold on to same edition, if possible.

Task 2- Encourage use of the student book exchange for saving money.

Objective

Create more flexible scheduling options.

Task 1- Offer more evenings and weekend courses.

Objective

Create a more welcoming campus climate.

Task 1- Have work study students and student government rep's greet new students, walk them to key offices, and give campus tours.

Objective

Increase use of Student Success/Learning Centers.

Task 1- Employ the same name across the district to increase recognition.

Task 2- Encourage faculty members, especially full-timers, to spend some of their office hours in the Centers to help students, to show support for Centers, and to learn to respect Centers.

Objective

Improve transportation and parking.

Task 1- Add shuttle between SE and CA.

Task 2- Increase support, including subsidies, for public transportation.

Task 3- Improve/increase on-campus parking.

Objective

Ensure that on-line orientations are working.

Task 1- Follow-up with personal contacts.

ADVISING

Objective

Improve advising, because advising makes a difference as often seen happening in PTE programs and as is often seen lacking in LDC programs.

Task 1- Create teams of student services staff and faculty in related subject areas.

Task 2- Have members of teams visit classes to talk about student services.

Objective

Improve relations between student services staff and faculty members.

Task 1- Introduce this idea through Department Chair Institute

Task 2- Contract grants office for funding opportunities.

Objective

Have advising focus on clarity of goals/intentions, on why the students are in college and their plans.

Task 1- Create more short/small orientation classes such as Multimedia's one-credit "Introduction to Multimedia" offered Friday and Saturday before each term.

Task 2- Assign each student to a general or program advisor/instructor.

Portland Community College Enrollment Management Plan

FACULTY HIRING

Objective

Have hiring practices reflect our focus on student retention, i.e., don't look just for content specialists, but look for effective and affective teachers who can retain students.

Task 1- Include retention question in supplemental questions. For example, ask, "What do you do to help students who aren't doing well?"

Objective

Ensure that instructors are connected to the college and to each other.

Task 1- Create more faculty/faculty mentoring opportunities, including those that might be "charged" to the TLCs for implementation.

Objective

Insure that as many students as possible have access to instructors available to them on a full-time basis.

Task 1- Develop strategies to increase the proportion of courses taught by full-time faculty as supported by the Board in recent years.

Objective

Reward faculty that get involved with student clubs.

Task 1- Take volunteer activity and increase awareness. ASPCC recognizes and rewards advisors through the year. Clubs are KEY to retaining students.

GOAL 5

Prepare students for and assist students with their transitions from PCC to their post-PCC experience (further education or labor market).

Objective

Articulate credit and non-credit to continue to assist students in meeting their educational goals.

Task 1- Develop a combined credit/CEU transcript.

Task 2- Establish a taskforce to address the articulation of non-credit to credit courses.

Objective

Develop tools to assist students and advisors/counselors to plan education and career.

Task 1- Complete career pathway roadmaps for nine occupations currently offered as career pathway trainings and provide on a website.

Task 2- Provide training/orientation to advisors/counselors about the roadmap website and related web resources.

Task 3- Develop strategies with advising/counseling and students to identify career goals and transfer majors early in enrollment process as well as decisions and intentions each term and identify transfer majors early.

Objective

Provide Alternative Course/Program Delivery.

Task 1- Influence the streamlining of program and course approval process with the state.

Task 2- Identify current programs that can be offered in accelerated learning formats.

Task 3- Coordinate with general education to support short-term accelerated learning.

Portland Community College Enrollment Management Plan

Task 4- Develop and implement strategy for Weekend College.

Objective

Improve Resource Utilization.

Task 1- Create taskforce to identify existing resources throughout the district.

Task 2- Integrate Employer Advisory Committee members and other business and industry representatives into curriculum development and advising in PT and transfer.

Task 3- Develop and implement communications plan that identifies opportunities to communicate with students about “What’s Next” and available for their education.

Task 4- Develop strategies to enhance and encourage alumni involvement in curriculum improvement and career planning.

Task 5- Develop strategies for tracking program outcomes based on successful completion from alternative delivery courses, career pathways, etc.

Goal 6

Improved and expanded collection, analysis, and dissemination of information related to enrollment management

Objective

To continue moving toward information-based enrollment management decision-making at PCC.

Task 1- Create an Enrollment Management Information Advisory Group and charge it with making recommendations for: making information and reports more easily accessible, and integrating information collected across PCC as well as research needed to fill EM information gaps.

Task 2- Review currently available information and reports with an eye towards repackaging information in ways that make it more relevant and accessible for enrollment management uses.

Task 3- Create a process that encourages regular faculty and staff feedback about EM related information/data and its presentation/delivery.

Objective

Increase staff awareness of research/information that is currently available and how to make this data support student success and improvement.

Task 1- Use MyPCC to send targeted announcements/emails to appropriate groups of faculty and staff about available, relevant information. Include links to the information.

Task 2- Seek opportunities to provide presentations at a range of PCC activities (SAC Chair meetings, SAC Admin Support meetings, and Campus Forums, for example).

Task 3- Continue to simplify and improve Internet/Intranet access to information.

Task 4- Create student profiles (detailed, appropriate information about each student) and make them easily accessible to appropriate faculty and staff.

This suggestion came from participants who work with students and who told us that it would be helpful to have the information come up on one Banner ‘screen’ rather than looking at several Banner ‘screens’. Some of the information, such as services from other units, is not now readily available. The idea is that if college faculty/staff have good (and appropriate) background information at their fingertips, they will be much better able to help that student succeed.

Task 5- Expand/emphasize the communication of internal and external Enrollment Management research findings. These might include:

Portland Community College Enrollment Management Plan

- Monthly college-wide emails from the President listing brief bullet-pointed enrollment management information.
- Regular presentations at the appropriate organizational levels (SACs, SAC admin supports, SAC chair meetings, In-service, for example).
- Annual enrollment management reports distributed college-wide.

Task 6- Increase familiarity with and interest in research results by seeking opportunities to involve faculty and staff in information processes. Examples might include:

- Faculty or staff-hosted student forums.
- Volunteer faculty and staff contacts with prospective students who have applied for admission but not yet registered for classes.
- Short surveys administered at time of class registration.
- Online feedback site.

Task 7- Communicate and celebrate success stories of faculty and staff in all corners of the institution who have used specific research findings and/or their own classroom-based research to improve student success and retention. Vehicles for the communication/celebration might include:

- The Insider
- The Intranet
- College-wide emails from the President
- Recognition at In-Service.

Objective

Identify gaps in our Enrollment Management research knowledge

Task 1- - Learn more about students who leave (drop out) from PCC.

- Why?
- What factors influenced the decision?
- What would it take for them to return?

Task 2- Learn more about applicants who never go on to register for classes

- Extract and analyze available Banner data on students who stop at various steps of the process between application and registration
- Design research (survey, focus group, etc.) that will provide more insight into the reasons students may not complete the process and attend classes – and whether there are actions PCC can take that will enable registration and successful attendance for a portion of these prospective students. *Information provided by Corbett Gottfried on the number of students for whom financial aid is processed each term, but who never register is part of what led to this task.*

Task 3- Collect longitudinal data about those who persist and earn degrees/certificates or transfer to other colleges/universities.

- Successful Students
- Financial Aid
- Prior preparation/educational background
- Critical points where students almost left but didn't
- Pathways students followed to the degree (how long they took, what their load was each term, etc.)
- What kept them in school during times when they thought about leaving?

Task 4- Learn more about the best ways to communicate with prospective students.

- Entering student survey.

Task 5- Begin developing a list of the information needs of the various non-credit programs.