Introduction

Any set of observations and recommendations is not very helpful if the recommendations are not implemented. Over the years, this has been a consistent issue with some of our clients. In time, actions were taken but sometimes only after extended periods during with situations worsened and results declined. The plan and implementation guide has been created to help insure the best possible chance for the implementation of recommendations made as a result of the work at Bainbridge College during the week of April 19 to April 23, 2004.

The plan and implementation guide includes a plan for enrollment success, development of key ideas associated with the recommendations and plans, and important references and resources. There is also a section that describes the time frames for the implementation of recommendations.

General Issues

Implementation of recommendations is very important to us. The general reasons for failure to implement are:

Lack of Belief: Individuals do not believe the recommendations are helpful. This could certainly be true. The best resolution to this issue is to discuss or dialogue the issues until there is resolution. This could happen if the consultants did not understand the issues completely. Usually a good dialogue clarifies the recommendation and makes it even stronger.

Lack of Understanding: This issue can be resolved through prolonged discussion of the recommendation. One should not hesitate saying they do not understand. We all learn a lot by going over recommendations as often as needed.

In this guide, we have presented a discussion of some concepts that may be important to understanding. This includes such issues as the use of learning teams, knowledge management, and datamarts.

Lack of Attention: Individuals at the school do not give energy and attention to the recommendation. These individuals feel that they can address the issues at some point in the future but now is not important. This is why we provide recommendations covering various time frames. There are always some things that need to be addressed immediately if the school wants to improve its overall enrollment results.

Lack of Commitment of Senior People: The enrollment manager wants to move forward but people at the top are not convinced. This requires that we all be certain that understanding and belief exist on the part of senior people. If not, a conversation including the consultants, senior people, and others may be helpful.

Lack of Budget: This is not usually the main issue. If the recommendation is accepted and there is belief that the recommendation impacts overall enrollment and student
success, there are often funds available for implementation. If this is a serious issue, further conversations may result in other less expensive ways to achieve the goal.

We do everything possible to address each of these issues in our reports and follow up.

Our Perceptions

For a successful review of our plan and movement toward implementation, we need to look at our perceptions of what the College wants to do, the role of a college for the future, and the impact of time on the performance of any school.

Overview of Our Perceptions

Bainbridge College wants to keep moving forward; it is a college that wants to be on the leading edge and moving forward in terms of enrollment and in terms of student success. The College is the kind of school that is already very good in its work but desires to be better. The College desires to develop further and to be able to be leaders in what it does. To accomplish this, two concepts need to be accepted. The first is that the best actions are presented by future realities and not the past. The second concept is that any school, over time, begins to decline in terms of its performance.

Future Realities and Present Actions

There are two views that move a school forward. One is the traditional view that the best way to move forward is to look at the past, learn how the past had an effect on results, and then use the lessons as a guide. What worked then should work in the future if we just do them better.

The second view is to look into the future and let realities of the future be the guide to new actions and results. In this view one needs to know, as certainly as possible, what forces shape the future for a school and its students. This is the “learn from the future” scenario.

Our view is a combination but relies heavily on the future. Learning from the future points the direction. Learning from the past and present creates the background for understanding the restraints and driving forces that may help move the school forward.
**Time Decline in Results**

In any organization, growth is never continual. The results of any effort, over time, begin to level off and may eventually decline as indicated in the graph below. At the point of the arrow, unless new things happen, the system will eventually fall. There is no system that stays in homeostasis for long. All things, biological or organizational, either grow or die.¹

![Graph showing time decline in results](image)

**Recovery and Improvement**

The school has taken action and begun the process of improving performance. This cycle needs to be repeated continuously. Performance levels must be re-energized. In the chart below, changes made at the point of the arrow lead to positive results. This cycle is repeated many times throughout the life of the school.

![Graph showing recovery and improvement](image)

The work of this project is to provide the options to be used at this time to lead to increasing success for Bainbridge College and its students. Our look forward provides actions for the future.
Overview:

This was a very positive experience for us. We found people to be very open and direct in sharing what they did and the things that might be done to improve the potential for both institutional and student success. We appreciate the efforts of Joe Miller in preparing the schedule and seeing that the materials requested got to us. He was very helpful to us in developing our approaches and has followed up with us after the visit.

The Visit

The consultants visited the campus of Bainbridge College from April 19-23, 2004. The purpose of the visit was to learn about the school and to develop the background needed to be able to create a plan and advice on implementation for the College. During the visit we met with faculty, staff, and students as individuals and in groups. Prior to the visit we received a set of materials used for recruiting and data related to enrollment management for the school. The following represents background for our work and initial observations. These observations are used in developing the plan and implementation advice for the school.

In our work for a school there is usually a great deal to be done. The overall task of developing better enrollment and student success can be overwhelming. To assist in developing and improving a program, it is advisable to think about the process in the following general ways.

- **The System:** We use a system that brings together all elements of the institution to focus on student success. Our review of the school involves all of these items. If one views the process in a systematic way, the school can avoid creating unneeded work or poor results. For example, the development of any new program should involve the development of marketing and communication materials, training of those who present the program, and the development of learning and outcome strategies for the program before it is introduced. An illustration of our system is presented in the appendix to the plan.
- **Basics:** Items basic to enrollment management and student success that need to be addressed now. Without the basics in place, it is unlikely that more sophisticated approaches to enrollment or student success will work.
- **Change:** Items that need to be changed which require more energy and time. These are generally more complicated but must be done for future success. Change is driven by future realities.
- **Transformation:** Items that change, completely, the way something is done. This may be a new and innovative approach to work such as student success. This requires more time and resources but is essential to the success of the school and the students. The numbers of new students entering community colleges, for example, require that new ways of advising and teaching be explored. This may also cause rethinking of the role of the faculty.
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The following is a summary of our observations provided on the final day of the visit broken down by basics, change, and transformation.

Basics

The following are basic elements of enrollment management that are not in place. Without these, enrollment is not really being managed but is happening. Under these circumstances, the school is at risk each term of not meeting its enrollment goals.

Planning: We were presented with no formal plans for enrollment management, financial aid, marketing, or advising. Each of these is a critical area and should be supported with goals, strategies, and actions that will achieve the enrollment and student success goals for the College.

- Enrollment Management Plan
- Financial Aid Plan
- Other plans as appropriate i.e. advising, orientation, placement, testing

Bringing Things Together: The basic functions, including recruiting, have separate elements for the Tech side and the Arts and Sciences' side of the school.

- Tech/Arts and Sciences
  - Placement: Technology people do a lot of their own placement
  - Learning Center: Technology works harder to send their students to the learning center.
  - Developmental Studies Department
  - Marketing: technical people are doing their own marketing.

Inquiry Program:

The inquiry program relies very heavily on personal contacts and that is good. In general the marketing program is not based on producing a specific number of inquiries that will convert into enrolled students. The segmentation of the inquiry program is very limited. The inquiry program must rely on personal contact with representatives calling on churches, organizations, and schools. More attention needs to be given to managing the database and knowing, at any time, what the number of inquiries might be.

- Inquiry Production
  - Personal
    - Counselors
    - Churches
    - Organizations
    - On and Off Campus
- Inquiry Management
Communication flow systems are not used. Initial contact by a student results in a mailing but after that, the student may or may not get phone calls, emails, or other follow up. Inquiries are likely to get invitations to events on campus. In the future, flow systems must be used, and these need to be divided into technical and arts and sciences flows. Without the use of systems, there is a chance that students receive little information if those responsible for communication are busy with other things.

Communication Flow System:
- Inquiry to Application: TECH/ ARTS AND SCIENCES
- Application to Enroll: TECH/ ARTS AND SCIENCES
- Campus Visit
- Financial Aid
- Returning Student
- All Systems should Include:
  - Publications
  - Training
  - Forms
  - Phone Calls
  - Other

Metrics: “If it isn’t counted, it did not happen.”
There are no regular reports given to us that account for student actions or the actions of the staff of Bainbridge Community College. These types of reports allow everyone at the school to be aware of the current status of the program and to take action early enough if it appeared there were problems with the enrollment.
- All potential and present student activity
- All actions of staff

Technology

Banner is able to run most of the communication flow systems, the report systems and do much of the student tracking. A datamart will need to be created to conduct much of the business of enrollment management. This could be connected to Access that is already being used on campus for enrollment work. Currently the system is not serving the needs of the school as a whole. It is serving those charged, specifically, with research or other activities such as registration. The system is part of the state system so changes and modifications need to be coordinated at that level.
- Communication Flows
- Report Systems
- Student Tracking
- Banner
- Access

Training

Little training is done in terms of work with students. Much of the training in enrollment is by handing an individual a set of materials, discussing the current processes and sending...
them on the road. People who move into new positions do not have a self-development program to insure that they are using the best processes possible for their work. The current individual in the career is new, for example, and needs development in that area. There is a great deal of energy in the people involved in all positions.

Training is needed in the following areas.

- Offices Working Together
- Relationship Management
- Service Training
- Enrollment Management for Everyone
- Training for all new staff:
  - Placement
  - Recruiter
  - Financial Aid

Immediate Student Success Strategies:

Clearly some actions could be taken that could improve both recruitment and student success. The following are some comments about key areas.

- Advising: Actually improving advising overall will be difficult. We would immediately shut down any chance of a new student to register without seeing an advisor. Estimate the number of new students and appointments that would be needed and determine if the human resources are available to do this. If not, what are the options to be assured that each student gets off to the best start possible? Some triage system might be needed to identify those who might not need to meet with an advisor.
- Improve Financial Aid: Have someone come in to look at the financial aid area and the software. The process is using too much hand work. Aid needs to be ready to be awarded as soon as possible. People need to know how much they are going to have to pay.
- Improve current flow of students through the system. Setting up a call team to contact students during the summer can do this. Any inquiry that has not acted could be called. Applicants could be called to complete files. Students in the financial aid program who are candidates for verification could be called. Normally our client schools are able to set up call teams of people on campus to make calls once a week. If one has four or five teams, they should be able to contact a significant number of students each night.
- Phone use to improve yields: See above
- "Anchor" Concept: Immediately establish a program for faculty and staff that assigned students to each person. The individual staff or faculty member should establish contact with the student to determine if he or she could be helpful.
  - Student to student
  - Student to faculty
  - Student to staff
- Connect sooner to the school and its resources: Consider moving orientation to a CD. A basic disk could be made that could connect the student to the resources of the College. Hold orientation sessions twice a week. One session for students attending in the day and another for students attending in the evening.
- Matrix System: Continue working on this. It is an interesting idea and could certainly be helpful to staff who want certain kinds of data. We will be recommending the development of the datamart in our full plan.

Immediate Actions if Desired

Act, immediately, to address enrollment for fall 2004:
• Bring in expertise to address needs in financial aid. This individual should understand Banner and help bring up the aid program software as soon as possible.
• The individual should address the need to automate as much of the aid program as possible. Currently the aid people seem to be using manual operations, often taking time away from working with students and completing applications to the point they are ready.
• We can supply the name of a person for you to consider if you desire this. You may also want to consider someone within the Georgia system.
• Develop an action team to address the process from Inquiry to enrollment to find points at which better contact could help the process. See an earlier flow system in this brief report.
• The action team could form call teams to contact specific groups of potential students. Key to this would be to contact all Arts and Sciences students as soon as possible and bring them to the campus.
• Consider having registration open on a continuous basis through the summer.
• Hold more orientation meetings during the summer. Twice a week throughout the summer.

Change

Integrated Marketing Program: The College definitely could benefit from an integrated marketing program. We do not recommend this as one of the first actions. We identify publications and other marketing/communication materials that could be used for two years while the integrated program is put together.

Phone Center: Bainbridge College could benefit from the use of a Call Center. Details for this recommendation are included in our recommendations.

Datamart: The College should set up a datamart to supplement the matrix currently under construction. Associated with the datamart should be the training to use it and to use data in general.

Portal Development: Use the web as a portal to the College and to education in general for the people in the counties served.

Transformation

The following are transformational agendas that the College must pursue. These are developed in detail in our plan and implementation guide.

• Reinventing Education: Future Realities
  o Type of Faculty
  o Role of Faculty
  o Outstanding Student Success Program
    ▪ Web-based system becomes the advising center.

• Systems for cross training and job sharing

• The student Success Culture

Teams

Teams are a critical part of our work in enrollment management today. In our recommendations we address two teams.

• Action Teams
  o Recruitment
  o Retention
Action teams may address issues and create new actions and activities that address specific pieces of a system.

- Learning Team
  - Outstanding Student Success Program
  - Building the Institutional and Student Success Culture
  - Innovation

Learning teams address whole systems and create total packages for consideration. Extensive development of the team is undertaken and the teams are more cross functional.

**Teams are empowered and responsible to get things done. The teams need to get the right things done in the right way at the right time. If there are problems, the team must address them. As we recommend changes in the role of faculty we also need to look at changes in the way all function from the staff to the leadership of the College. The new roles provide opportunities to work more effectively with students and provide the innovation and creativity needed to be at the leading and most effective levels of performance.**

### Purpose of Enrollment Management Activities

The mission of the College should generally set the direction for much of the enrollment management and student success activity.

“Bainbridge College is a two-year, nonresidential college of the University System of Georgia located in the rural southwestern corner of the state. In addition to its own offerings in academic transfer and technical areas, Bainbridge College provides educational opportunities for area residents through its continuing education, joint degree programs with nearby technical colleges, upper division and graduate offerings by Valdosta State University and Albany State University, and distance learning transmissions from other academic institutions and governmental and professional agencies.

Bainbridge College shares with the other two-year colleges in the University System of Georgia the following core characteristics or purposes:

- **a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;**
- **a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;**
- **a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to ensure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;**
- **a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college’s scope of influence;**
- **a commitment to scholarship and creative work to enhance instructional effectiveness and to meet local needs.**

In addition, Bainbridge College shares the following characteristics with its thirty-three sister institutions of the University System of Georgia:
Overview of Key Themes from the Visit

- **Individual attitudes**: The majority of people we met with during this visit had good attitudes about the college and wanted to work toward a better program for the school and for students. People for the most part were interested in what we said and when they had
questions, they asked for clarification. Team recommendations and those activities associated with teams have been recommended to address making positive people more positive and bringing along those who need to improve attitudes and behaviors. The people at Bainbridge College were a pleasure to work with. As the interviews progressed, there were increasing concerns about the increase in the number of students and the lack of increases in numbers of faculty and staff. There was also a general feeling that too much power was being exerted by the President without enough listening. Faculty members were concerned about security in light of non-tenure lines.

- **Funds:** There has been a real shortage of funds addressed to key areas of enrollment management such as marketing, communication, and knowledge management. A key issue for leadership is to find the funds needed to build a better program.
- **Knowledge Management:** Better uses of data to assist the school and students are needed. This issue is addressed by the knowledge management recommendations.
- **Technology:** Much of the work of enrollment management and student success at Bainbridge College depends on the best technology, both hardware and software. The Banner system must be up-to-date in terms of modules for use and must be heavily supported with the personnel for a modern portal-based/knowledge-based student success program.
- **Call Center:** The College should implement a Call Center.
- **Datamart:** The College should build a datamart and use it as the core of a knowledge management system.
- **Retention Efforts:** Retention efforts need to be designed around a student success model. This model must include all students and focus on a definition of student success other than graduation from Bainbridge College.

The following enrollment plan and discussion covers many of these items in more detail. Supplemental material has also been provided in such areas as Call Centers and the building of a datamart.

**The Enrollment Management Plan**

The process for creating the plan is critical. The enrollment action team should play a key role in creating a plan based on the material in this report.

**Set Goals**

The first step in developing the plan is to set the enrollment goals for the College. The process should involve the faculty and others concerned with the overall success of the school and its students. The goals should include the number of new students desired, the characteristics of those students in terms of quality, geographic distribution, ethnicity, age, gender, programs, and commitment to success. The goal session should also develop an overall definition of student success for the school. The goals should be determined and then a plan should be created to meet the goals. If the plan cannot be created to meet the goals, the enrollment office returns to the table and a dialogue should occur in regard to revision of the goals. This process should continue until there is an acceptable set of goals and plans for the College.
Bainbridge College  
Plan and Implementation Guide  

Use the enrollment goals for the College to calculate the number of confirms, accepts, applications, and inquiries needed. This should be done each year for these numbers drive the development of the overall program. Do not try to create a plan without the use of this approach to developing the numbers. The following is an example.

<table>
<thead>
<tr>
<th>New Freshmen</th>
<th>Rate</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Inquiries</td>
<td>20.00%</td>
<td>4960</td>
</tr>
<tr>
<td>Applications</td>
<td>992</td>
<td></td>
</tr>
<tr>
<td>Complete Applications</td>
<td>70.00%</td>
<td>694</td>
</tr>
<tr>
<td>Accepted</td>
<td>556</td>
<td></td>
</tr>
<tr>
<td>Confirmed</td>
<td>80.00%</td>
<td>444</td>
</tr>
<tr>
<td>Enrolled</td>
<td>90.00%</td>
<td>400</td>
</tr>
</tbody>
</table>

In the approach illustrated above, the number of new freshmen is 400. A spreadsheet can be set up with this format and any number of new students entered will produce the numbers at the various steps. In this approach, the yield rates need to be supported by marketing and communication flow systems appropriate for the task. The plan is then designed to achieve these goals.

With this in place, the drivers have been created for the overall plan. The strategies and actions created in the plan must produce the number of inquiries, applications, and enrollments needed. The product of the College and the actions of every part of the enrollment system must contribute in a positive way to the success of the effort. This is an integrated approach that eventually causes us to look at how all aspects of the College function from the individuals to individual offices to groups of offices.

Create Strategies

Once the goals have been established, a set of strategies must be created. Strategies are the overall set of directions or themes that drive the overall enrollment management and student success effort. These should be developed by the inclusion of all people responsible for the success of the program. The use of an Enrollment Action Team and an Enrollment Management Team is important. Once a set of strategies are in place, they should be circulated widely and presented at meetings. Feedback on the strategies is important, and these should lead to the most effective strategies for the individual school. A proposed set of initial strategies is presented below:

1. TO HAVE SUFFICIENT INQUIRIES TO MEET ENROLLMENT GOALS.
   - CREATE AN INQUIRY GRID
   - USE THE INQUIRY GRID TO PRODUCE THE REQUIRED NUMBER OF INQUIRIES

2. TO HAVE A MARKETING EFFORT THAT SUPPORTS THE ACHIEVEMENT OF ENROLLMENT GOALS.
3. TO HAVE A COMMUNICATION PROGRAM THAT SUPPORTS YIELD RATES AND MEETS GOALS.

4. TO USE DATA, INFORMATION, AND KNOWLEDGE IN ALL ASPECTS OF THE ENROLLMENT PROGRAM.

5. TO SUPPORT ALL ELEMENTS OF ENROLLMENT MANAGEMENT WITH ADEQUATE TRAINING AND STAFF DEVELOPMENT.

6. DEVELOP THE METRICS AND RESEARCH TO CREATE AND MAINTAIN EFFECTIVE ACTIONS FOR ENROLLMENT MANAGEMENT AND STUDENT SUCCESS.

7. TO HAVE ADEQUATE BUDGET TO SUPPORT THE ENROLLMENT EFFORT AND TO LOOK FOR COST-EFFECTIVE WAYS TO SUCCEED.

8. TO HAVE THE TECHNOLOGY NEEDED TO SUPPORT ENROLLMENT MANAGEMENT.

9. TO DEVELOP THE STRUCTURE AND LEADERSHIP NEEDED AT ALL LEVELS TO SUPPORT THE ENROLLMENT EFFORT.

10. TO DEVELOP ACTION TEAMS THAT CAN ADDRESS ISSUES OF FRAGMENTATION OR SILOS AT THE COLLEGE.

11. TO MAINTAIN AN EFFECTIVE ENROLLMENT MANAGEMENT TEAM TO DEVELOP SUCCESSFUL ACTIONS AND STRATEGIES TO MEET STUDENT AND INSTITUTIONAL SUCCESS.

12. TO DEVELOP THE MOST EFFECTIVE ACADEMIC PROGRAMS AND APPROACH IN TERMS OF WHO, WHERE, WHEN, AND HOW STUDENTS ARE SUCCESSFUL.

13. TO DEVELOP THE MOST EFFECTIVE STUDENT SERVICES PROGRAMS AND APPROACH IN TERMS OF WHO, WHERE, WHEN, AND HOW STUDENTS ARE SUCCESSFUL.

14. DEVELOP THE BEST STUDENT SUCCESS PROGRAM IN THE COUNTRY.

15. TO HAVE THE BEST SERVICE ATTITUDES AND APPROACH.

16. DEVELOP A CULTURE THAT SUPPORTS THE SUCCESS OF THE SCHOOL AND THE SUCCESS OF STUDENTS.

17. TO HAVE THE MOST SUCCESSFUL AND EFFECTIVE FINANCIAL AID PROGRAM IN THE STATE.

18. USE THE STUDENT SUCCESS APPROACH TO BUILD A MODEL PROGRAM FOR THE RETENTION OF STUDENTS FOR THE RIGHT REASONS.
The following section presents actions for the strategies. More details on implementation are presented in the implementation grid.

1. TO HAVE SUFFICIENT INQUIRIES TO MEET ENROLLMENT GOALS.
   - CREATE AN INQUIRY GRID
   - USE THE INQUIRY GRID TO PRODUCE THE REQUIRED NUMBER OF INQUIRIES

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<td>444</td>
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<tr>
<td>Enrolled</td>
<td>90.00%</td>
<td>400</td>
</tr>
</tbody>
</table>

Source
Media

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<th>Media</th>
<th>Percent</th>
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</thead>
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<td></td>
</tr>
<tr>
<td>Radio</td>
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<td></td>
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<td>Bus</td>
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<tr>
<td>Billboards</td>
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<td></td>
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<td>Posters</td>
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<td>Programs</td>
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<td></td>
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<tr>
<td>Campus Based</td>
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<tr>
<td>Off Campus</td>
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<td></td>
</tr>
<tr>
<td>Counselors</td>
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<tr>
<td>Pastors</td>
<td>5.00%</td>
<td>248</td>
</tr>
<tr>
<td>Alumni</td>
<td>1.00%</td>
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</tr>
<tr>
<td>Other</td>
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<tr>
<td>Test Scores</td>
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</tr>
<tr>
<td>Phone</td>
<td>3.00%</td>
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</tr>
<tr>
<td>Web Site</td>
<td>10.00%</td>
<td>496</td>
</tr>
<tr>
<td>Letters</td>
<td>2.00%</td>
<td>99</td>
</tr>
<tr>
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<td>30.00%</td>
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</tr>
</tbody>
</table>
Notes:

1. The inquiry grid does not, at this point, make use of posters. We have found them to be very ineffective overall in producing viable inquiries.
2. We should try to maximize the inquiries that come from any form of personal contact. These inquiries convert at higher rates than those from direct mail. The number of inquiries produced by the inquiry program is not yet sufficient. We need to increase the number from each source or adjust yield rates in the original conversion chart.
3. This version of the inquiry grid is created with several estimates. In the future the grid should become more and more accurate as data is accumulated each year.

2. TO HAVE A MARKETING EFFORT THAT SUPPORTS THE ACHIEVEMENT OF ENROLLMENT GOALS.

The marketing program is designed to produce interest in the College. This interest generates strong inquiries for the program. In general, the marketing effort must support and include the assumptions and suggestions made in the communication program strategy. This marketing program is suggested for immediate use until an integrated marketing/communication program is in place.

The following are notes on some of the marketing activities that need to exist.

**Direct Mail:** Direct mail will be a significant part of the overall marketing effort. If any sort of segmenting can be done with geodemographic modeling or use of existing data, the results of direct mail can be more positive. The mailing of schedules should be considered a part of the direct mail program.

The lists can be qualified by using outside vendors. Vendors are often used for adding telephone numbers and for qualifying lists.

A direct mail piece should be created that provides an energizing theme to the potential students at all levels. Issues of theme are addressed in the communication strategy discussion. The direct mail piece should be personalized if possible. The piece should have no more than three key themes. One of the themes must relate to the quality of education and the faculty.

**Outreach:** Share Personal Contact.

Much of the marketing for Bainbridge College needs to be very personal. Representatives of the school must use every opportunity possible to make contact.

Outreach programs are critical to the success of the effort. Visitation programs should be created that cover area high schools, and College Fairs should be used in the key areas of the College where the alumni are strong. Visitations should be arranged to churches and organizations. In most cases, trained enrollment representatives should represent the school at these events.

Define carefully how tables should be set up for the College Fairs and how each visitation should be done. In the case of high schools, it should be helpful to identify inquiries from the school and
any present students. Organize carefully each visit to allow an opportunity to learn about the wants and needs of any particular group.

Consider doing a survey of current new students and sharing the outcome of this with high school counselors in key areas. The survey could ask such questions as the student's opinion of BC, what they found difficult in the transition to the College, and what advice they might give to students and parents considering the College.

Agree on the way in which the school is presented in any brochure or Public Relations piece. Much of this can come from items considered in the communication strategy.

Programs

On Campus: Departments should consider programs for the year. This is a chance to invite inquiries and others to the campus. This could be done in business, the sciences, education, in public affairs and all of the Technical Programs. Students coming on the campus must have a positive experience, and there should be a follow-up effort for each event. Follow up should include contacts from faculty and others.

Counselors: Prepare a program to take on the road. This should include a key administrator, faculty member, and an enrollment representative. Hold counselor breakfasts or luncheons at which the school can be presented. Invite counselors to the campus.

Churches: Visit churches of the region and help with educational programs to develop a positive presence.

Phone: Inquiries by phone should increase as other marketing efforts come into place.

Web Site: The web site should be a key producer of new inquiries. Advertising and other marketing activities should constantly refer people to the web site for information. Software to monitor and gather the right metrics for the web site is essential. At some point, the web site should be a portal to education for the public. At that time, anyone thinking about education should be coming to the BC web site.

The current web site certainly is better than many we have worked with. We especially appreciated being able to download a great deal of data from the site. The web site needs to contain the publications and materials needed to generate interest in people who visit the site. Please see section in the appendix of the report for more specific information on the web site and a model for the portal.

Letters: Inquiries by letter should increase as the overall marketing effort is strengthened.

The overall marketing effort of the school needs to receive more attention. There are weaknesses in photography, staffing and budget. We could not, during the visit, determine what is actually being spent for the overall marketing of the school. It would appear that departments and programs can market themselves. This means that the marketing can be very costly and not integrated into one style. It would be our recommendation that all funds for marketing and publications be in one budget and that the use of these funds be determined by the overall needs of the school.
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Branding: Branding a concept that many schools are using. A successful brand can make all efforts at marketing easier. It is important to recognize that Bainbridge College seems to already have a brand in its region. Everyone we talked to in stores, the motel, restaurants knew the college and spoke positively about it. Some looked on the college as an extension of high school (grade 13). If the communication systems we have recommended are followed, the current brand should be enhanced in terms of quality and personal attention. The brand would also be enhanced if good presentations are developed that focus on the themes presented in the communication section of this report.

Additional themes to consider:

**CD Disks:** CD disks or DVD’s can have a tremendous impact on students and parents. These can provide the student with the feeling that the “campus, the environment, and the programs were built for them.” The combination of sound, music, visuals, and the right copy can be very powerful. This should be done if it can be done well.

**Conferencing on Line:** The College can offer any group of students, parents, or others a chance to visit the school and experience the College. Web conferencing could be used as an on-line campus visit, on-line campus program, and opportunities to bring students together on line with faculty or administration. This should be considered as a part of the program once more basic needs are met. This can be very helpful to BC because of the distances covered.

3. TO HAVE A COMMUNICATION PROGRAM THAT SUPPORTS YIELD RATES AND MEETS GOALS.

The communication flow for BC is very weak. People we interviewed wanted to do more and the reason for not doing this was given as a lack of budget and lack of support from top administration. There is no systematic flow to potential students. The following observations are important:

- Students who inquired received an application packet and some follow up. Follow up may not be consistent. Materials received created no real feel for the College.
- The admissions staff members were to contact inquiries through email, letters, and phone calls. There are no metrics kept of these contacts, and therefore no way to assess what was actually done.
- People inquiring for programs in technology seem to receive more communication. There were program brochures and program directors tended to contact students.
- From the period of application to acceptance, contact was generally through letters or cards. Representatives of the school were, again, supposed to contact the students through email, phone, or letters.
- The flow after application was very inconsistent.
- In the same vein, admissions seemed to have little contact with financial aid students.
- The ability to contact students is very limited for the financial aid office. They send letters and cards, but they do not have a lot of time for personal contact.
- Financial aid operations are often done by hand. When we visited the campus, the federal formulas had not yet been added to the system.
The Desired Communication Flow

Bainbridge College can correct many of these issues by introducing communication flow systems. Communication systems control the flow of students from inquiry to enrolled and beyond. Each step includes the following:

- **Themes** that set the tone and content of the communication effort.
- The **messages** used. The messages change as the student proceeds through the flow from inquiry to enroll.
- The **type** of communication. Communication can generally be personal, print, or electronic.
- The **amount** of communication.
- The **quality** of the communication effort.

These can be varied at any step in the process. The best way to represent the flow is through a flow system. New flow systems are defined in the following pages. The following are general comments on the areas above.

<table>
<thead>
<tr>
<th>Theme:</th>
<th>We could find no consistent theme in use in publications, letters, or the web site. A theme could help produce a “feel” for the college before people go through all of the copy or materials. A theme might be developed around the people at Bainbridge. In our talks with students, this was one of the strongest points about both the Arts &amp; Sciences, and the Technical areas. A general theme about “our people make a difference” could be supported through profiles introduced into publications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messages:</td>
<td>We have represented many of the messages in the flow systems. Quality needs to be a part of the inquiry to application flow as well as student success. These messages need to be continued in future flows but, at the point of acceptance, the messages need to begin to include student life and relationships with faculty and with other students.</td>
</tr>
<tr>
<td>Type:</td>
<td>A great deal of personal contact is needed. The publications and materials should also reflect the idea that quality and relationships are an important part of the BC experience. There are several points at which personal contact is suggested in the flow systems.</td>
</tr>
<tr>
<td>Amount:</td>
<td>The amount of communication needs to be increased dramatically. New flows have been suggested in the following pages.</td>
</tr>
<tr>
<td>Quality:</td>
<td>The quality of all communication must be exceptional. This includes the publications and forms, and the people meeting with students need to receive training in working with students through a relationship management approach.</td>
</tr>
</tbody>
</table>
In the following there are two systems proposed for the inquiry to enrollment process. One process is for the Arts & Sciences. This flow is more typical of a college flow and assumes that people are not yet as focused as they might be for the technical area. In the second flow there is more emphasis on the specific program area.
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Current Communication Flow

The current communication flows are very limited in terms of amount, type, and content. Communication with inquiries consists of mailing application materials with a packet containing a great deal of miscellaneous information, with follow up consisting of phone calls, emails, and invitations. There appears to be limited consistency to the contact and no real way to evaluate the effectiveness of the flow. Communicating in general, after application depends on the offices and what appears to be next in the flow. For example, if financial aid is a key theme, there will be coordination from the aid office. If the next event is orientation, the contact will relate to that area. There needs to be more consistency and working together by various offices in developing and implementing the flow of communication.

The following is the flow system proposed to convert inquiries into enrolled and retained students for the Arts & Sciences areas.

This system contains messages, type of communication, and amount. Any of these variables may be changed. If they are, the flow should be changed. It is also likely that contacts outside the flow might be done by an individual representative of the school. In these cases, it would be wise to keep track of these in order to find new effective forms of contact.

Flow for the Arts and Sciences Students.
### Flow details

<table>
<thead>
<tr>
<th>Inquiry Arrives</th>
<th>Careful attention needs to be paid to accumulate the best data possible from inquiries. Data should be added to this file as the telequalifying is done. Careful separating of inquiries from those people who appear on lists must be done. An inquiry is a specific request for information about the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telequalify</td>
<td>Telequalifying should be done with each student. Telequalifying is used to determine the accuracy of the data on the student, their area of interest, how interested they are in the school, interest in honors programs, or other areas. Telequalifying can be done through an outside firm or through a Call Center at the school (discussed later).</td>
</tr>
<tr>
<td>Viewbook</td>
<td>The College needs a viewbook that describes the school and presents an emotional connection to the school. The viewbook needs to create the case for attending a Community College. The first part of the viewbook should be very open with illustration and pictures and some copy. The middle of the viewbook could cover details of programs and departments. The last part of the viewbook should cover student life, financial aid, and admissions. These themes should dominate the first part of the book. The first is quality as represented by the faculty and the way they work with students. Faculty and everyone else at the college want students to succeed. The second theme is the success of students who attend the college. This could be developed by using profiles of students. The third theme should cover the support that students get at the College. This should include the Learning Resources and the work of all faculty and staff.</td>
</tr>
<tr>
<td>Quality</td>
<td>The design concept for the viewbook should be used to develop a brochure that focuses on the quality of the school. This should include profiles of four or five faculty. Focus for the faculty should be on how they work with students to help students succeed. The key to the quality aspect of the school is through the presentation of faculty. Some mention of resources or facilities would be appropriate.</td>
</tr>
<tr>
<td>Success</td>
<td>This can be a profile piece representing students. Profiles of students in progress and some graduates could be provided. The profiles should include at least one student who came in unprepared and is now doing well.</td>
</tr>
<tr>
<td>Dealing with Costs</td>
<td>This piece represents financial aid. The strategy should be financial planning and addressing the costs of college. The College should present the idea that BC is worth the cost.</td>
</tr>
<tr>
<td>Phone</td>
<td>Inquiries should be contacted by phone. The inquiry pool could be sorted</td>
</tr>
</tbody>
</table>
to identify those who should get calls immediately and those who might wait. If the Call Center is initiated, calls could be made by the Center.

| **Research** | Any student who drops out of the flow should be contacted. A short survey should identify why they did not go further and what they are doing. It is best to do this by phone. |
| **Apply – Accept** | Students should be contacted by letter and phone to complete the application. The College should be as helpful as possible in helping the student clear the hurdles to completing an application. |
| **Letter** | Accept or reject letters are sent. |
| **President’s Letter** | Letter to the student and parents. This is a congratulations letter with an offer by the President to help if needed. |
| **Dean’s Letter** | Letter from an academic person. This could be a dean, chair, or faculty member. |
| **Student Life** | The student life piece should present the options for students in terms of activities. This needs to be written from the point of view of a community college. How does the college serve people who are working and spend limited time at the school? |
| **Confirm** | If confirmation is not received, the student should receive a phone call. Confirmation might be the return of a card, accepting financial aid, or saying yes in a phone contact. |
| **Other Flow Systems** | Flow systems need to be developed and followed for each office involved with students after acceptance. As this is done, we would be happy to review them and comment. The Enrollment Action Team should also review and work with all of the flow systems. |
| **Call Center** | The College should consider establishing a Call Center for work with students. This requires the identification of space, equipment, and software that can be used for this purpose. We currently have Call Centers working in several schools with from six to twenty-one stations. |

**Flow of Communication for Technology Students**

Much of the same flow can be used for technology students. The basic system is presented below:
The following changes are made in this flow.

1. Inquiries receive the program information immediately.
2. This should be followed by phone contacts from the program director or student in the program. This contact is used to invite the student to the campus.
3. Success piece could include only those from the technical area.
4. Phone contacts in the post application flow could be done by program directors.
5. The current program brochures could be used in this system.
6. If desired, the viewbook could be sent to these inquiries. If that is done, the viewbook should be sent after the program information.

Campus Visit and Financial Aid Flows

The following are revised flow systems for financial aid and for the campus visit. These are described following the flow chart.

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Campus Visit and Financial Aid Table

We expect that students and others may be received well once they reach the enrollment office. If they have scheduled a visit, this would certainly be the case. More time likely needs to be given to insuring that visitors see all of the campus and visit with faculty.

The following are comments on the flow system for campus visits:

<table>
<thead>
<tr>
<th>Visit desired</th>
<th>The enrollment office finds out, in some way, that the student wants a campus visit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is called</td>
<td>Determine what the student wants to do during the visit. The schedule is created and the flow of the visit clarified.</td>
</tr>
<tr>
<td>Make Arrangements</td>
<td>The office makes all arrangements and sends the student a letter clarifying what will happen and providing instructions.</td>
</tr>
<tr>
<td>Call to Confirm</td>
<td>The admissions office calls the student to confirm the visit. Any difficulties are clarified and the office makes certain the student can find the campus.</td>
</tr>
<tr>
<td>Prepare Packet</td>
<td>The office of Admissions prepares a packet for the student with a personalized welcoming letter</td>
</tr>
</tbody>
</table>
and schedule. The schedule names the people the student will see during the visit.

Student arrives

The office is looking for the student. If needed, someone from the office goes to the student.

Interview

The student has a positive interview with admissions. This is more of a conversation than an interview. Get to know the student so that we can be certain the right things happen.

Tour and Activities

Student goes on a tour and visits with the appropriate people.

Call After Visit

Call the student about five days after he or she returns home.

Financial Aid Flow

Currently there is minimal communication from the aid office to students and parents. There is also limited interaction between the financial aid office and other offices during the process. This is mainly due to the volume of students and limitations in numbers of staff. The suggested flow system above is intended to increase the flow of information and develop the connection with the aid office.

The following are comments on the flow system for financial aid:

<table>
<thead>
<tr>
<th>Aid Information Arrives</th>
<th>Aid information arrives electronically in the aid office.</th>
</tr>
</thead>
<tbody>
<tr>
<td>File Complete</td>
<td>The application for financial aid and file are complete and ready to aid.</td>
</tr>
<tr>
<td>File Not Complete</td>
<td>If the file is not complete, the reasons are determined and letter and phone follow up occurs.</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>The enrollment office determines if the student has inquired, applied, or been accepted. If the student has not acted, the admissions office makes calls to get the process started.</td>
</tr>
<tr>
<td>Verify</td>
<td>Student is selected for verification. There is continual contact to get the application materials complete for verification.</td>
</tr>
<tr>
<td>Award</td>
<td>The aid is awarded. Admissions office is notified.</td>
</tr>
<tr>
<td>Accept</td>
<td>Phone call five days after admission to determine if the student is going to accept the award. Follow up until aid is accepted. If the aid is declined, determine what the student is going to do.</td>
</tr>
</tbody>
</table>
This is only a start on improving the financial aid flow. At the end of each year, the results of the aid program should be analyzed. The impact of aid on student success should be explored.
4. TO USE DATA, INFORMATION, AND KNOWLEDGE IN ALL ASPECTS OF THE ENROLLMENT PROGRAM.

Knowledge management has become a critical element of both enrollment management and student success. Making decisions, fostering creativity and new ideas, finding the best pathway to a particular action, having positive results all depend on effective knowledge management. This process is common in businesses and is now making its way onto the educational scene. The full background for this has been included in this guide in the background and resources section. The following actions develop this strategy fully. Note that it will take a great deal of time to fully create a knowledge management system and data culture. It is the single key to full success for now and the future of enrollment management and student success. This is true as the school, and education in general, move from expecting and letting one or two leaders make all of the decisions and recommendations to expecting ideas, decisions, and action initiation to come from everyone in the organization. This is also being driven by the need to use future realities more and more, and that is the key to decision making. This strategy only works if leadership is comfortable in encouraging people at all levels to take responsibility for results and actions that encourage enrollment management and student success.

**Actions:**

- Continue work on the matrix. Consider how the matrix will be marketed and how people will be trained to use it.
- Develop a datamart.
  - A group identifies the fields needed in the datamart.
  - Work with IT to develop a Microsoft Access compatible system for use of the data.²
  - Sample for datamart is included in the background and resource section.
- Develop a training program for knowledge management that focuses on use of data, validity of data, getting data, mental models, use of models and concepts, using the datamart, and sharing of data.
- Develop the process for the sharing of data.
- Encourage the use of the datamart on special projects and with examples.
- Encourage the use of data mining tools by a few people. These tools allow the school to create models specific to the College. SPSS’s Clementine is a good example of this type of tool.

5. TO SUPPORT ALL ELEMENTS OF ENROLLMENT MANAGEMENT WITH ADEQUATE TRAINING AND STAFF DEVELOPMENT.

For a successful and integrated result for enrollment management and student success, attention must be paid to the development of skills, knowledge, and attitudes related to enrollment management and student success. This should involve an on-going program that covers the specialty areas such as financial aid and general areas indicated below. This development

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² Access is the system we have found easiest to adapt to the majority of people at a school. Other systems could be used if they are widely available.
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Program must be set out for the year and reviewed, continuously, for changes required by changing conditions in the field.

Actions:

- Develop continuous training though workshops or on-line programs in the following areas:
  - Knowledge Management: Using data to continuously improve enrollment and student success.
  - Relationship Management: Working with students and influentials in the most positive manner. Enhancing the potential for students to make the right decisions for the right reasons.
  - Customer Service: Creating the best experiences for students, influentials, vendors, leadership, and peers.
  - Enrollment Management: Developing the knowledge in everyone to manage enrollments, help all students to succeed. This would include the development of marketing knowledge by everyone at the school. This also includes information on students generally, students at the school, and influentials.
  - Positive Thinking and Attitudes: helping everyone to maintain the attitudes that produce actions for the future.
  - Team Work: Teams should become a central point to success. All teams undergo this program as they start their work.
  - Learning Team Development: This is undertaken, initially, by the Enrollment Management Team. All new members would then receive this training as they start their work with the team.

6. DEVELOP THE METRICS AND RESEARCH TO CREATE AND MAINTAIN EFFECTIVE ACTIONS FOR ENROLLMENT MANAGEMENT AND STUDENT SUCCESS

Metrics are the numbers that indicate the status of the enrollment management program. They are the performance measures for the enrollment and student success. Like the gauges in an airplane, there need to be enough indicators to identify both problems and opportunities. The metrics need to indicate what students have done such as inquire, apply, enroll, apply for financial aid, visit the campus, etc. The metrics also need to indicate the activities of the staff and others at BC. An old saying that we generally still adhere to is that “If it did not get counted, it did not happen.” Activities such as high school visits, phone calls, number of letters sent, advising sessions, emails sent, interviews, or seeing students at campus visits need to be indicated. This data can be used to assess the impact of the school on yield rates and the achievement of goals in general. The staff reports also allow people to know what has been done and whether the level of activity meets performance expectations to achieve enrollment goals.

Research must be a continual part of the overall enrollment effort. The research elements include surveys of various types and talk sessions that help to clarify various elements of the enrollment effort. In addition to surveys and talk sessions, the institution needs to carefully watch newspapers, magazines, and books for information that can assist in the conduct of the enrollment management and student success effort. A yearly scan should be prepared of all areas that might impact enrollment including a competition study, student attitudes, government policies and actions at the
state, Federal, and local levels, what businesses and organizations want, technology, international issues, and the whole field of education should be a part of the yearly environmental scan.

**Actions**

- Develop reports for the enrollment office that include:
  - Inquiries by day/ week/total
  - Inquiries by source/week/total
  - Inquiries by program/week/total
  - Applications by day/week/total
  - Applications by program by day/week/total
  - Confirms by program day/week/total
  - Oriented by day/week/total
  - Enrolled

- For the financial aid area (weekly):
  - Applied for aid
  - Complete
  - To be verified
  - Verified
  - Awarded
  - Award accepted
  - Average Grant
  - Average Loan
  - Average Work
  - Average need met

- All mailing flows should be tracked by step. See the flow systems in this plan. If one receives 100 inquiries, then, at some point, 100 of each publication should go.

- For enrollment representatives
  - Weekly report of
    - Contacts
    - Phone calls by type (completed to students)
    - Emails sent
    - High School visits
    - College fairs
    - College nights
    - Numbers of students seen at events

- For any department or program making contact with students, a record should be kept of all activities.

- Reports should also be prepared for orientation or other consistent programs.

- Success reports should be used to measure student success at any point and continuously improve student success. This should include:
  - Students leaving by number.
  - Reasons for loss.
  - Telephone interviews should be done with all students who leave to determine reasons. In the case of graduates, BC needs to know what they did after
graduation, how satisfied the students were with their experience, and what could be done to improve the College.

- **Research:**
  - Conduct talk sessions with students each term.
  - Conduct satisfaction studies with present students each term
  - Conduct a survey of campus visitors
  - Collect data from web site hits
  - Conduct a complete analysis of programs with reports each term
  - At least once in the next year consider conducting a geodemographic study of all students.

Sample reports have been included in the appendix.

7. TO HAVE ADEQUATE BUDGET TO SUPPORT THE ENROLLMENT EFFORT AND TO LOOK FOR COST-EFFECTIVE WAYS TO SUCCEED.

The cost of an enrollment management program is highly variable from institution to institution and in various locations of the country. We can say that the College will need to spend much more in this area than it has spent before. During the visit, we were not able to get accurate information for such areas as telephone use, mailing costs, marketing, communication materials, or the overall use of technology for enrollment. For now we know that major cost centers for the program will be:

- **Marketing:** Activities associated with travel, receptions, mailings, newspapers etc.
- **Web Site and Portal Development:** In our opinion the College needs to consider using its web as a portal to the College and to education. This investment in time, energy, and dollars may be extensive and involves investments in both technology and communications with potential students and others.
- **Communication efforts:** All materials including items for college fairs and nights. The school must use an outside resource for much of this. This should be done immediately with materials to be used for the next two years. New marketing and positioning material development should begin next year. The initial materials may cost as much as $150,000. All publications should be done through marketing and communication. If the costs of all publications including those done by departments are itemized, enough money may initially be available.
- **Call Center:** The development of the call center will likely run about $100,000 in the first year for hardware, software, and space. The return on this investment should begin immediately.
- **Telephone Use:** The use of the phone is heavy in this approach. These costs should be separated out for enrollment management.
- **Postage:** The use of mail is extensive. These costs should be itemized for enrollment management.
- **Technology:** Costs here are associated with portal development and the introduction of modules to support enrollment functions. There would be specific costs in developing the student success program.
8. TO HAVE THE TECHNOLOGY NEEDED TO SUPPORT ENROLLMENT MANAGEMENT.

Technology has become a fundamental infrastructure item for enrollment management and student success programs. In moving individuals from enrollment and beyond, technology:

- Supplies the data used in all phases of a program.
- Provides the metrics for helping to understand the status of a program.
- Supports the communication efforts for flow related and special correspondence.
- Provides resources for the knowledge management program.
- Provides the data for helping students to succeed.
- Is the basis for many portal (role bound) opportunities.
- Is fundamental to having a highly effective web site.

It would appear that the current technology system at BC is capable of supporting most aspects of a successful enrollment management effort. The College needs to have adequate staff to support the system and assist in the development of new activities. The area that may need special attention is making data available in an easy way to produce files and reports that can be used for study and/or special communications. The following are two examples.

Create a database that can be used to study the attrition of students from the College areas. Include in the database gender, ethnicity, program major, financial aid status, high school, test scores, and zip code. This database would be used to look at what could be done to increase the retention of students from this area.

In example two, the biology department wishes to communicate with their inquiries. They want to build a database that includes the names and addresses and any information from the student that clarifies their interests in biology such as aqua culture, cell biology, botany etc.

In both of these cases, it should be possible for individuals to create the database at the time needed and use it. This requires the building of a datamart (See the knowledge management section of this report).

Actions:

- Insure that the capacity to create good quality personal letters is present in the system.
- From the metrics sections of this report, create the report systems that drive decision-making, problem solving, and actions.
- Develop initial plans for a portal/role-driven system for students, faculty, and staff use of data. (See appendix material on portals.)
- Develop the datamart:
  - Create a datamart team to identify the fields to be included.
  - Create the datamart in a format to be linked to Microsoft Access or some easily used and widely available query system.
  - Test
9. TO DEVELOP THE STRUCTURE AND LEADERSHIP NEEDED AT ALL LEVELS TO SUPPORT THE ENROLLMENT EFFORT.

It is important that there be effective leadership for enrollment at the College. Of course leadership for enrollment management starts with the President, but there must be someone who lives and breathes enrollment management and student success issues every day. The College should create an Associate Vice President’s position for Enrollment Management and Student Success.

**Actions:**

- Create the position of Associate VP for Enrollment Management.
- Create a development program for that individual as he or she enters this position.

10. DEVELOP ACTION TEAMS THAT CAN ADDRESS ISSUES OF FRAGMENTATION OR SILOS AT THE COLLEGE.

Teams are a critical aspect of any enrollment management effort. They are especially important within a school like BC where many people must work closely together to produce student success. A specific type of team needs to be used to ensure that the actions that are needed for enrollment management happen in the best and most coordinated way possible. The first type of team is called an action team.

An action team should be created to bring about better coordination of activities related to the flow of students from inquiry to enrollment. This team would be responsible for having the best and most innovative approaches to this process. They look for opportunities to improve the process and participate in any problem solving that needs to be done.

One of the first activities of the action team this fall should be to create process maps for the flow of a student from the point of inquiry to the point of enrollment and beyond. The production of process maps should aid in finding ways to improve the productivity of all staff and faculty. The maps should free some time for more personal contact with the students who need this type of time from representatives of the school. Please see the appendix for additional information on process mapping.

They should have a chair and the Associate VP for Enrollment Management should facilitate the process.

**Actions:**

- Create an action team to include admissions, housing, financial aid, bursar, student life, student activities, and technology. Others should be included as fits the needs of the flow from inquiry to enrollment. We have often had faculty in this group.
• At some point, the team should map all the process from inquiry to enrollment. This needs to include all activities of all offices associated with the process.
• Initially look for ways to improve the flow of students from inquiry to enrollment. Lengthening the orientation program could be an example.
• Continually modify this process to keep it as effective as possible.
• Continually look for innovative ways to do the process. Using an orientation CD, for example, could be a way of doing orientation in a better way for students and, at the same time, saving the College funding and strain on personnel.
• Other areas to look at include coordination of admissions and financial aid activities contacting all students who do not act.
• Use the action team to develop process maps for the flow of a student from inquiry to enrollment and beyond.

11. TO MAINTAIN AN EFFECTIVE ENROLLMENT MANAGEMENT TEAM TO DEVELOP SUCCESSFUL ACTIONS AND STRATEGIES TO MEET STUDENT AND INSTITUTIONAL SUCCESS.

Enrollment management is a holistic approach to enrollment and student success that includes all offices at the College. Those offices and people need to work in a smooth way so that the normal “silos” that seem to be at all institutions are broken down and everyone accepts their role in the overall process. This team must be formed from all aspects of the College including staff, administration, faculty, and students. This is a learning team that is developed to address the most fundamental issues of enrollment and student success from an innovative and entrepreneurial perspective. More details on this team are provided in the resources, materials, and advice section of this material. The additional information provides specific information about the formation and development of the team.

Actions:

• Create an Enrollment Management Team
  o Work with the President to establish the membership.
  o Send invitations to become members.
  o Describe the team at initial meeting and determine who would like to serve.
  o Hold organizational meeting to elect chair and develop mission statement for the team.
  o Develop proposed contract between the enrollment team and the president.
  o Meet with the President and finalize the agreement between the President and the team.
  o Develop the training program for the team.
  o Schedule training sessions or do this on line.
  o Develop team website
  o Team ready to go and develop initial vision of enrollment management at BC. The team identifies the key areas to address for the future of enrollment management at BC.
12. TO DEVELOP THE MOST EFFECTIVE ACADEMIC PROGRAMS AND APPROACH IN TERMS OF WHO, WHERE, WHEN, AND HOW STUDENTS ARE SUCCESSFUL.

We were privileged to be able to talk with many of the faculty at Bainbridge College. They were all eager to discuss the College and its needs. The range of ideas and themes in those conversations was wide, and it was clear that the faculty members know their fields, care about the College, and want students to succeed. The College has faculty who are highly prepared and who seem to be offering high quality programs and opportunities to students. The faculty members generally work well with students who attend the school and work well with students who need more than the usual help to succeed. The faculty we interviewed were concerned about the growth of the College as it impacted class sizes and space. There were also concerns from some faculty about what the “ground rules” would be around long-term contracts and tenure. The faculty members interviewed were also concerned about students who are in classes only to get financial aid funds.

Students we talked to identified the good faculty member as one who provides a good learning environment, is flexible in style, can teach to a diverse population, and is personal. Good faculty members know their material and like students. Some of the students we interviewed felt there might be too much lecture. This could be clarified by further conversations with students and making faculty aware of the need for active approaches.

Given these themes, the compelling reason for students to attend BC is the ability to work with faculty who are very good and are experienced and concerned about the success of students. The situation at BC is:

- The majority of the faculty members are highly qualified in their fields.
- There is wide diversity of approaches in the classrooms.
- Many faculty members are using active learning techniques in their classes.
- Some courses can be done online, and this should increase in the future.
- Services are available to students who need extra help.
- There are limited evening and weekend courses.

Bainbridge College needs to make its position as a college that provides the right level of personal attention and provides and supports a solid faculty that knows how to work with students.

**Actions:**

- **Who:** Any student is a good candidate for the school. Make it clear that students attending BC are more likely to graduate and be successful. Use screening techniques in the telequalifying step in the communication flow to find students who are most motivated and willing to work hard. Use the data from telequalifying and other sources in developing personal success programs for students. The more a faculty member knows about students, the better the programs will be.
- **Where:** Programs are currently offered in Blakely, Cairo, Colquitt, Donalsonville, Grace Christian Academy, and on the main campus. With web-based programs, courses can be offered anywhere.
- **When:** Twenty-four hours a day, seven days a week. Expand opportunities on weekends. Expand the distance learning programs. Is it possible to “mirror” all programs and courses in the
distance mode and also incorporate diversity into these types of offerings? There seems to be time in the schedule for more evening and weekend classes.

- **What:** The College has offerings in most academic areas where demands exist. The school offers programs in technical areas and in the arts and sciences. Special emphasis should be placed on human services areas to serve the needs of the areas around the school. Bainbridge College will be offering more in music in future years.

- **Why:** Attend BC because of the quality of the faculty and because the school can provide better opportunities to equip the student to succeed in a diverse world. The focus on student success and people who can make that happen should be a key reason for attending.

- **How:** Consider ideas presented in Twig, C. July /August 2003. Change Magazine. “Quality/Cost: Designs for Effective Learning.” The approach presented focuses on the uses of technology and small group work to improve the effectiveness of learning, especially in the first year programs. The approach uses:
  - Blended courses combined of lecture, on-line work, and the use of small groups and learning teams.
  - Continuous assessment and feedback done almost daily through the use of technology.
  - Continuous support and availability of resources.
  - On-line tutorials and help focused on the individual courses.
  - Use of undergraduate assistants to help in courses.
  - Look seriously at the role of faculty as planners and helpers more than lecturers.

The College needs to create more opportunities for internships and service learning opportunities.

- Develop a process so that the academic and student affairs people can work together in understanding the development of students and how faculty can use this information in the classroom. In addition, look at ways faculty in technical areas and the arts and sciences can be more heavily involved in the school.

- The administration should involve faculty in establishing enrollment goals for the college. This could go a long ways toward alleviating concerns about numbers. Enrollment goals could be set as there are discussions about space utilization and resources.

- Clarify, for all faculty, ground rules for non-tenured positions. Does a non-tenured position mean that one is automatically out after a certain number of years?

13. **TO DEVELOP THE MOST EFFECTIVE STUDENT SERVICES PROGRAMS AND APPROACH IN TERMS OF WHO, WHERE, WHEN, AND HOW STUDENTS ARE SUCCESSFUL.**

The area of student affairs, like many at the College, is trying to address the issue of ever-increasing numbers. In addition, the division is trying to do this without the advantages of a clear plan and set of strategies. A new Vice President for Student Affairs is starting soon at the College. This individual has already set some goals, including child care, which should help the College. Bainbridge College should work with the new VP to be certain the goals make sense in terms of the students who attend the College. Some of the conditions to look at are:

- Students at Bainbridge College tend to lead very chaotic lives. They are very diverse in terms of age and virtually all students are working and have a variety of things going on in their lives. On any given day, it could be very difficult for students to focus on their academic programs.
Bainbridge College
Plan and Implementation Guide

- The volume of students the division needs to address is constantly increasing.
- Activities are generally participated in by the same few people. In general, students may not want involvement.
- Orientation may not be well attended.
- Advising is very inconsistent. Many students can register with no advising.
- There seems to be a need for a considerable amount of cross training so that the limited resources of the school might go further.
- Many students may be attending only for the money.

Students attending the College may not have had sufficient connection with the school nor are they well informed about Bainbridge College. Without good materials to send to students, the College likely does not have a personality or a feel that would cause students to connect with it in a strong way. Orientation sessions may be show and tell, and there is little to connect the student to people in the faculty or the school. In addition, it is possible to not get advising and end up sitting in class with no real connection to the school and in a state of concern or fear about succeeding. Actions taken in both marketing and student affairs for more consistency in contact may, itself, lead to better retention to degree.

Actions:

- Prepare a written plan for student affairs that identifies the strategies that will be used to build all aspects of the program. This plan should be created through a series of work sessions involving all in student affairs.
- As the plan is created, develop consistency about placement activities, general counseling, and advising.
- Career counseling was very important to students. This area must be very strong. This area may be more important than activities.
- The activities program for student affairs needs to be created with the view that students lead chaotic lives and that involvement with the school may, at best, be limited. Focusing some of the activities on clubs related to academic endeavors may be a good practice.
- As you talk with students about what is needed in student activities, much of the talking should be done with evening and adult students in general.
- Focus activities on both the traditional and non-traditional students.
- In the plan relate the student affairs office to the student success program developed in this overall plan for BC.
- Develop a complete set of metrics that can be used to look at the overall success of the area of student affairs. This should have wide distribution and allow people to know that the strategies are generally on track.
- Over the next year dialogue about key views of the development of students and various learning issues. A table has been included with this report and plan that summarizes key models.
- Prepare for and hold a series of discussions with faculty and staff about these concepts. The more everyone knows about the development of students and their learning, the more the work of the College can impact student success.
• Consider moving the orientation program to a CD. This could be very entertaining and could be
given to a student right after their application file is complete. Have on-site registration available
several times during the summer. With the CD, focus the orientation programs on people and the
things a student must do to succeed.
• Improvements in advising are included in the student success model.

14. DEVELOP THE BEST STUDENT SUCCESS PROGRAM IN THE COUNTRY.

Federal and state agencies, parents, and students themselves now insist on accountability for
schools. Graduation rates are tracked by most states and schools must explain why their students
have not graduated in specific time frames defined by legislation. Recent studies by the
Department of Education and articles about student movement between schools have confirmed
something we have thought for several years. Graduation rates are not the best measure of
student success. Student success, in our minds, is better thought of as the student either meeting
or making progress toward his or her goals.

Bainbridge College should be known *nationally* for its unique and outstanding student success
program. The College provides the resources for success in all phases of life. High expectations
and student support provide the preparation for a lifetime of success.

The following diagram describes the program, and this is followed by specific actions for a plan.
Improvements in the student success program need to occur over a period of time. Basics, change,
and transformation need to be the guides in this effort. Initially, changes involve improvements in
current functions. Transformation involves the ability to use more data and to work directly with
personal plans for each student.

In an initial view, the system looks something like this:
The following describes the main steps of the program:

<table>
<thead>
<tr>
<th>Step</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with the student.</td>
<td>Various offices work with the student. Initially, the admissions office works with the student but other offices join in as the student moves through the system.</td>
</tr>
<tr>
<td>Create and build a student success database.</td>
<td>Data from several sources need to be entered into a database. Much of that information can be stored in the legacy system. Other data such as goals, learning styles, Strong/Campbell data, other testing and interview data needs to be stored, but there is likely no field in the legacy system. The data stored in other systems must link with the legacy system.</td>
</tr>
<tr>
<td>Create plans</td>
<td>The student creates three plans: an academic plan, the personal plan, and a financial plan. The system must help and guide the student through the creation of the plans. The plans are stored and available to the student and others. The system must use a set of criteria to determine if a plan is satisfactory or whether the student must meet with someone to go over it.</td>
</tr>
<tr>
<td>Advisors developed</td>
<td>This is a training program for the advisor. It is possible that our on-line training program could be used.</td>
</tr>
<tr>
<td>Staff and faculty development programs.</td>
<td>This is a training program of these people. Some of them...</td>
</tr>
<tr>
<td><strong>Continue student database</strong></td>
<td>Data is continually added to the student database.</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td><strong>Self designed or advisor</strong></td>
<td>Determination whether the student can do the plan on line or will need to meet with advisor. This is done by the system.</td>
</tr>
<tr>
<td><strong>Work with student</strong></td>
<td>Some students work with an advisor to complete the plans. Other students do the plan on line and move forward.</td>
</tr>
<tr>
<td><strong>Plan is OK</strong></td>
<td>The system scans the plan and determines whether the student needs to see an advisor. If the student must see an advisor, all other actions by the student are stopped until the advisor is seen. That is, the student cannot register or take advantage of financial aid or other services until the plan is complete.</td>
</tr>
<tr>
<td><strong>Follow up</strong></td>
<td>Periodic follow up to the plan. The plan must be reviewed and changed by the student each term. The student could change the plan more often.</td>
</tr>
<tr>
<td><strong>On-track</strong></td>
<td>The plan is on-track and the student moves forward.</td>
</tr>
<tr>
<td><strong>Off track</strong></td>
<td>The plan is off track and the student needs to see an advisor.</td>
</tr>
</tbody>
</table>
The following is an overview that presents more detail about the data elements of the approach and the link between planning and data. A larger version of the model is included in the appendix.

On the left the data that would be needed to properly work with a student is represented. It can be seen that this is extensive and that this would be difficult to handle with the current advising process and human resources. All of the data is linked to the creation of a success plan including an academic plan, personal plan, and financial plan. The financial plan, in this case, looks at how the student will finance his or her college experience and income after graduation and his or her ability to repay loans after graduation.

Many, about 80%, of the students, would be advised by the system. About 20% would be advised by individual advisors. All plans would be reviewed, periodically, by an individual -- either student affairs professional or staff.
This is a lot to work on. It must be done by most schools due to the increases in numbers of students in the future and the general lack of human resources to accommodate the needs with personal approaches to everyone.

The following are the features of this type of approach:

- There is a focus on the goals of students. Each student is helped to create a set of goals to guide decision-making.
- Data is collected and stored on students that can be used to evaluate readiness for school, learning styles, growth levels, and career options.
- Students create three plans: an academic plan, a personal plan, and a financial plan. These plans are reviewed at least three times a year and adjusted as needed.
- In general the system could address 70% – 80% of the students. The remaining students would receive personal attention from advisors and counselors.
- The system would continuously monitor plans, goals, attendance, academic performance, activities, and financial plans and identify those students who seem to be drifting off track.
- There is specific training for advisors, faculty, and students to be able to use the system.
- Much of the work is left up to the student.

This type of system should be developed through close cooperation of various people and offices that currently work with students. The best of the success features of community colleges and BC would need to be built into the system.

**Actions:**

The following actions must be divided into basics, change, and transformation. What can be done soon to improve student success, what can be done later in the transformation of the system?

- Develop a Student Success Team. It is possible that this could be one of the first tasks of the Enrollment Management Team. On the other hand, a separate team would allow a start on this project sooner. This team is more of an action team than a learning team.
- Initially identify key ways to improve student success in the current systems.
  - Can more students be assured of actually seeing someone who helps them with their goals and schedule?
  - Would it be possible to immediately work with some sort of plan that includes academic, personal, and student success elements? Perhaps this could be a workbook used by all students.
  - Can more consistency in counseling be found by identifying what testing and data collection would be done with each student.
  - Could attendance be taken and used to identify students who are not attending classes.
  - Could telequalifying be introduced to collect data on students as they enter the inquiry stream? This could be used to identify students who need special attention in the future.
Is it possible to use all of this with both day and evening students? Extend most services to both populations.

- Establish a process to develop a new approach to student success. Make student success a compelling reason to attend the College.

15. TO HAVE THE BEST SERVICE ATTITUDES AND APPROACH.

For many years we have encouraged our schools to improve their service for students and influentials. While service at BC does not appear to be a major problem issue, this is a good time to take action to insure that the experience of students is positive. When this occurs, the student is left in a more resourceful place for his/her academic endeavors. The goal for the College needs to be 100% positive experiences each day. When there are negative experiences, an analysis should be done to determine what happened and what steps should be taken to insure it does not happen again. Everyone at the College learns from each experience each day.

Actions:

- The president creates and circulates a vision for service. This should be motivational/ and the type of vision that is easy to follow regarding the experiences people should have when working with a member of the BC community.
- Develop and implement a service-training program for each employee. This should be done for each office and eventually for each new hire as they come in. Consider using the service training currently offered by your continuing education area.
- Introduce a service card that can be completed by students to report incidents of poor or good service. It is very important to recognize both.
- Cards should be sent to the president's office. The president agrees to follow up on any card immediately. Develop a monthly recognition award for those who perform outstanding service. This approach should evolve into a yearly award for outstanding service.

16. DEVELOP A CULTURE THAT SUPPORTS THE SUCCESS OF THE SCHOOL AND THE SUCCESS OF STUDENTS.

The current culture of the College is made up of individuals who are generally concerned about student success. We did not talk with anyone who did not, sincerely, want to work with students and others. In order for the school to have the energy, drive toward creativity and new directions, feeling of success, and the capacity to constantly address future realities as an institution, Bainbridge College must consistently work on its culture.

The diagram on the next page represents the key variables that we feel enter into a highly successful culture.
The following are comments on this chart:

1. We felt that much of the energy and direction for the future and daily activity was coming from the top. There needs to be more power felt by others to change things. People need to feel as if they are heard and trusted. This needs to be felt down to those who work the desks each day as support staff.

2. There are silos between the key divisions of the College. This is not as strong as at many of the schools we have worked with, and there is a high desire for people to work more closely together. We especially recommend a strong relationship between the academic area and student affairs. People did not seem to view things in terms of systems and this causes some fragmentation of offices and groups.

3. People at the College were generally open to new ideas. Acting on new ideas may be another matter. We assume that many of our recommendations are not new. They are basic good practice. Why are these things not done?

4. Flow of information within the school seemed about average for schools we have looked at. People commented on not being aware of significant policy decisions and changes.

5. The desire to succeed was high everywhere.

6. There were feelings of lack of trust and caring. Many people felt they had been left out of decisions and actions.

The following are some specific issues that impact the culture:

- “We must always have more students. There are never enough.”
- “We always have to move forward.”
- Increases in students have not led to increases in staff. This may be especially true in financial aid.
Overall, the culture at Bainbridge College seems relatively positive and ready to move to a new level of energy, innovation, and commitment to students’ success. The tensions created by increases in new students are understandable, for example, and involvement of people in looking at such an issue can produce new solutions as the College grapples with future realities.

Actions:

- Rely on the enrollment management team as a core resource for addressing cultural issues.
- Present the idea of “developing a success culture” to the enrollment management team as a subject for their work.
- Develop an enrollment management Newsletter as a way of communicating issues within the BC community.
- Adopt the action team and enrollment team recommendations.
- Develop a “ten beliefs” list that contains visions of the type of culture desired. This addresses the core idea of sharing power, improving information flow, maintaining trust, and the importance of dialogue.
- In the work of the enrollment team, stress the importance of dialogue.

17. TO HAVE THE MOST SUCCESSFUL AND EFFECTIVE FINANCIAL AID PROGRAM IN THE STATE.

Considerable improvements are needed in the financial aid area. Aid is very important to students at all schools. This may be especially important at BC. The aid office, at present, is doing too much of its work by hand. In the future automate the process as much as feasible. In addition, the office should start awarding as soon after March 1 as possible.

As a part of the process, students need to be encouraged to get their applications into the system as soon as possible. To do this, a marketing program should be put in place directed at potential and present students to apply early. Incentives can be developed such as free books for students who apply early and are selected in a drawing.

We examined financial aid data for the College and have the following observations or questions:

1. Dependent student with low incomes are not represented in large numbers in terms of aid applicants. Is this because of Hope dollars?
2. There are two populations in the 2002-2003 data for independent students; one at about $8000 and another at $12,000-$14,000. It may be helpful to pull these files and look at the characteristics of these populations.
3. Financial aid applicants remained relatively constant from 1997 to 1999. At that point dependent applicants dropped and have not recovered to the 1997 level. Why?

Actions:

- Develop a financial planning approach to addressing financial aid. Assist students and others in developing an overall strategy for addressing the cost of the College.
The source of all data in these charts was the Fiscal Operations reports for the indicated year as supplied by the college.
FINANCIAL AID (NOT AUTO ZERO)
As a part of the financial planning approach, develop a program that the student can use to calculate: the value of the school, out of pocket costs (each student and family must have some), potential grants from all sources, work, and loans for each year. Use the same system to calculate loan payments after graduation and potential yearly income from their career. Note that this program could be done with Microsoft Excel and Word and could serve as the financial planning aspect of the student success approach.

Develop a financial planning workshop for use in high schools and other locations. This workshop should excite students about the value of education and instill the belief that a way can be found to make future education possible.

Develop a flow of communication between the aid office and admissions. This should lead to a system that maximizes the yield from these systems (see the communication flow section for a chart that presents this flow).

Bring in a financial aid consultant familiar with Banner. This person should be able to establish the automated functions of Banner that are available to the College and address overall flow of work in the aid office.

18. USE THE STUDENT SUCCESS APPROACH TO BUILD A MODEL PROGRAM FOR THE RETENTION OF STUDENTS FOR THE RIGHT REASONS

Retention is viewed by many to be the graduation of a student from the school they enrolled in during a prescribed period of time. This has been especially prevalent among legislators at both the state and federal levels. Many are now beginning to realize that students leave institutions for many reasons and, more often than not, the institution did a good job and the student leaves for very positive reasons. The view of retention/attrition that is based on the success of the student is one that will, overall, most likely be successful in keeping the most students through to graduation. For that reason, we base much of our vision about this area on student success.

Success is not, necessarily, graduation from the original college of entry.

Developing the Plan

Our experience with the retention area seems to summarize our experience overall.

- Attend to the basics first.
- Have leadership focused on the effort.
- Focus on moving ideas to action.

The Start

Better retention results will depend on a good definition of what retention is. It cannot be taken as getting a degree, as this leaves too many people out. While we understand that this is an important definition to legislators and others concerned at the state and federal levels, a better and more actionable definition is needed. We recommend, simply, that student success is the meeting of the students’ goals each and every term. This means that BC knows what the goals are and has the resources and processes to partner with the student in reaching those goals. This type of
definition includes all students from those pursuing a degree to those taking a course. The College is committed to the success of all students.

The Basics

Next, Bainbridge College must address the basics that support the student success effort.

Step One: Develop a model for student success. Student success is the meeting of goals each term. For this to happen, the student must have the emotional readiness to succeed. In addition, he or she should use the appropriate learning styles and develop the skills and knowledge needed to proceed.

Step Two: The student should have plans that can be reviewed, should attend classes and should review plans and goals each term. BC should be able to assist each student in developing his or her plan and reviewing it relative to goals.

Step Three: Identify the data that should be available for each student. As we have suggested, some of the data that is important is in the chart accompanying the student success diagram. We have included, in this report, a summary of student-related concepts. In identifying the data to collect, be certain it can be used to help a student succeed. The data needed depends on the model developed in step one. Clearly, a record of students’ goals is critical.

- Identify how the data will be collected. Remember, the data fields need to be included for goals and for personal, academic, and financial plans.
- Identify where data will be stored.
- Identify how data is made available to the student and others.
- Develop the research approach for collecting data from specific cohorts each term.
- Develop the methods to be used for working with the student each term. Personal appointment, review, and email use.
- Identify a “Battle Captain.” This is the individual responsible for getting it to happen. This would be the Associate VP for Enrollment Management.
- Develop a team (possibly the Enrollment Team) to work with the “Battle Captain.”

In general, two things could be done at this point to improve student success since these are independent of assumptions about data and student development. These depend on the idea that students need some attachment to Bainbridge College and that orientation should be able to provide information and an attachment to the school. Address the following:

- Anchor: One of the ways to improve student success is by insuring that each student has at least one “anchor” to the school. The anchor is an individual who cares about the student and goes out of the way to pay attention to the student’s interests and how he or she is doing. Anchors could be faculty, staff, administrators, or another student. A plan could be created that insured that each student was assigned someone who would make that attachment to the student.
- Orientation: We feel that orientation should occur earlier in the student’s acceptance or association with the school. Orientation should still be offered but it could be shortened if much of the orientation material and process were on a high quality CD. The CD could link to various
offices, include music and art from the school and could cover most of the rules and things that a student should pay attention to. This could be provided to the student on completion of the application and provide an early attachment to the school.

Address All Students

In developing the basics issue that all students are included, this should lead to more movement of students from one level to another.

In the diagram above the student success effort is aimed at all part and full time students. It also addresses students pursuing degrees, those who are pursuing certificates, and those who are only taking courses. The diagram suggests that students move from courses to certificates and then to...
degrees. Students move from degree programs to another school or return to Bainbridge College for more work.

Next Steps

If the basics are in place, the resources needed to move to the next level are in place. We recommend the following:

1. **Develop the Early Identification Program:** This system should identify students who should receive special attention. This should include remedial programs, calls to people who do not attend classes, contact with people who do not enroll, work with students who do not have goals or plans, and meetings with people whose GPA does not meet expectations. Data for these actions are already in a database. Individuals can be identified on a continuous basis. The system must also identify what will be done with those students.

2. **Develop the Process for Creating the Profile of the Student.** The profile includes goals, academic plan, personal plan, and financial plan. The profile should also include data for emotional readiness, learning styles, and general developmental readiness. Certain profiles would trigger identification into the early ID system.

3. **Develop the “In-Classroom” plans to impact student success.** This includes learning strategies and student / faculty interaction.

4. **Develop the “Out-of-Classroom” plans for student success.** This includes faculty participation in activities, student life, anchor concepts, and community building.

Much of this activity is related to the student success section of the plan. It needs to be noted that many of the activities related to the overall plan presented may lead to improved student success:

- Orientation conducted sooner should develop a commitment to the College.
- Better marketing with clearer messages and support develop an emotional contact with the College.
- More effective communication systems likewise cause an emotional bond to the College.
- Telequalifying may lead to better data to work with every student.
- A Call Center could provide better resources for contact with students.
- Training and development of staff and faculty in terms of relationship management and service may lead to better connections between the student and the school.
- Development of knowledge management skills and knowledge provide better opportunities for staff to work with data and assist students.