Recruitment Plan

Amarillo College’s Mission & Goals

...dedicated to providing educational, cultural and community services and resources to enhance the quality of life for a diverse population in the service area.

This mission has two goals (out of the ten identified in the Strategic Plan) that Enrollment Management is charged with supporting. These stated goals are to:

1. **Maximize student access.** (Goal #1)

   By actively recruiting prospective students, Amarillo College increases access to educational opportunities for those prospects and improves the quality of life for those living in the area.

   Also, through recruitment efforts targeted toward minority students, Amarillo College seeks to address the needs of all the community, regardless of their prior access to higher education.

2. **Manage institutional resources effectively and efficiently.** (Goal #8)

   Since the institution is heavily funded according to a formula that takes into account enrollment, and expenses of the organization continue to rise, it is necessary to take purposeful and effective measures to stabilize enrollment growth.

   The purpose of a recruitment plan is to identify the specific student populations for recruitment efforts and the means by which these targeted students are going to be encouraged to attend Amarillo College.

   Recruitment of traditional students, while a year-round effort, runs on a fall/spring cycle. Recruitment of nontraditional students is an ongoing action, since these persons may choose to become students at any time. This report will coincide with the traditional student recruitment cycle.

   Events should be planned and budgets should be in place during the preceding year to assure that needed resources (budget and staff) are
available to accomplish these commitments. Also, since the success of such efforts depends so heavily on advertising and other marketing support provided by College Relations, it is necessary that such planning be done a year in advance to facilitate cooperative planning. This plan should be revised each fall with the particular view that it will affect enrollment a year and a half later.

**Current Enrollment Situation**

**TRENDS**

**Mega trends in higher education enrollment:**

- Increasing high school graduation rates, both percent of enrolled high school seniors and actual numbers of students
- Growing college attendance rates among high school graduates
- Significant increases in the percentage of minority students nationwide and locally
  - According to the Texas Higher Education Coordinating Board, by the year 2015, Texas will enroll an additional 500,000 students. This will mean that 5.5% of the Texas population will be enrolled in a college or university. (*Closing the Gaps*, THECB, July 2000)
- Increased competition among public institutions of higher education for students

**Amarillo College Enrollment Trends:** (see "Enrollment Management Report," attached, for details)

![Amarillo College: Fall Headcount 1929-1999](image-url)
General Enrollment
There has been on a 5% per year growth rate over the past 5 years. (See chart, p. 2. This growth has been limited to the <20 age group, also known as “traditional” students. The current expectation is that AC’s growth rate among traditional students will flatten as a “saturation” point is reached in the raw numbers of students graduating from high school.

Enrollment by Ethnicity
The makeup of Amarillo College’s student body matches that of our service area in terms of Anglo and Hispanic student population. Asian students are over-represented and African American students are under-represented.

Enrollment by Gender
This enrollment trend matches current trends across higher education with a 60/40 split between female and male students.

Full/Part-Time Student Enrollment Pattern
The student body is increasingly made up of full-time students. This is consistent with a growth in traditional students as mentioned above. The Fall, 2000 term did not continue the previous five year growth pattern in full-time enrollment. It was essentially flat. However, the rate of full-time enrollment remains very high (37%), a characteristic consistent with the trend toward higher numbers of traditional aged students.

Enrollment by Student Major/Goal
A reduction in the percentage of students enrolled in vocational/technical majors and a corresponding increase in the enrollment in “transfer” majors and courses is a clear 5-year trend. This is consistent with the other measures that have already been mentioned and is likely the result of the decreases in returning students.

Distance Education
Convenience is a top priority for students today. While headcount enrollment over the past 5 years has only increased 5%, the enrollment in distance ed courses has increased 412% in the last year alone. The majority of these students are local and so represent not enrollment growth, but rather retention of current students. Research indicates that these students will take courses from the nearest reputable school that makes courses available in a format the student wishes to use. Therefore, as
distance education (particularly internet courses) proliferates, we will see
growth in the number of students taking one or more of these. However, we
can't expect this to have a significant impact on overall enrollment, since in
all likelihood our own students for reasons of convenience will take these
courses.

**Why do students choose Amarillo College?** (random order)
- Training/education in the area they are seeking
- Lower cost
- Convenient geographic locations
- Ease of transferability
- Strong academic reputation

**Why do other students choose elsewhere?** (anecdotal reports)
The reasons are unique in many cases, but some of the most common include:
- Family tradition/encouragement to particular school for family reasons
- Desire for resident college experience
- Program or degree not offered by AC
- Desire to leave home/family/geographic area
- Scholarships/Aid
- Unfamiliarity with programs available through AC

**What is AC’s basic recruitment strategy?**
- Get prospects’ attention
- Give prospects the message relevant to them
- Answer their questions
- Build a relationship between each prospect or influencer and the college

**Targets for 2001-2002 Recruitment**

Although staff at community colleges often feel that every student is “their” student, the task of recruitment requires that there be specific focuses or goals by which administrators and staff can make time and budget decisions.

The following are the focuses for recruitment for the year 2002-3.
High School Students (Concurrent & Dual Credit)

It is the impression of the Dual Credit Coordinator that enrollment in dual credit courses are approaching maximum thresholds in the general education areas.

The limiting factors are:
- Number of college-ready students
- Number of high schools in the service area
- Number of qualified instructors available to teach these courses

Threats and Opportunities:
A threat exists to maintaining current enrollment levels. The TAAS test is being replaced with “TAAS II,” which will not be administered until the end of the junior year. This timing will make it impossible to use that test to prove college-readiness and could significantly reduce the number of juniors able to enroll. This impact will hit in the year 2004.

Possible answers to this threat include expanding the testing services that could be taken to the schools to qualify potential students but it is doubtful these would completely compensate for the TAAS change.

Opportunity still exists to expand dual credit and concurrent enrollment of high school students into vocational courses. Area high schools have limited funds and may be interested in opportunities to use existing Amarillo College equipment and faculty to teach students interested in specialties they do not presently provide. River Road ISD is presently a model of one way this works. [They bus some of their students to the AC campus to take courses requiring equipment they do not have.] The Dual Credit Coordinator is aware of, and working on, these types of initiatives.

Specific Activities/Events Targeted to Recruit High School Students:
Work with AISD in the middle schools during each 8th grade year to communicate with parents about how dual credit works, why students should prepare for those offerings and how to prepare. Compare and contrast dual credit with AP program. This same piece can be used again in a mailing to parents of high school sophomores in April, when they are selecting their courses for the next year. A supply of these should be made available to dual credit teachers to assist in answering questions about this program. Implementation term: Fall, ’01
**Traditional Students**

Since the number of available prospects is greatest among traditional students and current trends toward community college attendance are improving in this group, recruitment of students in this group is one of the more fruitful areas to focus on.

**The Challenges:**

Middle- and upper- class children are socialized to see college as the opportunity to leave home and establish their independence. Their parents are socialized to see the choice of college by their child as a measure of their achievement as parents ("My child and money go to?").

This interjection of image into the college decision process is difficult for the community college to overcome. While Amarillo College is not likely to draw many of these affluent students, our ability to counter this perception is crucial in the recruitment of those just below the most affluent socioeconomic level. These targeted students need to be given reasons to be proud of the choice to attend Amarillo College. In essence, AC is giving them permission to do what they want to do already, but to show them they are smart for doing so.

Amarillo College should constantly consider the impact on its image made by each communication effort. An attempt to communicate a particular message ("come register") can hurt the institutional image if it makes the school look amateurish.

Television advertising should also be considered carefully in terms of quality. Ads that seem amateurish or "cute" work against AC's effort to demonstrate educational quality and expertise. A format that allows the college to speak directly to the community and inform them of a carefully chosen set of facts about Amarillo College and higher education would be more consistent with the reality that what we do is serious and important.
The Message: AC is the best place to get your start.

Our proof?
- Comparatively low cost of attendance
- Active Student life (student government, Blue Blazers, clubs & organizations, etc.)
- Quality educational opportunities (majors, honors)
- Chance to attend school with friends. ("Half your peers are or will be AC students" See strategic plan, Goal 1a. High school graduate enrollment)
- Convenience of offerings (day, evening, weekend, internet, tv, etc.)
- Student success after transfer or graduation

A three-pronged approach to recruiting these students will be used:
1) Direct outreach provided by high school visits, AC campus tours, and promotion of educationally related events on AC campuses.

2) Direct communication (advertising) through a combination of television, newsprint, and direct mail intended to communicate the following facts about Amarillo College.
   a. High quality education
   b. Highly transferable academic credit
   c. Considerable cost savings

   The main point of these messages is that Amarillo College is the wisest place for college students to get their start, giving them maximum opportunity for the future at the most reasonable cost.

3) "Super" service intended to remove most barriers to enrollment. Such service would include such efforts as enrollment and advising reminders, encouraging AC to provide application and financial aid services in the most user-friendly manner possible, Communication Center offering phone assistance in an expanded format (8am-6pm) and following up on requests to assure satisfaction.

Implementation term: Summer, '01
Specific Activities/Events Targeted to Recruit Traditional Students:

- **Sneak Peek:**
  Increase the number attending to 500; collect complete prospect information at time of registration for event; increase panhandle media attention to this event (include rural towns w/ newspapers)
  - Preceding the event, AC will communicate with schools, students, and parents to alert them to this opportunity.
  - Following the event, AC will contact participants during the summer to track them from application through enrollment.
  - **Implementation term:** Enhancements will begin with April 20, '01 event.

- **High School Visits:**
  Increase visits by recruiters to the schools to monthly (metro area) and 2 times per semester for rural schools in service area. The goal is to develop a close relationship between recruiter and counselors, teachers or administrators, which will give AC easier access to the high schools and their students. **Implementation term:** Fall, '01

- **Parents of High School Students:**
  Seek methods of communication that reinforce the image that AC is the place for success-oriented, high-achieving students to begin their lives. Recruiters will emphasize AC’s successful transfers, honors opportunities, scholarship opportunities, and favorable cost comparisons. **Implementation term:** Fall, '01
  - The means of these communications will be the spring Senior Parents letter, dual credit promotion in 8th and 10th grades (see above), view book, and customized letters responding to requests for general information. **April, '01**
  - Information Centers will provide information for parents and other influencers who come on campus for other reasons like community events, continuing education offerings, etc. (see p. 11) **Implementation term:** Fall, '01

- **Initiate follow-up methods:**
  Blue Blazers will make contacts with high school prospects. Tracking of communications will take place through a contact management system that records all communications and provides reminders of
needed follow-up. Implementation term: Fall, '01. First project will be involvement with Sneak Peek, '01 promotion (April 20, '01)

⇒ Transfer Fair:
We will request media publicity regarding this event. This will reinforce the message that AC is the starting place for students who will transfer to the best schools across the state and country.
Attempted: Spring, '01. Cancelled due to low college response.
Analysis: Date conflicted with other previously scheduled events at other community colleges. Plan: Try again, Early Spring, '02

⇒ IN DEVELOPMENT: a cooperative program with Texas Tech and West Texas A&M to encourage transfer:
"Straight Through to U" (tentative name) is a program that would tie students bound for one of these universities to a personal advisor from that institution and would give them access to student activities at those institutions as well as other "perks". The universities' purpose will be to increase their recruitment of AC students. Amarillo College's purpose will be to reduce the negative factor that many traditional students feel when they choose a community college. This cooperative program will allow them to tell their friends and family that they ARE pursuing a 4-year degree and to begin participating in some student activities of the universities. The student will get the best of both worlds - the educational quality and value of the community college for their first 60 hours as well as the smooth transition to the university to complete their ultimate goal. This program is presently in place at the University of Houston in cooperation with the Gulf Coast community colleges.
Implementation term: Spring, '02

Indirect Efforts to Recruit Traditional Students:

⇒ ASAP (Area Schools Assistance Program) Study:
In cooperation with local ISDs, this survey of graduating high school seniors provides high schools with information regarding the college plans and participation of their graduates. The study also provides Amarillo College with such data. But the other important thing it does is serve as a natural means to make Amarillo College visible to the ISD counselors and administrators and give recruiters the opportunity
educate high school personnel about AC. For high school counselors to conduct the survey effectively, they are trained by the AC Enrollment Management team about AC’s enrollment process. When the results are complete, AC schedules a meeting to give the high schools the survey results, and adds detailed program information about selected AC majors.

Consider expansion: add ASAP II (a 2nd year follow-up study):
Summer, ’02

Counselor Roundtable:
Amarillo College provides a breakfast for area high school counselors and gives them information at this event about AC programs and services. Date: March 2,’01

Nontraditional Students - Although often considered the heart of community college enrollment, this group has been largely ignored in terms of out-right recruitment efforts. Amarillo College wants to improve its efforts with nontraditional students.

The Strategy:
Identify prospective students and begin direct mail/phone/email marketing to them.

The Message: AC makes it possible for you to improve your life!
- Comparative cost of attendance
- Excellent quality educational opportunities (majors)
- Others like you are doing this. “Almost half your classmates will be just like you (nontraditional)” Do NOT use this message in mass media, since it reinforces a negative stereotype in the minds of traditional students that AC’s students are all older students.
- Convenience of offerings (day, evening, weekend, internet, tv, etc.)
- Practical outcomes (availability of jobs in applied areas; successful stories of nontraditional students who returned to college and now have new, successful careers; partnerships with local employers seeking our graduates – Memorial Hospital in Dumas, Bell, ??)

Since Amarillo College has had relatively little experience with direct recruitment of nontraditional students, several new recruitment efforts are
being developed. Each effort should be evaluated on an annual basis to determine whether to continue or replace it.

⇒ “Credit & Career” Fair
This event will have a dual focus. It will target those who have some college credit. At the fair, students with college credit can bring transcripts to be informally evaluated to help them decide what AC courses would lead them toward their goal (job, certificate, degree). [See attached article, “Customize for Speed, Convenience to Attract Adult Learners”]

The fair will also focus on adults with jobs seeking career changes. It will highlight vo/tech training and scholarship/aid opportunities, as well as flexibility of course offerings.

Because potential students in this target group are very difficult to identify and meet with personally, efforts in this area require greater reliance on media advertising as the initial vehicle for communication. Once a prospect contacts the institution, follow up becomes crucial and these efforts would be done through the Student Communication Center.

**Implementation term: Spring, '02**

⇒ Employer Presentations
Recruiters will develop informational meetings held on the job at major employers' facilities and stress educational opportunities available through Amarillo College.

**Implementation term: Fall, '01**

⇒ Ad campaigns
Media campaigns that are targeted to adult students rather than traditional students are needed. These ads would replace a general approach with a more “fact-based” approach that seeks to inform the community about certain facts that should drive interest in AC offerings. These facts could include:

- Detail about specific programs available through AC (AS400, Web Designer, Microsoft certification, Surgical Technology, or other programs selected specifically to broaden public's awareness of AC's offerings with
awareness of high-demand areas) The idea could be similar to: “Things You Didn’t Know about Your Community College.”

- Detail about cost to combat the notion that college is expensive and unaffordable.
- Detail about times of class offerings in the specific programs so that adults can assess whether it is possible for them to take classes with their particular work schedule.
- Successful student stories similar to those run in the “I got my start...” campaign of several years ago. These persons, if carefully chosen, can elevate the reputation of the institution by showing the community that our students go far in their careers. They also help these targeted students see the worth of the sacrifice to return to school.

⇒ **Information Centers established on each AC campus.**

These centers would display various college publications, including program brochures, stocked and maintained by each campus. Students and campus guests could see the breadth of AC’s offerings in a self-service format. Since many nontraditional student prospects come on campus for continuing education opportunities, the information centers can attract their attention and inform them of AC opportunities any time they come to campus. **Implementation term: Fall, ’01**

### Calendar

**Spring 2001**
- ASAP Breakfast/Counselor Roundtable: Feb, ’01
- Transfer Fair
- Sneak Peek,’01: April 20th

**Summer 2001**
- ACE Adopt-A-Student project: May-July,’01
- ASAP study conducted
- Juneteenth parade
- Doggie Days, Dumas
- Back to School Mall Bash

### On-Going Events

Certain recruitment events occur continuously or on demand. These will include campus tours, regular high school visits and classroom presentations.
Fall 2001
   TACRAO high school visits/college days
   Amarillo Area College Day
   “Empower Yourself” - African American youth outreach
   “Step Up To Success” - Hispanic youth outreach

Spring 2002
   ASAP Breakfast/Counselor Roundtable
   Transfer Fair
   Sneak Peek,'02
   Career & Credit Fair (limited, 1st time effort)

Summer 2002
   Adopt-An-ACE Student project (May-July)
   Advising Alert Mailout (for Fall 2002)
   ASAP study conducted

Recruitment Goals - 2001-2002

I. Put certain recruitment mechanisms in place to best position AC for the base-year recruitment. These pieces are:

A. Prospect tracking database

B. Recruitment materials (applications packet, viewbook, and support pieces; individualized communication via telephone, mail, and email)

C. Staff for Student Communication Center (hired and trained with relationships built with key community and K-12 personnel)

D. Integration of continuing education with academic recruitment (goals and fulfillment mechanisms must be developed)

E. Enrollment Management Committee - certain changes in institutional and departmental attitudes and behaviors must be addressed. These include need for innovative scheduling and delivery of courses for adult students as well as creative efforts at recruiting and retaining more minority students.

F. Additional recruiter trained and targeted to minority recruitment. This person would work closely with existing college efforts
(Community Link, North Branch Y, etc.) to effectively increase recruitment of minority students.

II. Gain experience and evaluate the effectiveness of new recruitment activities/efforts.

A. Train new recruiter and introduce him/her to service area

B. Experiment with various accountability means to establish effectiveness of recruitment efforts (surveys, response measures, etc.)

C. Identify the goals in advance for any activities in which the college participates and then evaluate their effectiveness according to the goals for those events. A variety of goals can motivate the college to participate in a given activity. These range from simple community support and exposure to the active recruitment of targeted students. Knowing in advance why the college is implementing an activity can aid the post-event evaluation.

III. Initiate true integration of non-credit recruitment and credit recruitment in three ways:

A. Student Communication Center staff would receive training from Continuing Education to enable Center staff to answer phone inquiries regarding these courses.

B. Processes for sharing information between departments will be developed that will assure that accurate, timely details of Continuing Educational offerings are readily available. A planned implementation of a web-based calendar should help.

C. Initiate "overlap" recruiting. This means communication to students of one type (credit or non-credit) about practical opportunities to use the other type of offering to their benefit. A first such project could be a flyer advertising computer training to prospective nontraditional academic students after they've indicated intention to enter/reenter college.
IV. Begin integrating financial aid and scholarship services with recruitment efforts. Targeted use of these programs could assist in the long-term goals of increased enrollment by disadvantaged students. Specifically, the following measures should be taken as soon as possible:

A. Implementation of a scholarship application that is available year-round. Presently, a new application is produced each fall, too late to use in fall recruitment events. A universal application on which a student could indicate the year/semester of attendance could resolve this problem.

B. Study done to determine the characteristics of prospects likely to attend AC. Then direct aid to prospective students with these characteristics to increase the ratio of “awarded” to “attending” students. [This will be possible after one full year of operation of the Recruitment module of Colleague and accuracy will improve with each succeeding year because of quantity of data for study.]

C. Develop a brochure that combines the Honors program, Phi Theta Kappa, the Harrington Scholarship and the Savage-Roberson Excellence Scholarship into a single piece that stresses the opportunities for honors students. Include this in print communication with students identified in some way as honors targets (National Honor Society membership, indicated interest on prospect card, DAP high school transcript, dual credit student, etc.)

D. Provide Phi Theta Kappa with the names of students identified as possible recruits for that honor society and encourage them to follow up these students.

E. Develop a package for students qualified to receive services of the Adult Students Program (nontraditional students, parents, financially disadvantaged) and provide a combination of financial assistance information and childcare information. This would mean including information now provided by the Adult Students Program with financial aid information, application information, and information from the childcare center.
V. Enrollment goal for this year would be that enrollment would be level or slightly increase to approximately 8,400 for Fall 2001 academic enrollment (as of 12th class day w/o flex hours).

For the 2002-2003 year the enrollment goal would be to grow academic headcount enrollment by 5%, raising 12th Day Headcount to 8,800 students. This growth would ideally include a 2% increase in African-American enrollment to a total of 6% of the AC academic student enrollment. This would mean AC would have 315 black students in Fall, 2002.

Communication

Phone Traffic:
- "1-800" number published and routed to the New Student Center. Only one local number published in any recruitment materials.
- Automated Attendant screening initial calls with a short menu to route the most frequent callers through to:
  - Registrar's
  - Advising & Counseling
  - Financial Aid
  - Business Office
  - Staff Phone Directory (automated)
- All other calls would be handled by operator, as is presently done.

Direct Mail:
- Since enrollment for funding purposes is only funded on a biannual basis, it is in the institution's best interests that funds be allocated to drive enrollment during "base year" funding cycles. All services to students should be available year-round. But the active promotion of those events should be reduced during off-base years and boosted during base years. This is because state funding is approved biannually based on enrollment of the prior "base year."

This means that in non-base years post cards will not be mailed to all students advertising "advising alert." This single mailing costs more than $1,200 in postage alone and has been reported by attendees to only be modestly effective in informing students of
the event. Instead, communication by campus poster, in-class announcements, and other on-campus methods will suffice. Other communication of a general nature will also be limited during off-base years. 2001-2002 is such a year.

Print Needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Purpose:</th>
<th>Deadline:</th>
</tr>
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<tbody>
<tr>
<td>Viewbook</td>
<td>General overview of college</td>
<td>March, '01</td>
</tr>
<tr>
<td>“3 Ways to Save”</td>
<td>General use: specific to parents of hs seniors letter</td>
<td>March, '01</td>
</tr>
<tr>
<td>Honors brochure</td>
<td>Academically serious students, combines several programs &amp; scholarships</td>
<td>May, '01</td>
</tr>
<tr>
<td>Paper, blank w/ background</td>
<td>To use when customized information is printed to mail out</td>
<td>June, '01</td>
</tr>
<tr>
<td>Prospect cards</td>
<td>To meet requirements of student tracking database for particular information about prospects</td>
<td>May, '01</td>
</tr>
<tr>
<td>Mailer envelopes (2 sizes)</td>
<td>“Here’s the info you requested…” w/ AC image</td>
<td>May, '01</td>
</tr>
</tbody>
</table>

Note: There will be a need for budgetary flexibility in the College Relations and Enrollment Management budgets to handle rapidly changing needs as opportunities are identified. The Student Communication Center will be a "work in-progress" for the first year of operation. Print needs and postage costs are likely to change throughout the year.

Advertising Needs

<table>
<thead>
<tr>
<th>Event</th>
<th>Intensity of Effort</th>
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<tbody>
<tr>
<td>Sneak Peek</td>
<td>High - Both service area-wide promotion and event coverage.</td>
</tr>
<tr>
<td>Transfer Fair</td>
<td>Moderate - Event coverage only. (reinforce message that AC is THE place to start your bachelor's degree)</td>
</tr>
<tr>
<td>Career &amp; Credit Fair</td>
<td>High - Both service area-wide promotion and event coverage. This</td>
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### Event Intensity of Effort

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<tr>
<td></td>
<td>will be difficult since these are not “captive audiences” like the high school seniors are for Sneak Peek. Suggest consideration of heavy radio use.</td>
</tr>
<tr>
<td>Registration events</td>
<td>Saturation Exposure in last month of early registration and week of regular registration (radio &amp; tv interviews and usual efforts)</td>
</tr>
</tbody>
</table>

**Web services:**

> With the advent of online enrollment through Colleague “Web Advisor” software, AC will need to provide the entire gamut of student services via distance methods. This specific effort will include Enrollment Management in the development but will not be discussed in this report. Needless to say it is crucial in the recruitment of traditional students that the website be quick to load, be intuitive (a person is able to find what they need where they expect to find it when looking at the webpage), and provide the practical information and services sought by students and prospects. **Target: New Student Services Web Pages on site by June 1, ’01**

**Instructional Issues Related to Enrollment Management**

> By 2002-3 year, faculty advisors should be registering students at the time of academic advising. This is now possible with the new administrative software and offers the following advantages:

  > Any blocks to registration will be identified at that point (holds, unmet requirements, etc.) and can be addressed immediately.
More students will be enrolled since there is no opportunity for students to be distracted or forgetful between the advising event and registration.

When students have been advised to take courses that are full, the advisor can find the best alternative immediately.

Accuracy of advising will improve since there is no opportunity for students to "misunderstand" the advice given by the advisor.

(Note: At end of early registration for Spring 2001 term there were 1,500 students "greenlighted" but not registered.)

Present to EM Committee the U of Phoenix model of adult education and explore the possibility of creating a sequence of general education courses in concentrated formats offered at the convenience of the adult learner and taught in methods preferred by the adult learner. Such changes would create a new "product" the college could offer the community and, thus, increase enrollment.

Continue to review the viability of the Midwinter and May terms. The college needs to evaluate whether or not the enrollments and income produced by these efforts are equal to the costs.

Implementation of Student Communication Center

Phase One: March 2001 – August 2001

Goal #1: Hire, train personnel in basic skills of a call center and data entry.
Goal #2: Develop colleague recruitment module to recreate present functions of SPOT (to supply requested materials & record contact)
Goal #3: Develop complete application packet combining needed information from registrar’s office, financial aid, advising, housing, student activities, etc.
Phase Two: September 2001 – August 2002

Goal #1: Develop "tracks" to automate a planned follow-up of various groups of prospective students

Goal #2: Write reports that track prospects from the "suspect" level through "applicant" to "enrolled student" and give information regarding the various communication methods the college used to recruit these students. Reliable conversion numbers by which to assess effectiveness of recruitment efforts should result from these efforts.