Strategic Enrollment Plan

2023-2024

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Executive Summary

This Strategic Enrollment Plan (SEP) summary provides an overview of the goals and strategies that will guide enrollment efforts at Harper College over the next 3-5 years, including a process for evaluating and evolving the plan as we measure, learn, and adapt.

The overriding goal of this plan is to grow and maintain a vibrant enrollment at Harper College so that we can continue to successfully advance our mission, close equity gaps, help more students succeed, and contribute to a thriving community.

To accomplish this, the five primary strategy recommendations of this SEP include:

1. Expand dual credit student transition to Harper.
2. Reinforce First Year/Start Smart seminar compliance.
3. Socialize the four-connections approach to faculty-student engagement to increase retention.
4. Create experiences that change enrollment patterns and behavior, (i.e., Enrollment Day).
5. Develop a microhub strategy to grow international student enrollment.

This plan also aims to bring together the already robust enrollment and student success enterprise at Harper College, eliminate silos, and hone strategies to respond to and prepare for the waves of change buffering higher education and challenging our students and our community.

Introduction

Prior to this plan, the last Strategic Enrollment Plan (SEP) was completed in 2015. Though that may seem like the recent past, the community Harper serves, the college itself, and the approach to engaging, enrolling, and serving students has changed dramatically, and will continue to do so. This includes in summary:

- Demographic changes that include declining high school student populations and an increasing exodus from Illinois to other parts of the country.

- Equity gaps and student needs that go beyond academic success and completion to include food, housing, transportation, and technology insecurity.

- Growing sentiment that traditional higher education is not worth the cost or time coinciding with an influx of private and employer-led alternatives to higher ed and credentialing that are faster, less-expensive (often no-cost), and more flexible.

These are just a few of the external factors that affect community college enrollment, along with continued recovery from the COVID-19 pandemic and social and political upheaval at home and abroad.

While the realities may be challenging, opportunities exist. It could also be argued that Harper and all community colleges play a more vital role than ever before in serving our rapidly changing communities. Community colleges are committed, flexible, resourceful, and responsive enough to meet the challenges of today and tomorrow. In short, Harper College is in it for the long haul in comprehensively serving its students and stakeholders.

It is important to reflect on the purpose of this plan:

- This plan is not a stand-alone document or initiative. It is informed by and designed to help move forward the college's strategic plan, annual plan, and operational goals related to enrollment, which includes the entire SOAR (Search, Onboard, Advance, Realize) framework of the student cycle.

- This plan is not simply a list of new initiatives to add to the already robust enrollment enterprise that exists at Harper. The caretakers of this plan must take a critical look at what to retire, align, and adapt rather than just adding more activities to the mix.

- One of the strengths of this dynamic plan is the process outlined for reporting on success and evolving our strategies and activities as we learn more, as the college brings on new programs and services, and as our markets continue to change.

- Finally, this plan is an imperative plea for the institution to understand that to succeed for our students, our community, and our college, enrollment cannot be the charge of one office or group of people. It also cannot exist in a series of silos across campus. In order to best serve our students, enrollment, completion, and creating equity for all must be seen as a holistic, aligned, and coordinated endeavor. The stakes are too high and the challenges too large to address otherwise.

Mission, Vision, Key Performance Indicators, and Planning Assumptions

<u>Mission Statement</u>

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

<u>Vision Statement</u>

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

<u>Institutional Effectiveness (see appendix A)</u>

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, called Institutional Effectiveness Measures (IEMs). These measures align with the mission of Harper College as well as the needs and expectations of the College's internal and external stakeholders. Harper has 16 IEMs that are aligned with the You Matter, We Care; SOAR framework (Search, Onboard, Advance, Realize).

This framework explores student milestones and outcomes for each phase of the student lifecycle and serves as an excellent organizing framework for the IEMs. In order to set targets for the IEMs, historical and comparison data were examined. Current institutional priorities and initiatives also guided the development of these targets.

Strategic Enrollment Plan strategies are directly aligned with the IEMs as well as the strategic goals of the institution. A hallmark of Harper's strategic direction is reducing equity gaps, and a foundational assumption of this plan is that its efforts will drive performance on Harper College metrics around equity and student success.

Student Success – Strategic Plans

Target: Close equity gaps

Measure:

Decrease equity gaps by 20% by June 2024.

- Developmental Course Success (4-year average, 2016-2019 baseline data)
- Dev Math - Black student success rate is 44.7 %, White student success rate is 60.2%, a 15.5% gap. (20% decrease = 3.1 percentage points)
- Dev Math – Latinx student success rate is 53.6%, White student success rate is 60.2%, a 6.5% gap. (20% decrease = 1.3 percentage points)
- Dev Writing - Black student success rate is 55.5%, White student success rate is 66.2% a 10.7% gap. (20% decrease = 2.1 percentage points)
- Gateway Course Success (4-yr average baseline)
- Black student success in 0-15 courses is 56.3%, White student success rate is 71.4%, a 15.1% gap. (20% decrease = 3.0 percentage points)
- Latinx student success in 0-15 courses is 62.7%, White student success rate is 71.4%, an 8.7% gap. (20% decrease = 1.7 percentage points)
- Fall to Fall Persistence (4-yr average, fall15 to fall16-fall18 to fall19 baseline data)
- Black student persistence rate (full-time) is 56.1%, White student persistence rate (full-time) is 75.2%, a 19.2% gap. (20% decrease = 3.8 percentage points)
- Black student persistence rate (part-time) is 43.9%, White student persistence rate (part-time) is 54.6%, a 10.7% gap. (20% decrease = 2.1 percentage points)
- Graduation (4-yr average, 2016-2019 baseline data)
- Black student graduation rate is 13.1%, White student graduation rate is 34.9%, a 21.9% gap. (20% decrease = 4.4 percentage points)
- Latinx student graduation rate is 27.8%, White student graduation rate is 34.9%, a 7.1% gap. (20% decrease = 1.4 percentage points) Target: Increase completion rates for all students. Measures: 1. Increase overall graduation rate by 10%, from 33.7% (2019) to 37.1% by June 2024. 2. Increase annual credentials conferred by 5%, from 4,317 (2020) to 4,532 by June 2024

Planning Assumptions

- Enrollment in Midwest region high schools is projected to decrease over the next 10 years. Nonetheless, opportunities exist to increase matriculation of dual credit students to Harper.
- Opportunity exists to expand partnerships with high school districts around career programs and high school endorsements.
- Harper College enrollment is susceptible to local, regional, and national economic conditions and this requires us to be nimble in our approach to strategic enrollment management.
- Potential declines in new student enrollment increase the focus on retention, persistence, and graduation rates.
- Strategic enrollment is an institutional responsibility and should be closely aligned with strategic goals and institutional effectiveness measures of the College.
- Increased faculty engagement will increase the success of strategic enrollment efforts.
- Decreasing equity gaps and increasing student success overall are central tenets of this plan.

Organizational Structure for Planning and Focus Area

In January 2015, Harper College developed and implemented the first Strategic Enrollment Plan in the institution's history. This 78-page document provided an exceptional overview of the state of the college, opportunities within the Harper College market, improving existing operations, improving the student experience, and identified 15+ specific strategies around building enrollment. Areas of emphasis around the college included:

- Academic Programs/Scheduling
- Onboarding Experience
- Pricing Opportunities
- Engagement Opportunities
- Technology Needs

The plan was presented and reviewed by the President's Cabinet in January 2015 and over the next few years, several of these 15 strategies were implemented. The enrollment management task force transitioned into the Strategic Enrollment Team that met monthly to review enrollment strategies and results. As the years went on, leadership/team members at the college changed and the team was disbanded in 2018.

In Spring of 2022 and as the college was emerging from the depths of the Covid 19 pandemic and facing increased challenges due to enrollment declines, conversations began around updating the 2015 Strategic Enrollment Plan.

Under the leadership of the Provost, Dr. MaryAnn Janosik, a team was formed to review the prior plan, update where possible or create a new plan based on the current conditions of the market and institution. The team was specifically charged with the following:

Charge of the Committee:

The Strategic Enrollment Planning Team (SEPT) was convened in Fall 2022 to review the results of the Harper College Strategic Plan approved and launched in 2015. In addition to evaluating the initial plan, the SEPT will also be tasked with developing and refreshing the existing plan by examining important factors such as the environmental scan and situational analysis, external opportunities or internal changes. As outlined by Ruffalo Noel Levitz strategic enrollment planning guide, The outcome will consist of the following:

- Strategies and tactics prioritized by target years including timetables and resource needs.
- Expected return on investment and key performance indicators
- Planning topics that are still in the process of analysis or development
- Enrollment projections
- Steps for monitoring, evaluating, and updating the plan on an annual basis

Harper College reached out to RNL for assistance with the plan development. In June of 2022, Lewis Sanborne, a 30-year higher education professional with a decade consulting with colleges and universities on strategic enrollment was added to the team.

SEPT Membership:

To create truly campus wide acceptance and support of the plan, an essential element of the planning process, a cross functional team was created in July of 2022. The team is comprised of 16 staff and faculty representatives from critical areas of the college. (See Appendix B)

Deliverable:

The team will provide an update/results summary from the previous plan. The team will also craft a new strategic enrollment plan that incorporates the best of the previous deliverable and provides direction for the college over the next 3 years. Findings/recommendations will be presented to the Executive Cabinet for consideration/approval in January 2023.

The Strategic Enrollment Management Team (SEPT) will meet monthly pending approval of the plan to discuss plan deliverable status and results from strategic initiatives that have been implemented.

Timeline:

- The team began meeting in August of 2022 and subsequently met four more times during the fall 2022 semester.
- Strategic Enrollment Plan Draft document: December 2022
- Final plan completion date: January 2023
- Implementation of plan: Fall 2023

Plan development process:

Development of the Strategic Enrollment Plan was divided into a macro and micro approach. The larger team meetings were used to discuss overarching data, market conditions, the student experience, barriers, and opportunities. These larger group discussions were critical to understanding the Harper College enrollment narrative since the development of the 2015 plan. Under the leaderships of Lewis Sanborne and the RNL enrollment planning methodology, the team:

- Established a baseline understanding of strategic enrollment planning as a theoretical and practical process
- Engaged the Strategic Enrollment Management Team (SEPT) to conduct an initial Strengths, Weaknesses, Opportunities, and Threats (SWOT) exercise
- Identified data and information needs to support the understanding of the recent history and current state of enrollment at Harper College

SWOT analysis conducted by Strategic Enrollment Plan Team (SEPT)

Harper College: S.E.P.T

SWOT ANALYSIS

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
▪ Variety of programs ▪ Partnerships: Engineering Pathways, Apprenticeships, University Center, B2B ▪ Stackable credentials – short-term certificates that lead to a degree ▪ Modality options ▪ CE/CPE programs ▪ Strong Dual Credit ▪ Promise Program ▪ Areas of Interest ▪ Student support resources ▪ Faculty professional learning and instructional design support ▪ Tuition rate/scholarships ▪ Harper is fiscally sound ▪ Strong grants office Resources ▪ OMD, ADS, Technologies (HALDA, CRM ▪ Growth of online/hyflex ▪ New programs through Innovation Center ▪ Harper's DEIB initiatives ▪ Strong collaboration between marketing/enrollment services ▪ Temp staff to increase contact and engagement rates.	▪ Student Success in online delivery methods ▪ Bridging CE to credit programs ▪ AoI titles may not always align with programs offered ▪ System limitations (Banner) ▪ Student experience in courses (e.g., consistency in layout, navigation...) ▪ Challenges to engaging adjunct faculty in professional learning ▪ Many options/modalities, but lack of intentionality ▪ Too many resources, general, not population specific ▪ Target Marketing doesn't serve all programs equally ▪ Data sources for strengths and weaknesses ▪ Strong job market offering - alternative to college. ▪ Retention data – goals More touchpoints needed to reach students (7-9x) ▪ Innovation silos on ▪ Rise in negative perceptions about the value of college. ▪ Rising costs of marketing, particularly search marketing Increasing competition among nontraditional players	▪ Adult population who commutes to district daily – nonresident ▪ Dual credit – consistent messaging from high schools about Harper current programs (AoIs) ▪ Guiding students to learning communities – simplify registration process ▪ Packaging course/programs for adult learners, flexible options ▪ Gathering student feedback on programs, modalities, class times and days ▪ Program development and identify needs of market/workforce ▪ Awareness of EMSI data, salary and job opportunities ▪ Improve program review – standard reports...decision making ▪ Increase in PELL (federal) and MAPP (state) award max ▪ Strong reputation which leads to funding for building projects ▪ Collect more data on specific resources ▪ Strengthen a sense of belonging for specific	▪ Agility – other institutions may be more responsive than us ▪ State funding could be reduced ▪ Return to Pre-Covid state of mind – revisionist history ▪ Potential shift of pension liability (from state to institutions) ▪ Inflationary costs ▪ Strong job market - College is not wort time or money ▪ Competition from other community colleges who offer online education at in-district price for out-of-district students ▪ Financial Reports for the college look troubling ▪ ICCB reports ▪ News – country not in good state of mind ▪ Online degrees and certifications, packaging, consistency ▪ National Student Enrollment Data, MOOC's Enrollment Data,

Each team was challenged with reviewing existing data, identifying gaps in enrollment performance, and with creating situational vignettes that tell the story of how Harper is doing in a focus area, ideally, looking at five years of trend data to capture pre-Covid trends. The bullets summarize the analysis completed by subgroups to complete the vignettes:

- Recruitment/Marketing: Enrollment funnel trends (inquiries, applications, conversions, yield, etc.), overall and by key student groups
- Student Retention: Persistence, retention, and graduate rates by key student subgroup
- Program Portfolio: program enrollment trends; completion/degree awarding trends; workforce demand trends
- Student Finance & Financial Aid: FAFSA filing rates; proportion Pell-eligible; default rates; hold patterns and their influence on student's ability to return.

Each group presented their situational vignette assumptions/scenarios to the larger group for input, feedback, and discussion. The subgroups were then asked to develop enrollment strategies based on the findings/premise of the situational analysis they had created. RNL provided an action planning template used to summarize the strategy, enrollment impact, budget/resource needs and revenue potential.

After reviewing each action template, the team was asked to prioritize the strategies using a strategy prioritization grid to further review each one and to determine which should be present in the final Strategic Enrollment Recommendations. The criteria used to review each strategy was as follows:

- Enrollment Impact
- Revenue
- Cost
- Resistance
- Effort

Team members were asked to rank each at a high, medium, or low level. Those recommendations can be found within this document.

It is important to note that throughout the process, leveraging existing strategies emerged as an important factor to complement new or additional enrollment strategies. As we reviewed current activities, our consultant would often note that there is already so much going on at Harper College that simply adding more to the list will not always be the best approach and can further challenge us to measure what is truly having an impact on student enrollment behaviors and student success. Team members had similar concerns, so the plan focuses on a small number of new initiatives that will complement current strategies within the current Harper College environment.

Situational Analysis

Over the past seven years, the Harper College community has evolved more quickly than ever with the pandemic providing the greatest level of acceleration over the past few years. The outline below identifies key factors impacting enrollment at the institution:

Challenges and Enrollment Impacts:

- Trend of changing demographics in the community and students continues to accelerate
- Declining high school population size – demographic cliff is still on the horizon although predicted impact has lessened
- Limitations Associate Degree Certifications only
- Why doesn't Harper offer bachelor's degrees? Students want to stay local and connected the campus beyond an Associates.
- The cost of marketing/recruiting students has continued to increase while resources have remained constant – marketing budget has stayed flat for 10 years
- More competition from Non-Credit/Alternate Markets
- Employers bypass community colleges opportunities for in-house or third-party training.
- Pandemic and post pandemic malaise still lingering
- Students need more financial assistance including non-school related expenses. Food, housing, and transportation insecurities
- The new modality equation: In person, online, hybrid
- Changing student needs and existing equity gaps requires resource realignment at the college
- Messaging/attention spans of students are under constant assault. Many more choices, how do we find our place

The environment to serve our community and grow enrollment will only continue to become more complex. Therefore, it is vital for this plan to be a working document – fluid, flexible, and continually informed and updated. For example, the next community and business scans will be conducted in 2023. Results from these scans will further help the plan to evolve.

Enrollment History – Forecast:

The following chart was created by Institutional Research and provides a summary of Harper College enrollment over the last 5 years. The chart also provides enrollment projections for the next 5 years. The enrollment forecast examines historical college enrollment data and considers several variables such as distinct student populations, environmental factors, and the short term/long term impact of COVID.

Tuition Bearing	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Continuing	6,552	6,305	6,207	5,930	5,297	5,131	5,101	5,140	5,182	5,200	5,200
New HS Grad	951	943	990	927	870	885	915	942	959	967	967
New Adult/Transfer	880	840	821	701	711	719	731	738	741	745	750
CPE	83	71	63	51	60	58	64	64	64	64	64
Concurrent	21	21	18	24	17	19	20	20	20	20	20
Dual Credit (On-Campus)	36	37	45	25	22	25	28	31	35	39	41
Tuition Bearing Total	**8,523**	**8,217**	**8,145**	**7,658**	**6,976**	**6,836**	**6,858**	**6,936**	**7,001**	**7,036**	**7,042**
		-3.6%	-0.9%	-6.0%	-8.9%	-2.0%	0.3%	1.1%	0.9%	0.5%	0.1%

Non-Tuition Bearing	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
AED	366	384	331	217	262	434	442	442	442	442	442
Dual Credit (Off-Campus)	487	565	670	789	812	896	968	1,056	1,156	1,271	1,404
Non-Tuition Bearing Tot	**854**	**949**	**1,000**	**1,005**	**1,074**	**1,330**	**1,410**	**1,498**	**1,598**	**1,713**	**1,846**
		11.2%	5.4%	0.5%	6.8%	23.9%	6.0%	6.2%	6.7%	7.2%	7.7%

|	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Overall Total	**9,376**	**9,166**	**9,146**	**8,664**	**8,050**	**8,166**	**8,268**	**8,434**	**8,599**	**8,750**	**8,888**
		-2.2%	-0.2%	-5.3%	-7.1%	1.4%	1.2%	2.0%	2.0%	1.8%	1.6%

Five-Year Headcount Totals

This chart examines the overall college headcount for the last 5 years for credit and non-credit student populations (excluding community education). The data reinforces the enrollment challenges the college has been experiencing over the past five years with a strong employment market and declining interest in community college education.

	FY 18	FY 19	FY 20	FY 21	FY 22
Headcount	23,635	23,402	23,578	22,645	21,409
		-1.0%	0.8%	-4.0%	-5.5%
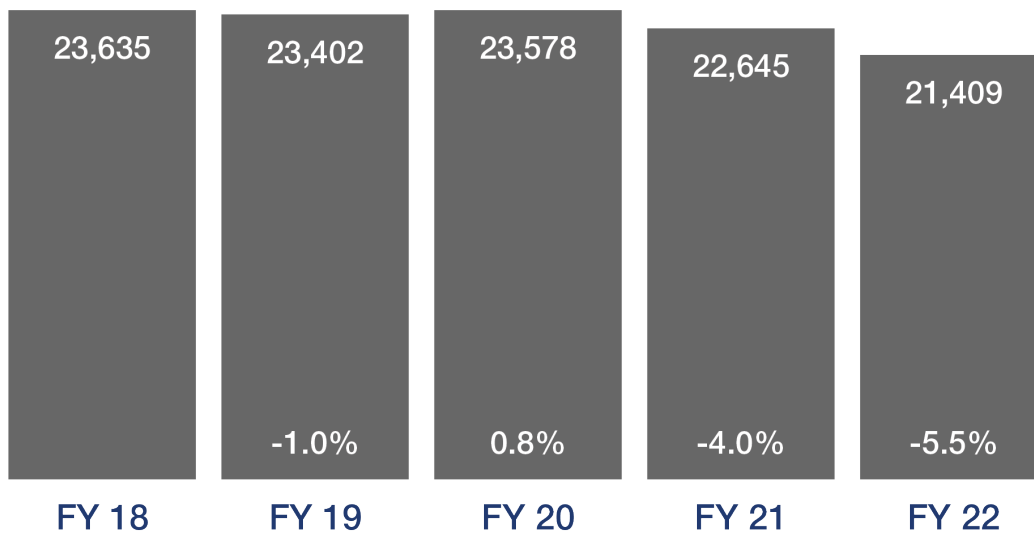
Headcount

Application Trends

The following chart examines the total applications for new students interested in enrolling in credit courses at the college. The data is segmented by critical enrollment categories such as market segment, student type, gender, and ethnicity. This information was used to identify gaps in current enrollment and opportunities for growth within key Harper College student segments.
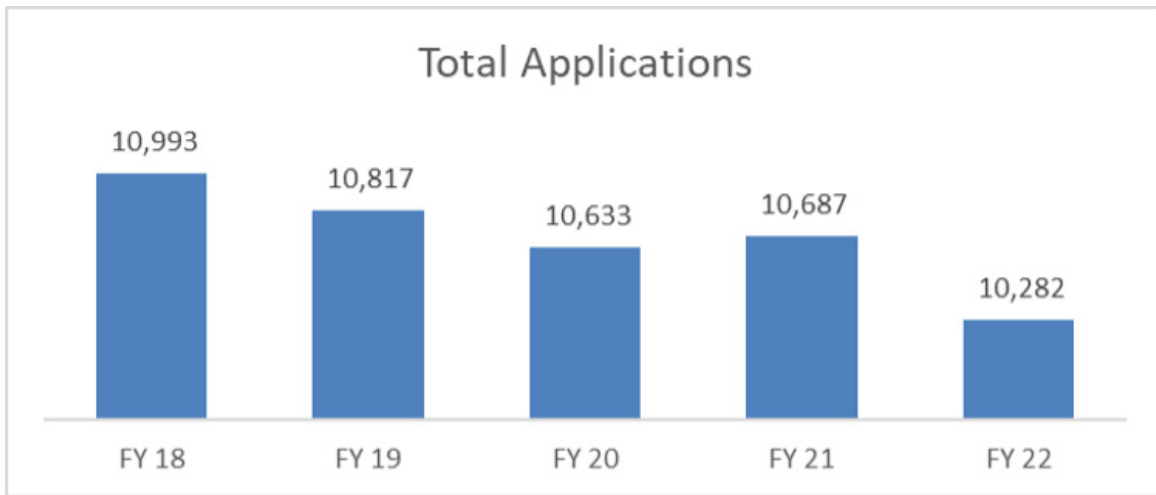

Market Segment

Harper College used three distinct market segment identifiers to track enrollment.
- FTIC, first time in college, refers to students who come directly from high school.
- The young adult (YA) segment refers to students in transition between the ages of 19-24.
- The last market segment is adult 25+.

Young adults/adults may be enrolling in college for the first time, transferring from another institution, or returning students to Harper College.
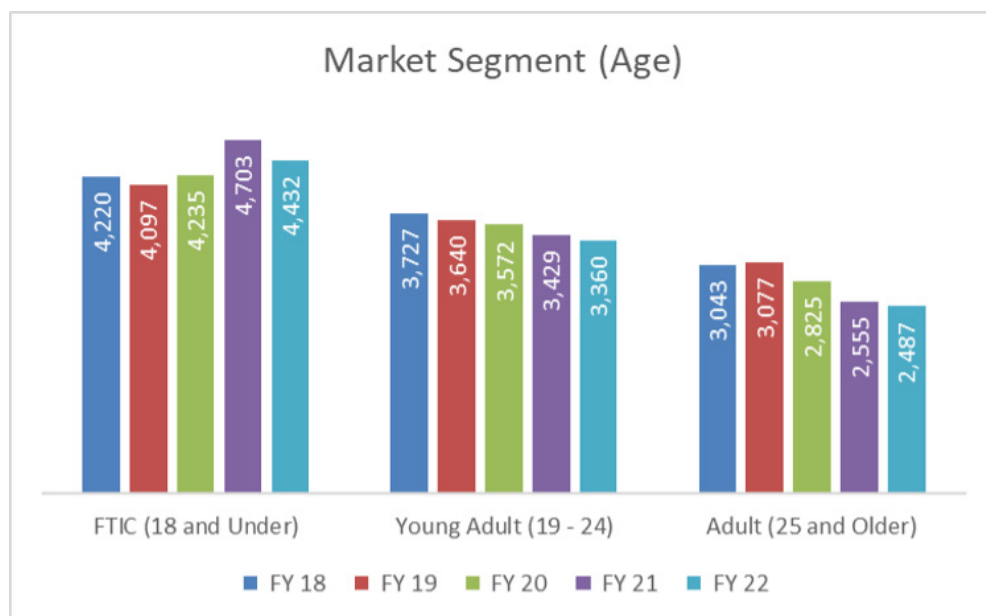
Student Type

The student type chart segments students by their intent when enrolling at the college. Degree seeking students tend to be the largest population but over the past several years, the demand for career starting/boosting certificate programs has grown exponentially. Students interested in taking a few classes and not necessarily earning a credential are known as students at large. These are often students at other institutions, looking to pick up classes to help expedite earning a credential at their home institution (this group of students also includes reverse transfer students taking summer classes).

Student Type

Student Type	FY 18	FY 19	FY 20	FY 21	FY 22
Degree Seeking	6,504	6,412	6,233	6,168	5,963
Certificate Seeking	1,233	1,364	1,399	1,272	1,468
Student at Large	3,043	2,834	2,755	3,016	2,528
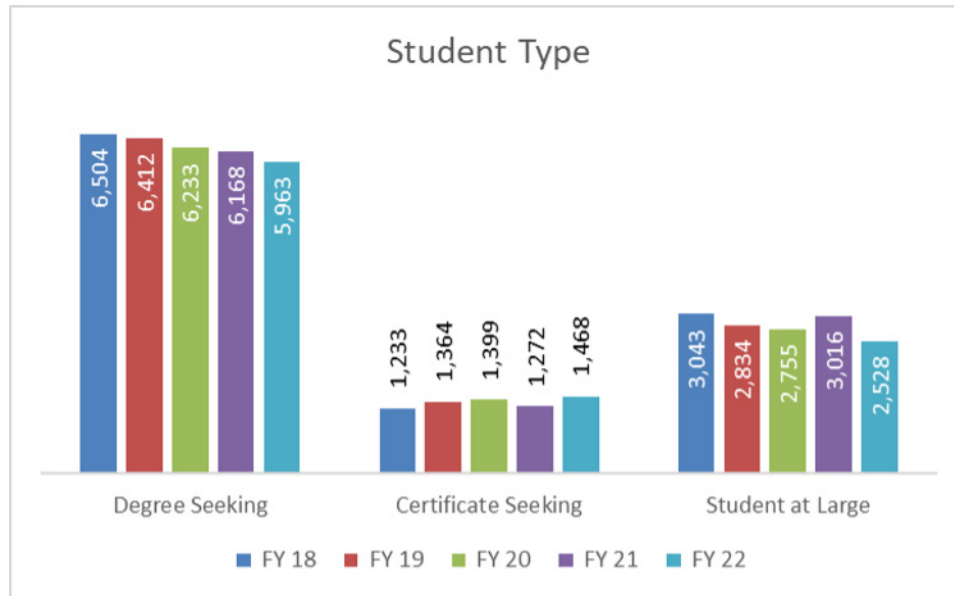
Ethnicity

Harper College tracks student ethnicity selected at the time of application. As noted, below, and aligning to national and regional trends, Harper College continues to become a more diverse institution with an increasing Latinx population and a declining white student population. This data is critical when planning for support resources and programs to help students enroll, succeed, and graduate.

Ethnicity

Ethnicity	FY 18	FY 19	FY 20	FY 21	FY 22
Asian	1,344	1,409	1,409	1,483	1,490
Black	748	744	643	644	672
Hispanic	2,655	2,739	2,793	2,786	2,754
White	5,633	5,303	5,120	5,187	4,727
Other	428	426	485	394	470
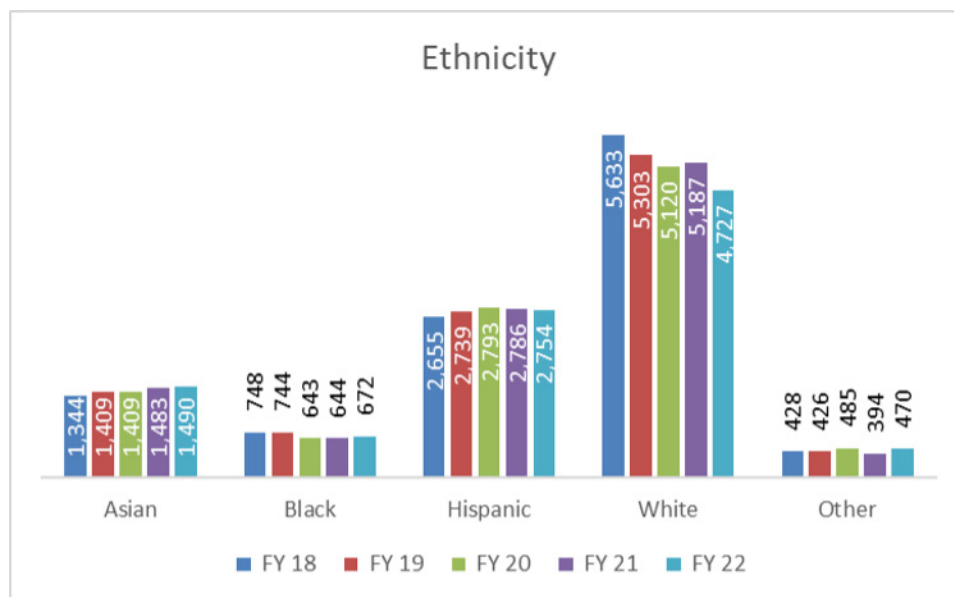
Gender:

As with many institutions nationally, regionally, and locally, enrollment amongst females at Harper College continues to far exceed the male counterpart by over 30% annually since 2018.

Gender

Female: FY 18: 6,125; FY 19: 5,929; FY 20: 5,966; FY 21: 6,141; FY 22: 5,740

Male: FY 18: 4,742; FY 19: 4,708; FY 20: 4,482; FY 21: 4,382; FY 22: 4,332

Legend: FY 18, FY 19, FY 20, FY 21, FY 22
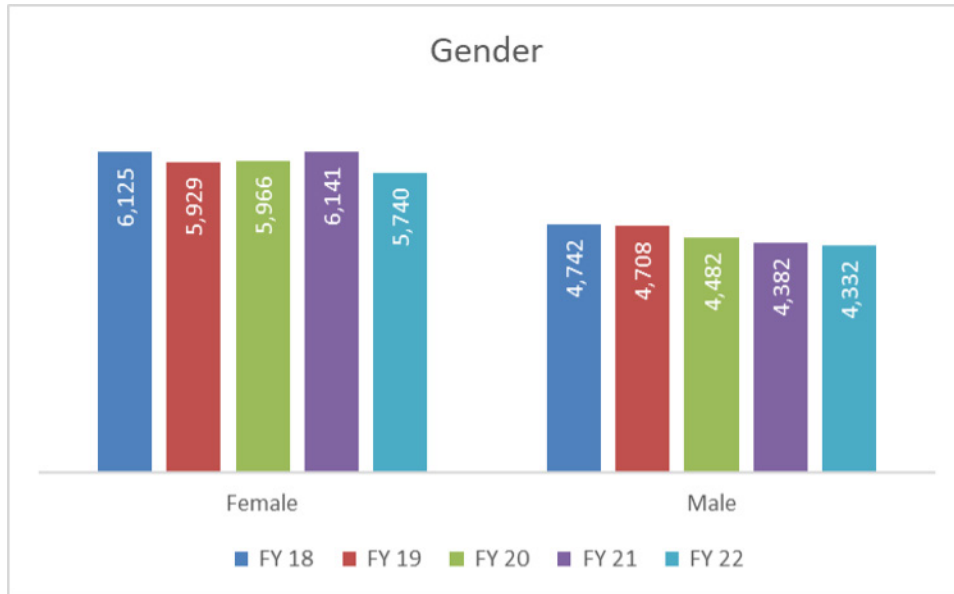
Strategies and Priorities for Action

Themes emerging from SWOT and situational analysis:

- More is not better. Better is better. Build on existing comprehensive enrollment efforts.
- Relationships make a difference. Leverage faculty/in-classroom opportunities by advancing the four connections practice.
- Reinforce existing institutional policies that impact student success – e.g., requiring FYS.
- Accessible, affordable bachelor's and master's degree completion at Harper College, including University Center, online, and additional transfer partnerships.
- Align with employer needs – need further examination but is not identified as an action strategy within the plan - community and business scan report coming out soon.
- Niche markets versus macro approach to targeting student populations
- Emerging opportunities – International markets, immigrant, alumni
- Meaningful experiences that change behavior to increase enrollment and student success, (e.g., Enrollment Day)
- "Yes, you are a Harper student" - How can Harper get more dual credit students to matriculate to Harper after high school graduation?
- Leverage 8-week Advantage to decrease equity gaps and increase student success overall

Five Priority Strategies for Enrollment Growth

Please note: These goals are not listed in order of importance but are weighted equally by the team.

1. Expand dual credit student post high school transition to Harper – New/expanded strategy

    a. Overarching Strategy: To increase the number of students matriculating to Harper from our sender high schools. To accomplish this, we will focus on the dual credit student experience and ensuring that these students (and HS counselors/faculty) understand how the dual credit courses they take align with career clusters and Areas of Interest (AoI). This will also lead to increased intentionality in our dual credit offerings.

    b. There are several challenges that impact negatively the matriculation of dual credit students to Harper. These students often do not "see themselves" as Harper students. Also, we rely on high school counselors to relay information second or third hand to students when selecting classes - as opposed to having dedicated dual credit advisors. Last, there is not clear alignment between Harper's AoIs and the career clusters that guide high school curriculum. Students are accumulating college credits but not always in a manner that is intentional.

    c. More students are selecting career or terminal opportunities that may lead directly to a job and by-passing Harper College.

    d. More competitors, like Eastern and Northern Illinois University, have entered the dual credit market.

    e. To achieve our enrollment objective, the following activities are recommended:

        i. Plan a Dual Credit Harper Experience Day for new dual credit students. This event will help high school-based dual credit students learn about Harper by spending a day on campus. They will interface with faculty, visit labs/facilities, and explore AoI subject matter that they may be interested in. Students will get Harper IDs, SWAG, and have other experiences that make them feel

connected to campus. Students will also experience an adaptation of the new student orientation during this visit.

 ii. Create an annual report/landing page for each sender high school that provides their dual credit "footprint." This can include courses, credits, savings, narrative etc. Aims CC in Iowa has exemplars that we can model after, and they have cited enrollment growth from matriculation due to marketing efforts centered around sharing the data from these annual reports / landing pages.

 iii. Develop program maps that show how dual credit courses align with Harper programs / career clusters and lead to in-demand jobs.

 iv. Engage with EdSystems at NIU to provide professional learning on Model Programs of Study: https://edsystemsniu.org/model-programs-of-study-guides/ This will help to ensure that we are offering priority dual credit courses that are foundational to specific industry areas and broadly transferrable. This will also help us to contribute to endorsement completion for students while in high school through employer engagement and work-based learning experiences. Last, this will help us to understand better the alignment between the career clusters used in our high schools and the AoIs at Harper.

 v. Hire and train 2 dedicated dual credit advisors. These advisors will meet with high school students through group and 1:1 appointment. Special focus will be placed on intro advising for new dual credit students and exit advising for seniors.

 vi. An overarching focus of the above strategies will be to increase the percentage of Black and Latinx high school students enrolled in off-campus dual credit courses. Providing access to college-level courses in high school is an excellent opportunity for both college and career-ready students to begin their college careers while still enrolled in high school and is likely to increase their matriculation to Harper College.

2. Reinforce first-year seminar compliance – Expanded strategy

 a. Increase Start Smart compliance by requiring all students who fall within the Start Smart policy to take First Year Seminar or Start Smart during their first or second semester at Harper. Students pursuing an AA/AS (excluding engineering, who can enroll in FYS 101 or EGR 100) should take First Year Seminar and students pursuing AAS programs should take the Start Smart course embedded in their curriculum.

 b. Full-time students will be required to take FYS in their first semester, part-time students will be encouraged to take it in their first semester but allowed to take it in second semester if other coursework is determined to be a priority (developmental math or English, for example).

 c. Recommended Operational Implementation Methods:

  i. Include First Year Seminar as a first semester course in transfer AA/AS plans.

  ii. Strengthen language and awareness indicating that First Year Seminar/Start Smart is required within the first two semesters of enrollment at Harper; first semester for full-time students, within first two semesters for part-time students.

  iii. Advisors will register students for their first semester First Year Seminar course at the time of advising appointment.

  iv. Use of tuition waiver to offset cost of taking First Year Seminar. Students who successfully complete FYS will get 3 credits of tuition waived the following semester.

     v. Interdisciplinary Programs Office to manage weekly process to monitor and follow up with students who drop First Year Seminar and managing tuition waivers.

     vi. Increase sections of FYS offered to 73 for FALL 2023 and 83 for FALL 2024.

3. Socialize the four-connections approach to faculty-student engagement – New Strategy

   a. Overarching Strategy: This initiative is described as faculty intentionally implementing at least one of the Four Connections: Interact with Students by Name; Check in Regularly; Schedule One-on-One Meetings, and Practice Paradox. These connections were found to be best practices through Odessa College, Lake Washington Institute of Technology and highlighted by Achieving the Dream.

   b. Primary objectives:

     i. Increase retention by 5 % per section of faculty participating in Four Connections.

     ii. Reduce students receiving an F or W by an average of one student per section for each faculty participating in PD Workshop (aggregated data)

     iii. Increase the number of faculty participating in Four Connections PD from 50 (25 Spring 2018 and 25 Fall 2018) to 100 by Fall 2024.

   c. The Four Connections was piloted as "Help One Student Stay" in 2018 with great success and is currently being shared in the new adjunct faculty course and new full-time faculty course. During the initial pilot at Harper, the Academy for Teaching and Excellence at Harper College provided faculty resources to assist in incorporating the Four Connections in the classroom. Outcomes showed that faculty who built stronger connections with their students helped in reducing withdrawal rates.

   d. Re-incorporating the "Help One More Student Stay" initiative, in the upcoming Learning Community project with Developmental Education, FYS and Launched in Fall 2022.

   e. In addition to the Retention Plan's focus on LC, Developmental Education, and FYS, we will implement a broad campaign to bring awareness to the Four Connections

     i. The Academy will develop a "Four Connections and You" on-demand professional development training module for faculty

     ii. Faculty completing PD will develop a personal action plan

4. Create experiences that change enrollment patterns and behavior, (i.e., Enrollment Day) - New/expanded strategy

   a. Students often delay enrolling in future semesters until completed with the current term. This creates frustration and course availability challenges within the student populations who procrastinate. Through direct intervention and reminders, the goal of this strategy will be to Increase early enrollment to currently enrolled students.

   b. Specific goals of the event include but are now limited to: Promote early registration benefits including more choices, fully leveraged payment plans, access to advisors and consulting assistance with academic plans/course selection/financial aid and additional support for ending the semester in a positive way.

   c. To create increased awareness/buzz around campus regarding registration being open for Spring 2023 by creating a campus wide, "enrollment day." This day coincides each year with the day registration is open for all current and new students to Harper College. During the week leading up to this day, promotion of registration availability will be heavy leading up to the culmination of the week with enrollment day.

   d. The enrollment day concept was piloted in Fall 2022 and results were positive. More than

650 students visited with team members around the campus and registration activities increased by 3-5% during the day and week after the event as compared to prior years.

    e. The team is recommending operationalizing this event for all semesters and creating a virtual component to engage with students taking only online courses.

5. Develop a microhubs strategy to increase international student enrollment – New strategy

    a. Domestic politics of the past decade, along with the global pandemic, stalled international student enrollment nationwide. Even during that time, the college saw high interest in online programming from the international market, though price continued to be a barrier to enrollment.

    b. Expand/increase Harper College's International recruiting, enrollment, partnerships and brand globally. This will be accomplished by partnering with an international educational consulting group with extensive experience working with higher ed institutions on the development of their international strategy.

    c. The development and implementation of what are called Micro hubs whereby Harper College would deliver courses, associate degree programs, and Micro credentials taught online by Harper College faculty or in-person by local faculty under Harper College's guidance to international students recruited by the partner institution. There is a demand for community college partnerships from secondary schools, education and learning centers, and universities.

    d. The international consultant will play a pivotal role in partner identification including target countries and colleges/universities who have demand from students to earn U.S. based credentials

Pending further development Ideas

Removing barriers

Identify tuition relief options for students participating in student success efforts. Scholarships can be realigned to incentivize students participating in efforts that are proven to impact student retention and persistence.

Adult students - Provide wrap around support for returning adult students. Create an onboarding process tailored to adult students. This onboarding process could include additional breakout sessions around resources more utilized by adults (i.e., Women's Program, Hawks Care, WIOA options, childcare, etc.). Creating seamless transitions from Adult Education and CPE to credit course enrollment. Expand and upgrade the current policy around credit for prior learning.

Stop outs – Create specific incentives and opportunities for stop-outs to reengage with the College. Stop-outs will be identified by students who have not enrolled for more than one consecutive semester within the past two years.

Closing Equity Gaps

Support current efforts to expand 8-week course options targeted at students seeking shorter term credentials or faster paths to completion. Utilize 8-week Advantage to support success for historically minoritized students.

Leveraging predictive analytics to increase wrap-around support for at-risk students. Identify strategies targeted toward 'high risk' students as identified by the predictive analytics tool.

Serving Immigrant and First-Generation Populations. For the past decade, Harper's district has transitioned into a first-stop destination for many immigrants and immigrant families (Environmental

Scan). Political, social, and environmental upheavals around the world, such as the Ukraine War, will accelerate the number of immigrants relocating to Harper's district. These changes represent an opportunity to increase enrollment while providing vital services and programming to improve the lives of these newest community members.

Partner with community organizations to assist with outreach to immigrant populations. Establish goals and establish more comprehensive outreach for AED, ESL and Academic ESL. Link, where relevant, the types of next-step training and education for people completing these programs (Or develop a "student journey" for each of these segments, identifying the appropriate partners, programming and services needed at each stage.

The College will work to increase the percentage of Black and Latinx high school students enrolled in off-campus dual credit courses. Providing access to college-level courses in high school is an excellent opportunity for both college and career-ready students to begin their college careers while still enrolled in high school and is likely to increase their matriculation to Harper College. Part of this work will also be to understand the factors that contribute to Black and Latinx students being disproportionately categorized as career-ready vs. college-ready students.

Focused Solutions

Explore grants to support a success coach initiative for more intrusive student support expand partnerships with local businesses to create programs based around employer's workforce needs.

Alumni - Harper College has a strong and growing alumni community, both as a whole and by program of study, like nursing alumni. This plan proposes exploring outreach to targeted alumni segments who may need Harper or its partner programs, like the University Center, for the next stage of their education. This could include anything from a short-term professional continuing education certificate to a full program of study. Action steps may include:

- Collaborate with college alumni office to create and test a series of offerings for Harper alumni.
- Identify and target specific cohort groups – example health care, business, public services.
- Focus on continuing professional development and/or University Center.
- Further explore Harper's alumni network for endorsements and referrals.

Final note for this section: This section and the plan proposes a series of new or evolved activities to address enrollment growth at Harper College. More than ever, every market is niche and every opportunity for growth will be incremental and intensive. A quick scan of the appendices show a high level of planned targeted activity dedicated to growing enrollment and helping students succeed and complete already underway at Harper. The institution needs to be realistic in understanding that simply adding more will not work. Along with bringing on new initiatives, we need to be honest, open, collaborative, and active about taking some legacy programs offline or evolving them, as well as adding resources when appropriate.

Enrollment Goals, Projections, and Return on Investments

Projections from SEP initiatives

The following table presents enrollment, revenue, and expense projections based on the roll-up of the strategies described above. Note that these enrollments and revenues are above current projections. Note also the 25% reduction in projections for SEP initiatives due to anticipated overlapping impacts: students will experience more than one student success initiative, for example, and we do not want to count the same student more than once in our projections.

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Total Enrollment Impact		287	494	612	693	717	717
Total Revenue		$ 1,099,572	$ 1,897,356	$ 2,313,945	$ 2,580,191	$ 2,658,075	$ 2,658,075
Total Expenses	$ 4,100	$ 666,500	$ 710,765	$ 716,188	$ 303,274	$ 309,027	$ 314,953
Anticipated Overlap or Risk Percentage		25%	25%	25%	25%	25%	25%
Reduced Enrollment		215	371	459	520	538	538
Reduced Revenue		$ 824,679	$ 1,423,017	$ 1,735,459	$ 1,935,143	$ 1,993,556	$ 1,993,556
Net Revenue	$ (4,100)	$ 158,179	$ 712,252	$ 1,019,271	$ 1,631,870	$ 1,684,529	$ 1,678,604
Cumulative Net Revenue	$ -	$ 824,679	$ 2,247,696	$ 3,983,155	$ 5,918,298	$ 7,911,854	$ 9,905,411

Impact of SEP initiatives on overall projections

The table below illustrates the impact of SEP initiatives on Harper's current baseline enrollment projections. Note that by FY 28, over 5% of Harper's enrollment can be accounted for through SEP strategies, and that in the five years covered by this plan Harper can expect a nearly 12% increase in enrollment.

	2023-24	2024-25	2025-26	2026-27	2027-28
Current Baseline Enrollment Projections	8,268	8,434	8,599	8,750	8,888
Enrollment from SEP	215	371	459	520	538
Baseline Plus SEP	8,483	8,805	9,058	9,270	9,426
Percent from SEP initiatives	2.6%	4.4%	5.3%	5.9%	6.1%
Year to year percent change	2.5%	3.79%	2.88%	2.34%	1.68%

Future Structure to Monitor Enrollment Management

The Strategic Enrollment Plan is a fluid, collaborative document that needs to be closely monitored and updated throughout the year. To achieve this objective and leveraging the RNL model of enrollment management, a formal Strategic Enrollment Management Council (SEMC) will be created that will have the responsibility of tracking plan outcomes and making critical adjustments along the way.

The SEMC will be comprised

Figure 1: The SEM Cycle

of members of the Strategic Enrollment Management Team and will meet monthly to review plan status/outcomes. A Strategic Enrollment Managment (SEM) dashboard will be created by Institutional Research for team members that will provide interactive access to each specific goal and allow for detailed analysis as needed.

Recommendations from team members regarding plan outcomes/additions/deletions will be presented to the Provost/Executive Cabinet for consideration quarterly or as needed. The RNL diagram below outlines the role of the SEMC, and the review cycle related to the strategic Enrollment Plan:

In summary, the SEMC will play a pivotal role in maintaining the integrity and tracking outcome of the recommendations in the strategic enrollment plan. The team will need to specifically accomplish the following tasks as outlined in the RNL enrollment planning guide:

- Meet regularly to evaluate the progress of the plan and identify actions that must take place during the next two months;

- Track KPIs identified in the plan and update them annually;

- Track the effectiveness of each strategy and action plan identified in the plan;

- Track updated information related to new internal and external environmental assessments and projections;

- Propose changes or adjustments regarding implementation of the plan; and

- Identify new strategies to respond to the changing environmental and institutional contexts

Source: RNL Strategic Enrollment Planning, A dynamic Collaboration, 3rd Edition, 2022

Closing Comments

Enrollment management is a complex, dynamic ecosystem requiring full collaboration of the college community. It is also necessary to acknowledge that the plan is intended to evolve, change, develop and grow as the needs of our students and community do.

Throughout this process, team members shared ideas, perspectives, and beliefs with one common goal to identify opportunities to increase enrollment at Harper College. Although it was not a straightforward process, team members took risks, trusted each other, and formulated an enrollment direction that complements existing work, identifies new opportunities while being respective of the Mission and Vision of the college.

Thank you to the members of the Strategic Enrollment Planning Team for being part of this important initiative and looking forward to continuing our journey as we transition to the Strategic Enrollment Planning Council in 2023.

Appendices of Supporting Material (may be updated in the plan annually or as needed)

- Institutional Effectiveness Measures - Appendix A

- Strategic Enrollment Team Membership - Appendix B

- Actions Plans for Each Strategy - Appendix C

- SEP roll up - Appendix D

- FY23 Fall/Spring Enrollment Marketing Plan - Appendix E

- FY23 Recruitment and Admissions Plan - Appendix F

Appendices

Appendix A

Harper College Institutional Effectiveness Measures (IEMs)			
	Measure	**2026 Target**	**Definition and Data Source**
Search Explore your journey	Enrollment	Stretch 28%+	A proportion of district residents served by Harper College through credit instruction. (ICCB)
Onboard Prepare to take flight	Gateway Math Course Success	Expected 66-67%	The percentage of students who complete gateway math within the first year. (Internal Data)
	Gateway English Course Success	Expected 71-72%	Percent of students who complete gateway English within first year. (Internal Data)
Advance Follow your flight path	Fall to Spring Persistence	Improvement 85-86%	Percent of first-time, full/part-time, credential-seeking students who enroll at Harper in the given fall semester and either return the following spring or leave with a credential. (Internal Data)
	Fall to Fall Persistence	Improvement 69-70%	The percentage of first-time, full/part-time, credential-seeking students who enroll at Harper in the given fall semester and either return the following fall or leave with a credential. (IPEDS)
	Part-Time Credit Accumulation (12hr)	Improvement 41-42%	Percent of first-time, part-time, degree or certificate-seeking students who earned 12 or more credits (including developmental) within first year. (PDP)
	Full-Time Credit Accumulation (24hrs)	Improvement 52-53%	Percent of first-time, full-time, degree or certificate-seeking students who earned 24 or more credits (including developmental) within first year. (PDP)
Realize Ensure a successful landing	Advancement	Stretch 75%+	Percent of first-time, full-time, degree/certificate-seeking students who graduated, transferred, or continued to enroll at Harper after three years. (IPEDS)
	Graduation Rate	Improvement 38-39%	Percent of first-time, full-time, degree/certificate-seeking students who completed a credential within three years of enrolling at Harper. (IPEDS)
	Post-Harper Student Satisfaction	Expected 90-91%	Percent of students who report being 'Satisfied' with program of study job preparation or preparation for continued education. (Follow-Up Survey)
	Post-Harper Student Employment	Improvement 70-71%	Percent of students who earned a career credential have stable employment in the first year post-Harper. (IDES)
	Post-Harper Student Stable Earnings	Improvement 63-64%	Percent of students who earned a career credential that have stable annual earnings at a living wage in the first year post-Harper. (IDES)

You matter; we care (An overarching message of SOAR)	Financial Support for Students	Stretch 36%+	Percent of students who receive aid through scholarships/grants. (IPEDS)
	Faculty Relative to Student Diversity	Improvement 31-32%	The percentage of racial/ethnic diverse FT and PT faculty relative to students. (IPEDS) Target is to reduce the gap.
	Employees Relative to Community Diversity	Improvement 14-15%	The percentage of racial/ethnic diverse employees are relative to community population. (IPEDS/U.S. Census) Target is to reduce the gap.
	Composite Financial Index	Expected 3.0-7.0	Overall financial health comprised of four ratios—Primary Reserve, Net Operating Revenues, Return on Assets, and Viability. (Higher Learning Commission)

Appendix B

Fall 2022

Members of the Strategic Enrollment Planning team are:

Bob Parzy	AP Enrollment Services	Co-chair
Travaris Harris	AP Student Success	Co-chair
Michael Bates	AP Academic Affairs	
Claudia Mercado	AP Student Affairs	
Joanne Ivory	Dean, Academic Affairs	
Darice Trout	Interim Dean, Academic Affairs	
Kimberley Polly	Dean, Academic Affairs	
Sue Skora	Sr. Director, Enrollment Services	
Kathy Coy	Director, Institutional research	
Mike Barzacchini	Director, Marketing Services	
Keith Goode	Interim Director, New Student Programs, CNSO	
Bob Grapenthien	Comptroller	
Cammy Wayne	Assistant Professor, Business and Social Science	
Margaret Bilos	Associate Professor, Liberal Arts	
Andrea Fiebig	Director, Adult Education Development	
Sonia Jawnyj	Administrative Assistant	
Lewis Sanborne	Consultant RNL	

Appendix C – Action Plans

Expand dual credit student post high school transition to Harper

Harper College

Revenue & Expenses

Plan #:		Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.						
Action Plan/Strategy Title:								

	Projected	Projected	Projected	Projected	Projected	Projected	Projected
REVENUE:	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Expected Number of Total Incremental FTIC Students:		32	86	145	171	175	175
Average Net Revenue per FTIC Student:		$ 3,471	$ 3,471	$ 3,471	$ 3,471	$ 3,471	$ 3,471
Expected Number of Total Incremental Transfer Students:		0	0	0	0	0	0
Average Net Revenue per Transfer Student:							
Expected Number of Total Incremental Non-Credit Students:		0	0	0	0	0	0
Average Net Revenue per Non-Credit Student:							
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 111,072	$ 298,506	$ 503,295	$ 593,541	$ 607,425	$ 607,425

OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$0	$0	$0	$0	$0
Benefits @ **35%**	$ -	$0	$0	$0	$0	$0	$0
Adjunct Faculty/Part Time Staff (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$0	$0	$0	$0	$0	$0
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Total Expense:	$ -	$0	$0	$0	$0	$0	$0
Net Income (loss):	$ -	$111,072	$298,506	$503,295	$593,541	$607,425	$607,425
Cumulative Net Revenue (loss)	$ -	$ 111,072	$409,578	$912,873	$1,506,414	$2,113,839	$2,721,264
Net Income per incremental student:		3471	3471	3471	3471	3471	3471

* In addition to average entering student financial aid

Harper College

Plan #:	
Action Plan Title: Dual Credit Alignment and Matriculation	

KPI(s): High school penetration rate, new student FTE/headcount, semesters to credential attainment

Overarching Strategy: We hope to increase the number of students matriculating to Harper from our sender high schools. To accomplish this, we will focus on the dual credit student experience and ensuring that these students (and HS counselors/faculty) understand how the dual credit courses they take align with career clusters and AoIs. This will ultimately lead to increased intentionality in our dual credit offerings.

Further Description/Explanation: There are several challenges that impact negatively the matriculation of dual credit students to Harper. These students often don't "see themselves" as Harper students. Also, we rely on high school counselors to relay information second or third hand to students when selecting classes - as opposed to having dedicated dual credit advisors. Last, there is not clear alignment between Harper's AoIs and the career clusters that guide high school curriculum. Students are accumulating college credits but not always in a manner that is intentional.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaluated?
Plan a Dual Credit Harper Experience Day for new dual credit students. This event will help high school-based dual credit students learn about Harper by spending a day on campus. They will interface with faculty, visit labs/facilities, and explore AoI subject matter that they may be interested in. Students will get Harper IDs, SWAG, and have other experiences that make them feel connected to campus. Students will also experience an adaptation of the new student orientation during this visit.		$20,000	Fall 2023	Fall 2023	
Create an annual report/landing page for each sender high school that provides their dual credit "footprint." This can include courses, credits, savings, narrative etc. Aims CC in Iowa has exemplars that we can model after and they have cited enrollment growth from matriculation due to marketing efforts centered around sharing the data from these annual reports / landing pages.		$10,000.00	Spring 2023	Fall 2023	
Engage with EdSystems at NIU to provide professional learning on Model Programs of Study: https://edsystemsniu.org/model-programs-of-study-guides/ This will help to ensure that we are offering priority dual credit courses that are foundational to particular industry areas and broadly transferrable. This will also help us to contribute to endorsement completion for students while in high school through employer engagement and work-based learning experiences. Last, this will help us to understand better the alignment between the career clusters used in our high schools and the AoIs at Harper.		$10,000	Spring 2023	Fall 2023	
Develop program maps that show how dual credit courses align with Harper programs / career clusters and lead to in-demand jobs.		N/A	Spring 2023	Fall 2023	
Hire and train 2 dedicated dual credit advisors. These advisors will meet with high school students through group and 1:1 appointments. Special focus will be placed on intro advising for new dual credit students and exit advising for seniors.		$180,000 annually	Fall 2023		
Rationale for Estimated Enrollment Impact:					

Coordinator:	
Evaluation/Assessment:	Evaluation Summary:

First Year Seminar

Compliance Proposal

Current Policy and Compliance Data: Beginning Fall 2019, all new degree-seeking students with fewer than 12 hours of college credit earned after completing high school are required to participate in a Start Smart experience within their first two semesters at Harper College. Start Smart compliance is met through enrollment in First Year Seminar or a Start Smart course which is an embedded foundational course within Associate in Applied Science programs.

Rolling Start Smart (FYS + Embedded Start Smart) Compliance Rates

Tracking new students, by start term, for who the policy is applicable across time.

Note: Rolling compliance adds compliance numbers across registration terms. E.g. – For those that began in Fall 2019, 52% complied in that term. The rolling compliance listed for this group of students in Spring 2020 is calculated by adding the initial compliance number plus those students who *returned* in spring and complied that semester; this sum is then divided by the starting Number to yield the rolling compliance rate.		# Students Policy Applies	Registration (Run) Term									
			Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
Term Began (Cohort)	**Fall 2019**	2625	52% (1362)	60% (209)	61% (17)	64% (97)	67% (65)	67% (11)	69% (46)			
	Spring 2020	469		26% (120)	28% (10)	34% (30)	36% (10)	36% (1)	38% (9)	40% (9)		
	Summer 2020	209			12% (26)	22% (19)	22% (2)	22% (0)	24% (4)	25% (2)	26% (1)	
	Fall 2020	2278				61% (1398)	69% (165)	69% (17)	74% (99)	76% (56)	77% (11)	78% (35)
	Spring 2021	400					36% (145)	37% (4)	43% (22)	46% (12)	46% (1)	50% (16)
	Summer 2021	244						25% (61)	36% (27)	39% (7)	39% (1)	41% (4)
	Fall 2021	2220							56% (1241)	65% (196)	65% (12)	70% (101)
	Spring 2022	431								29% (124)	30% (5)	37% (30)
	Summer 2022	198									21% (41)	36% (31)
	Fall 2022	2110										63% (1319)

FYS-Specific Headcount and Compliance

Year	Headcount	FYS Sections Run
FY 19	389	24
FY 20	846	50
FY 21	899	54
FY 22	989 *as of 11/1/22	55

For Fall 2022, with Program of Study being AA or AS, there are 1,573 students that fall within the Start Smart policy. Of that number, 989 are in compliance with the policy or 63%, mirroring the overall Start Smart compliance rate.

Goal: Increase Fall 2023 Start Smart compliance to 70% and Fall 2024 compliance to 80%, then assess program and set future metrics.

Year	Target Start Smart Compliance Rate	FYS Enrollment (Forecasted Headcount)*	Estimated FYS Sections Needed
Fall 2023	70%	1,225	70
Fall 2024	80%	1,400	80

*Using estimate of 1,750 AA/AS students within policy.

Proposal:

Increase Start Smart compliance by requiring all students who fall within the Start Smart policy to take First Year Seminar or Start Smart during their first or second semester at Harper. Students pursuing an AA/AS (excluding engineering, who can enroll in FYS 101 or EGR 100) should take First Year Seminar and students pursuing AAS programs should take the Start Smart course embedded in their curriculum.

Full-time students will be required to take FYS in their first semester, part-time students will be encouraged to take it in their first semester, but allowed to take it in second semester if other coursework is determined to be a priority (developmental math or English, for example).

Recommended Operational Implementation Methods:

- Include First Year Seminar as a first semester course in transfer AA/AS plans.

- Strengthen language and awareness indicating that First Year Seminar/Start Smart is <u>required</u> within the first two semesters of enrollment at Harper; first semester for full-time students, within first two semesters for part-time students.

- Advisors will register students for their first semester First Year Seminar course at time of advising appointment.

- Use of tuition waiver to offset cost of taking First Year Seminar. See scenarios below under forecasted financial models for estimated costs. Only First Year Seminar would be eligible for the waiver, to offset transferability limitations and use of elective credit for non-major specific coursework. Embedded Start Smart courses are specifically included within AAS programs.

- Interdisciplinary Programs Office to manage weekly process to monitor and follow up with students who drop First Year Seminar and managing tuition waivers.

- Increase sections of FYS offered to 73 for FALL 2023 and 83 for FALL 2024.

Financial Forecast

Award $500 tuition grant for consecutive fall/spring semester upon successful completion of FYS 101 and enrollment in at least 6-credit hours in the next consecutive semester.

Year	FYS Enrollment (Forecasted Total Headcount)	Forecasted Success and Persistence Headcount	Estimated Cost
Fall 2023	1,225	689	$344,500
Fall 2024	1,400	788	$394,000

*Calculated using 75% success rate and 75% fall-to-spring persistence.

The cost of this program will be partially offset by anticipated increases retention and graduation rates. Title III data from 2019 indicates that students who passed Start Smart and met with their advisor to create an educational plan had a 3-year graduation rate of 41% compared to 27% who did not meet both criteria.

Next Steps:

Task	Date/Deadline
Secure Funding	TBD
Discuss at ILC	1/26/22
Develop Business Office Process	2/15/22
Develop Marketing Campaign	TBD
Implement Advising Expectations and Processes	5/1/22
Internal Awareness Campaign (Enrollment Services, Student Affairs, Student Success, Academic Divisions)	TBD – 5/1/22
Assess FYS Faculty Needs	2/1/22
Build Fall 2023 FYS Schedule	3/1/22

Socialize the four-connections approach to faculty-student engagement

Harper College

Revenue & Expenses

Plan #: | Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29
REVENUE:							
Expected Number of Total Incremental FTIC Students:		0	0	0	0	0	0
Average Net Revenue per FTIC Student:		$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200
Expected Number of Total Incremental Transfer Students:		0	35	90	145	165	165
Average Net Revenue per Transfer Student:		$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200
Expected Number of Total Incremental Non-Credit Students:		0	0	0	0	0	0
Average Net Revenue per Non-Credit Student:							
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ -	$ 112,000	$ 288,000	$ 464,000	$ 528,000	$ 528,000
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$0	$0	$0	$0	$0
Benefits @ 35%	$ -	$0	$0	$0	$0	$0	$0
Adjunct Faculty/Part Time Staff (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense(will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses(will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$0	$0	$0	$0	$0	$0
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$0	$0	$0	$0	$0	$0
Net Income (loss):	$ -	$0	$112,000	$288,000	$464,000	$528,000	$528,000
Cumulative Net Revenue (loss)	$ -	$ -	$112,000	$400,000	$864,000	$1,392,000	$1,920,000
Net Income per incremental student:		#DIV/0!	$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200

* In addition to average entering student financial aid

Harper College

Plan #:

Action Plan Title: 4 Connections

KPI(s):
Reduce students receiving an F or W by an average of one student per section for each faculty participating in PD Workshop (aggregated data).

Increase retention by 5 % in per section of faculty participating in 4 Connections PD

Overarching Strategy:
Faculty engagement support, toolkit, clear expectations, reach to adjuncts (see 'save one more student')

Further Description/Explanation:
Harper is re-incorporating the Help One More Student Stay initiative, in the upcoming Learning Community project with Developmental Education, FYS and Launch in Fall 2022. This initiative is described as faculty intentionally implementing at least one of the Four Connections. These connections were found to be best practices through Odessa College, Lake Washington Institute of Technology and highlighted by Achieving the Dream. The initiative discovered that faculty who built stronger connections with their students helped students in reducing withdrawal rates. The Four Connections are: Interact with Students by Name; Check in Regularly; Schedule One-on-One Meetings and Practice Paradox. The Academy for Teaching and Learning at Harper College provides faculty resources to assist in incorporating the Four Connections in the classroom.   In addition to the Retention Plan's focus on LC, Developmental Education, and FYF, we will implement a broad campaign to bring awareness to the 4 Connections (knowing student names, meeting 1:1, regular check in, and practice paradox) across other areas of the college. "Help One Student Stay" was piloted in 2018 with great success, and is currently being shared in the new adjunct faculty course and new full-time faculty course. The Academy will develop a checklist and process for faculty to receive on-demand PD on the 4 connections. Our goal is to increase number of faculty participating in 4 Connections PD from 50 (25 spring 2018 and 25 fall 2018) to 100 by fall 2024. We also hope to embed the 4 connections PD as part of the adjunct faculty evaluation process whereby they can select the 4 Connects as one of the PD options. Finally, we are planning on requestion a short explanation video be shared at the Provost meeting. The video will serve as both an information tool around the 4 Connections and a marketing tool for faculty to further explore the on-demand PD activity.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaluated?
Convocation and Orientation Engagement	CG				
Reach out to Academy and Claudia to find out pervious outcomes and current practices	DT	$0	10/17/22	10/19/22	
Academy will create a checklist for 4 Connections PD	Academy			1/15/23	checklist completed
Academy will create a 1 credit on-demand PD option for faculty "The Four Connections and You"	Academy			1/15/23	Blackboard shell completed
Academy will promote the PD activity during opening week and to specific 0-15 faculty and other targeted populations as identified in the Strategic Plan.	Academy			1/20/203	
Deans will encourage faculty to attend and participate	Deans				
All new FTF will received PD on 4 connections					Already in place
All new ADJ will receive PD on 4 connections					Already in place
Rationale for Estimated Enrollment Impact:					

Coordinator:

Evaluation/Assessment:	Evaluation Summary:

Enrollment Day

Revenue & Expenses

Plan #:

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected	Projected	Projected	Projected	Projected	Projected	Projected
REVENUE:	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Expected Number of Total Incremental FTIC Students:		50	72	72	72	72	72
Average Net Revenue per FTIC Student:		$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200	$ 3,200
Expected Number of Total Incremental Transfer Students:		0	0	0	0	0	0
Average Net Revenue per Transfer Student:							
Expected Number of Total Incremental Non-Credit Students:		0	0	0	0	0	0
Average Net Revenue per Non-Credit Student:							
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 160,000	$ 230,400	$ 230,400	$ 230,400	$ 230,400	$ 230,400
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$0	$0	$0	$0	$0
Benefits @ 35%	$ -	$0	$0	$0	$0	$0	$0
Adjunct Faculty/Part Time Staff (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense(will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ 100	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
Hospitality Expenses(will auto-populate):	$ 3,300	$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ 7,000
Miscellaneous (will auto-populate):	$ 700	$ 700	$ 700	$ 700	$ 700	$ 700	$ 700
Total Operating Expense:	$ 4,100	$7,900	$7,900	$7,900	$7,900	$7,900	$7,900
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ 4,100	$7,900	$7,900	$7,900	$7,900	$7,900	$7,900
Net Income (loss):	$ (4,100)	$152,100	$222,500	$222,500	$222,500	$222,500	$222,500
Cumulative Net Revenue (loss)	$ (4,100)	$ 148,000	$370,500	$593,000	$815,500	$1,038,000	$1,260,500
Net Income per incremental student:		$ 3,042	$ 3,090	$ 3,090	$ 3,090	$ 3,090	$ 3,090

* In addition to average entering student financial aid

Plan #:

Action Plan Title: Enrollment day

KPI(s):
Increase in early enrollment by current enrollment. Better overall campus awareness of registration opening for Spring 2023. Unified campus event around promoting early enrollment. Increase in registration activity as tracked through enrollment dashboard.

Overarching Strategy:
To create increased awareness/buzz around campus regarding registration being open for Spring 2023 by creating a campus wide, "enrollment day." This day coincides each year with the day registration is open for all current and new students to Harper College. During the week leading up to this day, promotion of registration availability will be heavy leading up to the culmination of the week with enrollment day.

Further Description/Explanation:
Specific goals of the event include but are now limited to: Promote early registration benefits including more choices, fully leveraged payment plans, access to advisors and consulting assistance with academic plans/course selection and additional support for ending the semester in a positive way.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaluated?
Organize cross functional, campus wide team of staff and faculty	ES	$0	9/22/22		
Develop enrollment day outline - contributions from team	ES	$0	9/22/22		
Establish working group to further develop event	ES	$0	10/22/22		
Develop promotion schedule for event	Mkt/Comm.	$0	10/22/22		
Develop volunteer list for event	ES	$0	10/22/22		
Print materials/signage for event	MKTG	$100.00	11/1/22		
Order food for event	ES	$3,300.00	11/22/22		
Order volunteer shirts	ES	$700.00	11/22/22		

Rationale for Estimated Enrollment Impact:
To determine if promotion early registration creates additional enrollment from students who traditionally wait and experience less course options and higher levels of frustration. To better leverage advisors for degree planning and course selection which could result in additional hours being taken by student. To create additional engagement opportunities with current and prospective students.

Coordinator: Enrollment Services

Evaluation/Assessment:

Daily enrollment dashboard will be used to track enrollment activity compared to prior spring semesters. Surveys will be conducted to students regarding enrollment day to secure feedback and impact of event.

Evaluation Summary:

Develop a microhubs strategy to increase international student enrollment

Appendix D – SEP Roll UP

Harper College

Plan #:

Action Plan Title:	International Micro hubs

KPI(s):
Expand/increase Harper College's International recruiting, enrollment , partnerships and brand around the world. This will be accomplished by partnering with an international educational consulting group with extensive experience working with higher ed institutions on the development of their international strategy.

Overarching Strategy:
•The development and implementation of what are called Micro hubs whereby Harper College would deliver courses, associate degree programs, and Micro credentials taught online by Harper College faculty or in-person by local faculty under Harper College's guidance to international students recruited by the partner institution. There is a demand for community college partnerships from secondary schools, education and learning centers, and universities.

Further Description/Explanation:
The international consultant will play a pivotal role in partner identification including target countries and colleges/universities who have demand from students locally to earn U.S. based credentials.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaluated?
Secure quotes from International Consulting Agency	ES/OIE	$0	1/1/23	1/1/23	
Finalize Agreement with International Consulting Agency	ES/OIE	$24,600	2/1/23	2/15/23	
Launch meeting consultant and Harper stakeholders	ES/OIE	$0	2/1/23	2/15/23	
Establishment of timeline for partner discussions	ES/OIE	$0	2/1/23	2/15/23	
Initial meetings with potential partner schools about Micro hub concept, franchising Harper and additional opportunities for expanded study abroad program and articulation agreements.	ES/OIE/AA	$0	3/1/23	3/15/23	
Identification of pilot partners and programming	ES/OIE/AA	$0	4/1/23	4/15/23	
Pilot Micro hubs	ES/OIE/AA	**tbd**	**9/1/23**	ongoing	

Rationale for Estimated Enrollment Impact:
Project opens up new markets for college, new enrollments and creates auxiliary revenue stream.

Coordinator:	TBD

Evaluation/Assessment: New enrollment and revenue generated from partnership	Evaluation Summary:

Harper College

Revenue & Expenses

Plan #:   Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29
REVENUE:							
Expected Number of Total Incremental FTIC Students:		30	51	55	55	55	55
Average Net Revenue per FTIC Student:		$ 8,950	$ 8,950	$ 8,950	$ 8,950	$ 8,950	$ 8,950
Expected Number of Total Incremental Transfer Students:		0	0	0	0	0	0
Average Net Revenue per Transfer Student:							
Expected Number of Total Incremental Non-Credit Students:		0	0	0	0	0	0
Average Net Revenue per Non-Credit Student:							
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 268,500	$ 456,450	$ 492,250	$ 492,250	$ 492,250	$ 492,250
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$0	$0	$0	$0	$0
Benefits @ 35%	$ -	$0	$0	$0	$0	$0	$0
Adjunct Faculty/Part Time Staff (will auto-populate):	$ -	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000
Financial Aid*:							
Office Expense (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Travel/Conferences/Conventions (will auto-populate):	$ -	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000
Marketing/Communications (will auto-populate):	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Miscellaneous (will auto-populate):	$ -	$ 24,600	$ 24,600	$ 24,600	$ 24,600	$ 24,600	$ 24,600
Total Operating Expense:	$ -	$43,600	$33,600	$33,600	$33,600	$33,600	$33,600
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$43,600	$33,600	$33,600	$33,600	$33,600	$33,600
Net Income (loss):	$ -	$224,900	$422,850	$458,650	$458,650	$458,650	$458,650
Cumulative Net Revenue (loss)	$ -	$ 224,900	$647,750	$1,106,400	$1,565,050	$2,023,700	$2,482,350
Net Income per incremental student:		$ 7,497	$ 8,291	$ 8,339	$ 8,339	$ 8,339	$ 8,339

* In addition to average entering student financial aid

	Enrollment Impact						
Strategy	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Dual Credit		32	86	145	171	175	175
First Year Seminar Compliance		175	250	250	250	250	250
4 Connections		0	35	90	145	165	165
Enrollment Day		50	72	72	72	72	72
Micro-Hub (international delivery)		30	51	55	55	55	55

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Total Enrollment Impact		287	494	612	693	717	717
Total Revenue		$1,099,572	$1,897,356	$2,313,945	$2,580,191	$2,658,075	$2,658,075
Total Expenses	$ 4,100	$ 666,500	$ 710,765	$ 716,188	$ 303,274	$ 309,027	$ 314,953
Anticipated Overlap or Risk Percentage		25%	25%	25%	25%	25%	25%
Reduced Enrollment		215	371	459	520	538	538
Reduced Revenue		$ 824,679	$1,423,017	$1,735,459	$1,935,143	$1,993,556	$1,993,556
Net Revenue	$ (4,100)	$ 158,179	$ 712,252	$1,019,271	$1,631,870	$1,684,529	$1,678,604
Cumulative Net Revenue	$ -	$ 824,679	$2,247,696	$3,983,155	$5,918,298	$7,911,854	$9,905,411

	2023-24	2024-25	2025-26	2026-27	2027-28		
Current Baseline Enrollment Projections	8,268	8,434	8,599	8,750	8,888		
Enrollment from SEP	215	371	459	520	538		
Baseline Plus SEP	8,483	8,805	9,058	9,270	9,426		
Percent from SEP initiatives	2.6%	4.4%	5.3%	5.9%	6.1%		
Year to year percent change	2.5%	3.79%	2.88%	2.34%	1.68%		

FY23 Fall 2023 Enrollment Plan: June/July/Aug Key Dates

16, 13 and 8-week classes

Selective/current ranges: April 18-20
Open registration: **April 21, 2022**
Semester Start: Monday, August 22, 2022
13-Week Starts: August 22 and September 19
8-Week Starts: August 22 and October 17

Info Sessions

Emailed Nicci 4/11/22

Research % of classes online live, anytime and on campus. Donna

Objectives: *(Demo range selects shift based on platform options)*

75% Branding, Awareness, Lead Dev, Call to Action for Spring Enrollment

> Young Adult and Adult Market (21-44)

25% Increase awareness and enrollment amongst "lost to covid" year and preparation for May College Decision Day. (There will be overlap in these initiatives.)

> FTIC 18-23
> Parents of FTIC (35-54)

Strategies:

Achieve highest possible reach (starting at 75+%) with 4x/week frequency.

Concentrate flights to achieve R/F goals.

Integrate multiple channels/media to expand message opportunities and targeting capabilities.

Reach is the percentage of targets who are exposed to your media at least once during a predetermined period of time. Your brand needs at least 50 percent reach to survive, but higher reach is always better, particularly at the beginning of a new campaign. Frequency is the average number of times a household is exposed to your campaign over a set period of time. For example, Facebook ads recommend 2 exposures per week for 10 weeks. Over that same 10-week period, TV recommends 3 to 10 exposures per week, while radio recommends 3 exposures per week. We do implement frequency caps by channel. Average target weekly frequency is 4x.

Spring 22 Campaign Performance Learnings:

- Paid campaigns significantly impact conversions from other channels. Paid campaigns appear often early in the conversion journey. There were 1,435 conversions across multiple channels (paid, organic, referral) that include at least one touch point from the campaign.

- Keyword search drives the bottom of the funnel traffic that brings in the most conversions.

- Fast paced videos :15 perform above benchmarks.

- You Tube is a very cost-effective way to reach Millennials

- Snapchat continues to reach younger audience effectively, especially with video,

- Spotify is strong channel to reach 18-24.

Key findings include:

- Digital video continues to be one of the fastest growing channels, up 50.8% compared to last year, with total revenues of $39.5B.

- Digital audio captured the highest YoY growth, up 57.9% to $4.9B.

- Social media advertising was up 39.3% to $57.7 billion, as consumers continue to engage with Meta platforms, Snapchat, TikTok, and Twitter.

- While search revenue grew substantially (32.8%) in 2021, it did not grow as strong as other areas, leading to a slight decrease in total revenue share (reduction of 0.8 percentage points).

https://www.iab.com/insights/internet-advertising-revenue-report-full-year-2021/

Fall 2021 (FY22) Campaign Performance Learnings:

- #1 action driver was Google Search ads (1,577 on-site actions); Future potentially use RSLA remarketing lists for search ads (feature that lets you customize your search ads campaign for people who have previously visited your site, and tailor your bids and ads to these visitors when they're searching on Google and search partner sites.)

- Google Display Network gave us the second highest converting channel; targeted users who were actively searching for post-secondary ed; (both prospecting and remarketing campaigns). Consider adding video component.

- Paid advertising often appeared early in the consumer conversion journey.

- 3,755 conversions across multiple channels (paid, organic, referral) included at least one touch point from the fall campaign. (Awaiting MV further explanation)

- Search remains key to campaign conversions (15.11% of ads result in action)

- Majority of search activity comes from mobile (55-84% v desktop)

- Video brand ads exceeding industry benchmarks for view rates, effective channels

- OTT Exceeded industry benchmark for full views. Top: Roku, Samsung TV, Amazon.

- YouTube, FB/Insta video ads

- Headlines that resonated with FB/Insta: Earn job-ready credentials or start four-year degree; where your next adventure begins; This is Your Time.

- Spotify is key to reaching 18-24 y/o.

Brand/Ad Recall for all: #1 Email, #2Direct mail ([Media Prefs Harper Student Survey](#) Fall 2020/ Spring 2021)
Top Listed, remaining varies by demo and channel. (from highest to lowest)
18-20: Email, Direct Mail, High School, Social, Digital, YouTube, Streaming Radio

21-25: Email, Direct Mail, Social, Digital, YouTube

26-30: Email, Direct Mail, Social, Digital/Outdoor

31-40: Direct Mail, Email, Social, Local Radio

41-50: Email, Direct Mail, Social, Community Event

Note: Radio outperforms traditional TV in recall, but traditional TV outperforms radio in self-reported impact. The majority of our target audiences (16-50 watch streaming TV). Direct mail, in addition to high school/workplace recruiter, website, social, event as a best strategy to recruit people like them.

Radio top listening: 3-6 p.m. then 6 –9 a.m. M-F; #1 streaming 40-50%; , then, download 30-50%, local radio 5-15-35%

TV top viewing: (#1 streaming, #2 cable, #3 do not watch) M-S 9 p.m.- Midnight, then 6-9 p.m.
Watch local news: never, early morning, early evening
50%+ watch streaming, 10%+ watch cable; together can get 60% of the market

Selected radio over tv because we can efficiently complement our main brand messages with timely calls to action such as call, attend info session, classes starting, etc.

	FY22 Proposed Fall Gen Mkt Expenditures Priority Reg: Open Reg: Semester Start: Monday, August 22 13-Week Starts: August 22 and September 19 8-Week Starts: August 22 and October 17	HIT HOMES OR CAMPAIGN GOES LIVE DATE (based on billing options)		
All District Direct mail	JOB# 30732 All District DM FY 22 BUDGET	June 1		JOB# 30732 ✓ Confirm offers/info sessions ✓ Notify of postage needs ✓ Write copy ✓ Opened job and sent to SM ✓ Get quotes ✓ Open po ✓ Sent to clients ✓ To print ✓ Invoiced
All District Direct Mail	All District DM#2 $13,441(not include postage or fulfillment), budget confirmed	June 27		JOB#30795 ✓ Confirm offers/info sessions ✓ Notify of postage needs ✓ Write copy ✓ Opened job and sent to SM ✓ Get quotes ✓ Open PO ✓ Sent to clients ✓ Client approvals ✓ To print ✓ Invoiced in FY23
Web	Updated with Priority Reg Info Complete The Refund, Withdrawal and Financial Aid Dates page shows start of semester and all starts of term. Currently only posting through Summer 22. Is there a reason we're holding back on posting Fall 22 dates? If not, would it be possible to update? Thanks! Side note, I'm wondering if there is a way to link/provide term start dates on the page on the "Register for Credit Classes" page, currently they are only found on the " Refund, Withdrawal and Financial Aid Dates" page. I'm sure you've had conversations around this, so if not applicable, please disregard. Thanks!		Donna	• EM Skora and PKelly 4/8/22 • IN PROGRESS

	Fall 2022 "Search the Fall 2022 Class Schedule Priority Registration" • postcards and • emails Both the email and postcard will have the date/time that students can register.	March 28		COMPLETE
Marquee	Need two groups: Group 1 - Run dates: May 24 – August 22 Group 2 – Run dates August 23 – October 16 Create three versions each group (all with same text) so we can have multiple placements within the marquee rotation. Three images are provided with web request, but I am open to other recommendations. Complete by Monday, May 16, so Sue Borchek can program Group 1 to go live starting May 24. Copy for group 1: Fall classes begin August 22. Enroll today! Copy for group 2: New fall classes begin Sept. 19 and Oct. 17. Enroll today!	May 24-October 16	Heidi	Job# 30825 Confirmed scheduled with Mike C 5/16.
Targeted Email	All-market email campaign dates: Each date represents four emails, with messages tailored for: • Stop outs • Inquired not applied • Applied not enrolled - degree seeking • Applied not enrolled - certificate-seeking or student at large A1 - Tuesday, May 31 COMPLETE B2 - Tuesday, June 14 SCHEDULED C3- Tuesday, June 28 D4 - Tuesday, July 12 ADD: 30984 - FTIC_Email_FAFSA-Not-Applied-Fall-2022 July 12, 2022 E5 – Tuesday, July 26 Request updated lists E6 – Tuesday, August 9 Mid-semester start promo: Request updated lists F8 – Tuesday, September 6 (September 19 class starts) G9- Tues, October 4 (Oct 17 class starts)	May - October	Heidi	Job # 30826 ✓ Job opened in Ignite ✓ Contact Viv ✓ Viv to complete. Invoiced and paid. ✓ May 31 COMPLETE JUNE 14 Scheduled June 28 July 12 July 26 Aug 9 Sept 6 Oct 4

Local Radio	Flight Focus: (each weighted evenly on R/F, not necessarily budget) 7-week campaign launching week of May 30. Part of that plan includes a Radio buy that focuses heavily on promoting info sessions, programs, general career and general transfer options. Unique spots will be created for each of the weeks below and provides a good balance for all of our programming. Total number of spots: 1,300+ running on B96, KISS-FM, W-SHE and WKQX101. Specific spots for June 8 FT, June 15 Adult, June 15 Health, July 13 Adult Event, Aug 5 UC. Running w/o: May 30 June 6 June 20 July 4 July 25 Aug 1 Aug 7	May, June, July, Aug	Donna	Job# 30837 $60,000 *Motivation/Affordability* *Transfer* *Career* *Info Sessions* ✓ Proposal req to MPI ✓ Approved proposal ✓ PO done ✓ Scripts written ✓ Scripts to MPI ✓ All spots approved First invoice received and processed (expected July 1, 2022)
Broadcast TV	119 commercials will run on top-rated stations WGN-TV (9) and WMAQ-TV (5). Spots will run the weeks of June 20, July 11 and August 8 on Morning news, Mid-day news, 5PM news and limited prime time programming. Three different spots will rotate and cover "transfer", "career" and "motivation."			JOB#30838 $20,000 ✓ Proposal req to MPI ✓ Approved proposal ✓ PO done Creative done Creative to MPI Creative approved First invoice received and processed (expected July 2, 2022.)
Digital Part#1	FY22 PreSpring Invoice More Vis JOB# 30746 INST_ead_PreFall22 Digital Campaign Search GDN Digital Streaming OTT/TV YouTube Social FB/Insta, Snap	June 1-30		JOB#30746 Pt 1 ✓ Inv Proc 4/1/22 $53,500

Digital Part#2	Digital • Performance Max • Search • GDN (+remarketing) • Digital Streaming OTT/TV • YouTube • Spotify • Social: FB/Insta, Snap • GeoFencing (PO is for one JOB#XXX, Individual Job #s created specifically for unique assets)	June 1- Aug 22		JOB#30746 Pt 2
	Performance Max			JOB#30856 ✓ Creative Approved
	Geofencing ANE, INA and Continuing Student Mobile Campaign	Prospects:		JOB#30822 ✓ $ in budget ✓ Opened job ✓ To design ✓ Creative delivered to MoreVis
	Search: • Campaigns to include: Dynamic Search DSA, Brand, Generic, Transfer, Scholarships	June 6 launch. (the day after Summer search ends.)	*Included above*	JOB#**30824** P Opened job Search workbook edits Deliver to MoreVis
	GDN Responsive Display and Remarketing *Variety of display repurposed* Audiences: • 75% Young Adult and Adult Market (21-44) Interest in Higher Ed; No college • 25% FTIC 18-23 and Parents (35-54) interest in higher ed		*included above HEIDI*	JOB#**30820** ✓ Opened job ✓ Choose new images ✓ Images to MV Update workbook ad copy Deliver edits to MoreVis
	Digital Streaming OTT/TV *Roku, Amazon, Samsung, ChromeCast, Apple, HULU*			JOB#30828 *Rotate 3 :15 creatives* *Motivation* *Transfer* *Career* ✓ Audience focus to MV ✓ Assets to MV

	YouTube			JOB#30829 *Rotate 3 :15 creatives* *Motivation* *Transfer* *Career* ✓ Assets to MV
	Spotify *Music/Podcasts*			JOB#**30819** ✓ Opened job ✓ Update scripts ✓ Update image (Aug and Sept Starts) ✓ Creative delivered to MoreVis Spotify Proof
Paid Social	Snapchat targeting			Job# **30823** ✓ Opened job ✓ Identified copy updates, no image updates needed. ✓ Creative delivered to MoreVis
	Facebook/Insta			Job# **30822** ✓ Opened job ✓ Identified copy/image updates ✓ Assets to MV ✓ Review proofs from MV

Local Student Survey - Fall 2020 / Spring 2021

Listening Preferences - When do you most often listen to the radio? (Check all that apply)

Search Campaigns	Impr.	Clicks	CTR	Cost	Avg. CPC	On-Site Actions	Conv. Rate
Harper College - 30092 - Fall Enrollment - DSA	38,780	8639	22.28%	$5,123	$0.59	1,329	15.38%
Harper College - 30092 - Fall Enrollment - Generic	7,493	856	11.42%	$4,356	$5.09	130	15.19%
Harper College - 30092 - Fall Enrollment - Scholarships	2,052	370	18.03%	$4,100	$11.08	14	3.78%
Harper College - 30092 - Fall Enrollment - Brand	1,564	499	31.91%	$2,786	$5.58	104	20.84%
Harper College - 30092 - Fall Enrollment - Transfer Schools	1,248	67	5.37%	$1,156	$17.25	0	0.00%
Harper College - 30092 - Fall Enrollment - Competitors	290	5	1.72%	$114	$22.77	0	0.00%
TOTAL	51,427	10,436	20.29%	$17,634	$1.69	1,577	15.11%

Local Student Survey - Fall 2020 / Spring 2021

Television Habits - When do you most often watch TV content? (Check all that apply)

Local Student Survey - Fall 2020 / Spring 2021

Television Content - How frequently do you watch the following national news outlets each week?
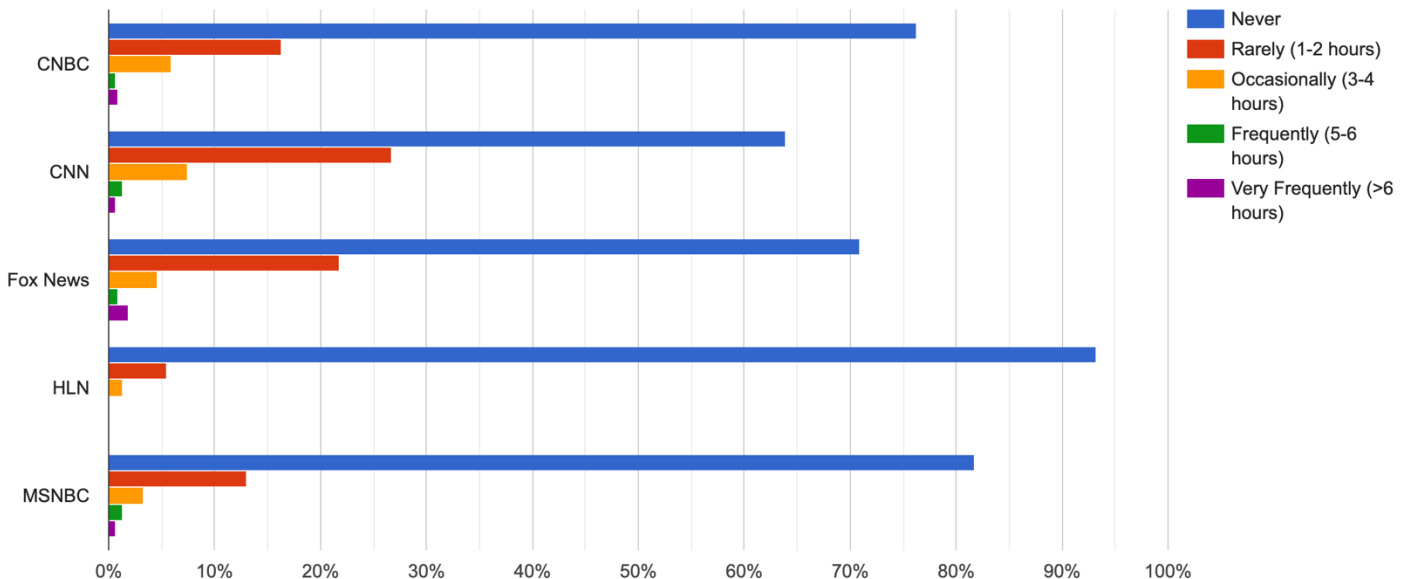
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Television Content - When do you typically watch local news on live television?
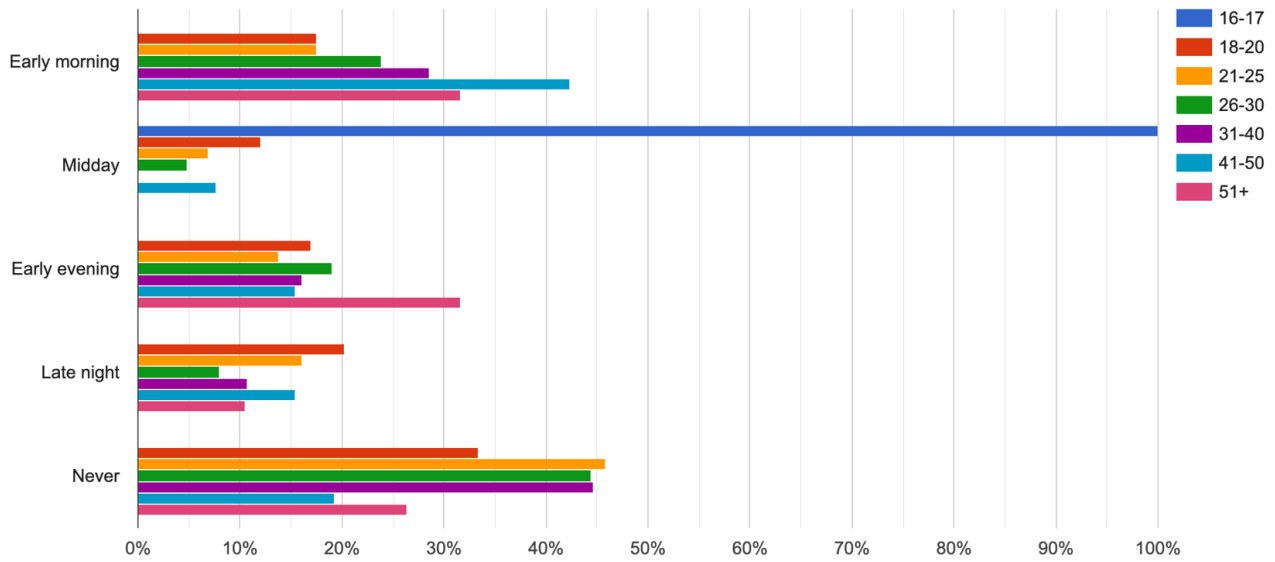
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Television Content - How often do you watch the following special interest (cable) channels?

Local Student Survey - Fall 2020 / Spring 2021

Television Content - When do you typically watch local news on live television?
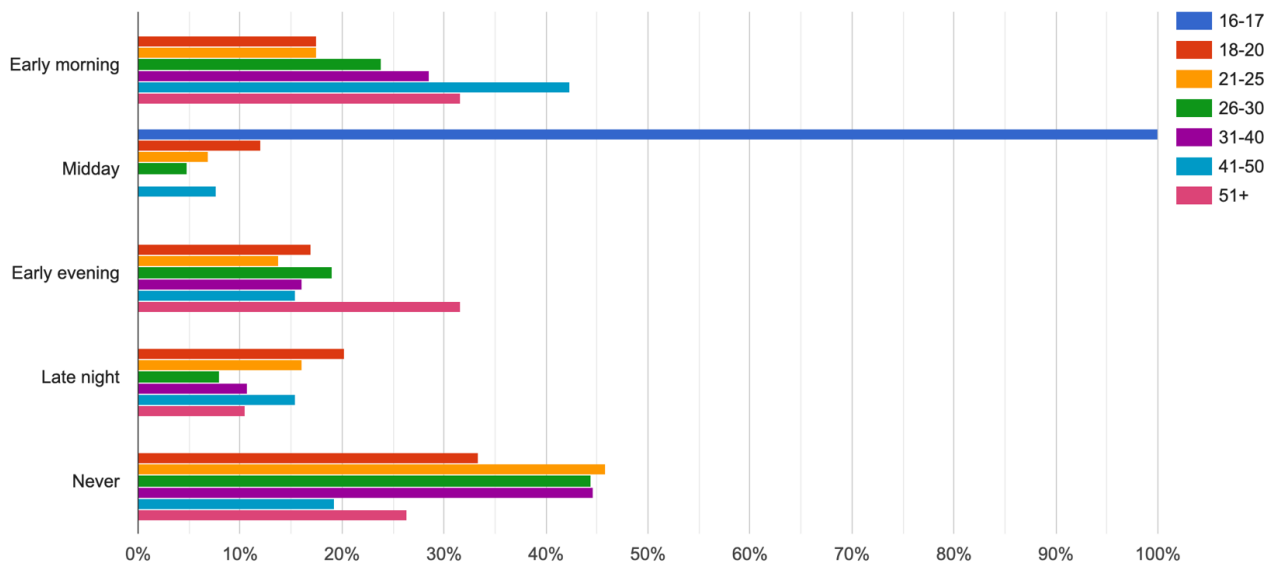
FY23 Spring 2023 Enrollment Plan: Oct/Nov/Dec/Jan/Feb Key Dates

16, 13 and 8-week classes

The dates for spring 2023 priority registration will be moved from the week of November 7 to the week of November 14 (one week later) as we are closed on Tuesday, November 8 for election day and staff will not be available to assist students with registration questions or concerns.   Please see the dates below and share with your teams:

October 14, 2022: Schedule available

Spring 2023 Priority Registration Dates:

- November 14: Selective admissions programs and special populations (veterans, ADS, limited enrollment, athletes, honors program)
- November 15: Current/previous students with 30+ credit hours
- November 16: Current/previous students with .5 – 29.5 credit hours
- November 17: Open registration *(All new degree-seeking students must attend orientation before registration can begin.)*

Note: Tuesday, November 8 is election day in Illinois

Semester Start: Tuesday, January 17, 2023
13-Week Starts: TBD
8-Week Starts: Monday, March 12, 2023

refund/withdrawal and financial aid disbursement dates can now be found for fall 2022 and spring 2023 at https://www.harpercollege.edu/registration/dates.php

Info Sessions

ADULT INFO SESSIONS

- Wednesday, October 12, 2022 – 6-7 pm (in person)
- Wednesday, November 16, 2022 – 6pm – 6:30pm (virtual)*
- Wednesday, December 14, 2022 – 6pm – 6:30pm (virtual)
- Wednesday, January 4, 2023 – 12pm – 12:30pm (virtual)
- Wednesday, February 8, 2023 – 6pm – 7pm (in person)
- Wednesday, March 8, 2023 – 12pm – 12:30pm (virtual)

FAST TRACK INFO SESSIONS

- Thursday, October 6, 2022 – 12pm – 12:30pm
- Thursday, November 10, 2022 – 7pm – 7:30pm*
- Wednesday, December 7, 2022 – 12pm – 12:30pm
- Thursday, January 5, 2023 – 12pm –12:30pm
- Tuesday, February 7, 2023 – 6pm – 6:30pm

- Thursday, March 9, 2023 – 12pm – 12:30pm

HEALTH CAREERS

- Wednesday, October 19, 2022 (Prospective) Virtual

- Wednesday, November 30, 2022 (Current) Virtual

- Wednesday, January 25, 2023 (Current) Virtual

- Wednesday, March 8, 2023 (Prospective) In Person

UC INFO SESSIONS

- Tuesday, September 13 | 6 p.m. | In Person
- Wednesday, October 19 | 2 p.m.| Virtual with Q&A
- Thursday, November 17 | 6 p.m. | In Person
- Tuesday, December 20 | Noon | Virtual with Q&A

EMd Megan D CAREER DIRECTIONS SESSIONS LIVE

Tuesday, 9/27 @ 2 - 3:30 PM

Wednesday, 10/26 @ 4 - 5:30 PM

Monday, 11/7 @ 5 - 6:30 PM

Paralegal LS Information Session this fall semester will be held virtually using WebEx on **Sept. 13, 2022, from 5:30 pm to 6:45 pm.** The second PLS Information Session this semester will be held virtually using WebEx on **Tuesday, November 29, 2022, from 5:30 pm to 6:45 pm.** *I just asked Alejandro Mendoza to update the website with these new dates.* I can let you know when that task has been completed. Carol Carlson-Nofsinger, J.D.

Objectives: *(Demo range selects shift based on platform options)*

75% Branding, Awareness, Lead Dev, Call to Action for Spring Enrollment

    Young Adult and Adult Market (21-44)

25% Increase awareness and enrollment amongst "lost to covid" year and preparation for May College Decision Day. (There will be overlap in these initiatives.)

    FTIC 18-23
    Parents of FTIC (35-54)

Strategies:

Achieve highest possible reach (starting at 75+%) with 4x/week frequency.

Concentrate flights to achieve R/F goals.

Integrate multiple channels/media to expand message opportunities and targeting capabilities.

Reach is the percentage of targets who are exposed to your media at least once during a predetermined period of time. Your brand needs at least 50 percent reach to survive, but higher reach is always better, particularly at the beginning of a new campaign. Frequency is the average number of times a household is exposed to your campaign over a set period of time. For example, Facebook ads recommend 2 exposures per week for 10 weeks. Over that same 10-week period, TV recommends 3 to 10 exposures per week, while radio recommends 3 exposures per week. We do implement frequency caps by channel. Average target weekly frequency is 4x.

Spring 22 Campaign Performance Learnings:

- Paid campaigns significantly impact conversions from other channels. Paid campaigns appear often early in the conversion journey. There were 1,435 conversions across multiple channels (paid, organic, referral) that include at least one touch point from the campaign.

- Keyword search drives the bottom of the funnel traffic that brings in the most conversions.

- Fast paced videos :15 perform above benchmarks.

- You Tube is a very cost-effective way to reach Millennials

- Snapchat continues to reach younger audience effectively, especially with video,

- Spotify is strong channel to reach 18-24.

Key findings include:

- Digital video continues to be one of the fastest growing channels, up 50.8% compared to last year, with total revenues of $39.5B.

- Digital audio captured the highest YoY growth, up 57.9% to $4.9B.

- Social media advertising was up 39.3% to $57.7 billion, as consumers continue to engage with Meta platforms, Snapchat, TikTok, and Twitter.

- While search revenue grew substantially (32.8%) in 2021, it did not grow as strong as other areas, leading to a slight decrease in total revenue share (reduction of 0.8 percentage points).

https://www.iab.com/insights/internet-advertising-revenue-report-full-year-2021/

Brand/Ad Recall for all: #1 Email, #2Direct mail (Media Prefs Harper Student Survey Fall 2020/ Spring 2021)
Top Listed, remaining varies by demo and channel. (from highest to lowest)
18-20: Email, Direct Mail, High School, Social, Digital, YouTube, Streaming Radio

21-25: Email, Direct Mail, Social, Digital, YouTube

26-30: Email, Direct Mail, Social, Digital/Outdoor

31-40: Direct Mail, Email, Social, Local Radio

41-50: Email, Direct Mail, Social, Community Event

Note: Radio outperforms traditional TV in recall, but traditional TV outperforms radio in self-reported impact. The majority of our target audiences (16-50 watch streaming TV). Direct mail, in addition to high school/workplace recruiter, website, social, event as a best strategy to recruit people like them.

Radio top listening: 3-6 p.m. then 6 –9 a.m. M-F; #1 streaming 40-50%; , then, download 30-50%, local radio 5-15-35%

TV top viewing: (#1 streaming, #2 cable, #3 do not watch) M-S 9 p.m.- Midnight, then 6-9 p.m.
Watch local news: never, early morning, early evening
50%+ watch streaming, 10%+ watch cable; together can get 60% of the market

Selected radio over tv because we can efficiently complement our main brand messages with timely calls to action such as call, attend info session, classes starting, etc.

	Description	HIT HOMES OR CAMPAIGN GOES LIVE DATE (based on billing options)	Owner	Creative Notes
All District Direct mail	**FY23 Proposed Gen Mkt Expenditures** October 14, 2022: Schedule available Spring 2023 Priority Registration Dates: • November 14: Selective admissions programs and special populations (veterans, ADS, limited enrollment, athletes, honors program) • November 15: Current/previous students with 30+ credit hours • November 16: Current/previous students with .5 – 29.5 credit hours • **November 17**: Open registration (*All new degree-seeking students must attend orientation before registration can begin.*) **Semester Start: Tuesday, January 17, 2023** 13-Week Starts: TBD 8-Week Starts: Monday, March 12, 2023 31078 INST_dm_All District Spring 2023 in homes w/o 11/7/22 Run through Publishing Services to maintain price.	In-homes week of November 7		FRONT COVER: JOB# 31078 ✓ Lytho'd Darin/Matt with request to quote/fulfill. Asked for final upload date. ✓ Confirm offers/info sessions Notify of postage needs Write copy Opened job and sent to SM Get quotes Open po Sent to clients To print Invoiced
Web	Updated with Priority Reg Info Complete The Refund, Withdrawal and Financial Aid Dates page shows start of semester and all starts of term. IN PROGRESS Update "Register for Credit Classes" page, with Spring Class schedule, open classes and important dates	ASAP	Donna	• EM PKelly 8/17/22 • IN PROGRESS

Current Student Direct Mail	"Search the Class Schedule Priority Registration" • postcards and • emails Both the email and postcard will have the date/time that students can register.	TBD	Becki	EM BS 8/17
Marquee	31079 INST_marquee_Spring 23 Enrollment Need two groups: Group 1 - Run dates: Nov 7 – Jan 17 Group 2 – Run dates: Jan 18 – March 12 Create three versions each group (all with same text) so we can have multiple placements within the marquee rotation. Complete by Monday, October 24, so Sue Borchek can program Group 1 to go live starting November 7. Copy for group 1: Fall classes begin January 17. Enroll today! Copy for group 2: New fall classes begin X and X . Enroll today!	November 7-March 11	Heidi	Job# 31079 Confirm scheduled with Mike C

Targeted Email		May - October	Heidi	Job # 30826
All-market email campaign dates:				✓ Job opened in Ignite
Each date represents four emails, with messages tailored for:				✓ Contact Viv
• Stop outs				✓ Viv to complete. Invoiced and paid.
• Inquired not applied				✓ May 31 COMPLETE
• Applied not enrolled - degree seeking				JUNE 14 Scheduled
• Applied not enrolled - certificate-seeking or student at large				June 28
				July 12
A1 - Tuesday, May 31 COMPLETE				July 26
B2 - Tuesday, June 14 SCHEDULED				Aug 9
C3- Tuesday, June 28				Sept 6
D4 - Tuesday, July 12				Oct 4
ADD: 30984 - FTIC_Email_FAFSA-Not-Applied-Fall-2022 July 12, 2022				
E5 – Tuesday, July 26				
Request updated lists				
E6 – Tuesday, August 9				
Mid-semester start promo:				
Request updated lists				
F8 – Tuesday, September 6 (September 19 class starts)				
G9- Tues, October 4 (Oct 17 class starts)				

Local Radio		Nov/Dec/Jan	Donna	Job# 31080
	31080 INST_rad_Spring 23 Enrollment			$30,000
	Flight Focus: (each weighted evenly on R/F, not necessarily budget)			✓ – PO to HB 8/19
	Live reads will focus heavily on promoting info sessions.			✓ –Forward campaign details to MPI 8/30/22
	Each week will have an even mix of			
	Goal R/F: 5F with 70% reach of adults age 25-44.			(Request invoice to arrive on September 19)
	Each week will have a 50/50 split of :15 and :30 live reads.			Approved proposal
	Streaming options included.			Scripts written
	Priority campaign w/o:			Scripts to MPI
	• Monday, Oct 31 – Sun, Nov 6: Career Direction Session (11/7)			All spots approved
	• Thurs, Nov 3 - Tues, Nov 9: Fast Track Session (11/10)			First invoice received and processed
	• Wednesday, Nov 9 –Tues, Nov 15: Adult Session (11/16)			
	• Wednesday, Nov 16 –Tuesday, Nov 22: Health Session (11/30)			
	If budget allows, we would also like to run spots (priority order):			
	• Mon, Jan 2- Jan 8, 2023			
	• Sun, December 4 – Sat, Dec 10			

Category	Description	Timeline	Owner	Job / Status
Digital	Digital 31081 INST_ead_Spring 23 Digital Campaign (Billing) • NEW: CollegeAPP Intent Test (FB/IG/GDN) Q=16,530 JOB31083 ADLT list 25-49, no ed completed but hs, intent cc 46+, all ed intents CollegeAPP • Performance Max • Search • GDN (+remarketing) • Digital Streaming OTT/TV • YouTube • Spotify • Social: FB/Insta, Snap • GeoFencing (PO is for one JOB#XXX, Individual Job #s created specifically for unique assets)	November 7-January 17	Heidi	JOB#31081 $100,000 ✓ PO to HB 8/19 ✓ Requested invoice to arrive on September 19 from Steward 8/26/22.)
Digital Mid-Semester Start	(VERSION AS APPROPRIATE)	January 18-March 11	Heidi	
	Performance Max			JOB#30856 ✓ Creative Approved
	Geofencing ANE, INA and Continuing Student Mobile Campaign	Prospects:		JOB#30822 ✓ $ in budget ✓ Opened job ✓ To design ✓ Creative delivered to MoreVis
	Search: • Campaigns to include: Dynamic Search DSA, Brand, Generic, Transfer, Scholarships	June 6 launch. (the day after Summer search ends.)	Included above	JOB#30824 ✓ Opened job Search workbook edits Deliver to MoreVis

Channel	Description	Details
	GDN Responsive Display and Remarketing *Variety of display repurposed* Audiences: • 75% Young Adult and Adult Market (21-44) Interest in Higher Ed; No college • 25% FTIC 18-23 and Parents (35-54) interest in higher ed	*included above* *HEIDI*	JOB#**30820** ✓ Opened job ✓ Choose new images ✓ Images to MV Update workbook ad copy Deliver edits to MoreVis
	Digital Streaming OTT/TV *Roku, Amazon, Samsung, ChromeCast, Apple, HULU*		JOB#30828 *Rotate 3 :15 creatives* *Motivation* *Transfer* *Career* ✓ Audience focus to MV ✓ Assets to MV
	YouTube		JOB#30829 *Rotate 3 :15 creatives* *Motivation* *Transfer* *Career* ✓ Assets to MV
	Spotify *Music/Podcasts*		JOB#**30819** ✓ Opened job ✓ Update scripts ✓ Update image (Aug and Sept Starts) ✓ Creative delivered to MoreVis Spotify Proof
Paid Social	Snapchat targeting		Job# **30823** ✓ Opened job ✓ Identified copy updates, no image updates needed. ✓ Creative delivered to MoreVis

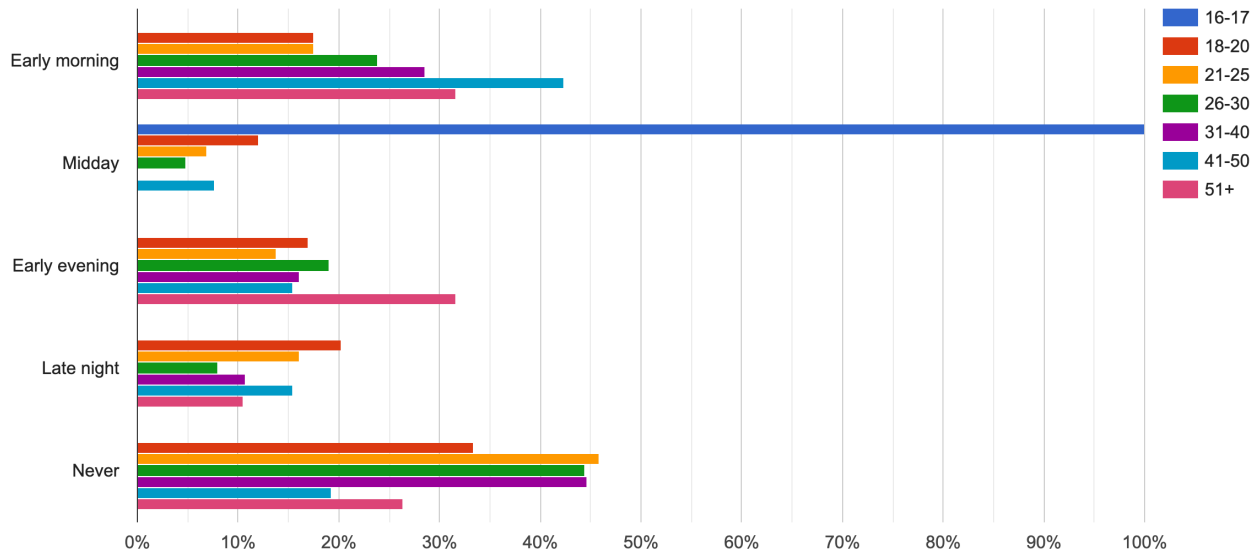|			Job# **30822**
Facebook/Insta			✓ Opened job
			Identified copy/image updates
			✓ Assets to MV
			Review proofs from MV
Organic Social	• October 18: Course Schedule posted live • TBD early Nov: Registration Open • December 12: Registration Reminder • January 9: Register Now/Enrollment Fest Promo	Heidi/ Kevin	*JOB#xxxxx*

Local Student Survey - Fall 2020 / Spring 2021

Listening Preferences - When do you most often listen to the radio? (Check all that apply)

Legend: 6am-9am, 9am-noon, noon-3pm, 3pm-6pm, 6pm-9pm, 9pm-midnight, Late Night, Never
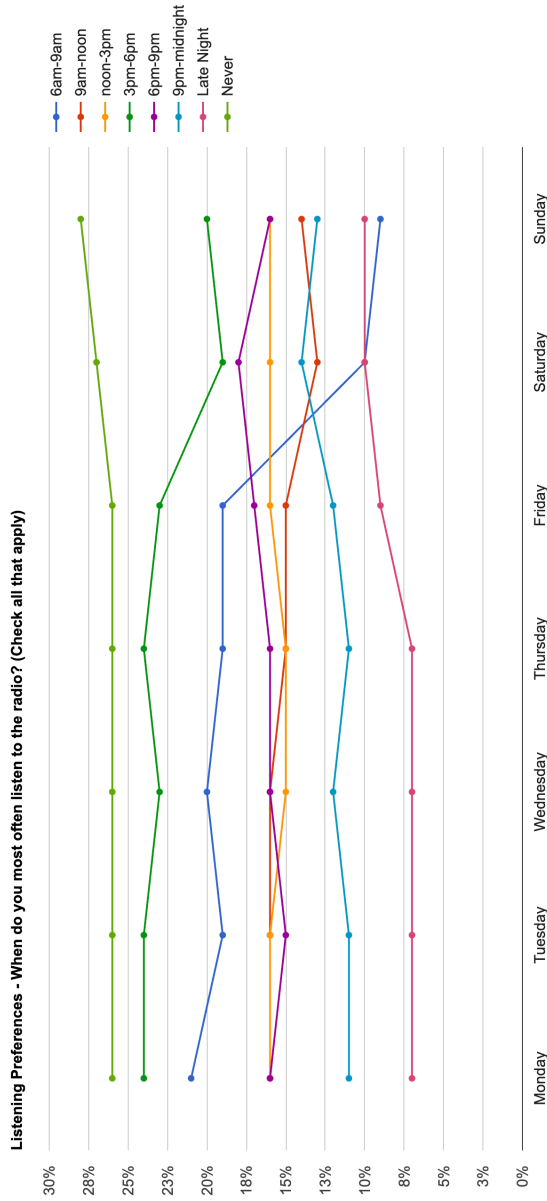
Data: July 5th, 2021 – August 23rd, 2021   Data Sources: Google Analytics, Google Ads

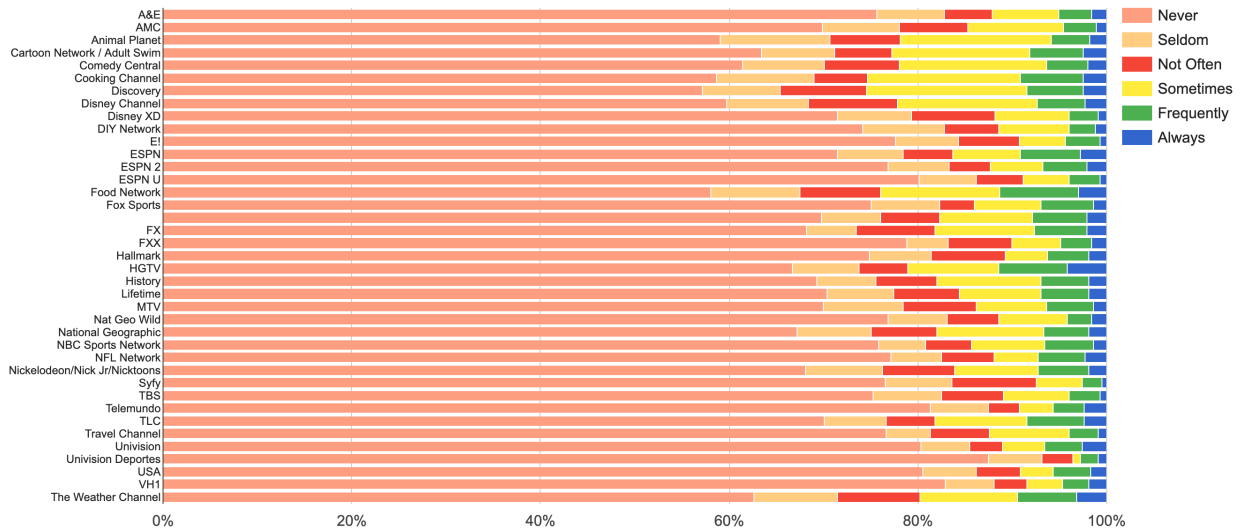| Search Campaigns	Impr.	Clicks	CTR	Cost	Avg. CPC	On-Site Actions	Conv. Rate
Harper College - 30092 - Fall Enrollment - DSA	38,780	8639	22.28%	$5,123	$0.59	1,329	15.38%
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TOTAL	**51,427**	**10,436**	**20.29%**	**$17,634**	**$1.69**	**1,577**	**15.11%**

Local Student Survey - Fall 2020 / Spring 2021

Television Content - When do you typically watch local news on live television?

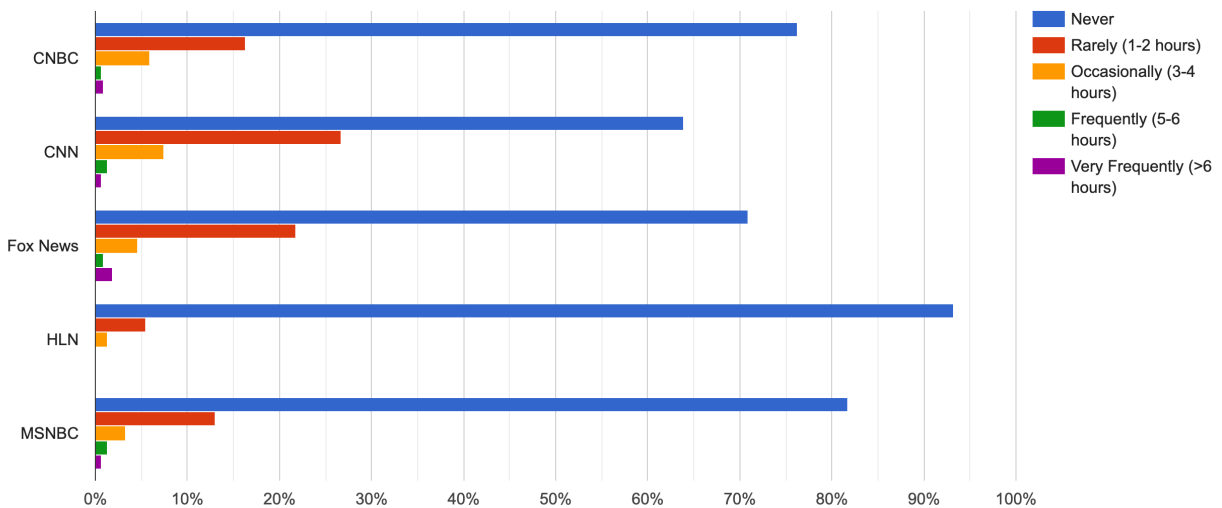

Legend: 16-17, 18-20, 21-25, 26-30, 31-40, 41-50, 51+

Local Student Survey - Fall 2020 / Spring 2021

Television Content - How often do you watch the following special interest (cable) channels?

Channels: A&E, AMC, Animal Planet, Cartoon Network / Adult Swim, Comedy Central, Cooking Channel, Discovery, Disney Channel, Disney XD, DIY Network, E!, ESPN, ESPN 2, ESPN U, Food Network, Fox Sports, FX, FXX, Hallmark, HGTV, History, Lifetime, MTV, Nat Geo Wild, National Geographic, NBC Sports Network, NFL Network, Nickelodeon/Nick Jr/Nicktoons, Syfy, TBS, Telemundo, TLC, Travel Channel, Univision, Univision Deportes, USA, VH1, The Weather Channel

Legend: Never, Seldom, Not Often, Sometimes, Frequently, Always

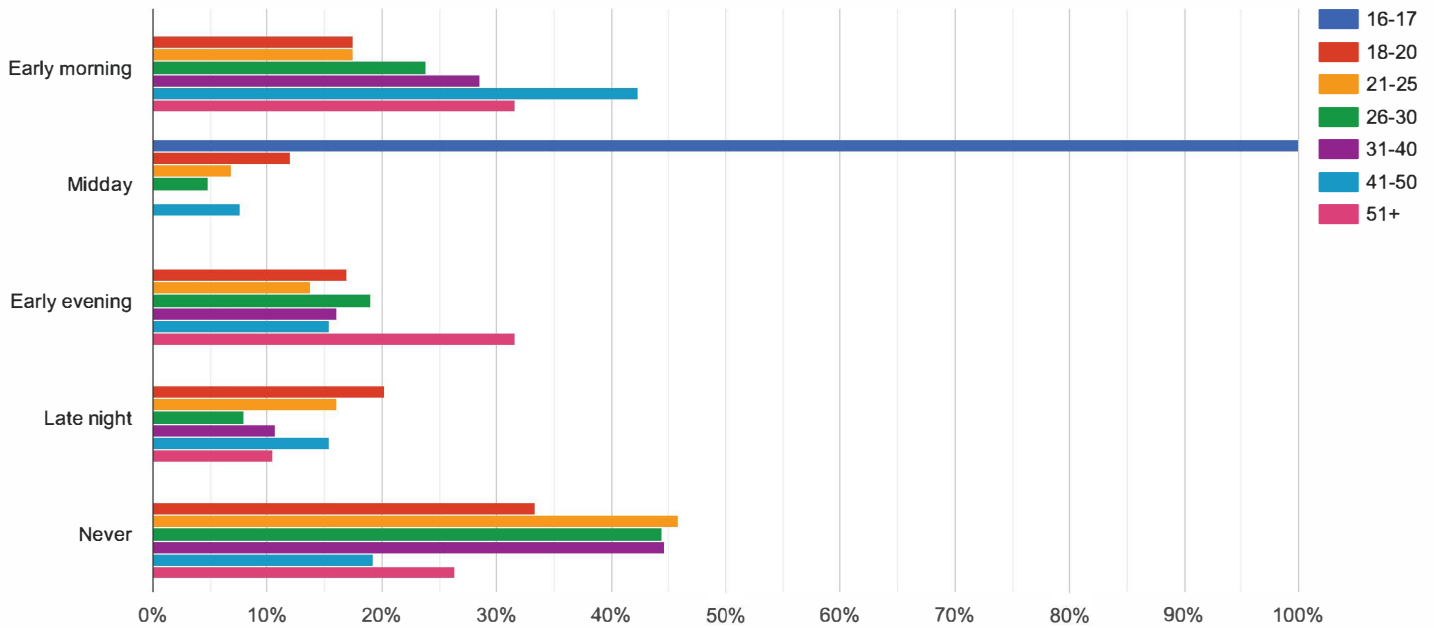# Local Student Survey - Fall 2020 / Spring 2021

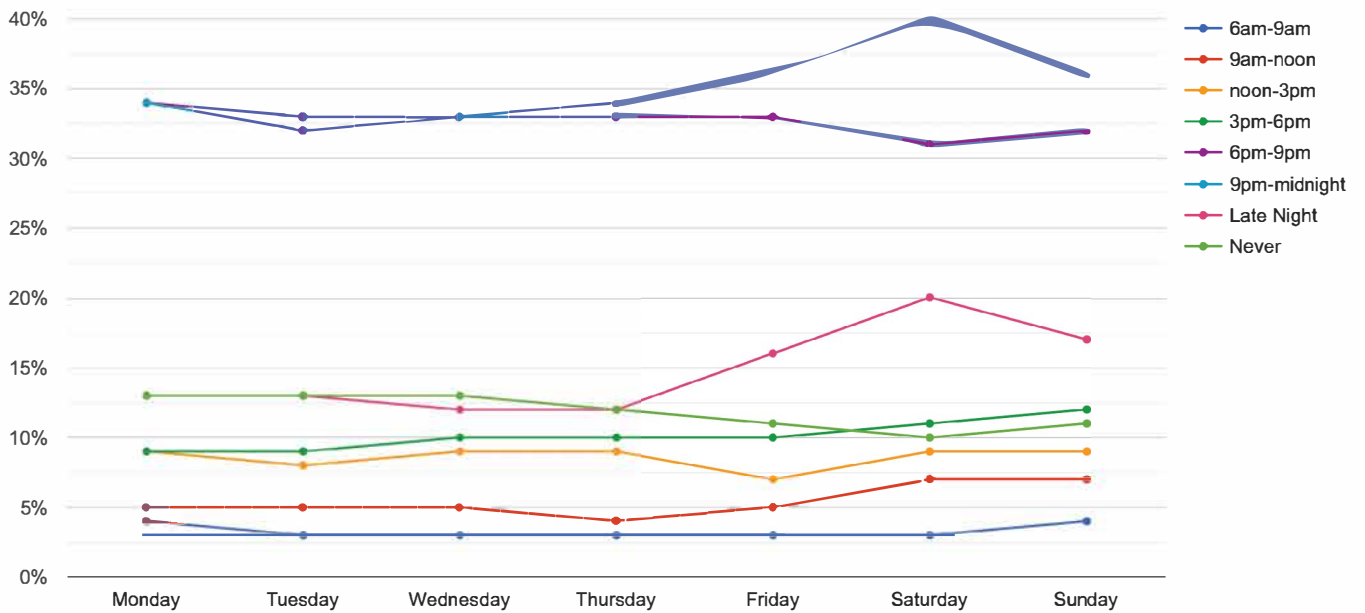## Television Content - How frequently do you watch the following national news outlets each week?

Outlets: CNBC, CNN, Fox News, HLN, MSNBC

Legend: Never, Rarely (1-2 hours), Occasionally (3-4 hours), Frequently (5-6 hours), Very Frequently (>6 hours)

Local Student Survey - Fall 2020 / Spring 2021

Television Content - When do you typically watch local news on live television?

Legend: 16-17, 18-20, 21-25, 26-30, 31-40, 41-50, 51+

Local Student Survey - Fall 2020 / Spring 2021

Television Habits - When do you most often watch TV content? (Check all that apply)

Legend: 6am-9am, 9am-noon, noon-3pm, 3pm-6pm, 6pm-9pm, 9pm-midnight, Late Night, Never

RECRUITMENT & ADMISSIONS PLAN

Harper College

Table of Contents

Overview

Mission

Admissions Outreach transforms the lives of a diverse community by communicating educational opportunities and providing exceptional service throughout the enrollment process.

Motto

Let's Change Lives!

Enrollment Context

Harper College has served District 512 for over 50 years providing a diverse body of students' opportunities to earn a credential, advance their career, or gain skills to enter or pivot in their profession. Data from the Integrated Post-Secondary Education Data System (IPEDS) shows that Harper's 2020 enrollment was the second highest in the state of Illinois.

Though the institution is committed to providing accessible educational opportunities for the residents of District 512, the ongoing COVID 19 pandemic has had a significant impact on the day-to-day operation of the college and students' decision to enroll in post-secondary education. In AY 2020, the uncertainty of the pandemic created opportunities for students to enroll at Harper and the institution saw a 6% increase in new student enrollment compared to 2019. However, during AY 2021, there was a 9% decline as students decided to join the workforce, remain at their 4-year institutions, or defer their enrollment to a future term.

As a way to offset the decline in new student enrollment, Admissions Outreach has identified several goals and strategies to create awareness, educate our community and help on-board incoming students for the 2022-23 academic year.

Admissions Outreach Goals – 2022/23

1. Create and schedule automated email and text communication by market segment and student stage plans providing 3-4 additional touchpoints during students' enrollment process.

2. Increase applications by 2% for fall 22 and 2% for spring 23 and flatline yield to offset the decline in new student enrollment.

3. Increase conversion of BIPOC populations, with an emphasis on Black and Latinx students by 5% through enhanced marketing tactics and increased student and family engagement.

4. Offer on-campus and virtual events for FTIC (first time in college) and adult markets and reconcile conversion of attendees. Conversion goal: 50% of attendees enroll at Harper within 1 year of event.

5. Expand international student recruitment by creating external partnerships to improve outreach, offer information sessions for prospective international students, and create a lead specialist role to focus on adult and international recruitment.

6. Create a lead specialist role to focus on a segment of the high school market and lead the planning and facilitation of FTIC recruitment events.

7. Enhance community partnerships by improving relationships with 5-10 local organizations and creating opportunities to yield 250 new leads.

8. Engage in regular professional development opportunities such as conferences, webinars, case studies, etc.

9. Maintain a customer satisfaction score of 95% or higher.

Prospective/New Student and Parent/Influencer Marketing and Communication Plan

Marketing and Communication Plan

The Admissions Outreach office strives to provide authentic and personalized communication for prospective and incoming students via phone, email, direct mail, and SMS.

Communication Approach
In collaboration with the Marketing Department, Admissions Outreach engages students during each stage starting with leads and inquires through their application process.

Types of communications include:

Lead Engagement	Applicant Engagement
Invitations to events (email, direct mail) **General Harper promotion** (email, direct mail) **Outreach to schedule an appointment** (phone, email, SMS)	**Invitations to events** (email, direct mail) **Notifications regarding next steps** (email, phone, SMS) **Enrollment Reminders** (email, phone, SMS) **Outreach to schedule an appointment** (phone, email, SMS)

Audiences
The following groups are identified segments that will receive marketing and communication during AY 23:

- First Time in College (FTIC)
- Adult and Former AED Students
- Degree Seeking
- Certificate Seeking/Student at Large
- Dual Credit/Concurrent Enrollment
- Parents/Family/Influencers
- Underrepresented students (first generation, low-income, BIPOC)

Lead Generation
In addition to purchasing leads, the college also collects leads organically through various channels:

Harper Website Forms	Event Registration	Contact Card
- HALDA - Request More Information - AED Inquiry - Contact ESL - Email Admissions - HIT Inquiry - International Student Inquiry - Request Individual Appointment (General	- Adult Learner Information Sessions - Fast Track Information Sessions - Health Careers Information Nights - Open Houses - Destination Harper Workshops - PASO workshops - Misc. workshops/information sessions	- High school visits (off campus) - High school workshops (on campus) - College Fairs (Strive Scan)

admission, Fast Track, Apprenticeships) • Summer Inquiry • PASO Mailing List	

Sample New Student Communications Schedule

To engage leads and applicants sufficiently, a sample communication schedule has been created to outline the method of communication, their call to action, frequency, and audience.

CTA	Medium	Audience	Term Applied	Frequency
Meet with Admissions	Phone	Inquiries (Request more Information)	All	Daily
Attend an Event	Email	Varies	All	1 month prior
Attend an Event	Email	Varies	All	2 weeks prior
Attend an Event	Email	Varies	All	1 day prior
Schedule APR	Email	Degree Seeking	All	1 x per month
Schedule APR	Phone	Degree Seeking	All	1 x per month
Schedule APR	Text	Degree Seeking	All	1 x per month
Complete Placement	Email	Degree Seeking	All	1 x per month
Complete Placement	Text	Degree Seeking	All	1 x per month
Schedule Orientation	Email	Degree Seeking	All	1 x per month
Schedule Orientation	Text	Degree Seeking	All	1 x per month
Register for Classes	Email	Degree/Cert/SAL	All	1 x per month
Register for Classes	Text	Degree/Cert/SAL	All	1 x per month
Register for Classes	Phone	Degree/Cert/SAL	All	1 x per month
Apply for DT/AR Scholarships	Phone	DT/AR Qualified	Fall	2 weeks before due date
Apply for DT/AR Scholarships	Text	DT/AR Qualified	Fall	1 week before due date
Apply for DT/AR Scholarships	Text	DT/AR Qualified	Fall	3 days before due date
Apply for Foundation Scholarships	Email	New Applicants	Fall	1 x per month

It's not too late – Register for classes	Phone	Eligible to Register	All	3 weeks prior
It's not too late – Register for classes	Email	Eligible to Register	All	2 weeks prior
It's not too late – Register for classes	Text	Eligible to Register	All	1 week prior
12- and 8-week Classes still available	Phone	Eligible to Register	Fall/Spring	1st week of term
12- and 8-week Classes still available	Email	Eligible to Register	Fall/Spring	2nd week of term
12- and 8-week Classes still available	Text	Eligible to Register	Fall/Spring	3rd week of term
Summer Classes still available	Phone	Eligible to Register	Summer	1st week of term
Summer Classes still available	Email	Eligible to Register	Summer	2nd week of term
Summer Classes still available	Text	Eligible to Register	Summer	3rd week of term

Parent/Influencer Communications

Outreach strives to engage parents and influences in their student's enrollment process and will be working with Marketing on the creation of a parent communication plan for AY 23.

Tentative plans include an email series to parents/influencers of our incoming fall 2023 applicants. The series will include 5 emails that cover the following topics:

1. Next steps for you and your student
2. How to support your student through their enrollment journey
3. How and when to apply for financial aid and scholarships
4. Ensuring your student is ready to register
5. Helping your student pay their tuition bill

AY 23 Recruitment and Engagement Events

Recruitment Events – Internal

Throughout the year, Admissions Outreach offers a variety of on-campus and remote programs for prospective and incoming students. The programs are designed to engage and educate attendees and influencers and aid them in their application process creating a pipeline to enrollment. 2000-4000 students and influencers attend Outreach events annually.

Open House
Historically, the team has hosted on-campus open house events, but during the pandemic the spring 2020 open house was cancelled. For AY 23 we will bring back the on-campus open houses starting with programs in fall and spring. This event exposes the FTIC market to academic opportunities, support services, and student engagement. Attendees can also apply for admissions and participate in a campus tour. ▪ Wednesday, October 26, 2022 ▪ Thursday, March 16, 2023
Outcome: Convert 15% of event attendees to enrolled students for spring, summer or fall 2023.

Estimated attendance per Open House: 500 students	**Total attendance:** 1000 students

Latino Summit – External Community
The Latino Summit is an engagement event facilitated on Harper's campus by a committee of representatives from Harper and local feeder high schools, National Louis University, and Oakton Community College, and Oakton feeder schools. This event targets high school freshmen. In AY 21 the event was hosted virtually due to COVID. However, the program was offered as a hybrid workshop in spring 2022. Beginning AY 23 the events will be 100% in-person on Harper's campus.
Outcome: Students will be able to articulate opportunities provided by post-secondary education.

Estimated attendance: 500 students	**Total attendance:** 500 students

Latino Summit – Internal Harper Event

Harper also hosts a Latino Summit in the spring for in-district high school seniors. The event exposes attendees to Latinx professionals, and Harper staff and faculty through a variety of interactive breakout sessions. For AY 23 sessions will include application review meetings, opportunities to apply, tour of campus and current student panel.

Outcome: Convert 55% of event attendees to enrolled students for spring, summer or fall 2023.

Estimated attendance: 100 students	**Total attendance:** 100 students

Black Teen Summit

This event provides Black students from D211, D214, and D220 an opportunity to learn from and engage with speakers from the Harper College and the community at a conference style event. Sessions cover topics on personal development, academic engagement, and community-based collaboration. The program hosts high school seniors but has also seen freshmen-juniors in attendance.

Outcome: Students will be able to articulate opportunities provided by post-secondary education.

Estimated attendance: 250 students	**Total attendance:** 250 students

Application Review Workshops – New Beginning Summer 2022

Provides attendees the opportunity to complete their application review and learn more about the next steps. The event intentionally directs students to testing, advising, and financial aid. One session will be offered per week; around 45 sessions total each academic year.

Outcome: 75% of attendees complete their admission process and enroll in the upcoming term.

Estimated attendance: 15 students	**Total attendance:** 675 students

Destination Harper Virtual Workshops

The Destination Harper workshops were created during the pivot to remote work (and the inability to host an on-campus open houses) during the COVID-19 pandemic. In AY 22 the FTIC team hosted 10 (4 in fall and 6 in spring) virtual Destination Harper events covering topics such as choosing a major, paying for college, transferring successfully, and completing a career ready certificate or degree. During AY 23 the team will scale back the virtual Destination Harper events offering 2 per semester as a supplement to the on-campus Open Houses.

- Tuesday, September 20, 2022
- Tuesday, October 11, 2022
- Tuesday, November 15, 2022
- Tuesday, January 24, 2023
- Tuesday, February 7, 2023
- Tuesday, March 7, 2023

Outcome: 75% of attendees complete their admission process and enroll in the upcoming term.

Estimated attendance: 25 students	**Total attendance:** 100 students

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Career Treks
The Career Treks programs are designed to expose high school students to career opportunities and pathways to employment. The programs offer informational as well as hands-on experiences for students to learn more about the various career options. This program is being assessed for AY 23 and will be postponed to Spring 2023.

Outcome: TBD – Based on updated program

Estimated attendance: TBD	**Total attendance:** TBD

Adult Learner Information Sessions

The sessions are designed for prospective students who would like to learn more about Harper's academic programs, financial aid, and campus resources available to help them achieve their goals. One session is offered per month.

- Wednesday, August 10, 2022 – 6-7 pm (virtual)

- Wednesday, September 7, 2022 – 1-2 pm (virtual)
- **Wednesday, October 12, 2022 – 6-7 pm (in person)**
- Wednesday, November 16, 2022 – 6pm – 6:30pm (virtual)
- Wednesday, December 14, 2022 – 6pm – 6:30pm (virtual)
- Wednesday, January 4, 2023 – 12pm – 12:30pm (virtual)
- **Wednesday, February 8, 2023 – 6pm – 7pm (in person)**
- Wednesday, March 8, 2023 – 12pm – 12:30pm (virtual)
- **Wednesday, April 5, 2023 – 6pm – 7pm (in person)**
- Wednesday, May 10, 2023 – 12pm – 12:30pm (virtual)
- **Wednesday, June 7, 2023 – 6pm – 7pm (in person)**
- Wednesday, July 12, 2023 – 12pm – 12:30pm (virtual)

Outcome: 50% of attendees complete their admission process and enroll in the upcoming term.

Estimated attendance: 15 students	**Total attendance:** 180 students

Fast Track Information Sessions

The sessions are designed for prospective students who would like to learn more about our Fast Track programs, financial aid, and campus resources available to help them achieve their goals. One session is offered per month.

- Wednesday, August 10, 2022 – 12pm – 12:30pm
- Thursday, September 8, 2022 – 7pm – 7:30pm
- Thursday, October 6, 2022 – 12pm – 12:30pm
- Thursday, November 10, 2022 – 7pm – 7:30pm
- Wednesday, December 7, 2022 – 12pm – 12:30om
- Thursday, January 5, 2023 – 12pm –12:30pm
- Tuesday, February 7, 2023 – 6pm – 6:30pm
- Thursday, March 9, 2023 – 12pm – 12:30pm
- Tuesday, April 4, 2023 – 6pm – 6:30pm
- Thursday, May 11, 2023 – 12pm – 12:30pm
- Tuesday, June 6, 2023 – 6pm – 6:30pm
- Thursday, July 13, 2023 – 12pm – 12:30pm

Outcome: 50% of attendees complete their admission process and enroll in the upcoming term.

Estimated attendance: 5 students	**Total attendance:** 60 students

Health Careers Information Nights

The sessions are designed for individuals who are interested in Health Care and want to learn more about admissions, program requirements and career opportunities. Seven sessions are offered each year.

- Wednesday, June 15, 2022 (Prospective) Virtual
- Wednesday, September 7, 2022 (Current) Virtual
- Wednesday, October 19, 2022 (Prospective) Virtual
- Wednesday, November 30, 2022 (Current) Virtual
- Wednesday, January 25, 2023 (Current) Virtual
- **Wednesday, March 8, 2023 (Prospective) In Person**
- Wednesday, April 26, 2023 (Current) Virtual
- Wednesday, June 14, 2023 (Prospective) Virtual

All sessions are 5 – 7pm

Outcome: 50% of new student attendees complete their admission process and enroll in the upcoming term.

Estimated attendance: 50 students	**Total attendance:** 350 students

PASO Workshops

The PASO group creates a welcoming community to engage and support Latinx students and families during their college transition through a series of on-campus and virtual workshops facilitated in English and Spanish. Topics covered include applying for scholarships, meeting the PASO team, student success, and campus resources.

Outcome: Parents/influencers will be able to identify the value of post-secondary education and will encourage their students to enroll at Harper.

Estimated attendance: 15 students	**Total attendance:** 350 students

Counselor Update Luncheon

High school counselors are invited to attend in person workshops at Harper to learn about financial aid, scholarships, and new programs and initiatives. Historically, sessions are held in fall and spring and host around 40-50 counselors. Beginning in AY 23 one on-campus luncheon will be held in the fall with supplementary virtual programs/newsletters being facilitated in spring.

▪ Friday, October 21
Outcome: Counselors will be able to identify the benefits of a Harper College education.

Estimated attendance: 45 counselors	**Total attendance:** 90 counselors

Annual Calendar of Events

Destination Harper Open Houses
- Wednesday, October 26
- Thursday, March 16

Destination Harper Virtual Sessions
- Tuesday, September 20
- Tuesday, October 11
- Tuesday, November 15
- Tuesday, January 24
- Tuesday, February 7
- Tuesday, March 7

Destination Harper Decision Celebration Events
TBD

Latino Summit – External Community
Friday, November 18

Latino Summit – Internal Harper Event
TBD

Black Teen Summit
TBD

Application Review Workshops
TBD

Career Treks
TBD

Adult Learner Information Sessions
- Wednesday, August 10, 6-7 pm (virtual)
- Wednesday, September 7, 1-2 pm (virtual)
- **Wednesday, October 12, 6-7 pm (in person)**
- Wednesday, November 16, 2022 – 6pm – 6:30pm (virtual)
- Wednesday, December 14, 2022 – 6pm – 6:30pm (virtual)
- Wednesday, January 4, 2023 – 12pm – 12:30pm (virtual)
- **Wednesday, February 8, 2023 – 6pm – 7pm (in person)**
- Wednesday, March 8, 2023 – 12pm – 12:30pm (virtual)
- **Wednesday, April 5, 2023 – 6pm – 7pm (in person)**
- Wednesday, May 10, 2023 – 12pm – 12:30pm (virtual)
- **Wednesday, June 7, 2023 – 6pm – 7pm (in person)**

- Wednesday, July 12, 2023 – 12pm – 12:30pm (virtual)

Fast Track Information Sessions – Virtual
- Wednesday, August 10, 2022 – 12pm – 12:30pm
- Thursday, September 8, 2022 – 7pm – 7:30pm
- Thursday, October 6, 2022 – 12pm – 12:30pm
- Thursday, November 10, 2022 – 7pm – 7:30pm
- Wednesday, December 7, 2022 – 12pm – 12:30om
- Thursday, January 5, 2023 – 12pm –12:30pm
- Tuesday, February 7, 2023 – 6pm – 6:30pm
- Thursday, March 9, 2023 – 12pm – 12:30pm
- Tuesday, April 4, 2023 – 6pm – 6:30pm
- Thursday, May 11, 2023 – 12pm – 12:30pm
- Tuesday, June 6, 2023 – 6pm – 6:30pm
- Thursday, July 13, 2023 – 12pm – 12:30pm

Health Careers Information Nights; 5 – 6pm
- Wednesday, June 15, 2022 (Prospective) Virtual
- Wednesday, September 7, 2022 (Current) Virtual
- **Wednesday, October 19, 2022 (Prospective) In Person**
- Wednesday, November 30, 2022 (Current) Virtual
- Wednesday, January 25, 2023 (Current) Virtual
- **Wednesday, March 8, 2023 (Prospective) In Person**
- Wednesday, April 26, 2023 (Current) Virtual
- Wednesday, June 14, 2023 (Prospective) Virtual

PASO Workshops
TBD – The PASO Team will meet and provide dates for 2022-2023

Counselor Update Luncheon
- Friday, October 21

Recruitment Events – External

The Admissions Outreach team also engages in several off-campus events annually.

High School Visits
The FTIC team regularly visit their respective high schools, starting in the fall each academic year, to recruit for the upcoming semesters. Visits allow for prospective high school students to learn more about Harper, apply for admission, and/or complete their application review.

Harper serves three high school districts (211, 214, and 220) encompassing 12 public high schools.

District 211	District 214	District 220
Conant High School Fremd High School Hoffman Estates High School Palatine High School Schaumburg High School	Buffalo Grove High School Elk Grove High School Hersey High School Prospect High School Rolling Meadows High School Wheeling High School	Barrington High School

By request, specialists will also visit out-of-district high schools, alternative schools, and private high schools in the area.

High School Visit Timeline
September – November: Fall High School Visits
- Admissions Overview; Application Completion
- FAFSA Completion Workshop, if needed

January – April: Spring High School Visits
- Admissions Overview; Application Completion
- Admissions Follow-Up (submit transcripts, SAT, etc.)
- Scholarship Workshop

College Fairs
Each Fall and Spring the FTIC team attends college fairs in the Harper district as well as fairs outside of the district upon invitation. Fairs can range from a few dozen students to over 300 students.

Community Events
Throughout the year, in collaboration with the college's community relations manager, the department also participates in events hosted throughout the community. During AY 23 our Adult Engagement Specialist will work to grow community outreach efforts to a

create a pipeline to Harper. *(See "Community Outreach and Engagement" to learn more)*

Campus Visits

In addition to our annually scheduled events, the department regularly hosts campus visits for individual students and small groups and meets with students one-on-one if they walk-in or schedule an appointment. These visits will be continued for AY 23 and are slated to service 3500+ prospective students.

Walk-in Meetings
The outreach team meets with 700+ walk-ins per year.

Prescheduled Appointments
Specialists meet 1:1 with 2500+ students annually.

Classroom Visits
Annually, the team plans and facilitates, on average, 15 on-campus classroom visits. These are designed to showcase career and technical programs to high school students and are hosted by request. 200+ students attend in total.

In addition to hosting class visits on-campus, the outreach team engages in around 10 class visits at our local high schools each year, serving 150+ students.

Group Presentations
The team also provides group presentations on-campus and within our local high schools, businesses, and community and religious organizations. Topics covered range based on the needs and interest of the group, but most cover general information on attending Harper, the application process, paying for college and academic programs. Attendance varies, but 500+ students are served annually during these presentations. Examples of previous group served include: HSE/ELA students, alternative education high school groups, and undocumented student groups.

AY 23 Community Outreach and Engagement Plan

Community Outreach and Engagement

Admissions Outreach also aims to provide an active presence in the Harper District to engage and recruit adult applicants. The admissions specialist for Adult Engagement visits Harpers community partners to create an intentional pipeline for adult students to enroll at Harper.

AY 23 Goals and Outcomes

1. Plan and execute small- and large-scale presentations/workshops within libraries, non-profits, businesses, and religious organizations independently and in collaboration with the Adult Career Transitions Navigator, WIOA Coordinator, and other campus partners.
   a. **Tactic 1:** Participate in community events sponsored by Harper, local organizations, businesses, libraries, and churches.
   b. **Tactic 2:** Provide information sessions and workshops as requested by the community to engage the adult market.
   c. **Measurable Outcome:** Generate on average 75 new unique leads each month.

2. Learn about and grow our network of local partnerships in collaboration with the JPRC and Community Outreach Manager and provide a structure for matriculation to Harper.
   a. **Tactic 1:** Schedule informational interviews with local libraries, non-profits, businesses, and religious organizations to learn about their organization and determine how Harper can become a more active presence.
   b. **Tactic 2:** Facilitate monthly information sessions at LCC and POC
   c. **Measurable Outcome 1:** Create and/or grow 1-2 relationships with organizations in Harper's district.

Long Term Goals

1. Collaborate with marketing on the creation of an adult informational brochure.
2. Assist in the creation of an adult focused FYS course.

AY 23 Scholarship Opportunities

Scholarships

In addition to institutional and foundation scholarships, Admissions Outreach in collaboration with Student Financial Assistance provides scholarship opportunities for incoming students. Many of these are based on enrollment status and provide students who may not be eligible for other types of aid the chance to supplement their cost of education.

On average, Outreach awards 200 scholarships a year, totaling more than $160,000.

The following scholarships have been created and will be available for the 2022-23 year.

Get Started
Enroll in 3+ credit hours and be new to Harper College.
3-5 credits = $250
6+ credits = $500

International Student Scholarship
Be new to Harper College.
$1000

Black Teen Summit Scholarship
Attended BTS as a senior and enrolled at Harper the following fall.
$500

Latino Summit Scholarship
Attended Latino Summit as a senior and enrolled at Harper the following fall.
$500

Adults Matter
Be an adult student new or continuing at Harper College.
Can be combined with Get Started.
3-5 credits = $250
6+ credits = $500

Harper Helps
Be a new or continuing student at Harper College enrolled in 6+ credit hours.
$1000