The 2014–2018 Penn State Mont Alto Strategic Plan addresses diversity specifically in goal four, following the structure of A Framework to Foster Diversity at Penn State. Additionally, diversity is incorporated into some of the other goals throughout the plan, and Mont Alto is encouraged to continue this positive approach of integrating diversity more broadly.

A number of initiatives described in the 2010–2015 diversity strategic plan were not followed up on in this iteration. The review team recognizes the effects that the recent change in leadership at Penn State Mont Alto may have had on this aspect of implementation and the planning process. That said, in contrast to the 2010–15 diversity strategic plan, Penn State Mont Alto is commended for including metrics this time to assess the viability of its strategies. In some cases, metrics are limited to counting programs and participants, so moving forward, the campus is encouraged to develop additional metrics to measure the impact of its efforts and Challenge level progress. Finally, it is positive that Mont Alto listed the metrics, resources needed, and accountability structures relevant to each Challenge; it would have been helpful to provide data on the metrics to gauge progress thus far and set baselines for future progress.

It would have also been helpful if the plan had described signature and/or best practices, as per the Provost’s planning guidelines memo. The campus missed at least one opportunity to describe an area in which Mont Alto has been a leader, which is in providing services to military veteran students.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- The values statement includes a commitment to the respectful treatment of every member of the campus community. RESPONSE: The Mont Alto campus endorses the recently adopted Penn State statement on diversity emphasizing inclusion in all its forms and fully embracing differences and individual uniqueness. The campus’ values statement, adopted before the University’s, is almost identical to the latter’s.

- Plans to create visual displays around campus related to diversity are notable. It was unclear how the campus will measure the effectiveness of such displays. RESPONSE: The idea behind the visual displays was to communicate in a tangible and palpable way a message of the campus’ commitment to inclusion and the celebration of differences and uniqueness. The campus could determine through focus groups led by the Campus Climate Committee if the displays have had that effect.

- Mentioned in the 2010–2015 plan but not found here were: adding a video depicting diversity, a diversity landing page, and links to the President’s equity commissions on the campus website. RESPONSE: Mont Alto did shoot a video on combatting sexual assault that depicts the diversity of the campus and its united front against violence towards women. It is at http://www.ma.psu.edu/Information/News/35070.htm#NEWS35070. The Mont Alto campus has constructed a diversity page entitled “Diversity at Mont Alto” with embedded links to the equity commissions and a host of diversity information and resources. The page can be found at http://www.ma.psu.edu/Information/35248.htm.

- The review team found it difficult to gauge progress or impact at the Challenge level.

Challenge 2: Creating a Welcoming Campus Climate

- It is commendable that Penn State Mont Alto utilizes the campus climate and faculty diversity committees to monitor climate and plan programs in support of campus diversity goals.

- More information about the intention to conduct a campus climate survey would be welcome. RESPONSE: The campus held off conducting a climate survey in the hope that the periodic University-
sponsored Student Satisfaction Survey and Faculty/Staff Survey would yield information on campus climate. The University switched to an “Experience” survey and there hasn’t been a Faculty/Staff survey since the 2008 iteration. Conversations can be had with the Campus Climate Committee about the idea of focus groups with various campus constituencies to gauge campus climate and welcomeness. In addition, we have heard that a University-wide climate survey is being developed, and are waiting for further details before deciding if a campus-specific one is needed.

- A list of diversity-related clubs and organizations found on the website included those for multicultural, adult, and military veteran students. However groups that encompass other aspects of diversity, including LGBT, appear to be absent. **RESPONSE:** The web site DOES list Allies and other clubs that show the diversity of the student body, including the Student Veterans of America, and CAMP (Campus Activities and Multicultural Programming). Previously active but now dormant due to lack of student interest are the Asian Culture Association, Black and Latino Association, and the Adult Learner Organization. However, they could become active again at any time once interest is regenerated.

- The review team found it difficult to gauge progress or impact at the Challenge level.

**Representation (Access and Success)**

**Challenge 3: Recruiting and Retaining a Diverse Student Body**

- Plans to develop marketing and outreach strategies to target specific populations are notable.

- The campus has experienced a slight decline in the diversity of the student body, according to the Penn State Factbook. The campus has appropriate plans in place to address this issue and the review team looks forward to hearing about the outcomes. **RESPONSE:** The campus has experienced enrollment declines from 2010 to 2014 both in and out of the service area. Students from underrepresented groups have ranged between 19%-21% of the student body overall and up to 44% of the residence hall population during this five-year period.

- Some of the veteran student initiatives might have yielded potential best practices for this Challenge, had they been included in the strategic plan. **RESPONSE:** The campus has embarked on a number of initiatives to recruit and retain veterans, including mining the RONA list, exploring drill weekends, a dedicated space and support group for veterans. These strategies have been further defined in separate but more specific planning documents (a Recruitment Plan and a Retention Plan) put together under the auspices of the 2014–2018 plan and shared with Educational Equity along with this response. Strategy 3 of Goal 4 of the 2014-2018 plan (corresponding to Challenge 3 of the Framework) focused on areas where progress is needed such as Hispanic and international student recruitment.

- The 2010–2015 diversity strategic plan included efforts to recruit women into fields historically dominated by men, however, this is not found in the current strategic plan. **RESPONSE:** The campus hired a female astrophysicist in 2013 who actively participates in recruitment open houses and does physics demonstrations (such as bottle rockets) for high school prospects. We hope this will help attract more young women particularly into the sciences.

**Challenge 4: Recruiting and Retaining a Diverse Workforce**

- Advertising in media that target diverse groups and identifying a diversity advocate on each search committee are beneficial actions; Mont Alto is encouraged to further develop its plans for diversifying its workforce and for establishing stronger metrics (for example, increasing the diversity of search pools, interview pools, and ultimately hires). **RESPONSE:** Mont Alto has just completed work on a Hiring Manual and will advertise jobs more strategically to help diversify interview pools. It is obviously difficult to put together diverse search committees with representation from members of underrepresented groups because they are so few in number at the campus.

- Although addressed in the 2010–2015 plan, the current plan does not include strategies for the retention of a diverse workforce beyond on-boarding for new hires. **RESPONSE:** The campus assigns two mentors to each new faculty hire, one on campus to help acculturate them and the other in the discipline (who
The campus has had high tenure success rates since introducing this mentoring system in 2004–2005. Five international faculty have been hired, tenured, and promoted since its implementation.

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

- It is commendable that increasing student participation in study abroad is integrated throughout the overall strategic plan. How will populations such as first generation-low income and underrepresented/underserved students be supported in participation? **RESPONSE:** The campus has applied for and received matched funding under the Commonwealth Campus Travel Award program administered through the UOGP for 2015–2016. It has also recently been awarded an EOPC grant that includes money matched by the campus to support embedded study-abroad experiences in 2015–2016.

- The approach that the campus has taken of charging the campus climate committee with developing annual themes with an international focus to be incorporated into curricula seems very productive. The campus is encouraged to balance this with attention to US diversity as well. **RESPONSE:** The recently funded EOPC grant has led to the establishment of an Intercultural and International programs Office (IIPO) and the appointment of a coordinator who is a tenured faculty member from India. The grant aims at successfully integrating international students into the campus community and helping with their transition to higher education in the US by exposing them to cultural activities on campus and field trips to the nation’s capital especially, while also exposing American students to other cultures.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- A diversity advocate and targeted media are the methods Mont Alto will use to recruit a more diverse campus leadership. While these are a good place to start, the campus is urged to explore additional avenues to address this Challenge.

- Appointment of members of underrepresented/underserved populations to key committees and positions such as the campus advisory board is laudable. **RESPONSE:** ALL (100%) of our international faculty, who represent the majority of our employee diversity, serve on key campus committees. The campus has also successfully recruited an African American who works in workforce development (Director of Franklin County CareerLink) and a Hispanic entrepreneur (owner of Boost Mobile franchises in Chambersburg, Gettysburg, and Hanover) to its Advisory Board.

- The 2010–2015 plan described job shadowing for individuals from diverse groups as a means by which to increase leadership opportunities, however the feedback response indicated the program had been postponed. Are other approaches under consideration? **RESPONSE:** Other than our international faculty, there is only one staff member in Student Affairs and one Technical Service employee in Housing and Food Services from an underrepresented group. One of our international faculty from China was appointed as an Assistant Director of Academic Affairs and shadows the DAA.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- Training sessions for management on diversity awareness and accountability via annual performance reviews are constructive. More detail is needed to determine the impact of these undertakings on organizational change.

- Mont Alto is encouraged to consider focus on the advantageous aspects of a diverse campus in its diversity training efforts. **RESPONSE:** The campus has had discussions and conversations in various forums on the business case for diversity (the majority of students in K-12 in the US by 2020 will not be white and Hispanics are the fastest-increasing population in higher education) and has recently hired a Hispanic Admissions Counselor to help increase Hispanic enrollments at the campus from 4% to 10%.
- A campus assessment committee was mentioned in the 2010–2015 plan and lauded by the 2010 review team feedback. An update on the findings of this committee would be appreciated. **RESPONSE:** The campus did not launch into developing the 2014–2018 plan until January 2014. It spent the entire fall of 2013 assessing the previous (2008–2013) plan, including the diversity goal (Goal 3), noting accomplishments and continuing challenges, and using these to inform the 2014–2018 plan.

**RESPONSE:** See attachments.
EXECUTIVE SUMMARY

In consideration of Goal Two of the Mont Alto Campus strategic plan (2014-2018), a Strategic Enrollment Management Committee was formed to develop a recruitment plan for the campus.

In preparation for developing the plan’s actionable and measureable strategies, the team evaluated current recruitment processes, historical recruitment data and resulting trends. Additionally, the team considered trends in higher education recruitment as well as proven best practices of similar institutions.

As a result of this process, the team settled on a set of categories of strategy which form the plan’s framework. Those categories include a trained and retained enrollment management staff, internal and external communication and engagement, data-driven decision making, and public exposure to campus. Each strategy serves as a “container” for a series of short-term and long-term actions, each with assigned metrics and suggested schedules for evaluating progress and projected outcomes. Each strategy has also been linked to strategic drivers including goals referenced in the 2014-2018 Mont Alto Campus Strategic Plan and President Barron’s six imperatives.

The team acknowledges the possibility that the evaluation of progress may, in some cases, necessitate redefining action items based on newly acquired information. The plan is therefore a living document that must remain relevant and aligned with the overall campus strategic plan.
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<th>PLANNING</th>
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<td><strong>Strategies</strong></td>
<td><strong>Target Dates</strong></td>
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<tr>
<td>Recruit, train and retain an experienced and informed enrollment management staff.</td>
<td>Ongoing; evaluation quarterly beginning January 2015.</td>
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<td><strong>Strategic Drivers:</strong></td>
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<td>Mont Alto Strategic Plan: Goal Two</td>
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<td>Dr. Barron’s Imperative on Excellence</td>
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<td>Ensure staff is trained in using data to make informed enrollment management decisions.</td>
<td>Staff members utilize enrollment data to identify areas for action and proactively employ appropriate recruitment practices.</td>
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<td>Develop and nurture a departmental culture of staying abreast of regional and national developments in enrollment management and adopting and adapting strategies and best practices in response to trends.</td>
<td>Staff members habitually read publications and articles on enrollment management issues and participate in webinars and professional conferences.</td>
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<td>Facilitate opportunities for academic program coordinators to share program-specific information relevant to recruitment (e.g. career opportunities, eligibility requirements, academic expectations, and program-specific costs).</td>
<td>Staff members maintain memberships in professional enrollment management/higher education admissions organizations (e.g. NACAC).</td>
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<td>Prepare staff members to deliver a consistent and transparent message around costs to attend Penn State along with the general awareness that endowments and scholarship opportunities exist which may aid in affordability.</td>
<td>Staff members are fully prepared to discuss Mont Alto academic programs to prospective students and present a consistent message in terms of affordability and accessibility.</td>
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<td>Involve enrollment management staff in the process of Strategic Recruitment Plan target date and projected outcome evaluation.</td>
<td><strong>Metrics:</strong> Trends and developments in enrollment management routinely discussed in departmental meetings and decisions made on how to adapt, proactively address issues, and stay ahead of the curve.</td>
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<td><strong>Metrics:</strong> 1) All team meetings include agenda item for review of current and pending plan outcomes and target dates. 2) Actual yield compared to annual target enrollment.</td>
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<td>Develop a training guide with performance indicators for key enrollment management activities to facilitate effective onboarding of new admissions counselors.</td>
<td>New staff members demonstrate a working understanding of the enrollment management process and expectations, as well as issues unique to the complexities of recruiting at Penn State (service areas, grant-in-aid, role of Office of Undergraduate Admissions and CEMG, etc.)</td>
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<td><strong>Implement a structured and comprehensive communications plan to manage internal and external enrollment management communication.</strong></td>
<td>Develop a Master Communications Plan which includes all areas of enrollment management communication and marketing including communication with internal (campus) stakeholders. The plan will be a live document with the ability to add items as need. <em>(Refer to Appendix B, Master Communications Plan, for types and categories of communication.)</em></td>
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<td><strong>Strategic Drivers:</strong> Mont Alto Strategic Plan: Goals Two and Three</td>
<td>Reposition communications to stress the campus’ strengths and successes in student engagement and student career success highlighting location as a “bedroom community” of the Washington, D.C./Baltimore metropolitan areas.</td>
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<td>Dr. Barron’s imperative on student engagement and career success</td>
<td>Ensure prominent sharing of financial aid opportunities and discussions around the impact of tuition on debt management. <em>(NOTE: Importance of education on debt management will also be included in Strategic Retention Plan.)</em></td>
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<td>Broaden marketing efforts to include the following:</td>
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<td>--current demographic data relative to access and affordability such as income brackets of enrolled student body.</td>
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<td>--unique value-added qualities of the campus (class size, faculty, features not offered by the competition).</td>
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<td>--faculty profiles highlighting contributions in research, writing, experiential learning, etc.</td>
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<td>--career opportunities relative to majors including placement rates.</td>
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<td>Communicate on a regular basis with service area high school counselors providing information that will facilitate their support of our recruitment efforts. Topics will include enrollment timeline reminders, financial aid reminders, grant and aid information, and academic program information including career opportunities.</td>
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<td>Publish an Enrollment Management Annual Report for campus stakeholders in collaboration with Public Relations/Marketing department.</td>
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<td>Maintain open channel of communications between DUS/advising staff and enrollment management staff to ensure appropriate staff and faculty are aware of pertinent information about specific students (e.g. transfer credits).</td>
<td>Increased faculty awareness of information impacting student success.</td>
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<td>Use data-driven decisions to achieve enrollment goals.</td>
<td>Utilize existing and emerging technologies to strengthen marketing efforts and track marketing results analytics. Examples include niche-based digital marketing, website analytics, mobile advertising, and current social media applications.</td>
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<td>Regularly review service area and out-of-state enrollment data as an enrollment management team, incorporating a discussion of pending student issues and sharing targeted strategic best practices.</td>
<td>Staff members demonstrate an understanding of informed enrollment strategy execution in day-to-day recruitment practices.</td>
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<td>Use the following information to proactively conduct targeted recruitment efforts for each Mont Alto academic program.</td>
<td>Enrollment in each academic program shows an upward trend in yield of “best fit” students over the five year reporting period, contributing to overall improvement in campus enrollment yield across all demographic groups. (Refer to Appendix A: Five Year Enrollment Goals)</td>
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<td>a. Define annual enrollment goals for each academic program.</td>
<td>Metrics: Actual yield compared to annual target</td>
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<td>b. Define “best fit” target populations for each academic program (per</td>
<td>Complete “best fit” and key driver</td>
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**Metrics:**
- Meeting schedule established for DEM and DUS/advising staff to collaborate on relevant student information.
- Ability to tie growth in prospect pool, direct inquiries, event attendance, etc. to marketing analytics results and brand awareness enhancement efforts; review in bi-weekly admissions marketing meetings.
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<td>academic, geographic, and demographic profiles). &lt;br&gt; c. Gain an understanding of the key drivers for student interest and enrollment in each academic program. Assess new prospective student profiles and incoming freshman profiles annually to identify trends. &lt;br&gt; d. Devise enrollment strategies that target all demographic groups, especially groups that show promising growth, in order to enroll a robust, vibrant, and diverse student body &lt;br&gt; e. Maintain an awareness of (and analyze) competitor institutions’ marketing activity, costs, recruitment processes and results.</td>
<td>enrollment per program.</td>
<td>analysis. &lt;br&gt; January 2015.</td>
<td>Incorporate targeted/program-specific recruitment implementation dates into Communications Plan.  <strong>February 2015.</strong></td>
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<td>Evaluate and adjust out-of-service area recruitment plans (including travel and marketing) taking into consideration University and Commonwealth Campus identified best practices and analyzing trends in enrollment yields.</td>
<td>Increased Mont Alto market share of out-of-service area recruitment and maximized yield potential of residential students. <strong>Metrics:</strong> <em>Impact on yield of out-of-service area enrollments.</em></td>
<td>Conduct evaluation of previous recruitment season annually in <strong>January and May beginning 2015.</strong> (Includes subsequent adjustments to plan for upcoming season.)</td>
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<td>Evaluate and take advantage of opportunities to partner with regional two-year institutions (e.g. articulation agreements and academic program transfer agreements), local employers, military establishments, and organizations such as CareerLink and County Veterans Affairs offices, to identify and recruit degree non-completers, displaced workers, veterans, or potential advanced standing/transfer students.</td>
<td>Increased Mont Alto market share of adult learner and transfer student population. <strong>Metrics:</strong> <em>Impact on yield of adult learner and transfer student enrollments.</em></td>
<td>Ongoing; evaluation quarterly beginning January 2015.</td>
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<td>Broaden pool of early-to-college prospects to include students of independent schools and home-schooled students. Actively engage early-to-college students in advising and campus activities, including orientation and convocation, as well as conversations about potential enrollment as new first year students at Mont Alto following high school graduation.</td>
<td>Recruitment planning targeting early-to-college enrollments includes assigned service area schools as well as independent schools and homeschooling associations. Early-to-College program coordinator and academic advisor collaborate to ensure students recognize potential enrollment opportunities. <strong>Metrics:</strong> <em>Impact on yield of new early-to-college students.</em> <em>Impact on yield of first year students from early-to-college students.</em></td>
<td>ETC recruitment planning beginning April 2015. ETC program coordinator/academic advisor collaboration beginning with spring 2015 ETC registrants; evaluate May 2015 and ongoing at end of each spring and fall semester.</td>
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<td>Use key indicators identified from historical data to target prospective students whose chosen degrees could be started at Mont Alto (“2+2” format). Tailor and communicate strong messages about program choices beyond what can be completed at Mont Alto (e.g. market the 160+ degrees available in the 2 + 2 format to students who would otherwise not consider</td>
<td>Increased new first-year student enrollment yield. <strong>Metrics:</strong> <em>Impact on yield of new first-year students.</em></td>
<td>Ongoing; evaluation quarterly beginning January 2015.</td>
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<td>Mont Alto)</td>
<td>Identify students who started but did not complete degrees within the past 3 years and establish communications to encourage re-enrollment. Identify students who completed two-year degrees in 2BA, 2ISCC, 2LACC, and 2HFSCC and encourage them to enroll in the four-year degree.</td>
<td>Increased campus headcount. <em>Metrics:</em> <em>Impact on campus headcount.</em></td>
<td>Communication complete <em>February 2015</em>. Repeat annually.</td>
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<td>Establish relationships with independent schools within a 100-mile radius to build a network for recruitment.</td>
<td>Increased new first year student enrollment yield. <em>Metrics:</em> <em>Impact on yield of new first year students.</em></td>
<td>Identify list of schools to target <em>November 2015</em>. First recruitment initiative implemented by <em>February 28, 2015</em>.</td>
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<td>In collaboration with Continuing Education, implement a targeted recruitment plan to reach participants of open enrollment courses, non-credit students, and students enrolled in certificate programs. Collaborate with CE and Academic</td>
<td>Increased Mont Alto market share of adult learner population. <em>Metrics:</em> <em>Impact on yield of adult learner enrollments.</em></td>
<td>Initiate plan for <em>Spring 2015</em> series of open enrollment offerings.</td>
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<td>Affairs to leverage recruitment of adults interested in stackable credentials through certificate programs in business and IT.</td>
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<td>Partner with Continuing Education on a plan to encourage persistence of Mont Alto camp/youth programming participants toward enrollment as new first year students. Collaborate with Continuing Education and Athletics Department on joint marketing efforts to strengthen brand and build recruitment prospect pool.</td>
<td>The community begins to recognize connections between Mont Alto camps and its academic programs and the pool of prospective students is broadened to include camp participants. <strong>Metrics:</strong> Impact on yield of new first year student enrollments.</td>
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<td>Establish a network for recruiting underserved and minority populations. This will require strengthened connections with community diversity-based organizations that support relationship-building with families as well as access to middle-school aged students to promote college interest and readiness.</td>
<td>Mont Alto campus enjoys increased recognition among the region’s underserved populations, increased new first year student enrollment yield and increased student diversity. <strong>Metrics:</strong> 1) Number of awareness or recruitment events 2) Impact on yield of new first-year student enrollments and diversity.</td>
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<td>Partner with faculty to explore strategies for campus outreach as an extension of service learning and civic and community engagement in their academic areas. Create an annual plan for attending community events including participation of faculty, staff, Lion Ambassadors, cheerleaders as appropriate.</td>
<td>Broadened footprint of campus and academic program recognition. <strong>Metrics:</strong> Number of new service learning and civic and community engagement projects in the community. <strong>Number of community events attended and number of different communities reached.</strong></td>
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<td>Plan in place for participants in summer 2015 campus and ongoing. Begin marketing efforts <strong>February 2015</strong> for summer 2015.</td>
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<td>Plan one awareness or recruitment event with a community diversity-based organization per quarter beginning <strong>January 2015.</strong></td>
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<td>Identify and pursue one service learning partnership opportunity by <strong>February 28, 2015.</strong> Pursue one additional service learning opportunity every 6 months. Plan for event attendance incorporated into Communications Plan</td>
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| Seek opportunities to partner with organizations on grants(e.g. TRIO Upward Bound grant for low income, first generation, 8th-12th grade, low achieving schools) | Collaborative projects to benefit both the campus and the community are initiated with grant funding.  
**Metrics:**  
*Number of grants awarded, amounts of awards, and number of projects initiated as a result.* | Identify and pursue one collaborative grant opportunity by March 30, 2015. Pursue one additional grant every 18 months. | January 2015. |        |          |
| Obtain the necessary program approvals to market our degrees to Trade Act and recipients in partnership with the CareerLink offices of Franklin, Adams and Cumberland counties. | Increased adult learner enrollment yield.  
**Metrics:**  
APPENDIX A: FIVE-YEAR ENROLLMENT GOALS

Increase the first-year new student yield by 40% (493 students) by Fall 2019.

Increase the new advanced standing transfer student yield by 92% (92 students) by fall 2019.

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**New Advanced Standing Students:**

| Baccalaureate | 16 | 19 | 24 | 26 | 32 |
| Associate     | 32 | 41 | 48 | 52 | 60 |

**Continuing Students:**

| Baccalaureate | 352 | 368 | 385 | 397 | 420 |
| Associate     | 165 | 173 | 181 | 185 | 129 |
| Provisional   | 5   | 5   | 6   | 6   | 6   |

**Nondegree Students**

| 123 | 132 | 144 | 152 | 160 |

**Total Campus Enrollment**

| 1043 | 1131 | 1217 | 1265 | 1300 |

**Strategy for yielding continuing students will be addressed in Retention Plan**
### APPENDIX B: MASTER COMMUNICATIONS PLAN

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## APPENDIX B: MASTER COMMUNICATIONS PLAN

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<td>Publicize college fairs we're attending on web site</td>
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A key gauge of student success, and therefore a gauge of an institution’s success, is the degree to which students persist to completion of their educational goals. Persistence as it is referenced in this document helps describe processes related to the student’s achievement. Retention and graduation rates, also referenced in the plan, can be perceived as indicators of academic quality and student success. The return rate of students as they progress through a program is directly related to their degree completion so the concept of retention includes year-by-year (or semester-by-semester) persistence rates as well as graduation rates.

The 2015-2019 Retention Plan has been developed by the Strategic Enrollment Management Committee in consideration of Goal Two of the Mont Alto Campus strategic plan (2014-2018). The committee recommends a phased approach to implementing the retention plan beginning with the first strategy involving establishment of retention and graduation rates. The action items supporting this strategy center on analyzing data to arrive at target rates. It is important to evaluate all available information rather than making generalizations about retention to avoid misleading interpretations. For example, understanding a student’s educational goals, life decisions and extenuating circumstances impacts the assessment of whether that student’s decision to leave school is a negative or positive decision.

The committee also recommends initiating steps toward the second strategy in the first phase. The second strategy focuses on promoting a culture where all members of the campus community recognize themselves as influencers of student retention.

Once target retention and graduation rates are identified data can begin to be used to identify key risks, predict student persistence and prepare initiatives leading to best practices in student success (the second and third strategies in the plan). The third and fourth strategies revolve around utilizing the data in a way that ensures demonstration of best practices in student success initiatives in support of the defined target retention and graduation rates.
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<tr>
<th>Strategies</th>
<th>Action Items</th>
<th>Projected Outcomes and Metrics</th>
<th>Target Dates</th>
<th>Status</th>
<th>Outcomes</th>
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<tr>
<td>Establish target retention and graduation rates.</td>
<td>Examine historical enrollment and retention trends for the following student populations: --Degree-seeking (associate, baccalaureate) --Non-degree (regular and dual-enrolled high school) --Provisional --Adult learners --Low income --Underrepresented --First generation --Full- and part-time --Commuter and resident --Veterans --International --Athletes --Homeschooled/charter school --Referrals (MA not first choice) --Academically unprepared --Enrolled &lt;=20 credits --taking portion of course load online --self-funded vs. receiving aid Identify any additional relevant populations for analysis. Define critical points of the enrollment timeline and student experience that represent retention challenges (&quot;melt&quot; period, scheduled to registered status, etc.) Understand causes for leaving and determine how (or if) they will impact retention and graduation rates set forth by Core Council Report. (Report calls for the following: • 80% first year retention rate • less than 20% loss by</td>
<td>An understanding of issues impacting each specific population provides a framework for evaluating and enhancing student success initiatives. <strong>Metrics:</strong> Progress toward retention and graduation rates as prescribed by Core Council Report. Complete examination of enrollment and retention trends for identified student populations May 2015. Evaluate first year retention rate against Core Council goal of 80% -- annual evaluation beginning June 2015. Evaluate 6 year graduation rate against Core Council goal of 55% -- annual evaluation beginning June 2015. Evaluate freshman to sophomore year loss against Core Council goal of less than 20% -- annual evaluation beginning June 2015.</td>
<td>Complete examination of enrollment and retention trends for identified student populations May 2015. Evaluate first year retention rate against Core Council goal of 80% -- annual evaluation beginning June 2015. Evaluate 6 year graduation rate against Core Council goal of 55% -- annual evaluation beginning June 2015. Evaluate freshman to sophomore year loss against Core Council goal of less than 20% -- annual evaluation beginning June 2015.</td>
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<td>Promote a culture where all members of the campus community are responsible for the retention of students to ensure campus long-term viability.</td>
<td>Support each campus unit (i.e. Academic Affairs, Housing and Food Service, Athletics) in defining the role they play in sustaining student enrollment levels. This will include sharing with campus leadership examples of activities that support the retention effort so leadership may, in turn, share with departments as appropriate. (Refer to Appendix A: ENROLLMENT AND RETENTION TRENDS FOR IDENTIFIED POPULATIONS.) Provide resources to support awareness of retention issues and educate the campus community through consistent conversations.</td>
<td>Issues surrounding student retention are discussed widely and openly with a shared sense of responsibility for student success. Campus units establish core standards of participation in support of retention efforts. Resources and professional development opportunities are available to support efforts toward retention goals. <strong>Metrics:</strong> Feedback on effectiveness of provided resources and opportunities on retention initiatives.</td>
<td>Evaluation of impact of campus community activity on retention and graduation rates beginning <strong>June 2015.</strong></td>
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<td>Utilize available data and resources to identify key risk factors, predict student persistence and prepare response initiatives.</td>
<td>Evaluate the impact of such factors as academic progress (including high school experience), student satisfaction, demographics, campus social integration, internships, on-campus employment and financial aid on persistence and retention for each student population. Using identified risk factors, perform predictive modeling to forecast potential retention/persistence issues in current and future student populations. Develop a process for regularly capturing and reporting data on students who withdraw.</td>
<td>Enrollment management reports include current data and trends on retention and non-returning students. Forecasting allows staff and faculty to prepare for potential retention issues. <strong>Metrics:</strong> 1) Development of data capture and reporting mechanism. 2) Degree to which the ability to forecast issues impacts retention and graduation rates for all tracked student populations.</td>
<td>Data capture and reporting mechanism developed by <strong>January 2016.</strong> Evaluate impact of forecasting on retention and graduation rates beginning <strong>June 2016.</strong></td>
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| Demonstrate best practices in student success initiatives leading to positive trends in student persistence and attainment of retention and graduation targets.                                                                                                                                                                                                                                                                         | Define student success as it pertains to each student population on campus. Evaluate existing initiatives (including but not limited to the list below) to gauge effectiveness in addressing identified risk factors and recommend improvements as appropriate.  
  --Advising  
  --Co-curricular experiences  
  --Counseling  
  --Academic support  
  --JumpStart  
  --First Year Experience  
  --New student programming (orientation, etc.) Implement improvements to initiatives as recommended in the evaluation. Establish schedule to evaluate initiatives on an ongoing basis. | A shared definition of student success drives all initiatives. Retention initiatives are current, thorough, relevant and effective in addressing the risk factors that impact all student populations. **Metrics:**  
  1) Student success definition completed.  
  2) Evaluations of initiatives completed.  
  3) Recommendations reviewed and implemented as appropriate.  
  4) Initiatives evaluated on an established schedule to gauge impact on retention and graduation rates for all tracked student populations. | Complete evaluation of current initiatives August 2015. Complete review of recommendations October 2015. Implement new initiatives beginning November 2015; ongoing with additional targets to be identified. New initiatives evaluated annually to coincide with prescribed retention and graduation rates beginning June 2016. |
APPENDIX A: ENROLLMENT AND RETENTION TRENDS FOR IDENTIFIED POPULATIONS

SUGGESTED ACTIVITIES FOR ACADEMIC AFFAIRS IN SUPPORT OF RETENTION EFFORTS

NOTE: These activities will be shared with the DAA for his discretion in setting expectations with faculty.

- Be aware of retention within your own area
- Participate in, or initiate, discipline-centric meetings (on campus and/or between campuses)
- Seek opportunities for collaboration between different academic departments on campus
- Respond to early progress reports by reaching out to students
- Hold disciplinary meetings regularly
- Reach out early to advisees
- Hold relationship-building events for students in a program/major
  - Professional development seminars within area of study
  - Discuss current, relevant topics
- Participate in events such as the following:
  - Admissions open houses
  - Lion for a Day
  - Spend a Summer Day
  - Move-in day
  - Guest chef
  - Youth programming/camps
  - PAWS sessions
- Make your projects visible to the campus community
- Seek opportunities for interprofessional collaboratives (career development); create opportunities for education and practice
- Share best practices by shadowing and mentoring
- Share expertise and experience with students relative to their interests as supported by living/learning communities

SUGGESTED GENERAL ACTIVITIES TO SUPPORT RETENTION EFFORTS

- Learn students’ names and seek opportunities to make a personal connection
• Support athletic and academic events
• Shadow and/or mentor other staff to increase your knowledge and skills and learn best practices in serving students
• Exude a sense of professionalism
• Acknowledge students who participate in athletics and activities
• Be aware of retention within your own area.