UPDATED STRATEGIC ENROLLMENT MANAGEMENT AND RETENTION PLAN

2010–2015

SUBMITTED BY

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Student Quality</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>Student Diversity</td>
<td>2</td>
</tr>
<tr>
<td>Capacity Management</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment and Retention Vision Statement</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment and Retention Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Guiding Principles</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment Management and Retention Rationale</td>
<td>5</td>
</tr>
<tr>
<td>What is Enrollment Management and Retention</td>
<td>5</td>
</tr>
<tr>
<td>Baltimore City Community College Vision, Mission and Goals</td>
<td>6</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>6</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>6</td>
</tr>
<tr>
<td>Enrollment Management, Retention and Academic Programs</td>
<td>7</td>
</tr>
<tr>
<td>Learning-Centered and Student Focused</td>
<td>7</td>
</tr>
<tr>
<td>Optimum Enrollment</td>
<td>7</td>
</tr>
<tr>
<td>Key Performance Indicators and Critical Success Factors</td>
<td>8</td>
</tr>
<tr>
<td>Enrollment Management and Retention Strategies</td>
<td>8</td>
</tr>
<tr>
<td>Recruitment Strategies</td>
<td>8</td>
</tr>
<tr>
<td>Communication Flow</td>
<td>9</td>
</tr>
<tr>
<td>College Wide Communication Coordination</td>
<td>9</td>
</tr>
<tr>
<td>Recruiting Events</td>
<td>9</td>
</tr>
<tr>
<td>Territory Management</td>
<td>9</td>
</tr>
<tr>
<td>Tele-Recruiting</td>
<td>10</td>
</tr>
<tr>
<td>Fulfillment &amp; Inquiry Process</td>
<td>10</td>
</tr>
<tr>
<td>Publication Inventory</td>
<td>11</td>
</tr>
<tr>
<td>Application Processing</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>11</td>
</tr>
<tr>
<td>Marketing Strategies</td>
<td>12</td>
</tr>
<tr>
<td>Market Positioning</td>
<td>12</td>
</tr>
<tr>
<td>Marketing’s Strategic Framework</td>
<td>12</td>
</tr>
<tr>
<td>Marketing Focus Areas</td>
<td>13</td>
</tr>
<tr>
<td>Marketing Mix</td>
<td>14</td>
</tr>
<tr>
<td>Segmentation</td>
<td>14</td>
</tr>
<tr>
<td>Retention Strategies</td>
<td>15</td>
</tr>
<tr>
<td>Intervention Strategies</td>
<td>16</td>
</tr>
<tr>
<td>Information Technology Strategies</td>
<td>16</td>
</tr>
<tr>
<td>Reengineering</td>
<td>17</td>
</tr>
<tr>
<td>Situational Analysis</td>
<td>18</td>
</tr>
<tr>
<td>Population Characteristics</td>
<td>18</td>
</tr>
<tr>
<td>Enrollment Trends</td>
<td>18</td>
</tr>
<tr>
<td>Student Retention at Baltimore City Community College</td>
<td>24</td>
</tr>
<tr>
<td>Retention Planning Process</td>
<td>28</td>
</tr>
<tr>
<td>Yield/Conversion Analysis</td>
<td>30</td>
</tr>
<tr>
<td>Major and Job Trends</td>
<td>31</td>
</tr>
<tr>
<td>Financial Aid and Pricing Comparisons</td>
<td>31</td>
</tr>
<tr>
<td>Competition Analysis</td>
<td>32</td>
</tr>
<tr>
<td>Strategic Enrollment Management and Retention SWOT Analysis</td>
<td>33</td>
</tr>
<tr>
<td>Starategic Enrollment Management and Retention Goals</td>
<td>34</td>
</tr>
<tr>
<td>Summary and Next Steps</td>
<td>36</td>
</tr>
<tr>
<td>Making the Vision Happen</td>
<td>37</td>
</tr>
<tr>
<td>References</td>
<td>46</td>
</tr>
<tr>
<td>Appendix Ia – Job Outlook</td>
<td>47</td>
</tr>
<tr>
<td>Appendix Ib – Job Outlook</td>
<td>48</td>
</tr>
<tr>
<td>Appendix II – Top Demand Occupations</td>
<td>49</td>
</tr>
<tr>
<td>Appendix III – Recruitment Initiatives 2008-9009</td>
<td>50</td>
</tr>
</tbody>
</table>
Introduction

Baltimore City Community College (BCCC) is committed to strategic enrollment management (SEM) and quality retention programming to optimize enrollment and retention in a manner that supports the development of a learning-centered college. BCCC defines strategic enrollment management and retention as a systematic, holistic and integrated approach to achieving enrollment and retention goals. Enrollment management represents an institutional commitment to support the efforts of student enrollment and retention.

In today’s challenging educational environment it is important to understand national, regional, state and local demographic trends to make better decisions with respect to enrollment, planning and resource allocation. The strategic enrollment management and retention plan will provide the institution with a blueprint to maximize resources and create a collaborative approach to the enrollment and retention of a diverse student population in credit and non-credit areas.

An important component in the development of BCCC as a learning-centered college is the use of strategic enrollment management (SEM) to optimally manage enrollments. This includes the creation of organizational structures, policies, procedures and information channels to support enrollment management and retention. It also involves a review of policies and practices that may inhibit the enrollment and retention of students. BCCC must also undertake initiatives to develop programs and delivery systems that support market demands and develop mechanisms to market those programs to the community at large.

Student Diversity

The student make up of BCCC for the fall 2011 semester, consists of 75% African Americans, 8.3% Caucasians, 1.5% Asians, 1.2% Hispanics and 1.9% Race Unknown; 70.4% women, and 29.6% men. The largest age groups are 20-29 year olds and 30 to 39 year olds with 44.4% students and 19.3% students respectively. These demographics reflect those of Baltimore City except in the race category where African American students are represented higher at the college than the percentage of residents within the city.

Student Enrollment

The student enrollment data based on headcount for the four most recently reported fiscal years. The overall fall headcount accounted for 7,047 students, spring accounted for 6,942 students and the unduplicated annual statistic which includes summer and winter special sessions accounted for 10,444 students.
<table>
<thead>
<tr>
<th>Credit Headcount</th>
<th>Final FY 2008</th>
<th>Final FY 2009</th>
<th>Final FY 2010</th>
<th>Final FY 2011</th>
</tr>
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<tbody>
<tr>
<td>Overall Fall Headcount (All Cycles)</td>
<td>6,887</td>
<td>7,115</td>
<td>6,953</td>
<td>7,047</td>
</tr>
<tr>
<td>Overall Spring Headcount (All Cycles)</td>
<td>6,675</td>
<td>6,628</td>
<td>6,934</td>
<td>6,942</td>
</tr>
<tr>
<td>Annual Unduplicated (including Summer &amp; Winter)</td>
<td>10,299</td>
<td>10,559</td>
<td>10,390</td>
<td>10,444</td>
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**Capacity Management**

The College completed a facilities master plan that addresses capacity at all sites. The College acquired additional land to expand presence in West Baltimore at Liberty Heights - West and is exploring acquisition of expansion in East Baltimore at the Gompers site.

**Enrollment and Retention Vision Statement**

Baltimore City Community College strives to create a national model for enrollment and student retention that promotes excellence in education and student success in a multicultural environment.

**Enrollment and Retention Mission Statement**

Baltimore City Community College’s enrollment and retention program is a cohesive system of support services that are comprehensive, accessible, and structured to meet the educational needs of its diverse student population. The College’s enrollment and retention strategies are proactive and involve the collaborative efforts of all its departments, from recruitment through graduation, or goal completion. Students will be encouraged to utilize the variety of services and resources in the achievement of their enrollment, academic, personal and career goals.

**Guiding Principles**

1. Student learning, retention and success are the central focus.
2. All activities will support student recruitment, retention, and success.
3. Strategic Enrollment Management and Retention are a College priority.
4. Partnerships and collaboration with internal and external communities are critical.
5. Creating a culture of evidence by measuring and documenting outcomes is essential.
6. Adequate resources will be appropriated to support enrollment and retention initiatives.
7. Baltimore City Community College is committed to excellence in teaching and learning.
Strategic Enrollment Management and Retention Cornerstones

To support Baltimore City Community College in achieving optimum enrollment and retention, several critical functions will need to be aligned. These functions much like cornerstones will provide a foundation for building a system, processes, and activities to enable the achievement of optimum enrollment and retention. Each cornerstone provides integrated support for achieving a positive outcome for the model as indicated in figure 1. After the model there is a list of essential components necessary for the achievement of optimum enrollment and retention.

Cornerstones

- Student-Centered
- Clearly Defined and Measureable Goals
- Interdisciplinary Planning
- College-Wide Focus
- Marketing-Recruitment Alignment
- Mission Driven
- Coordinated Efforts-Linked To Strategic Plan
- Integrated Systems
- Learning-Centered Processes
- Data Driven Decisions - Critical Success Factors - Key Performance Indicators

Strategic Enrollment Management and Retention Model
Enrollment Management and Retention Rationale

This comprehensive Strategic Enrollment Management and Retention model will provide a cogent strategy for Baltimore City Community College to effectively manage enrollment, services, quality, and competitiveness. It will also provide a focused approach for aligning strategies to increase retention. It will include ongoing quality service monitoring to ensure efficiency, effectiveness and goal attainment.

What Is Enrollment Management and Retention?

Enrollment Management and Retention are comprehensive processes designed to facilitate the entry and continuation of students in the college environment. Its success is measured not only by the number of students recruited, retained, transferred or graduated, but by their successful course completion, GPAs, completion of training or the completion of the intended goal as identified upon entry.

The primary goals of the plan include:

1. Stabilizing enrollments
   - Reverse declining enrollment, control growth and plan for fluctuations
   - Increase unduplicated credit headcount 2% by FY13.
   - Increase credit FTE 2% by FY13.
   - Increase unduplicated non-credit headcount 3% by FY13.
• Increase non-credit FTE 3% by FY13.
2. Linking academic and student service programs
3. Improving services
   • Shorten response time to students, increase satisfaction and reduce paperwork
4. Transform retention rate
   • Increase fall to fall retention rate by 3%
5. Improving access to information
   • Putting information systems to optimum usage
6. Reducing vulnerability to demographic changes
7. Responding to economic forces
   • Expansion, recession, employment rates
8. Creating a culture of evidence
   • Track what works and change what doesn't work

Strategic Enrollment Management and Retention begins with the first student-college contact. It is a deliberate process that requires time for planning, full implementation and development of the information infrastructure that will sustain the efforts. It is based on a team effort which crosses traditional college organizational lines and focuses on the longitudinal care and comprehensive education of students and ongoing development of faculty and staff within the college environment.

**Baltimore City Community College Vision, Mission and Goals**

The Strategic Enrollment Management and Retention Plan is closely linked to Baltimore City Community College's mission, vision and strategic plan.

**Vision Statement**

Baltimore City Community College strives to be the leader in providing quality education that responds to and meets the needs of a diverse population of learners, adding value to lives and the community.

The following seven strategic issues are identified within the college’s strategic plan and are aligned with the planning strategies of the Strategic Enrollment Management and Retention Plan: 1) improved teaching and learning, 2) enhanced governance and administration, 3) strengthening student success, 4) maximizing institutional resources, 5) utilizing technology, 6) expanding workforce development and continuing learning, 7) strengthening community outreach and improving college image.

**Mission Statement**

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and surrounding areas. The College’s accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution
that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

**Enrollment Management, Retention and Academic Programs**

**Aligning Practices**

The quality of Baltimore City Community College’s academic programs can only be developed and maintained in a stable enrollment environment. Academic policy guides a student’s progress through our programs and must be aligned with both recruitment and retention strategies, recognizing that recruitment and retention are continuous processes.

**Learning-Centered and Student Focused**

The Strategic Enrollment Management and Retention Model, requires that BCCC establishes and maintains a positive and an early-initiated relationship with prospective Baltimore City Community College students, parents and the community.

A student’s perspective and the needs of the community should always be kept in the forefront when developing and offering services, launching new programs and initiatives, and evaluating enrollment management and retention measures.

In addition to marketing college programs, the Enrollment Management and Retention model supports creating the best learning and teaching environment for students. Therefore, the College will need to continually balance such factors as academic program development, faculty development, academic policy formulation, recruitment policies and procedures, student life programs, as well as retention policies, procedures, student support services and customized retention strategies.

**Optimum Enrollment**

Optimum enrollment can be defined as the figure that indicates revenues and expenditures are in balance. It is a number that falls between the maximum and minimum fiscal and physical capacity of the institution. It is a multidimensional concept and can include:

1. Optimum headcount. The institution's physical capacity.
   - This would include full capacity of all classrooms and laboratories.
2. Optimum full-time enrollment.
   - This includes faculty-student ratios and class size.
3. Optimum segmentation.
   - This includes enrollments in specific departments.

Optimum enrollment is an ever changing number since capital improvements and implementation of different instructional delivery alternatives (i.e. distance learning) will affect enrollment.
It has been suggested that enrollment goals be calculated by taking the difference between the current enrollment and the optimum benchmark enrollment set by the institution.

Optimum Enrollment - Current Enrollment = Enrollment Management and Retention Goal

**Key Performance Indicators (KPI's) and Critical Success Factors (CSF)**

Key Performance Indicators (KPI's) are numerical indices Baltimore City Community College will use to measure the success of its strategies and tactics and to judge outcomes with respect to past performances.

KPI's will be developed, to clearly articulate agreed upon Enrollment Management and Retention goals and to support the college’s current Critical Success Factors of Enrollment, Retention and Student Success, Developmental Education and Operational Efficiencies.

**Examples of KPI's could include:**

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<tr>
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<th>Retention KPI's</th>
<th>Operational KPI's</th>
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<tr>
<td># of Prospects</td>
<td># of Cohort Freshman</td>
<td>Dollar Revenue</td>
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<tr>
<td># of Inquiries</td>
<td># of Drop-outs</td>
<td>Dollar/Responses Expenditures</td>
</tr>
<tr>
<td># of Applications</td>
<td># on Probation</td>
<td>FTE Enrollment</td>
</tr>
<tr>
<td># of Freshman Enrollees</td>
<td># ofPersisters</td>
<td>Headcount</td>
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**Enrollment Management and Retention Strategies**

In keeping with the comprehensiveness required for a Strategic Enrollment Management and Retention Plan, strategies will include the examination and development of recruitment, marketing, retention, intervention, and communication strategies, as well as, a process to effectively measure outcomes.

**Recruitment Strategies**

Recruitment can be defined as the process Baltimore City Community College will undertake to favorably influence a prospective student’s decision to attend the College. The recruitment phase begins with identifying prospects. Prospects are students who are eligible to attend Baltimore City Community College.

The role of recruitment ends and retention begins once the student enrolls. Two primary sets of variables will influence the student's decision to enroll at the College.
1. Student variables include: ability and interest; socioeconomic background; the influence of significant others; aspirations and goals; and expectations of the college.
2. College characteristics include: academic programs; cost; location; and reputation and quality.

**Communication Flow**

The college sends out several mailings to students to assist in converting inquiries and applicants to enrollments. An admissions packet is sent to students admitted. Inquiries/applicants also receive information about testing, applying for financial aid, attending orientations and information about registration.

It is recommended that the communication flow be further assessed to determine what additional contacts are needed. This level of increased communication will support the college in developing a relationship with inquiries/applicants which can increase the conversion and yield rates and provide an opportunity to start imparting important information for the retention of students.

**College-Wide Communication Coordination**

College-wide communication and coordination of recruitment activities is in need of improvement. Although, the admissions office publishes a master recruitment calendar on Outlook. It is not a well-known fact and should be more effectively publicized.

It is also important to recognize the need for areas outside of admissions who engage in recruitment efforts to communicate this information to admissions. To facilitate this communication, a coordinated recruitment process should be established so that all interested parties at the college know when, where and who is going out to recruit and for which market.

**Recruiting Events**

Appendix III provides a snapshot of the proposed recruitment activities for 2012-2013 by the admissions office for traditional and non-traditional students.

**Territory Management**

Recruiters are assigned specific high schools and areas of concentration. There are currently three recruiters assigned directly to high schools, one recruiter assigned to middle school recruitment and one recruiter assigned as an internal recruiter (pre-admissions appointments, tours and special populations).

Baltimore City has 46 public high schools and with only three recruiters it is very difficult to cover those as well as private high schools in the city. The three main high school
recruiters are also responsible for the majority of the recruitment done in the community that may attract non-traditional students.

Despite the relatively small recruiting staff, the market share of students enrolling at BCCC the fall semester after graduation has been steady for the past five years. The college averages a 10% market share of the students who graduate from Baltimore City Public Schools. When you look at the number of Baltimore City High School students who attend a Maryland College the fall semester after graduation the college has seen a slight decrease in market share (Reichenberg, personal communication, “Trends in Opening Fall Headcount, 2000-2007”, October 2007).

The market share of new graduates has remained constant, students choosing another Maryland College is increasing. Also when reviewing the graduation data from the Baltimore City High Schools it shows there is a large population that is not going onto postsecondary education. BCCC should examine this population to see how the college could possibly serve this population better by offering certification and job training. Other possible markets for the recruiters to concentrate on are new graduates from the private high schools in Baltimore City and concurrent enrolled students in Baltimore City Public Schools as well as Baltimore City private schools.

**Tele-Recruiting**

Tele-recruiting is an excellent tool to help with the conversion of prospects to applicants and applicants to enrollments. If structured properly a tele-recruiting program can help build relationships between the college and potential students. Currently the college uses the Call Center to perform these functions on a limited basis to make automated calls and sometimes personal calls to specific populations.

The Call Center regularly uses an automated call system to contact students who have not paid tuition and who are in jeopardy of being dropped from courses. This function also makes personal calls to students who have applied and have not enrolled. Additional resources would allow the Call Center to expand this strategy to conduct regular phone campaigns to prospective and current students to better assist the college in their enrollment goals.

**Fulfillment & Inquiry Process**

All official requests for information about the College go through the Call Center. Inquiries are taken and keyed into a database and mailings are generated through this process. It generally takes the Call Center 24 to 48 hours to process a request for information (keyed data to mailed package). The Call Center keeps materials available for both credit and non-credit programs.

Inquiries are also fulfilled by many different departments at the college. This is done without necessarily collecting the proper information for tracking purposes. In order to better monitor the conversion from inquiry to applicant or enrollment the College needs to
implement a consistent inquiry process for everyone who fulfills a student’s request. Information must be collected and entered into a database system that can easily be cross-checked with the college’s student database system to calculate conversion data.

**Publication Inventory**

As part of the 07-08 PPI process the college allocated $200,000 to the Marketing Department to develop appropriate publications for the recruitment of students. Minimal pieces were developed in conjunction with the Admissions Office and the Academic Departments. The Marketing Department produced a basic recruitment brochure and a set of major brochures. Offices throughout the college still tend to go outside for their promotional needs due in large part to the need for a more cohesive marketing strategy.

A publications inventory needs to be conducted within the college to assure that what is being used for promotions meets the standards of the college and promotes the college in the correct image. Areas that need to be addressed in the publications area include timely delivery of schedules and catalogs, additional recruitment pieces and consistent message, theme and look of all pieces.

**Application Processing**

The application process for BCCC is fairly simple. Students must complete an application either in person or on-line and pay the $10 application fee. If the student does not submit the fee it is charged to their student account and becomes part of their student bill. Once the application is received and the fee is cleared the student receives an admissions letter with information about next steps. Students must take placement exams and attend an orientation before they can become a full-time student. The actual application process takes 24 to 48 hours before the student is admitted.

**Financial Aid**

The office of financial aid requires students to complete the Federal Application for Student Aid (FAFSA) to be considered for aid at BCCC. The college participates in all of the federal programs except the federal student loan program. BCCC receives a large allocation of monies from the Baltimore City Government which is used to award scholarships to Baltimore City residents.

For FY 11-12 there was an increase in the percentage of credit students applying for financial aid from 13615 to 16985 an 8.0 % increase over the 14296 target submitted and a 5% increase in the percentage of credit students applying for institutional scholarships as of spring 2012. Additional awards will be made during the summer 2012 and will be reporting during the next cycle. For FY 11-12, 16,540,004.00 in financial aid have been disbursed as of spring 2012.
These are important yields when compared to the FY 07-08 data noted in the initiative Strategic Enrollment Management and Retention Plan, which demonstrated 9,777 students submitted their FAFSA to BCCC, resulting in 57% of BCCC students receiving federal aid, which amounted to 7,809 students eligible for PELL grants. Workforce Creation Scholarships were also added to the mix of funding options made available in spring 2009. Over 80 Scholarships included tuition, fees and books became available in the high-demand career fields of construction, allied health and human services, biotechnology and teaching.

**Marketing Strategies**

Marketing is the process of putting the right product before the right audience at the right price (the four P's; place, product, price, promotion). Baltimore City Community College’s product is the quality of our curriculum, academic programs, services and delivery modality.

Baltimore City Community College is gearing up to launch multi-pronged, integrated marketing, advertising and promotions campaigns to increase enrollment in its credit and non-credit programs. Marketing research will be a strong component of all campaigns in-order, to ensure that communications are effective and connect with the specific needs and interests of targeted audiences. Special campaigns will be specifically executed to: promote registration during enrollment periods, increase enrollment in under-enrolled programs, promote new college programs/initiatives, and target new and underrepresented audience.

**Market Positioning**

Baltimore City Community College’s positioning strategy will reflect and capitalize on the College’s distinctive features where:

- BCCC is the market leader, including being the largest provider of undergraduate education in Baltimore City.
- BCCC has been the first in the market, including its graduate quality assurance program and its Workforce Creation Scholarship initiative.
- BCCC has the capacity to beat the competition, including the number of scholarships and amount of financial aid available and the College’s licensing exam pass rates.
- Customers find value/importance, accessibility, convenience and affordability.

**Marketing’s Strategic Framework**

Establishing a framework for marketing communications provides the strategic guidance, order, context and structure (discipline) needed to achieve consistency and relevance in the development, communication and placement of messages that will connect with key audiences.
Given what we currently know about our audience (current and prospective), our marketing framework will be a blend of traditional marketing strategies combined with:

- Social marketing: Our communication should reflect a recognition that our efforts are more than financial/numbers, but also they are to achieve a broader public or social good improving the individual and the community as a whole. As BCCC’s motto reflects, Changing Lives and Building Communities.

- Behavioral Change Communications: Our communications should motivate people to adopt more productive and sustainable behaviors

- Diffusion of Innovation: The college’s message dissemination/placement should reflect innovations with regard to the uptake of information and decision making (social networks, opinion leaders, word-of-mouth, viral)

This framework means that for every promotional campaign that we develop and place, we should be able to ask whether or not these conditions have been met. Applied consistently, the impact of our communications will grow, along with improved awareness, image, and, enrollment.

Our objective is that the community grows to see BCCC, not just as a community college, but more so as a committed community resource, addressing critical community issues through education.

This framework, we believe, is the most consistent fit and best reflects our mission of changing lives and building communities.

Marketing campaigns should reflect the hierarchy of effects, or stages of achieving acceptance:

Awareness -> Knowledge -> Liking -> Preference -> Connection -> Use

Marketing Focus Areas

For FY2012, the following areas were highlighted or featured in Baltimore City Community College’s advertising and promotional campaigns; with the expectation that they will stimulate interest and demand in other programmatic areas.

- STEM
- Construction
- Developmental Education
- Nursing/Allied Health
- Biotechnology
- Learning Communities: QUEST, Bridge to Learning
- Occupations in Demand/Workforce Shortage Areas
- Student Testimonials
Marketing Mix

The marketing plan has incorporated a variety of ways to reach the many audiences of the college for both credit and non-credit enrollment. The plan will employ the use of direct mail, print ads, broadcast, and outdoor media.

Direct mailings will be done to specific zip codes to promote credit and non-credit course offerings. The information gathered from the census reports as well as analysis from our institutional research person will help direct where the mailings would be best received.

Print ads will be used primarily for the call to action campaign. Ads will be placed with media that will reach a variety of different audiences to help attract students to BCCC either as credit or non-credit students.

Broadcast (radio, television, cable, movie house) media will be used to reach a broader audience, especially those who do not use papers or magazines as their main way of gathering information. Ads will be placed with specific radio stations, at specific viewing times on television stations, on specific cable channels based on demographics and with specific movie houses to attract students to the campus. These media will be used both for the branding and the call to action campaign.

Outdoor media includes venues such as billboards, bus ads, metro station ads and bus stop posters. This media will be used for the branding and the call to action campaigns. Ads will be placed in strategic places at strategic times to promote the college throughout the year.

Segmentation

The following populations have been identified as target markets for the college. In both target markets you will find populations that will take advantage of our credit and non-credit products

Traditional Students - High School Students

- Graduating students interested in attending college
- High school counselors, teachers and CollegeBound Specialists
- High school juniors and seniors attending college while still in high school
- Students from high schools with feeder programs into low enrolled programs
- Credit Recovery / Academic Renewal
- Eighth graders at target schools
- Athletes
- Honors students
Non-Traditional Students – Adults

- Adults unprepared for entry into four year colleges and universities
- Returning students
- Working adults
- Members of civic, community and fraternal organizations
- Faith based community
- Ex-offenders
- Veterans
- Reverse transfers
- Special articulation programs
- Senior Citizens
- Credit Recovery / Academic Renewal
- Adults whose native language is not English
- Young people and adults transitioning GED programs
- Parents of traditional students

Each of these target markets will be reached through a variety of recruitment and marketing activities with special messages crafted for their interests.

Retention Strategies

Baltimore City Community College is using three definitions to define retention; course, program and student retention. Generally, within these definitions, retention can be defined as a student's satisfactory progress toward his/her educational objectives. Within this context, students who are recruited and enrolled at Baltimore City Community College should reasonably expect that the programs, policies, procedures and interventions necessary for them to successfully complete their programs are in place. Recruitment and retention are inexorably linked.

It is essential from the Strategic Enrollment Management and Retention perspective that recruitment and retention be coordinated. In order to coordinate recruitment and retention, the College must focus on both student and institutional enrollment decisions and the factors that influence them.

These factors fall into three broad categories:

1. Academic
2. Administrative Services
3. Student Life

Academic factors can be divided into subcategories to include:

1. Academic climate
2. Curriculum and programs
3. Academic policy
Administrative service factors can include:

1. Service climate
2. Support systems
3. Administrative policy

Student Life factors can include:

1. Peer relationships
2. Participation in college activities
3. Student development including career planning and course placement

It is vitally important to Baltimore City Community College that meaningful research focus on the factors which influence student decisions, to ascertain which ones have a positive influence on student retention behavior. In addition, a key to helping to retain students is the ability of Baltimore City Community College to identify "at-risk" students early enough to permit intervention strategies to work.

**Intervention Strategies**

Poor academic preparation, poor study skills, poor self-esteem or personal conflict can contribute to academic underachievement. Intrusive intervention would take the forms of advising, counseling and behavioral interventions, and modified case-management approaches. Strategies will involve prescriptive academic skills, tutoring programs, success strategies workshops and required appointments for students greatest at risk.

Requiring all entering first-time students to take a Freshman Orientation Course - PRE 100 may prove very effective as a core intervention strategy. In addition, intervention strategies will also focus on training and development of college faculty and staff in such areas as mediated instruction, cross-cultural sensitivity, diversity of learning styles, and effective teaching pedagogy for achieving maximum results in urban learning environments.

Research shows that most students leave college the first year so it is important to "front-load" retention and intervention strategies. It is vital to recognize that the key elements in implementing effective intervention strategies, is to know when and with whom to intervene.

**Information Technology Strategies**

A campus-wide information strategy must tie individual systems and data together into a seamless management information system. Data should be captured once at its source and be available to those in need of the data to make decisions. There should be one data dictionary for the College, with each data element having only one definition. Technology should be used to provide service directly to students, faculty and staff.
Various technological systems are available and appear to be under-utilized include the following:

1. Web Registration
2. Electronic mail.
3. Voice mail.
4. Voice information systems.
5. Computerized ID cards.
6. On-line advising.
7. In-house publishing on demand.
8. Academic and student electronic bulletin boards.
9. Interactive classrooms.
10. Information kiosks.
11. Flexible Payment Options

New communications technology such as, Facebook, Text Messaging and My Space may be utilized to assist the college in reaching new student populations.

Integration across all data systems is a must to link information, course planning and scheduling, faculty planning and management, and student financial aid. Data should flow barrier-free, in a useable format, to authorized users. Fortunately, the college has engaged Information Technology Consultants to analyze the need for effective information systems to support enrollment and retention.

**Reengineering**

Reengineering is the process of redesigning major processes around information systems. Reengineering is defined as using a modern information system to redesign administrative processes to dramatically increase productivity and performance.

Reengineering must be done with a client driven mentality that puts service first. Ideal areas for reengineering at Baltimore City Community College could include:

1. Expanding use of Blackboard
2. Bringing on-line advising to faculty offices.
3. Computerized ID and library check out system.
4. Optical imaging and workflow processes

Reengineering requires partnerships between campus technologists and campus clients focusing on the future and requires a focus on technology at all levels of the College. To better assist Baltimore City Community College in responding to the enrollment and retention challenges in is critical to examine where we are currently to gain perspective and understanding of upcoming recommendations. This understanding can be obtained from the following situational analysis which provides a detailed look at the population characteristics of Baltimore City and Enrollment Trends at Baltimore City Community College.
Situational Analysis

Population Characteristics

According to data provided by the 2012 US Census, Baltimore City has a population of 620,961 residents, a 4.6% decline since April 2000.

Demographics for Baltimore city are the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52.9%</td>
</tr>
<tr>
<td>Male</td>
<td>47.1%</td>
</tr>
<tr>
<td>Residents under 18 years</td>
<td>21.5%</td>
</tr>
<tr>
<td>Residents with HS diploma or higher</td>
<td>77.4%</td>
</tr>
<tr>
<td>Residents with Bachelors degree or higher</td>
<td>25.2%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>29.6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>63.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.2%</td>
</tr>
<tr>
<td>Other</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

The service area includes 46 public high schools and 264 neighborhood statistical areas. According to the Office of Workforce Information and Performance within the Department of Labor, Licensing and Regulations there are approximately 75 major employers in Baltimore City. The top five groups of employers fall into following industry categories: 1) Hospitals, 2) Administrative and Support Services, 3) Banking and Finance, 4) Professional, Scientific and Technical Services and 5) Utilities.

Enrollment Trends

The dramatic drop in Summer I, 2012 enrollment through the first day of classes no doubt reflects a number of factors. The following observations are proving helpful as the institution seeks solutions to rebuilding enrollment.

Did changes in financial aid regulations affect enrollment?

The implementation of new Financial Aid regulations and awarding procedures appears to have assisted in reducing enrollment. One of the core changes is the tightening of eligibility for renewal of financial aid based on academic performance. However, note that we have experienced declines in enrollment of students in good academic standing as well and are developing strategies to more effectively address this decline.
With additional changes in regulations forecasted and as current changes are fully implemented, the college anticipates the likelihood of further reductions in subsequent semesters due to financial aid regulations and academic enhancements take hold. The Enrollment Management Team is actively exploring what additional influences might also be impacting current enrollment declines, particularly for students who were in good academic standing.

Were there differences in enrollment by Entry/Returning Status? Enrollment has fallen among all three categories of students measured by entry/returning/continuing status:

Note that the number of students continuing from the previous Spring (above) has fallen 35 percent. This decline reflects both the lower Spring headcount as well as the lower Spring-to-Summer continuing rate:
Did any changes in the number of offerings contribute to a decline? The total credit hours offered fell by 51 overall, mostly at Liberty Campus. Fourteen hours were offered at BioPark; last year, none was offered.

Figure 6
136 FTE's at Liberty were lost at Liberty Campus and 49 FTEs were lost in E-Learning specifically.

Figure 6

Upon closer review of the enrollment data, the change in the number of offerings did not appear to contribute significantly to the enrollment decline. In an attempt to better understand the reasons for the current declines, closer examination was given to determining if there were significant differences in the numbers of Drops, Purges and Cancellations?

The College experienced a 10 percent decline in the overall number of FTE’s for which students had added through the first day of classes.

However, the drop activity was mixed as indicated by the data provided below:

1. There was a 34 percent decline in the number of FTE’s that students dropped.
2. There was a 75 percent increase in the number of FTE’s that we purged.
3. There was a 205 percent increase in the number of FTE’s that we dropped through class cancellations.
The increase in FTE’s lost through cancellations did not appear to be a significant contributing factor in the recent decline. Only a few sections with 10 or more students were cancelled. It is more likely that the cancellations resulted from the decline. The net result of all Add-Drop activity by the first night was that enrollment went from a 10 percent decline in all ADDS to a 31 percent decline after all drops, purges, and cancellations:

In an effort to address enrollment declines, Course Targeted Recruitment has been proposed. This customized recruitment effort would involve conducting a telephone campaign focused upon students who need to take specific courses. This project would be different from other, more generalized telephoning in the following manner:

- Students would be recruited based on their performance in a specific course and their need to take the next specific course
There are 764 students in the target market being proposed, meeting the following criteria:

- Passed MAT 80 or MAT 81/91 within the past 8 months
- Need next level MATH Course (MAT 91 or MAT 92)
- Not currently enrolled for the next math course, either Summer or Fall

Sample Target Recruitment for MAT 91

Fall 2012, 461 students passed MAT 80, of this number only 117 went on to pass MAT 81 or 91 (in the Spring) and only another 61 went on to register for MAT 91 this Summer or Fall, this leaves 283 who might be targeted for recruitment explicitly into MAT 81 this Fall.

Figure 9

Target Recruitment for MAT 92

Fall, 2012, 724 students passed MAT 81 or 91. Of this number, 138 moved on to pass MAT 82 or 92 (Spring, 2012), and only 105 went on to register for MAT 92, Summer or Fall, 2012, That leaves 481 who might be targeted for recruitment explicitly into MAT 92 this Fall.
Retention is a major challenge for colleges across the country. The issues of accountability and outcomes are critical to improving student success and retention. As a result of targeted efforts to address retention, the college has strategically implemented measures to improve institutional retention through the implementation of The Performance Alert and Intervention System (PAIS).

PAIS is aligned with the Official Grade Reporting System linked to the faculty portal. It allows both grades and student performance concerns identified by faculty to be monitored and intervention provided by Student Success Advisors at key points during the semester, i.e. 3rd week, 7th week, and 15th week. This seamless performance system is an excellent accountability measure and is designed to yield significant outcomes in BCCC’s retention and student success efforts.

As an early intervention model, it seeks to identify students who are experiencing academic challenges throughout the semester and takes into account the “whole student experience” including interpersonal relationships that extend outside the classroom and reinforces the personal connections needed to promote student success.

**Outcomes**

The following data provides greater detail regarding the utilization of The Performance Alert Intervention System (PAIS) for Fall 2009. The first two figures below depict the cumulative student course records first reported with alert codes and the cumulative class sections reported. During this period, by mid-term of the 22,002 grades reported,
approximately 13% of them received an alert code. Additionally, of the 1,143 class sections identified, by mid-term 46% of them had forwarded at-least one alert code.

Figure 11

![Cumulative Student-Course Records First Reported with Alert Codes Fall 2009](image)

Altogether, 22,002 grades were earned in Fall 2009. By October 16, Alert Codes or "Never Attended" codes had been forwarded for 13 percent of them. OIR-3/3/2010

Figure 12

![Cumulative Class Sections Reported with Alert Codes Fall 2009](image)

Altogether, 1,143 class sections were graded in Fall 2009. By October 16, Alert Codes had been forwarded for 46 percent of them. OIR-3/3/2010

The figures clearly demonstrate the usage of the Performance Alert Intervention System by faculty and the number of students who received an alert. Note, that for this same period by mid-term, 54 % of faculty submitted alert codes for at-least one class and 35% of the 7,375 students based on an unduplicated count received at-least one alert code.
Figure 13

Cumulative Unduplicated Faculty Reporting Alert Codes by the End of Fall 2009

Altogether, 363 faculty taught courses in Fall 2009. By October 16, 54 percent of them had forwarded Alert Codes for at least one class.
OIR-3/3/2010

Figure 14

Cumulative Unduplicated Students Receiving an Alert Code Fall 2009

Altogether, 7,375 unduplicated students were graded in Fall 2009. By October 16, 35 percent of them had received at least one Alert Code.
OIR-3/3/2010

Figure 15 below, shows the largest number of alerts was received for missing assignments 25%, followed by Quiz/Test Performance 24%. Most revealing are the number of alerts received surrounding issues of attendance, such as never attended, stopped attending and absenteeism.
Additional supports aiding institutional retention have been implemented successfully including:

- **Implementation of Educational Plans** for each academic program. The Educational Plan is provided to all degree and certificate seeking students during each advisement session. These plans are located in the Student Success Center, as well as on the Faculty Portal for easy access. Educational Plans are customized for each degree and certificate program and identifies the catalog edition to assist students in completing accurate program requirements.

- **Establishing a comprehensive, intrusive and integrated Advising Model** designed to address the diverse learning needs of Baltimore City Community College students from entry to exit. This split and collaborative model was implemented assigning faculty and staff advising caseloads. Faculty were assigned caseloads of students in designated majors with a GPA of no less than 2.0, and Professional advisors were assigned all entering students, students with a GPA of less than 2.0, students with 2 or more developmental courses, students who are on academic probation and students who are readmitted to the college after being dismissed.

- **To support the effective implementation** of the model, a variety of tools have been developed to assist faculty and professional advisors in addressing the needs of caseloads, including: ongoing training and support, access to advising tools via blackboard to allow individual and group contact. Advising student caseloads is also supported by the incorporation of advising milestones and benchmarks requiring an advising contact at 15 billable hours, 15, 30, 45, and 60 credits allowing advisors to remove hard blocks to registration. Advisors will also be expected to plan advising contacts at-least twice during the semester.

- **An advising continuum was developed and is attached to demonstrate sequencing** of advising services from recruitment/pre-admission advising through graduation.
The model will be further enhanced by (a) further clarification of roles, (b) training and materials, (c) evaluation and additional policy mandates where applicable, (d) establishment of an Advising Council to review and monitor progress, and (e) incorporation of advising syllabus.

“First-Time” is a formal definition used nationally to identify entrants enrolled in a fall semester who had never attended any institution of higher education prior to the preceding summer. Unlike long-term indicators such as the Four-Year Successful Persistence and Graduation-Transfer Rates, the data gives us short-term measures one year later. For each entering class, BCCC looks at the percent who re-enrolled the next fall. All retention rates reported include the handful of entrants who graduated without returning the next fall.

For purposes of strategic planning as well as program evaluation, it is helpful to track these rates by academic program and who have the declared intention of receiving a degree or certificate as reported on their application. Students are categorized according to their program as of their entry semester.

Rising retention rates constitutes one of our greatest challenges. Our success in meeting that challenge will pay off in greater accessibility to higher education for Baltimore City residents positioning the college to more effectively carry out its mission.

Past reports from BCCC’s Office of Institutional Research have described how Maryland community colleges have developed a new set of indicators to measure basic learning outcomes, these “Successful Persistence,” measures outcomes in the following manner:

- Graduated in 4 years, or
- Transferred in 4 years, or
- Earned at least 30 credits with a cumulative GPA of 2.0 in 4 years, or
- Still enrolled 4 years after entry

Because these measures account for a broader range of educational learning outcomes, the successful persistence rate provides a clearer indication of summative outcomes in comparison to the graduation-retention rates that were solely used in the past to document accountability.

**Retention Planning Process**

There are major benefits to strategic retention planning most importantly it will allow the college to systematically assess its retention-related strengths, weaknesses; environmental opportunities and threats and current retention strategies. The process will provide BCCC an opportunity to establish consensual institutional retention priorities and generate dialogue around the obstacles that may need to be overcome to achieve the identified goals.

While the College is making progress in the successful recruitment of students, it has been less successful at student retention. Implementing a clear strategic enrollment
management and retention plan will be a key component of a systematic and comprehensive retention effort.

According to Vincent Tinto of Syracuse University:

To be serious about student retention, colleges must recognize that the roots of attrition lie not only in their students and the situations they face, but also in the very character of the educational settings, now assumed to be natural to higher education, in which they ask students to learn, colleges should recognize that they have to do more than establish programs to help the student adjust, they must initiate changes in their own structures and practices to better meet the needs of their changing student body.

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning.

Strategic Retention Planning provides an opportunity to focus on the aspects of an institution’s student population that either makes them unique or that is the focus of their mission. BCCC’s student population is predominantly low-income and African-American coming from a large urban inner-city. Often these students meet with greater challenges and often require a different approach to improve persistence and graduation.

When designing retention strategies, it is critical to understand the populations for which plans are designed. After examining the demographic data for Baltimore City Community College and reviewing the retention literature, incorporating the elements found in the Minority Retention Model, Figure 22, (Harvey-Smith, 2002) provide the framework from which to build.

The model calls for the strategies which take into consideration, the need for a high level of faculty to student interaction, this element is essential for the retention of students in general, but has been identified as more critical for students in minority groups.

The need to provide opportunities for the integration of academic and social experiences for students, involvement in clubs and organizations and other campus experiences, as well as, providing a variety of resources staffed by individuals who are student-centered. The models also will require the intentional establishment of a supportive climate where students share similar experiences and where there is clear institutional commitment to support their educational goals with clear support systems in place. Each element in the model is supported by a substantial body of literature.
In order to effectively address enrollment and retention strategically, it is critically necessary to understand how responsive Baltimore City Community College is in terms of yield/conversion, employment trends, pricing comparisons and competitive analysis. What follows is an abbreviated examination of these critical areas.

**Yield/Conversion Analysis**

Yield and conversion data cannot be fully calculated based on the processing procedures at the college. Currently prospect information is being funneled through the Call Center who enters it into a database system. Social security information and birthdate information are not being collected on these prospects making it impossible to be cross-checked with the admissions data system. This challenge is further complicated because, not everyone at the college is collecting data on all prospects to be entered into the database. The conversion of applications to enrollments for fall 2008 is 45%. This conversion rate is down from 47% for the fall 2007 semester.
Major and Job Trends


The top demand occupations for the years 2004-2014 for those who hold an associate degree are:

1) Registered Nurse  
2) Nursing Aids, Orderlies, and Attendants  
3) Licensed Practical and Licensed Vocational Nurses  
4) Radiological Technologists  
5) Cosmetologists  
6) Respiratory Therapists  
7) Biological Technicians  
8) Preschool Teachers  
9) Computer Support Specialists.

Baltimore City Community College has degree programs in all but two of these areas (Appendix I). The same department also released information on the top demand occupations requiring a postsecondary award or associates degree for the entire state of Maryland. Out of the 20 occupations listed Baltimore City Community College has credit and non-credit offerings for all but six. (Appendix II). The college is in an excellent position based on program offerings to train the future workforce for Baltimore City and the state of Maryland. This data should be used to conduct a program inventory to assess program currency and to determine if new offerings should be introduced to the market.

When you compare the projections made by the Maryland Department of Labor and the Fall Headcount Trends by Program developed by Institutional Research, out of the program areas slated for growth there are five that are showing a decline in enrollment. Based on the growth in jobs for the area, the college should see a growth within these programs if promoted effectively.

Financial Aid and Pricing Comparisons

Tuition at Baltimore City Community College continues to be the lowest tuition reported in our competitive market. The two public 2 year schools that are in the closest proximity are CCBC and Anne Arundel Community College. The Community College of Baltimore County’s tuition for in-county students is $99 per credit for tuition and fees and Anne Arundel Community College’s tuition is $95 per credit for tuition and fees.

Although the Baltimore City Community College’s tuition and fees per credit hour is lowest, prospective students could still select to attend one of its competitors at in-county charges due to the designation of many of their programs as “State Wide” which allows students in neighboring areas to attend with “in-county” status. When comparing the cost of tuition
between Baltimore City Community College and other 4 year institutions in the state, the college is considerably less costly to attend.

**Competition Analysis**

A review of data from Maryland Higher Education Commission (MHEC) “Enrollment by Place of Residence, Fall 2007” shows that residents of Baltimore City who attend college first-time, full-time primarily attend the following 8 colleges in Maryland.

1. TESST College
2. The Community College of Baltimore County
3. Coppin State College
4. Morgan State University
5. University of Maryland-Eastern Shore
6. The Johns Hopkins University
7. Towson University
8. Baltimore City Community College

Baltimore City Community College dropped as the leading school enrolling the highest number of first-time freshman for the fall 2012 to TESST College trailing by about 100 students. The Community College of Baltimore County continued to be one of the top three.

The admissions criteria for these schools need to be reviewed to see if there has been a change in how they recruit, admit and award aid to these students. The top 8 schools for this market include:

1. Baltimore City Community College
2. The Community College of Baltimore County
3. Morgan State University
4. Coppin State University
5. The Johns Hopkins University
6. Towson University
7. University of Baltimore
8. TESST College

The inclusion of University of Baltimore and the Johns Hopkins University could represent the adult market that is returning to college to complete a degree or those with credits who are continuing with their studies. This undergraduate population represents 19,580 (6% increase from 2011) city residents who are attending schools in Maryland as undergraduate students.

There is no data currently published by MHEC that give the enrollments of Baltimore City residents who specifically attend University of Phoenix or Strayer University, which are large competitors for the adult market attracting 5,371 undergraduates and 2,239 undergraduates from the State of Maryland respectively. Baltimore City Community
College is highly encouraged to further investigate and target 18-24 year olds who have a high school diploma but no college credits or who have a diploma but no degree. The Institutional Research Office reports that in Baltimore City, there are close to 44,000 residents who could be potential customers for the college. Additional internal research is necessary to determine what services and programs might best attract this population into credit or non-credit offerings.

**Strategic Enrollment Management and Retention SWOT**

The college is at a point where it needs to revise the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis done during the Strategic Planning process. The market has changed as well as the college and certain factors may determine how this plan is framed and actions taken to move the College forward. For general purposes an abbreviated SWOT analysis is presented for examination and discussion.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College location</td>
<td>• Outdated environment scan of Baltimore City</td>
</tr>
<tr>
<td>• Familiarity with service population</td>
<td>• Need for evaluation of programs for currency</td>
</tr>
<tr>
<td>• Dedicated staff and faculty</td>
<td>• Insufficient short-term job training opportunities</td>
</tr>
<tr>
<td>• Institutional leadership</td>
<td>• Need for an evaluation of college-wide staffing levels</td>
</tr>
<tr>
<td>• Facilities enhancements</td>
<td>• Lack of comprehensive approaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BRAC process will bring new residents to area</td>
<td>• Baltimore City declining high school rates</td>
</tr>
<tr>
<td>• Baltimore City Public Schools partnerships</td>
<td>• Increasing numbers of students under-prepared for college</td>
</tr>
<tr>
<td>• Articulations formed with four year institutions easeing transfer process</td>
<td>• Current economic conditions</td>
</tr>
<tr>
<td>• Expansion of Bio-technology program into University of Maryland Biotechnology Park</td>
<td>• Competition of other colleges and universities and cutting edge programs</td>
</tr>
<tr>
<td>• The creation of 80 Workforce Creation Scholarships</td>
<td>• Budget/ State Funding</td>
</tr>
</tbody>
</table>

It is recommended that the College complete a more formal SWOT analysis for the benefit of the Strategic Enrollment and Retention planning. This in-depth review of internal and external factors can affect the direction of how the College proceeds with the plan.
Strategic Enrollment Management and Retention Goals

What follows are identified goals for Baltimore City Community College which will guide the process of strategic enrollment management and retention over the next two years.

Goal 1

Establish a standing Strategic Enrollment Management and Retention Committee to oversee goals and outcomes. It is critical that this team be cross disciplinary to assure college-wide support.

Goal 2

Perform a comprehensive environmental scan to determine institutional visibility, perceived program reputation of the College, and demographic shifts and trends to inform strategic planning.

Goal 3

Align the College’s Recruitment Plan and the Marketing Plan so that both plans are working together to promote the College and recruit students.

Goal 4

Conduct extensive customer service training in all student touch points.

Goal 5

Develop a comprehensive academic advising model linked to the college’s strategic planning and the enrollment management processes with an emphasis on student success, teaching and learning, and retention.

Goal 6

Increase the retention rate of first-time, full-time freshman students, by 5% based on fall-to-fall persistence measure.

Goal 7

Increase the retention rate of first-time, part-time freshman students by 5% based on fall-to-fall persistence measure.

Goal 8

Increase the retention rate of African-American male students registered by 5% based on fall-to-fall persistence measure.
Goal 9

Reduce the number of students without clear educational and/or career goals (undecideds) by 5% for each semester by December 1st for the fall semester and by May 1st for the spring semester.

Goal 10

Develop at least five strategies to deliberately encourage formal and informal contact between faculty, staff and students (engagement).

Goal 11

Enroll each fall semester at least 5% of the students in academic good standing who fail to return from the previous spring semester.

Goal 12

Increase unduplicated credit headcount (fall and spring) 2% annually.

Goal 13

Increase credit FTE 2% annually.

Goal 14

Increase unduplicated non-credit headcount (summer, fall and spring) 2% annually.

Goal 15

Increase non-credit FTE 5% annually.
Summary and Next Steps

The Strategic Enrollment Management and Retention Plan is a living document. Its strategies and goals will be adjusted to accommodate the changing market and student body. This document a blueprint and framework to help guide the Strategic Enrollment Management and Retention Committee and processes over the next two years, as it begins evaluating processes, resources and developing actions to move the College forward.

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

1. Convene the Strategic Enrollment Management and Retention Committee to regularly to discuss and respond strategically to enrollment management challenges and opportunities.

2. Partner with American Association of Collegiate Registrars and Admissions Officers (AACRAO) to further develop recommendations to be incorporated into the Strategic Enrollment Management Plan and developed into action items for the College.

3. Conduct a series of assessments to gauge the College's current status of readiness and institutional support for this undertaking.
   - The SEM Self-Assessment tool will be used to measure the institution’s strengths and weaknesses as they pertain to the current approach to enrollment management.
   - The Noel-Levitz Retention Self-Inquiry Survey will be used to measure current progress on retention efforts.
   - Outcomes form both of these assessments will help define what actions are taken to implement the plan and set realistic priorities.

4. Conduct an environmental scan in conjunction with assessments to add more precision and focus in developing the right strategies and measuring the right outcomes, allowing Baltimore City Community College to more effectively overcome the weaknesses and threats as they pertain to enrollment and retention.

5. Identify models of best practice and professional development opportunities for effective enrollment management and retention practices to inform the work being performed at Baltimore City Community College.
The Strategic Enrollment Management and Retention Model, also supports BCCC in its efforts to:

- Determine the optimal credit and non-credit FTE levels for the college
- Establish a management structure for strategic enrollment management and retention that facilitates communication, establishes accountability and promotes participation.
- Examine and modify current policies and practices that serve as barriers to student enrollment and retention.
- Establish information management practices that support enrollment management and budget development.
- Develop programs that respond to emerging markets and delivery systems that are responsive to current and prospective students.
- Develop marketing, recruitment and customer service strategies that are responsive to public demands and promote the college as a learning-centered institution.
- Implement retention strategies that encourage continuous enrollment and academic success.

**Making the Vision Happen**

This Strategic Enrollment Management and Retention Plan, provides the vision and a guiding framework. Making the vision reality starts with a willingness by stakeholders, to share in the vision and pursue it with urgency.

The model supports the need for the College, to work together to reduce complexity and resistance to change through authentic communication that remains focused on improved enrollment management and retention.

A realistic investment of time and resources will be needed to support the acceleration of processes and systems and to support the identification of models to guide practice, as new ones are created and adapted.

An awareness that institutional roles will continue to evolve based upon the needs of students and the creation of innovative systems will be essential as new programs, services and partnerships are integrated into the college to support this strategic direction.

The development of an institutional Strategic Enrollment Management and Retention Initiative is complicated, but essential in achieving the outcomes that Baltimore City Community College desires. This framework must support and reward risk-taking so that the best ideas might emerge.
**Additional Data on Addressing 2012 Enrollment Declines**  
**Impact Statement and Strategies to Address**

**Enrollment Management**

Currently, BCCC is experiencing a significant decline in enrollment. The Strategic Enrollment Management and Retention Committee have been meeting to discuss strategies to reverse what appears to be a downward trend in enrollment. The first step of the process has to involve an attempt to identify what factors may be impacting enrollment.

Below are the latest updates on BCCC FTE’s and total Head Count for summer and fall 2012 as of Friday, June 29, 2012 as compared to relatively the same time last year.

<table>
<thead>
<tr>
<th></th>
<th>June 29, 2012 vs. June 30, 2011</th>
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<tbody>
<tr>
<td></td>
<td>Maryland FTE’s</td>
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<tr>
<td></td>
<td>Last Year</td>
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<tr>
<td>Summer II</td>
<td>57.86</td>
</tr>
<tr>
<td>Fall</td>
<td>715.63</td>
</tr>
</tbody>
</table>

The following is a list of factors that were derived from the discussions about impact that may be contributing to the decline in enrollment for summer and fall, 2012 enrollment:

1. In the summers of 2010 and 2011, approximately 200-300 students who had used their full Pell Grant awards during the fall and spring semesters were provided additional Pell Grant funding for the summer. In summer of 2010 students could receive Year-Round Pell and in the summer of 2011 students received Cross-over Pell. The U.S. Department of Education notified colleges that the Cross-Over Pell funding was eliminated. Many of our students had counted on this additional funding for the summer semesters. However, without the availability of Pell Grant funding for summer classes, these students were not able to enroll.

2. In the last two years, the federal Standards of Satisfactory Academic Progress (SAP) regulations changed. Prior to July 2011, higher education institutions were allowed to place students on probation when they violated the terms of its Standards of Satisfactory Academic Progress Policy for the first time. Effective July 1, 2011 students, who violated the SAP policy for the first time and were enrolled in schools that check SAP once a year, could no longer be placed on probation. Based on the changes in the regulations, those students' financial aid eligibility had to be immediately suspended and the students are required to file an appeal to
have it reinstated. The students must provide documentation of any extenuating circumstances that interfered with their academic performance while they were enrolled at BCCC. The majority of the students who filed appeals did not demonstrate extenuating circumstances. Four-thousand, nine-hundred SAP letters went out to students recently to let them know they are in jeopardy of losing their aid for the coming fall semester. These students will need to submit an appeal in order to have their aid considered for reinstatement.

3. In 2011-2012 there were 809 students who received failing grades in all of their classes. Faculty reported that 618 students were recorded as either “never attended” or “stopped attending” as the reason for the failing grades that they received which caused their aid to be adjusted for fall 2011. For spring 2012, 578 students who received failing grades in all of the classes, 407 of were reported by faculty as either “never attended” or “stop attending” as the reason for the failing grades that they received which resulted in their aid being adjusted. These 1,387 students who failed all of their classes represent 24% of the total 2011-2012 Pell Grant recipients. Because these students have now violated the college’s SAP policy due to their low pass rate and because the majority stopped attending classes, their financial aid had to be adjusted. These 1,025 (618 + 407) students now owe the college money and may not be able to return to school for the fall 2012 semester.

4. Federal guidelines that went into effect July 1, 2011 stipulate that higher education institutions must now determine a separate GPA for remedial course work. If the students’ average in developmental courses is below passing (less than 2.0), the student’s financial aid eligibility must be suspended. Efforts are underway to determine how many students this may impact.

5. Students who have failed a remedial course more than once can no longer receive federal financial aid. There are approximately 1200 students who fit this criterion and may not be eligible for financial aid this coming fall.

6. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited to be the equivalent of six years of full-time (12 or more credits) Pell Grant funding. Since the maximum amount of full-time Pell Grant funding a student can receive each year is equal to 100%. The six year equivalent is 600%. Once a student uses 600% of Pell Grant funding, he or she will have reached their lifetime Pell Grant eligibility and will no longer be eligible to receive Pell Grant funding. In determining a student’s Pell Grant eligibility, the U.S. Department of
Education will take into consideration the student’s Pell Grant usage from the inception of the program when it was called the Basic Educational Opportunity Grant (BEOG). As of 6/11/12 we know of 645 students who have been flagged as using 400% or more of their complete lifetime eligibility. We are still determining how many have exhausted their lifetime eligibility limit (600%), but most of the students affected seem to be those with nursing as their major.

7. At the end of the spring 2012 semester we ran the Academic Dismissal program. Three-hundred and fifty-eight students were notified that they are now on academic dismissal and cannot return until spring 2013.

8. The implementation of the deferred payment process affected several hundred students (472) for fall 2011 and spring 2012. Students who defaulted on their payments are now not eligible to complete a deferred payment for the upcoming fall 2012 semester. The institution is reviewing its current policy and investigating further impact as a result of transfer.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Missed 2nd Payment</th>
<th>Missed Final Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>393</td>
<td>377</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>77</td>
<td>95</td>
</tr>
</tbody>
</table>

9. Academic programs that were deleted last year may also be affecting our enrollment for the fall 2012 semester. Dean of Special Projects is conducting a student to examine how many if any of these students discontinued studies and or transferred prior to either completing or choosing another major.

10. Anecdotal Information: It was reported that Baltimore City High School counselors are misadvising students that the institution has lost accreditation, which is impacting decisions to enroll. Parents of early enrollment students have questioned the transferability of the courses taken by their high school student at BCCC based on their belief that BCCC lost its accreditation. Students have mentioned that they thought we had closed or shut down because the saw the Harbor Campus that is fenced in and it appears to be abandoned. The Enrollment Management Team is actively addressing these matters and detailed strategies later in the report.
Strategies to Address Negative Impact:

1. Review how the Board of Estimates money is being used currently and how it can be better used to assist different categories of needy students.
   a. Students who have lost their federal eligibility due to lifetime PELL limits.
   b. Those who have lost their eligibility due to the developmental education cap.
   c. Those who have lost their eligibility due to the regulation prohibiting students from repeating developmental education course multiple times.
   d. Those who defaulted on their deferred payments although they paid their past due balances.
2. Review our procedures/practices for the deferred payment process.
3. Review our attendance policy and reporting “never attended” and “stopped attending” policies.
4. Review our grading policy as it relates to “never attended” and “stopped attending” to require faculty to report this information and what ramifications it may hold for the faculty member who does not comply.
5. Place signs on the fences at the Harbor Campus that talk about “expansion”, “excusing our dust”, etc…
6. Develop an advertising campaign that showcases honor students, successful alumni, updates on recent graduates and successful current students to help with our image in the community.
7. Review the Foundation Scholarships to see if they can be used to assist students who are not eligible for federal financial aid.
8. Attend the faculty academy to share again the importance of reporting, at the appropriate time, students who never attended.
9. Invite students in for a consultation with a student success advisor, who have been denied financial aid because of developmental education regulations to learn what options may exist (i.e. how close are they to graduating, should they pursue non-credit training, etc.)
10. Develop a fundraising campaign to raise money for scholarships for students not eligible for federal financial aid.

What is Currently Being Done to Address the Low Enrollment?

1. Letters were mailed to 1,209 students who were academically dismissed inviting them back to meet with a student success advisor and to register for fall 2012.
2. Registration postcards have been mailed out to continuing and stop-out students reminding them of fall registration
3. Mailing campaign to area zip codes to targeted demographics to promote fall registration.
4. “Summer Sizzler” enrollment program/back to school night for stop-outs and the local community – August 4th, 2012. Invitations to the event have been mailed to stop-out students who are academically eligible to return, students who have been awarded aid, but who have not registered for fall 2012 and residents in the 21215 zip code area (and Mondawmin Area).

5. Human Resource Directors of Baltimore businesses Breakfast: Invite HR directors to campus for a breakfast on August 9th in order to promote registration for fall as well as services and programs available for their employees. BCED, Academic Affairs and Student Services will host jointly.

6. Developing a learning tool for students that talk about keeping your financial aid eligibility (handouts, posters, Blackboard posts, New Student Orientation, and PRE100).

**Student Affairs Division 2011-2012 Enrollment and Retention Efforts**

1. Enrollment Management - As of 6/8/12 (6) new community recruitment sites were added to the recruitment calendar Baltimore County Public Library- Randallstown Branch, Chesapeake Center for Youth Development, Humanim at the American Brewery, Maryland Department of Labor, Licensing and Registration’s high school student mentoring program, New Shiloh Baptist Church, Pratt Center for Technology Training, and Ambrose Youth /GED site.

2. Enrollment Management – Recruitment Team also did outreach to 15 private/parochial schools in the City. This is a new initiative to begin recruiting students from high schools that traditionally have not encouraged students to attend BCCC. The schools include Archbishop Curley High School, Boys’ Latin School of Maryland, Bryn Mawr School, Calvert Hall, Catholic High School of Baltimore, Cristo Rey, Friends School of Baltimore, Gilman School, Institute of Notre Dame, Mercy High School, Mount Saint Joseph College, Park School, Roland Park Country School, Seton Keough High School, and the Waldorf School of Baltimore. These schools were also invited to the information session for the Granville T. Woods Program and the Community Week.

3. Enrollment Management – Recruitment Team hosted two open houses for parents of Baltimore City High Schools students promoting Early Enrollment and hosted several open house programs that promoted traditional degree and certificate programs. Three open houses were held during the Community Outreach Week and included attendance from 18 public, charter and private schools. 245 potential students and 14 faith-based organizations visited the campus during those three sessions.
4. Enrollment Management – Recruitment Team hosted 150 Baltimore City Public Schools on March 9th. We had great cooperation with many departments on campus, with faculty hosting several tour groups over a two-hour period with interactive programming, Student Affairs offices presenting and volunteering as tour guides and hosts, with much support by Facilities, CITS/AV, and Public Safety. Student Life supported the event, as well as Student Government Association members serving as tour guides along with our Student Ambassadors from Admissions.

5. Enrollment Management – Recruitment Team increased the market share of recent, college bound high school graduates by 14%. The market share for AY2008-2009 was 26.3% and the market share for AY2009-2010 was 30.1%. The market share data for AY2010-2011 will not be out until the PAR is released in September 2012. It is important to note that our yield rate from the 2011 graduating class is also up. As of March 2012 we enrolled 412 students from the 2011 Baltimore City Public School system an 11% yield from the graduating class. Last year (AY2010-11) we enrolled 391 students from the 2010 graduating class. This was a 9% yield from the 2010 graduating Baltimore City Public School system graduating class. This is a 5% increase in new graduates entering from the school system and a 2% increase in yield.

6. Enrollment Management – Recruitment Team hosted two open houses for parents of seniors in high school promoting the benefits of BCCC (honors, scholarships, opportunities). One was hosted in late April and was marketed to students and parents interested in the honors programs. This open house also promoted our other scholarship programs including the Bio-Science scholarships and the Workforce Creation Scholarship. The other open house was held during the Community Outreach Week activities in May and highlighted federal, state and institutional financial aid opportunities.

7. Enrollment Management – The Faith-Based and Community Outreach Team have engaged with a variety of churches and community groups to conduct workshops and information sessions. The purpose of these efforts is to take enrollment efforts directly into the community at places where residents invest significant amounts of their time and interest.

8. Student Development - Two new athletics teams were added to the athletics program. Women’s tennis and men’s and women’s cross-country. We had (8)
women participate on the tennis team which occurs in the spring and (9) women and (9) men who participated on the cross-country team which occurs in the fall.

9. Student Development – Fully implemented the NEW College-wide Academic Advising Plan. The plan is comprehensive, intrusive, and deliberate. It features a split-model for advising (faculty and professional advisors), advising is mandatory, a performance alert system for early warning, degree-audits at milestone checkpoints of student progress as they accumulate 15, 30,45 and 60 credits and advising liaisons with each academic cluster.

10. Student Development – Re-designed the college success course, Preparation for Academic Achievement (PRE-100) which all students are required to take within their first 6 credit hours to prepare them for success.

11. Student Development - Inaugurated our NEW First-year Experience Program that appropriate places emphasis on the beginning of a student's academic tenure by front-loading supports before they meet with academic and social demise.

12. Student Development – Fifty-one percent (969/1884 new students) of the PRE 100 students completed a career assessment inventory. Efforts are being designed to improve this outcome for academic-year 2013.

13. Student Development - The Career Development and Job Placement (CDJP) staff visited 12 academic departments to discuss the services of Career Development and Job Placement and to encourage their students to attend “Employer Visibility Days”. There were 20 “Employer Visibility Day” sessions that were conducted during the academic year. These sessions provided BCCC students the opportunity to meet with employers to interview and secure part-time and full-time employment.

14. Student Development - Two Career Fairs were conducted by the CDJP. Payne Memorial AME Church and Baltimore City Community College co-hosted an Employment Opportunity Day (Career Fair) on November 3, 2011 at BCCC. This event was for students in all disciplines and the general public who were interested in career opportunities and internships, 140 BCCC students attended the event. Most of the employers were pleased with the students who participated.
On April 19, 2012, the CDJP held its first Health Careers Fair. A total of 19 employers attended this event and 129 students and alumni were excited about the variety of employer who attended the event. Based on the surveys given to employers, they expressed 93% satisfaction. The success of this Career Health Fair was attributed to the cooperation of the Allied Health Coordinators and CDJP staff who met on a regular basis to plan the event. Eighty percent of students were pleased with the choice of employers and 87% stated that they would attend another event like this again.
References


Harvey-Smith, A. B. (2006), *Partnering for success: How to build strong internal collaborations in higher education*, LRP Publications, Horsham, PA


## JOB OUTLOOK 2004-2014
### BALTIMORE CITY WORKFORCE AREA

### Occupational Highlights

**Top Demand Occupations by Educational Requirements 2004-2014**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Bachelor's Degree or Higher</th>
<th>Post-Secondary Award or Associate Degree</th>
<th>High School or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employment</td>
<td>Change</td>
<td>Replacement</td>
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<tr>
<td>General and Operations Managers</td>
<td>165</td>
<td>1,535</td>
<td>1,700</td>
</tr>
<tr>
<td>Health Specialties Teachers, Postsecondary</td>
<td>670</td>
<td>715</td>
<td>1,385</td>
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<tr>
<td>Accountants and Auditors</td>
<td>325</td>
<td>865</td>
<td>1,190</td>
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<tr>
<td>Secondary School Teachers, Exce. Special &amp; Voc. Educ.</td>
<td>130</td>
<td>820</td>
<td>950</td>
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<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>180</td>
<td>600</td>
<td>775</td>
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<tr>
<td>Medical and Clinical Laboratory Technologists</td>
<td>330</td>
<td>380</td>
<td>710</td>
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<tr>
<td>Lawyers</td>
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<td>645</td>
<td>645</td>
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<tr>
<td>Medical and Health Services Managers</td>
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<td>325</td>
<td>580</td>
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<tr>
<td>Network Systems and Data Communications Analysts</td>
<td>315</td>
<td>145</td>
<td>460</td>
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<td>Administrative Services Managers</td>
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<td>445</td>
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<tr>
<td>Registered Nurses</td>
<td>4,130</td>
<td>2,945</td>
<td>7,075</td>
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<td>Nursing Aides, Orderlies, and Attendants</td>
<td>1,630</td>
<td>765</td>
<td>2,400</td>
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<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>225</td>
<td>325</td>
<td>550</td>
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<tr>
<td>Medical and Clinical Laboratory Technicians</td>
<td>240</td>
<td>295</td>
<td>540</td>
</tr>
<tr>
<td>Radiologic Technologists and Technicians</td>
<td>225</td>
<td>155</td>
<td>380</td>
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<tr>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
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<td>375</td>
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<td>Respiratory Therapists</td>
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<td>160</td>
<td>330</td>
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<tr>
<td>Biological Technicians</td>
<td>130</td>
<td>190</td>
<td>320</td>
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<td>Preschool Teachers, Except Special Education</td>
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<td>305</td>
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<td>Computer Support Specialists</td>
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<td>190</td>
<td>295</td>
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<tr>
<td>Cashiers</td>
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<td>3,900</td>
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<td>Combined Food Preparation &amp; Serving Wrkrs., Inc. Fast Food</td>
<td>775</td>
<td>2,195</td>
<td>2,970</td>
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<tr>
<td>Janitors and Cleaners, Excl. Maids &amp; Housekeeping Cleaners</td>
<td>1,105</td>
<td>1,825</td>
<td>2,930</td>
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<tr>
<td>Office Clerks, General</td>
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<td>2,475</td>
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<td>Waiters and Waitresses</td>
<td>480</td>
<td>1,710</td>
<td>2,190</td>
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<td>Retail Salespersons</td>
<td>-85</td>
<td>1,935</td>
<td>1,935</td>
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<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>85</td>
<td>1,765</td>
<td>1,850</td>
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<tr>
<td>Customer Service Representatives</td>
<td>445</td>
<td>615</td>
<td>1,260</td>
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<td>Secretaries, Except Legal, Medical, and Executive</td>
<td>-755</td>
<td>1,225</td>
<td>1,225</td>
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<tr>
<td>Teacher Assistants</td>
<td>525</td>
<td>680</td>
<td>1,200</td>
</tr>
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</table>

Maryland Department of Labor, Licensing and Regulation, Office of Workforce Information and Performance and Office of Labor Statistics
September 2007
# JOB OUTLOOK 2004-2014
## BALTIMORE CITY WORKFORCE AREA

### Occupational Highlights

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>14,065</td>
<td>18,195</td>
<td>4,130</td>
<td>28.4</td>
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<tr>
<td>Nursing Aides, Orderlies, and Attendants</td>
<td>5,065</td>
<td>7,460</td>
<td>1,600</td>
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<td>Janitors &amp; Clerks., Except Maids &amp; Housekeeping Clerks</td>
<td>9,025</td>
<td>9,173</td>
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<td>12.6</td>
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<td>Combined Food Prep. &amp; Serving Wkrs., Inc. Fast Food</td>
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<td>5,845</td>
<td>782</td>
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<tr>
<td>Health Specialists Teachers, Postsecondary</td>
<td>3,165</td>
<td>3,380</td>
<td>672</td>
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<tr>
<td>Medical Assistants</td>
<td>1,915</td>
<td>2,475</td>
<td>560</td>
<td>29.2</td>
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<td>Teacher Assistants</td>
<td>3,510</td>
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<td>14.8</td>
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<td>Maids and Housekeeping Cleaners</td>
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<td>3,765</td>
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<td>Waiters and Waitresses</td>
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<td>3,800</td>
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<td>14.5</td>
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<td>Customer Service Representatives</td>
<td>5,495</td>
<td>5,935</td>
<td>445</td>
<td>8.0</td>
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<td>Receptionists and Information Clerks</td>
<td>2,970</td>
<td>3,395</td>
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<tr>
<td>Home Health Aides</td>
<td>930</td>
<td>1,335</td>
<td>405</td>
<td>34.5</td>
</tr>
</tbody>
</table>

### Occupations with the Most Replacement Openings 2004-2014

| Cashiers           | 8,020           | 7,430           | -580                         | -7.4                             |
| Registered Nurses  | 14,065          | 18,195          | 4,130                        | 28.4                             |
| Office Clerks, General | 11,185         | 10,965          | -200                         | -1.8                             |
| Combined Food Prep. & Serving Wkrs., Inc. Fast Food | 5,065          | 5,845          | 782                          | 15.4                             |
| Retail Salespersons | 5,330           | 5,245           | -85                          | -1.6                             |
| Janitors & Clerks., Except Maids & Housekeeping Clerks | 9,025          | 10,730          | 1,705                        | 11.5                             |
| Laborers and Freight, Stock, and Material Movers, Hand | 5,400          | 6,485           | 1,085                        | 1.9                              |
| Waiters and Waitresses | 3,320           | 3,800           | 480                          | 14.5                             |
| General and Operations Managers | 8,130          | 8,300           | 165                          | 2.1                              |
| Secretaries, Except Legal, Medical, and Executive | 6,395          | 5,640           | -755                         | -11.8                            |
| Executive Secretaries and Administrative Assistants | 5,645          | 5,745           | 100                          | 1.8                              |
| Counter Att., Cafeteria, Food Concession & Coffee Shop | 1,535           | 1,705           | 170                          | 11.1                             |

### Occupations with the Fastest Growth Rates 2004-2014

| Home Health Aides | 930             | 1,335           | 405                          | 43.5                             |
| Respiratory Therapists | 485            | 655             | 170                          | 35.1                             |
| Preschool Teachers, Except Special Education | 675             | 900             | 225                          | 33.3                             |
| Surgical Technologists | 525            | 680             | 152                          | 31.4                             |
| Computer Software Engineers, Applications | 890             | 1,165           | 275                          | 30.9                             |
| Registered Nurses  | 14,065          | 18,195          | 4,130                        | 28.4                             |
| Medical Assistants | 1,915           | 2,475           | 560                          | 29.2                             |
| Nursing Aides, Orderlies, and Attendants | 5,065          | 5,845          | 782                          | 15.4                             |
| Physician Assistants | 470             | 600             | 130                          | 27.7                             |
| Radiologic Technologists and Technicians | 840             | 1,065           | 225                          | 28.8                             |
| Network Systems and Data Communications Analysts | 1,240           | 1,555           | 315                          | 25.4                             |
| Dietetic Technicians | 580             | 725             | 145                          | 25.0                             |

**Occupations with 2004 employment of 450 or more

* Demand arising from occupational transfers and labor force separations
NOTE: Rounding of data to the nearest 5 may affect additivity
Maryland Department of Labor, Licensing and Regulation, Office of Workforce Information and Performance and Office of Labor Statistics
September 2007

48
### MARYLAND
**TOP DEMAND OCCUPATIONS REQUIRING A POSTSECONDARY AWARD/ASSOCIATE DEGREE - 2004-2014**
(Ranked by annual wages)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Annual Wage</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>69,539</td>
<td>2,408</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>59,393</td>
<td>110</td>
</tr>
<tr>
<td>Radiologic Technologists &amp; Technicians</td>
<td>56,755</td>
<td>148</td>
</tr>
<tr>
<td>Electrical &amp; Electronic Engineering Technicians</td>
<td>52,782</td>
<td>125</td>
</tr>
<tr>
<td>Real Estate Sales Agents</td>
<td>52,830</td>
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<tr>
<td>Licensed Practical &amp; Licensed Vocational Nurses</td>
<td>45,930</td>
<td>392</td>
</tr>
<tr>
<td>Computer Support Specialists</td>
<td>44,470</td>
<td>402</td>
</tr>
<tr>
<td>Paralegals &amp; Legal Assistants</td>
<td>43,869</td>
<td>205</td>
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<tr>
<td>Legal Secretaries</td>
<td>40,915</td>
<td>150</td>
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<tr>
<td>Bus &amp; Truck Mechanics &amp; Diesel Engine Specialists</td>
<td>39,394</td>
<td>148</td>
</tr>
<tr>
<td>Emergency Medical Technicians &amp; Paramedics</td>
<td>36,768</td>
<td>155</td>
</tr>
<tr>
<td>Medical &amp; Clinical Laboratory Technicians</td>
<td>35,771</td>
<td>170</td>
</tr>
<tr>
<td>Automotive Service Technicians &amp; Mechanics</td>
<td>36,320</td>
<td>666</td>
</tr>
<tr>
<td>Library Technicians</td>
<td>34,132</td>
<td>106</td>
</tr>
<tr>
<td>Medical Records &amp; Health Information Technicians</td>
<td>32,092</td>
<td>95</td>
</tr>
<tr>
<td>Fitness Trainers &amp; Aerobics Instructors</td>
<td>29,043</td>
<td>271</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>28,192</td>
<td>222</td>
</tr>
<tr>
<td>Nursing Aides, Orderlies, &amp; Attendants</td>
<td>25,784</td>
<td>954</td>
</tr>
<tr>
<td>Preschool Teachers, Except Special Education</td>
<td>23,012</td>
<td>320</td>
</tr>
<tr>
<td>Hairdressers, Hairstylists, &amp; Cosmetologists</td>
<td>20,585</td>
<td>674</td>
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</tbody>
</table>

* About 1 out of every 10 occupations in Maryland’s economy in 2014 will require workers with a postsecondary award or an associate degree.

* The top 20 occupations highlighted above will account for slightly more than 75% of the overall demand in this educational category.

* Health-related occupations, those involving either direct care or medical record information maintenance, will account for nearly 60% of the top demand occupations requiring either postsecondary training or an associate degree.

* Registered nurses, the top demand occupation in this educational grouping, is expected to be not only one of the fastest growing, but also, one of the occupations with the largest number of openings in Maryland’s economy through 2014.
Recruitment Initiatives

FY 2011-2012

Enrollment Management Community Outreach Week

This weeklong event brought more than 500 visitors to the campus for tours and events to learn more about programs and services.

Established New Faith-Based Outreach Liaison

This new role established new faith based outreach calendar, established and reestablish active partnerships with 48 local churches and faith based organizations. Created and managed partnership database.

Conducted Registration Issues/Community Engagement Forum

This initiative focused on enrollment, persistence and completion and included policies, procedures and the functionality of college offices and how they interconnect and must work in partnership to support student completion.

Recruitment Retreat

Retreats were conducted on an ongoing basis to review and address enrollment and recruitment challenges and opportunities.

School Outreach

The recruiters will continue to build their relationships with the counselors and principals in the Baltimore City Public High Schools. BCPSS has added 4 new high schools to its rosters increasing the number of high schools from 42 to 46. We are also reaching out to the surrounding county, and private schools through initiatives indicated below.

County Schools – Kennedy Krieger, Milford Mill, Woodlawn, Randallstown, Owings Mills, New Town
Private Schools – St. Frances Academy, Bais Yakaav, New Mark of Excellence, Greater Grace and Sojourner Academy

Early Enrollment
High School Presentations
Instant Admissions – February and March
Special Initiative (Teen Focus – Douglass HS and Carver Vocational Technical)
Campus Tours
College Fairs
High School Recognition Ceremony
Hosting BCPSS Counselors Meeting
Early College Awareness Program Activities:

Early College Awareness – On campus presentations and tours
Simulated College – Chinquapin MS, Winston MS, Lemmel MS and
Youth Days – 3 scheduled for this season (men and women’s basketball)

Church Outreach

Recruiters have been assigned one church and one community organization in the 21215 zip code. According to Jerry Reichenberg latest statistics BCCC’s enrollment from the 21215 zip code has decreased in the last few years.

The following churches have been identified for targeted outreach
St. Ambrose Catholic Church on Park Heights
Wayland Baptist Church on Garrison
Empowerment Temple on Primrose

Community Outreach

Community College/Education Fairs  i.e.: Reservoir Hills, Pimlico, Ashburton
Church College/Education Fairs – Empowerment Temple, First Mt Olive, Faith Baptist and
Morning Star
African American Heritage Festival
Book Festival
Latino Fest
Charm City Festival
Enoch Pratt Libraries
College Fairs and Festivals

Corporate/Business Outreach

Good Will Industries – Education Fair
Lane Bryant – Employee College Fair “She Matters”
St. Agnes - Employee College Fair
Strategic Enrollment Management and Retention Committee
Composition

**Co-Chairs**
Julia Pitman
Herb Sledge

**President’s Staff**
Vice President Alicia B. Harvey-Smith

**Student Affairs / Services**
- Admissions - Dangerfield, Deneen
- Career Development - Whitmore, Vincent
- Financial Aid - Brooks, Vera
- Off-Campus Sites - Williams, Andre J.
- Registration - Styles, Kathleen
- Student Activities - Muhammad, Carlos
- Student Development - Smith, Ronald
- Student Success - Cameron, Nicole

**IAMR**
- Marketing
  - Sledge, Herbert
  - Onley, Patrick
  - Sauldsberry, Daviedra

**Institutional Research**
- Hawkins, Eileen F.
- Reichenberg, Jerry
- Wilson, Charles

**Business & Finance**
- Bursar – Walsh, Richard
- Facilities –

**Academic Affairs**

2 Faculty from each Division (School)
  - Richard Danforth – Science
  - Brian Lazarus – Business

**SEC Executive**
- Ed Ennels
Associate Deans from each Division
Folle, Fekadu
Brooks, Melvin
Marling, Lisa
Ugah, Chima

Deans from the Academic Affairs Division
Iweha, Enyinnaya
Weeks, Dennis
Olden, Scott

Representative from Academic Services
Beckles, Wayne
Stan Brown

Representative from Assessment
Barbara Murray

BCED
Westerbeek, Meintje
Snowden, Daphne