

EXECUTIVE SUMMARY

On September 8 - 9, 1988, Mr. Thomas E. Williams and Dr. Douglas Easterling from INGERSOLL WILLIAMS AND ASSOCIATES conducted an audit of the enrollment program at OAKLAND COMMUNITY COLLEGE.

The audit process involved a complete review of a variety of institutional documents, reports, and publications supplied by the College to help the consultants gain an understanding of the recent enrollment history and the College's plans for the future. In addition, the consultants conducted individual and focus group interviews with faculty, students, and administrators from each campus and from the Central Office.

The findings are presented in the following audit report. The report is organized according to the Enrollment Management Matrix, a concept developed by INGERSOLL WILLIAMS, which suggests that enrollment is determined by the mix of six variables: product, information, communication, management, climate, and the attitudes and beliefs toward these five variables held by the College's key constituents. These variables are explained more fully in the complete report.

Enrollment management is a process that can help OAKLAND COMMUNITY COLLEGE gain control over its enrollment future. The purpose of the audit was to assess the College's current enrollment management strengths and weaknesses by identifying the College's enrollment goals, identifying the forces that are currently supporting or inhibiting the efforts to achieve goals, and offering preliminary observations and recommendations for change.

As will be explained in the full audit report, we believe the College's most powerful short- and long-term barriers to enrollment growth and stabilization can be found in the product and climate variables of the enrollment management matrix. The lack of scheduling flexibility has resulted in under-enrollment this fall because of closed classes, too few sections to accommodate students, and under-utilized facilities before 9:00 a.m., after 2:00 p.m., on Fridays, and on weekends. Additionally, current class schedules contribute to an attitude among some faculty and staff that the College cannot accommodate more students -- that facilities are at capacity -- and that further growth would be foolish. Faculty and staff currently differ significantly in their vision of the future for the College. Some people feel that the College should grow as large as is necessary to meet the higher educational needs of the community, while others feel that slow, controlled growth is essential to preserve quality.

Until the College resolves the barriers created by inflexible class scheduling, teaching incentives that threaten to make the College a one-year institution, and the lack of institutional

focus on clear enrollment growth goals, many of the information, communication, and management recommendations presented in the audit report that are designed to enhance short-term enrollment results will make little sense.

As the College addresses these longer-term issues, it should consider the information, communication, and management enhancements we recommend. We recommend the development of a comprehensive enrollment management database to support enrollment planning and decision-making, the formulation of a comprehensive master enrollment plan, the formal training and development of admissions and counseling staff in the techniques of modern enrollment management, and the design and implementation of aggressive, systematic personal and written communication programs that will influence and persuade students to apply and enroll at OAKLAND COMMUNITY COLLEGE.

The full report includes eighteen different recommendations which are listed in summary form below. The consultants will be happy to respond by telephone or in writing to questions or concerns raised by the information and recommendations presented in this report.

Product

1. Educate faculty and staff to the limitations of the current scheduling process and establish a more flexible class schedule designed to meet the needs of students and contribute more directly to achieving enrollment goals.
2. Review the general education and occupational programs with low enrollments and assess their viability. Develop strategies for strengthening viable programs that are under-enrolled and for re-directing resources away from programs with little or no potential.
3. Improve staff development opportunities for and orientation of new and continuing adjunct faculty, as well as for full-time faculty, as part of the College's strategy to build and maintain high quality programs.
4. Develop strategies to improve counseling and financial aid services and improve students' perceptions of those services. Cross-train admissions and financial aid staff members to improve service to students.

Information

5. Initiate more comprehensive design and systematic implementation of the enrollment management databases: historical admissions and enrollment information, competition information, demographic trends and projections, and attitude and belief information from target audiences.
6. Centralize responsibility for data collection and research.
7. Automate data collection and analysis.

Communication

8. Build an adequate inquiry pool sufficient to generate the necessary number of applicants and matriculants from each target population.
9. Maintain high public awareness and establish the desired institutional position relative to competitors in the metropolitan Detroit market.
10. Design and implement comprehensive communication systems that influence and persuade students to inquire, apply for admission, and enroll at OAKLAND COMMUNITY COLLEGE.
11. Train professional admissions and counseling personnel in personal counseling-selling and other enrollment management techniques.
12. Develop volunteer groups to support recruitment and retention efforts, including students, faculty, and alumni.

Management

13. Develop an organizational structure that centralizes responsibility for coordinating enrollment planning in the District Office and allows for the flexibility needed to adapt and implement the master enrollment plan effectively on each campus.
14. Develop a comprehensive master enrollment plan with clear recruitment and retention goals, key enrollment strategies, and action plans including budgets and timetables. The plan should be designed to meet the unique needs of each campus.
15. Train and develop enrollment management staff in modern enrollment management techniques.

16. Develop and implement a management reporting and evaluation system designed to monitor progress toward goals.

Climate

17. Form an enrollment management task force that will help institutionalize enrollment management at OAKLAND COMMUNITY COLLEGE.
18. Initiate an institutional goal-setting process designed to build consensus among faculty and administrators regarding the future direction of the College.

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ENROLLMENT AUDIT REPORT
FOR
OAKLAND COMMUNITY COLLEGE
PREPARED BY
INGERSOLL WILLIAMS AND ASSOCIATES

Introduction

On September 8 and 9, 1988, Mr. Thomas E. Williams and Dr. Douglas Easterling from INGERSOLL WILLIAMS AND ASSOCIATES visited the OAKLAND COMMUNITY COLLEGE for the purpose of conducting a comprehensive enrollment audit. The audit involved two sets of activities: pre-audit data collection and review, and on-site focus group and individual interviews.

The consultants reviewed and analyzed a variety of information related to institutional planning and enrollment management in preparation for the audit visit. A list of materials used in preparing this report is included in the appendix. The data included sample recruitment and admissions letters, publications and brochures used to recruit new students, historical enrollment and admissions reports, the institutional self-study from the accreditation review, several institutional long-range strategic plans, and a variety of other reports and information. In addition, selected faculty, key administrators, students, and staff completed surveys that helped us understand some of the prevailing attitudes and beliefs about issues related to enrollment management.

This information served as excellent background for the two-day, on-site audit process. On September 8 - 9, 1988, the consultants conducted interviews with administrators, faculty members, and students on each of the four main campuses and at the Central Office. The following list includes most of the positions and groups that were interviewed:

- * Deans of Students/Director of Pontiac Center Focus Group (5)
- * Academic Deans Focus Group (11)
- * Financial Aid Staff Focus Group (5)
- * Enrollment Staff Focus Group (13)
 - Registrar, Director of Job Placement/Co-op Education, Special Needs Coordinator, Counseling Chairpersons, Admissions Officers, and Recruiter/Special Populations
- * Campus Presidents/Chancellor Focus Group (4)
- * President, Royal Oak and President, Orchard Ridge
- * Faculty Focus Groups (4)
- * Student Focus Groups (4)

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The purpose of the audit process -- both the pre-audit data review and on-site interviews -- was to learn as much as possible about the College's current enrollment-related goals and the strategies and tactics being used to achieve them. Our questions were designed to accomplish the following:

1. Identify specific enrollment goals and establish the degree of clarity and commitment to them.
2. Identify the forces that are supporting the College's efforts to achieve enrollment goals.
3. Identify the forces that are inhibiting the College's efforts to achieve enrollment goals.
4. Identify areas of opportunity where the College can enhance its ability to achieve enrollment goals in the short- and long-term.

This report will present our observations and recommendations based on a careful study of the information supplied prior to and during the audit visit, and an analysis of the information collected during the interviews. We will use our Enrollment Management Matrix to organize our findings. Several other models will be presented to support our recommendations.

Of necessity, our analysis is of the College as a whole. We did not spend enough time on each campus to allow a complete analysis of enrollment management strengths and weaknesses. In general, we believe the driving and restraining forces identified in this report apply to each campus in some degree. For example, students and faculty on each campus felt that improvements should be made in the quality of counseling and advising services. Students at Highland Lakes were especially dissatisfied with the quality of the counseling services. In our analysis, we simply identified counseling as a common concern. Occasionally when a strength or weakness appeared to apply to only one or two campuses, we identified the campus by name, but we were reluctant to attempt a detailed analysis by campus because of the limited exposure afforded by our two-day schedule.

Methodology

The Enrollment Management Matrix is a tool developed by INGERSOLL WILLIAMS AND ASSOCIATES to identify strengths and weaknesses in a college's enrollment program and to establish priorities for a systematic and effective response.

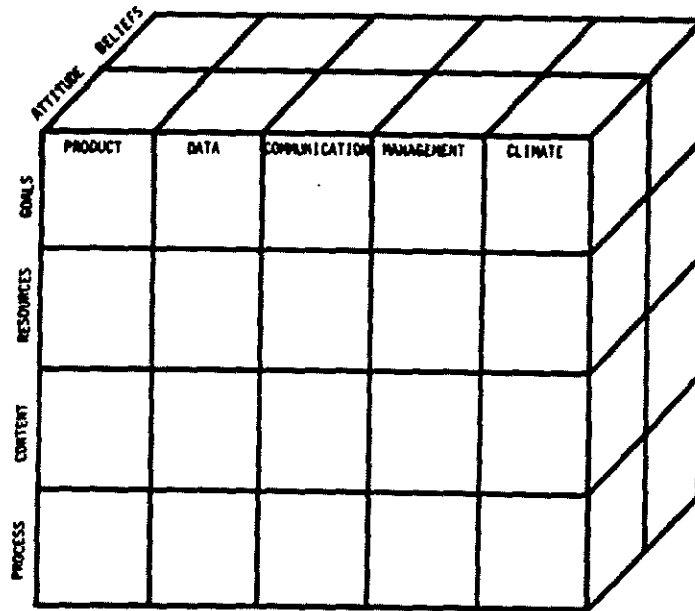
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The Matrix suggests that the mix of six key variables determines enrollment for all colleges and universities. The critical variables include:

1. **Product** -- comprised of everything for which students exchange time and money. Includes academic programs, student services, activities and social opportunities, relationships with faculty, staff, and other students, the organizational climate in which learning occurs, the overall environment, and location.
2. **Data** -- represents the information available for planning and decision-making. Includes both institutional data and information about the market.
3. **Communication** -- the messages and systems used to interest, educate, and influence prospective students. Should involve clear promotional strategies based on market research.
4. **Management** -- includes the written enrollment plan and the process of organizing, directing, and evaluating the strategies and activities designed to achieve goals. The service systems used to achieve retention goals are included here, as well.
5. **Climate** -- involves a variety of intangible characteristics that are unique to each institution. Three measures of organizational climate include the information system, the political system and behaviors, and the cultural norms and values that affect behavior (the cultural system).
6. **Attitudes and Beliefs** -- expressed by administrators, faculty members, students, and external constituencies toward each of the five variables.

The right combination of product, information, communication, management, climate, and attitudes and beliefs will optimize enrollment, while problems in one or more of these variables will serve to reduce effectiveness and results. Consideration of these variables provides for a synergistic response to enrollment management.

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When we use the Matrix as a problem-solving tool, we look at four aspects of each key variable: the goals, the resources, the content, and the process. The inhibitors are almost always found in one or more of these four dimensions. The goals are the driving forces behind each key variable. The resources include human as well as financial. Content refers to "what" is being done. Process refers to "how" it is being done. If enrollment goals are not achieved, the reason can usually be found in weaknesses in one or more of the Matrix variables, and within each variable, the problems can be attributed to goals that are unclear or inappropriate, insufficient resources (money, skills, expertise, knowledge, time, etc.), weak content, and/or an ineffective process.

For example, communication is one of the key Matrix variables. An appropriate communication goal might be to deliver the College's promotional messages to the right people at the right times to maximize the conversion of potential to actual students or to increase retention of current students. The resources needed to achieve this goal will include money, computer software and hardware, market research, staff with a variety of skills and areas of expertise, publications, media advertising, volunteers, slides, tapes, and other resources. The content of the communication program includes the promotional messages ("what" is being communicated). The process involves "how" the communication program is being implemented.

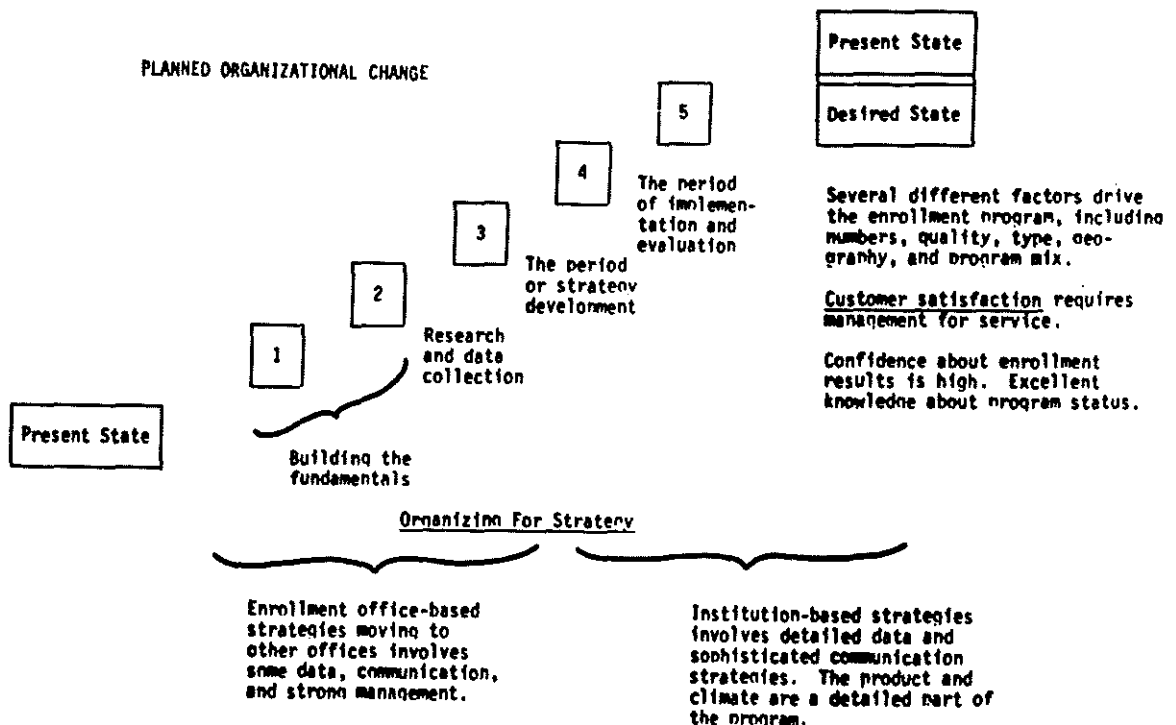
In other words, success relies on appropriate and realistic goals, adequate resources, appropriate content, and an effective process for implementation. Failure can result from the breakdown of one or more of these aspects of each variable. Achieving full enrollment potential requires that each cell of the Matrix be addressed. Finally, the attitudes and beliefs of key faculty and administrators are important in managing enrollment. If wide differences of opinion are held regarding the goals, necessary resources, appropriate content and process related to the mix of product, information, communication, management, and climate that is most conducive to developing an effective enrollment program, the effort is doomed to failure. Enrollment management is very much an institutional responsibility and requires an institutional commitment. The attitudes and beliefs of key people play an important role in building a successful enrollment program.

The format of this report will be based on the Matrix. The analysis will focus on the OAKLAND COMMUNITY COLLEGE, as a whole.

Before beginning the analysis of the College's enrollment program, it is important to remember the over-riding goal of this enrollment audit:

TO HELP THE OAKLAND COMMUNITY COLLEGE INCREASE ITS CONTROL OVER ITS ENROLLMENT FUTURE.

Achieving this goal will require a systematic and sustained effort that can be illustrated in the following figure:



This diagram suggests that change is the result of carefully planned transition steps that lead steadily toward a clearly defined desired enrollment state. Rarely does change from present state to desired state occur in one giant step. Rather, it is an evolutionary process. The change process involves several distinct phases beginning with defining the desired state and clarifying the present state. Only after evaluating the present circumstances in relation to some desired standard can the transition steps be established that will move the organization toward the desired condition.

When the model is applied to the OAKLAND COMMUNITY COLLEGE's enrollment program, the change process begins with a period devoted to building the fundamentals of a successful enrollment management and marketing program. These fundamentals should be supported with market data and research, which lead to the development of research-based enrollment strategies and plans, which are then implemented and evaluated before the entire process recycles.

Many of the recommendations mentioned later in this report will address opportunities in the information, communication, and management variables of the Matrix and will focus short-term attention on building the fundamentals of the enrollment program and on building the marketing database to support longer-term strategy development and enrollment planning.

PRODUCT

The diagram below will be used to organize the consultants' analysis of institutional product strengths and weaknesses, and to add perspective to the product recommendations which follow.

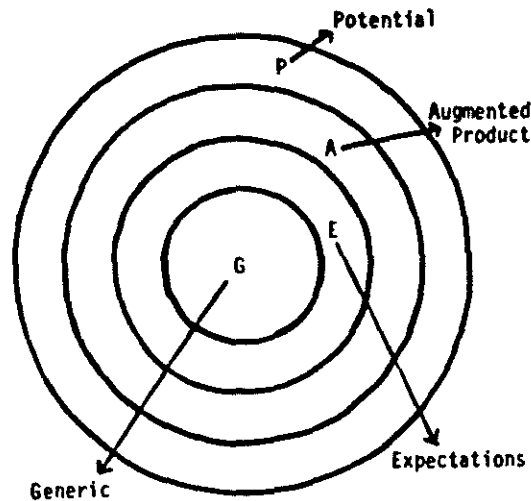
Theodore Levitt suggested that an organization's product can be viewed at four levels: the generic or core product, the expected product, the augmented product, and the future product.

Generic Product - People form impressions, both positive and negative, of generic products. OAKLAND COMMUNITY COLLEGE's generic product is its community college education. Many of the impressions people form based on the generic image of a community college education are negative. The generic product is rarely enough to allow an organization to compete at an advantage.

Expected Product - People have basic expectations of a product which must be met in order for the organization to compete at all. Basic expectations of a community college education might include: preparation for successful transfer to the four-year college of the student's choice, successful preparation for the job market, low cost, convenient location, flexible scheduling, support programs and services to build study skills and increase students' chances for success, etc. If the college cannot meet these basic expectations, it will be unable to compete successfully for students in an open market. In other words, enhancements to the expected product are rarely enough to give the organization a competitive advantage. They simply allow the organization to compete.

Augmented Product - Product augmentations enable the organization to exceed expectations and are the basis for developing competitive advantages. Augmentations involve doing something better than competitors. The augmented product distinguishes the organization's product from that offered by competitors.

Future Product - The organizations that remain the most competitive are those that anticipate changes in customer needs and wants by developing the future product. The future product represents the innovations or continuing evolution of the product in ways that make it increasingly more attractive to consumers over time.



Ultimately, institutional growth and stability come from attention to the augmented and future products. Organizations that give their full attention to the generic and expected product have difficulty just maintaining the status quo.

In the analysis that follows, the consultants identify many opportunities to improve the expected product and some opportunities to augment the College's product, but OAKLAND COMMUNITY COLLEGE does not presently appear to be organized or inclined to concentrate on product augmentations and on its future product. Ideally, the College should address the expected product opportunities in the short-term and formulate strategies to augment the product in the coming year.

OAKLAND COMMUNITY COLLEGE's product is perceived as strong by administrators, faculty, staff, and students alike. These perceptions were readily evident in the series of interviews conducted with these groups during the audit and in the pre-audit attitudes and belief survey completed by selected members of the faculty, students, staff, and administration.

OAKLAND COMMUNITY COLLEGE appears to enjoy a distinct competitive advantage with its reputation for quality. During interviews students pointed out repeatedly that it was this reputation which attracted them to OAKLAND COMMUNITY COLLEGE, sometimes even if it meant paying higher out-of-district tuition and enduring considerable inconvenience due to scheduling and commuting complications. Students confirmed administrators' and faculty's own perceptions of OAKLAND COMMUNITY COLLEGE's strong reputation, both in its transfer and occupational programs.

The most significant negative feature with regard to OAKLAND COMMUNITY COLLEGE's product appears to be the generally less prestigious reputation of community colleges as a whole. Several of those interviewed in each group cited OAKLAND COMMUNITY COLLEGE's nickname of "Only Chance College" as a detriment, especially in a district as affluent and well-educated as Oakland County. In terms of the product diagram above, OAKLAND COMMUNITY COLLEGE's generic product, lower division general and occupational education in a community college setting, is still a product which is not as highly-valued as a similar education in a baccalaureate setting. However, OAKLAND COMMUNITY COLLEGE's strong reputation appears to enhance its product at the expected level making its community college education more valued than that offered by other community colleges in the Detroit metropolitan area. Furthermore many students interviewed with experience at baccalaureate institutions cited OAKLAND COMMUNITY COLLEGE's product as superior to the institutions where they had been enrolled.

While OAKLAND COMMUNITY COLLEGE appears to be offsetting the negative aspects of its generic product with success at the expected level, the major threat to its product lies in its inability to continue to meet expectations in the years ahead, an inability which could severely impair its efforts to develop its product at the augmented and future levels (see diagram). This inability is due to OAKLAND COMMUNITY COLLEGE's increasing difficulty in managing its enrollment, that is in meeting the expectations of its current students and improving its service to the community. Key to this difficulty is a class schedule developed by faculty in a highly-decentralized manner over which administration has little leverage, a schedule which increasingly frustrates students' expectations that they can get the classes they need when they need them. Scheduling is further complicated by a faculty collective bargaining agreement which provides pay incentives to faculty to schedule mainly those classes which maximize credit hour generation while eschewing more specialized or advanced courses at the sophomore level. Convenience of scheduling is a major feature of the community college product, a feature which students and the community expect of OAKLAND COMMUNITY COLLEGE, but one which appears to be receding in the face of growing demand for higher education. The lack of more convenient class schedules on Fridays and weekends as well as the lack of offerings at the sophomore level makes it difficult for OAKLAND COMMUNITY COLLEGE to respond to what appears to be a very favorable market for its product.

Until OAKLAND COMMUNITY COLLEGE can overcome its scheduling dilemma it will be unable to respond to the opportunities its market presents. The opportunities for enrollment growth include:

1. Improved retention (as a result of class schedules which encourage students to re-enroll and carry heavier credit loads).
2. Increasing the proportion of current-year high school graduates who enroll at OAKLAND COMMUNITY COLLEGE.
3. Outreach to disadvantaged/underserved populations in the county (such as those in the southeast corner and in Pontiac).
4. Meeting the expanding training/re-training needs of working adults and employers in the area.

Resolving the scheduling problem will go a long way toward giving OAKLAND COMMUNITY COLLEGE increased flexibility to respond to the opportunities which its dynamic market presents.

Critical to resolving this scheduling problem will be convincing key constituencies, particularly faculty, of the need for change. Inherent in such a process will be the need to reach consensus around future goals for the institution, goals related to maintaining the quality for the institution, goals related to maintaining the quality of the current product, developing product augmentations (such as the Business Professional Institute, the Pontiac center), and laying the groundwork for future products in the years ahead. These goals must foster strategies which permit the institution to manage the opportunities to which it has an inherent responsibility to respond because of its mission as a community college. What should then emerge is the kind of comprehensive strategic plan which OAKLAND COMMUNITY COLLEGE currently lacks, one which provides a vision for and a consensus about the future direction of the institution.

What follows is a list of major driving and restraining forces related to OAKLAND COMMUNITY COLLEGE's product identified by the consultants.

Driving Forces

Faculty are perceived by students as qualified, caring, and concerned about students' success. Students described faculty -- and indeed the overall college environment -- as friendly and approachable. They believe their needs and concerns are better addressed than in other higher education settings.

OAKLAND COMMUNITY COLLEGE has a tradition of staff stability which lends a high degree of continuity and commitment to the community college mission. Most full-time faculty, administrators, and staff members have been employed at OAKLAND COMMUNITY COLLEGE between 10 and 20 years.

Small class sizes and a low student/faculty ratio afford a personalized, individualized educational environment which is valued by students and the College alike, one which is perceived as a distinct competitive advantage over other institutions in the area and the state. Lecture classes are limited to 37 students and laboratory classes are limited to 27 students.

OAKLAND COMMUNITY COLLEGE enjoys a strong reputation for quality, both with regard to its curriculum and its overall learning environment. This reputation, too, is a distinct competitive advantage, one which, as noted above, helps to overcome some of the less prestigious connotations associated with a generic community college education.

OAKLAND COMMUNITY COLLEGE appears to have a commitment to maintaining its reputation for quality. While not facing an imminent enrollment crisis, OAKLAND COMMUNITY COLLEGE's staff and leadership recognize that the College faces challenges which threaten to impair its reputation and ability to meet the needs of its community.

The College benefits from the traditional community college advantages of low cost and convenient location.

OAKLAND COMMUNITY COLLEGE enjoys one of the most lucrative higher education markets in the nation. Oakland County is among the nation's most affluent (third in the nation's in per capita income) and well-educated, characteristics which correlate strongly with a growing demand for higher education. Furthermore the county is home to a number of expanding, technologically-advanced employers for whom education is increasingly the key to maintaining a competitive workforce. Part of maintaining that competitive workforce will be the need to educate elements of the county's population historically underserved by and under-represented in higher education while at the same time serving a greater proportion of current year high school graduates who see a college education as necessary for their future success. In such a market OAKLAND COMMUNITY COLLEGE must seek to balance these external opportunities with a need to better manage its current enrollment (through more flexible scheduling and improved retention). Improved enrollment management will allow OAKLAND COMMUNITY COLLEGE to respond better to the opportunities of its lucrative market.

Renegotiation of the faculty collective bargaining agreement in 1989 presents the opportunity to gain greater flexibility with regard to class scheduling. Inherent in such an effort will be the need for consensus as to the future direction of the College's enrollment efforts, a consensus which can be reached only when there is greater understanding of how the current scheduling dilemma constrains OAKLAND COMMUNITY COLLEGE's capacity to respond to market opportunities.

Rising tuition and enrollment limitations at baccalaureate institutions in the metropolitan area as well as the state at large present OAKLAND COMMUNITY COLLEGE with an opportunity to attract a greater proportion of current-year high school graduates.

Restraining Forces

OAKLAND COMMUNITY COLLEGE's growing inability to offer a class schedule which can respond to a diversity of student demands -- both in terms of time and variety of offerings -- threatens to impair the College's strong reputation for quality. As noted above, the College has built up fairly high expectations centered around the accessibility of a quality product, and if it cannot meet those expectations, it runs the risk of impairing that product, both now and in the future.

Both counseling (primarily with respect to admissions information and academic advising) and financial aid were generally viewed negatively by students and as far from satisfactory by College staffers (including those providing those services). While many of the issues related to these areas relate to the management cell of the Enrollment Management Matrix, it must be stressed that these services are important components of the College's overall product. This is especially true for community colleges, which stress student services as an important feature of their product mix. The level of concern expressed about the quality of these services is indicative of the degree of stress OAKLAND COMMUNITY COLLEGE has begun to experience with regard to its ability to meet student expectations.

Low pay scales for adjunct faculty, which are especially non-competitive with other area institutions of higher education, might be impairing OAKLAND COMMUNITY COLLEGE's ability to maintain a stable pool of qualified part-time instructors. Furthermore, lack of any formal orientation and adequate staff development for such individuals further limits the College's ability to maintain its reputation for quality.

Low enrollments in certain occupational programs seem to suggest that the College has not focused on more efficient deployment of its resources.

A fairly static headcount enrollment which fell slightly from 27,940 students to 27,184 students between 1983 and 1987, and an accompanying decline in student credit hours from 197,237 to 189,628 student credit hours seems to suggest that OAKLAND COMMUNITY COLLEGE has not been able to attract and/or retain students in sufficient numbers to sustain actual growth. The College appears to be treading water in what appears to be a market with considerable potential for growth.

Beginning with the class of 1989 and for most of the next decade, the state and the county will experience a significant decline in the number of high school graduates. Efforts to draw greater numbers of such students to OAKLAND COMMUNITY COLLEGE must be considered in light of this demographic reality. The College will have to balance the "natural" inclination to enhance its product appeal to that group with efforts to enhance product appeal to other groups as well.

Lack of an adequate institutional research capacity appears to restrain the College with respect to analyzing the factors affecting its enrollment and acting accordingly. The lack of this capacity is evident in the inability to address questions related to low enrollment in certain occupational programs, why headcount enrollment and per student credit hours remained relatively static, and the failure to foresee such scheduling problems as the lack of an adequate number of English sections for the second consecutive year. Additionally, 1,400 students were closed out of developmental courses during fall registration. Many of these students enrolled in courses which will give them great difficulty, and others failed to enroll at all.

Lack of a comprehensive strategic plan appears to be a restraining force because there is no sense of the institution's future direction with respect to product development. As pointed out earlier, the college confronts a lucrative educational market with several promising opportunities for the future, but staff with responsibilities for product development profess confusion as to what are the institution's priorities in that respect. A paralysis of indecision with respect to such priorities will likely result only in lost opportunities.

Infrastructure limitations -- facilities and equipment -- compound the scheduling dilemma cited earlier to restrict enrollment growth and/or management. At least in the case of the Orchard Ridge campus, data indicate that facilities could be better utilized if a more efficient class schedule were implemented. On other campuses, staff expressed a lack of knowledge as to whether similar circumstances might prevail, but all were quite negative with regard to the use of off-campus facilities, citing concerns primarily about the quality of the learning environment.

A historical tradition of "controlled growth" prior to the current administration was cited by several staffers and faculty as conditioning the institution to narrow its sights with respect to the potential for augmented or future product development. Consequently, these individuals believe the institution currently lacks the resources (such as associate deans, more full-time faculty, state-of-the-art equipment and facilities, institutional research, information technology) necessary to sustain new product development or even maintain that which is already in place.

The general political climate in Michigan with respect to the funding of higher education, particularly community colleges, appears to be a restraining force, too. For 10 years now the state has essentially kept static its contribution to community college funding, leaving the districts to rely more heavily on local resources. Faced with voter resistance to higher taxes in a state which suffered more than most from the last economic recession, the community colleges turned to higher student tuition and holding the line on infrastructure expenses. OAKLAND COMMUNITY COLLEGE is now considering a referendum to increase the local mill rate within the next two years. However, if it is perceived as not meeting the expectations of its community, OAKLAND COMMUNITY COLLEGE's bid for a broader funding base may be endangered.

Oakland County's national ranking as third in per capita income serves as a double-edged sword. While it is true that affluent people tend to value higher education, they can also afford to attend colleges and universities with more prestige than is typically associated with the local community college.

Oakland County and the metropolitan Detroit area are extremely competitive for higher education institutions.

Product Recommendations

Paramount to any enrollment management effort at OAKLAND COMMUNITY COLLEGE and concomitant efforts related to product is the need for more flexible scheduling. Consequently, it is recommended that OAKLAND COMMUNITY COLLEGE begin an effort now to educate faculty and staff as to the limitations of the current scheduling process and its impact on the College. Such an effort needs to be aimed at providing a common knowledge base and consensus with respect to faculty contract negotiations as well as with respect to future goals for enrollment levels and product development. Scheduling needs to be revamped to permit the College to better serve its community and to take advantage of the opportunities its market presents.

Due to low enrollments in certain occupational programs, it is recommended that OAKLAND COMMUNITY COLLEGE examine the viability of those programs and develop strategies either for boosting enrollments or redirecting resources to areas with greater growth potential. Improving the flexibility of the College's class schedule will necessitate eliminating inefficiencies wherever possible and maintaining programs for which there is demonstrated demand from both students and employers.

Improved staff development efforts for adjunct faculty are recommended as a strategy for off-setting concerns about quality, particularly with regard to inculcating them with OAKLAND COMMUNITY COLLEGE's values. Such efforts should aim not only at improved orientation to the institution but greater interaction with full-time OAKLAND COMMUNITY COLLEGE faculty as well.

Improved staff development for full-time faculty is recommended as well. In addition to directing such efforts at greater networking with adjunct faculty, these efforts should focus on revitalizing faculty interest in their respective disciplines as a possible strategy for creating greater interest in teaching sophomore courses. These efforts should also address broadening faculty perspectives with respect to the dynamics of OAKLAND COMMUNITY COLLEGE's enrollment.

Due to the generally negative attitudes with respect to counseling and financial aid, the College needs to develop strategies which will improve delivery of those services to potential as well as current students. Those strategies should be directed at better coordination between admissions and financial aid as well as improvement of the academic advising system. All of these services are an important part of the College's product mix and must be oriented toward convincing potential as well as current students that the services exist to promote -- not inhibit -- successful attainment of their educational goals.

Additional recommendations with respect to product are not offered at this point due to the consultants' opinion that OAKLAND COMMUNITY COLLEGE must first address the future directions it wishes to pursue with respect to enrollment. As indicated earlier, the College has several opportunities which could afford enrollment growth, opportunities which would suggest a number of market penetration strategies among such groups as current-year high school graduates and working adults. If the College decides to pursue enrollment growth, then it must be in a position to deliver its product to those markets into which it seeks to increase penetration. Key to delivery, of course, is scheduling, the subject of the consultants' first recommendation. This recommendation should be seen as the linchpin of any decision with respect to both product and enrollment.

INFORMATION

Information is an essential ingredient in a successful enrollment management program. Information is needed to manage the marketing, recruitment, and retention efforts, for effective planning, for product development, for designing effective communication systems, and for creating a climate that is conducive to achieving recruitment and retention goals.

The necessary data can be organized into a comprehensive database comprised of several distinct categories of information: historical admissions and enrollment information, demographic trends and projections and environmental data from primary geographic markets, information about competitors, focus group and individual interview data from key constituencies, and attitude and belief data from key constituencies.

Decision-making at OAKLAND COMMUNITY COLLEGE has strengths and weaknesses. The College appears to have adequate data with respect to historical trends in enrollment and student characteristics. The most recent demographic data about the OAKLAND COMMUNITY COLLEGE service area provided to the consultants appears to have been generated by an outside vendor as part of an assessment of future facilities needs. Outside vendors also appear to have been utilized to provide attitude and belief data with respect to the perceptions residents of Oakland County have of OAKLAND COMMUNITY COLLEGE. No database appears to be available with respect to competing institutions.

What emerges, as was pointed out to the consultants by administrators, staff and faculty, is the lack of a sustained institutional research capacity on the part of the institution. Numerous reports were catalogued for the 1987 North Central Self-Study and a research committee exists, but there is no staff at either the District or campus level responsible for institutional research on a systematic, on-going basis. The College has formed a Research Council to begin addressing institutional research needs on other than a "stewardship" basis. A recommendation for a separate research office with its own staff reporting to the vice president for academic affairs was made as part of a study for upgrading the College's information technology. To date that recommendation has not been implemented.

Compounding the lack of institutional research capacity is what is perceived by many staff as an inadequate computer system to support information analysis in an efficient, effective manner at either the District or campus level. Several people interviewed stated that they believe OAKLAND COMMUNITY COLLEGE has fallen behind in the area of information technology and now no longer enjoys the leadership in that area that it once did. However, the Board has now committed to the first phase of a significant

five-year plan to upgrade information technology. That plan is being implemented through extensive consultation with user groups and reorganization of the Information and Telecommunication Services unit to be more responsive to users.

The lack of both an institutional research capacity and adequate information technology will handicap OAKLAND COMMUNITY COLLEGE's ability to manage its enrollment effectively. The need to document changing internal and external trends, research market segments, and put data into the hands of those who need it to monitor enrollment goals and strategies, will grow in the future. The College appears to be aware of the need to address its information deficiencies, but it is not clear at this point whether progress in these areas will come fast enough to support enrollment management.

What follows are key driving and restraining forces with respect to information followed by specific recommendations for improvement.

Driving Forces

OAKLAND COMMUNITY COLLEGE has a historical database on enrollment and student characteristics.

Recent demographic data on the College's service area is available as part of the assessment of future facilities' needs.

Recent opinion survey research of the service area with respect to residents' perceptions of OAKLAND COMMUNITY COLLEGE is available.

Efforts are underway to upgrade OAKLAND COMMUNITY COLLEGE's mainframe computer system, including a pilot project at Orchard Ridge to link a database on inquiries from potential students with the database on enrolled students already maintained on the mainframe. Such a linkage is critical for successful enrollment management if feedback is to be provided about OAKLAND COMMUNITY COLLEGE's success in converting potential students into actual students and keeping them enrolled. Networking personal computers to the mainframe, as the pilot project intends, or developing a readily-accessible admissions package on the mainframe will be essential if the data resulting from linking the inquiry and enrolled student databases is to be delivered to those who need it in a timely, efficient manner. Leadership in OAKLAND COMMUNITY COLLEGE's information technology area is aware of and receptive to supporting the College's information needs related to enrollment management.

Restraining Forces

Information does not appear to have played a major role in past enrollment planning and institutional marketing at OAKLAND COMMUNITY COLLEGE.

OAKLAND COMMUNITY COLLEGE's promotional messages do not appear to extensively incorporate knowledge about students' attitudes, beliefs, and expectations in selecting a college. Recruitment materials would all benefit from market research.

The College lacks accurate data about its inquiry pool that would enable the College to predict enrollments from planned changes in the number and type of inquiries. Admissions personnel appear to lack accurate tracking capability for determining the productivity of inquiry sources.

The College lacks comparative attitude and belief data for inquiries, present students, and faculty and administrators which would assist in developing targeted promotional strategies and messages.

OAKLAND COMMUNITY COLLEGE appears to lack extensive information about the communication systems, promotional strategies, product strengths and weaknesses, and competitive advantages of its primary competitors.

Institutional research is a decentralized process without one person or office assigned responsibility for research and data collection.

Admissions personnel appear to lack the computer capability for easy, systematic, automated communication with inquiries over the time period of their decisions about where to attend college.

Campus computer capabilities are complicated by the need to relate to OAKLAND COMMUNITY COLLEGE's mainframe system. It was unclear to the consultants how much flexibility is possible in customizing computer services to meet the specific needs of the enrollment management program.

Information Recommendations

Information needed to plan and manage an effective enrollment management program comes from five databases that should be consolidated to comprise one comprehensive database. While the College seems to have and use some data in several of these databases, we recommend several important changes:

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1. Initiate more comprehensive design and systematic implementation of the enrollment management database.
2. Centralize responsibility for data collection and research.
3. Automate data collection and analysis.

1. Design and Implementation of the Enrollment Management Database.

The enrollment management database should consist of the following five sub-databases:

- * **Historical Admissions and Enrollment Information.** The historical database shows the admissions and enrollment trends which OAKLAND COMMUNITY COLLEGE has experienced over the past ten years. Ideally, the key information includes complete profiles of inquiries, applicants, accepted students, new students, and returning students.

The College's historical database appears to be quite strong, with the exception of inquiry and applicant information. The historical database shows the results each year of the internal and external forces on the College's enrollment.

The College should compile the available historical data to assist in enrollment planning and decision-making, and implement data collection procedures to track and analyze different sources of inquiries from potential students.

- * **Competition Study.** The College should conduct a competition study to monitor and analyze the communication systems and promotional strategies used by colleges and universities in Oakland County, especially those in direct competition with OAKLAND COMMUNITY COLLEGE.
- * **Demographic Trends and Projections and Environmental Scan.** In addition to the information about high school populations in Oakland County schools, the College needs to know about the trends and projections for the potential adult learner population in the primary market areas, and about key environmental factors that could influence enrollment. Much of this information is presented in the long-range facilities master plan prepared by MacConnell and Associates in 1986. However, environmental scanning methods should be developed and implemented to monitor important changes and developments in the primary market.

- * **Focus Group and Individual Interview Data.** Interviews should be conducted with present traditional and non-traditional students, faculty, administrators, staff members, area school guidance counselors and teachers, and prospective traditional and non-traditional students. The interview research should gather data about perceptions of institutional image, product strengths and weaknesses, and attitudes, beliefs, and expectations of a community college education.
- * **Formal Survey Research.** Formal questionnaires should be developed and administered to key populations including prospective traditional and non-traditional students, present traditional and non-traditional students, faculty and administrators, and influentials like area high school guidance counselors, teachers, and parents. The survey research should be designed to answer three main questions:
 - What are the important expectations that students have of a community college education?
 - What are the important characteristics of an "ideal" community college?
 - What are the strongest impressions and perceptions of OAKLAND COMMUNITY COLLEGE?

The database that results from compiling the information recommended above would form the College's enrollment management database that would guide enrollment and institutional long-range planning. The information would be used to improve programs and services, to raise student's level of satisfaction, identify new programs and services that would attract students who otherwise would not be interested in the College, and to develop promotional strategies and messages that will influence decisions to enroll.

2. Centralize Responsibility for Data Collection and Research

An institutional research office, supported by an enrollment management task force should be assigned responsibility for designing and implementing the comprehensive enrollment management database. Various offices or staff members could assume responsibility for collecting the data, but the Task Force would provide the central focus. Current decentralization of research and data collection makes it difficult to design an integrated database and use the research results effectively.

3. Automate Data Collection and Analysis

The computer limitations apparently make it difficult to track recruitment data and information about retention. The admissions offices should use personal computers and letter quality printers for communicating effectively and personally with prospective students, for producing timely and accurate management reports, and for running any necessary statistical analysis of the recruitment databases.

Poor access to timely information is a common reason for data to play an unimportant role in enrollment planning and decision-making. By improving the enrollment management database and automating data collection for reporting ease, accurate information is more likely to be used effectively.

The Information and Telecommunications Services unit should continue its work with user groups to identify their needs, concentrating particularly on identifying strategies to meet needs related to improved enrollment management.

COMMUNICATION

The College's greatest opportunity for improving enrollment results in the short-term lies in building the inquiry pool and in making significant changes and enhancements in the pre-application communication flow systems.

Current communication efforts rely on an initial personal contact through a school visit or college fair to generate the inquiry with one follow-up packet filled with written information to build the student's interest. If an inquiry is not generated through a school visit (letter, poster card, test score, etc.), it is currently possible that the student might never talk to a professional admissions counselor or recruiter, unless he or she initiates the contact.

For a variety of reasons, this communication system will not be especially effective in persuading or influencing students to choose OAKLAND COMMUNITY COLLEGE. It does not conform to student decision-making models which suggest that effective communication must be designed to encourage many small decisions, ultimately resulting in a decision to enroll and which steadily build the student's interest in OAKLAND COMMUNITY COLLEGE from relatively low at the time of inquiry to high at the time of the final decision.

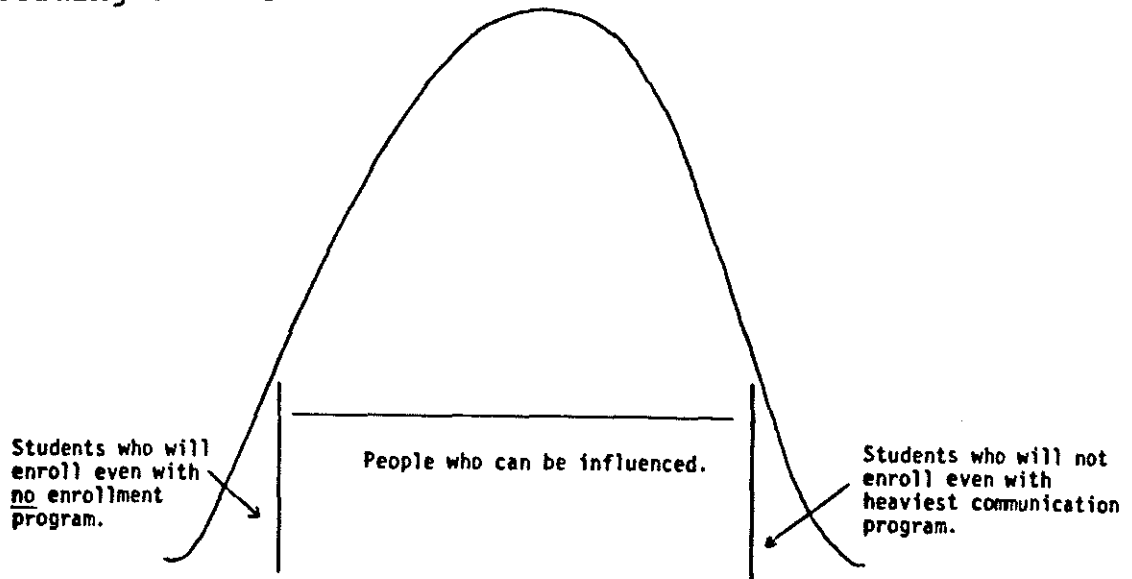
To work successfully, a communication system must combine and integrate written and personal communications over the time period when students make their college decisions. This involves a relatively long (6 - 18 months) relationship between the College and its prospective students, which must be carefully managed by someone. We believe the primary job of a professional admissions counselor or recruiter is to manage the relationships with inquiries and applicants.

As pointed out above, responsibilities and procedures for personal follow-up with inquiries and applicants vary from campus to campus. More effective written and personal communication systems designed to manage the relationship between prospective students and OAKLAND COMMUNITY COLLEGE in ways that increase the yield rates from inquiry to applicant and from acceptance to matriculation will improve results in the short-term.

The models presented below are intended to support the communications recommendations which follow. In order for OAKLAND COMMUNITY COLLEGE to accept these recommendations and translate them into action, it will be necessary for the College to accept the change in philosophy which they require.

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The first figure shows that the communication efforts recommended below are directed at students who would benefit from an OAKLAND COMMUNITY COLLEGE education, but who might not decide to attend OAKLAND COMMUNITY COLLEGE without help in deciding to do so.



In other words, college-bound students in OAKLAND COMMUNITY COLLEGE's primary market areas can be placed in three categories: students who will attend OAKLAND COMMUNITY COLLEGE regardless of anything the College does, students who will not attend OAKLAND COMMUNITY COLLEGE regardless of anything the College does, and students who have not yet reached a college decision and whose decision can be influenced. It is from this third group that enrollment growth must come.

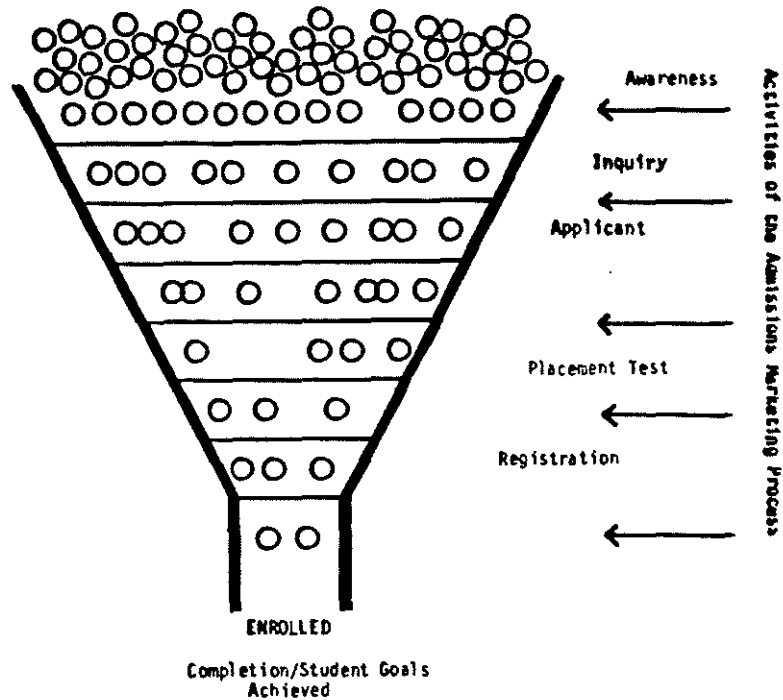
The second figure presents the admissions funnel and shows that the College's communication program can be designed to achieve one of three possible objectives:

1. Increase the size of the inquiry pool with qualified inquiries.
2. Improve the yield rates between each stage of admission.
3. A combination of both strategies - increase the size of the inquiry pool and improve the yield rates.

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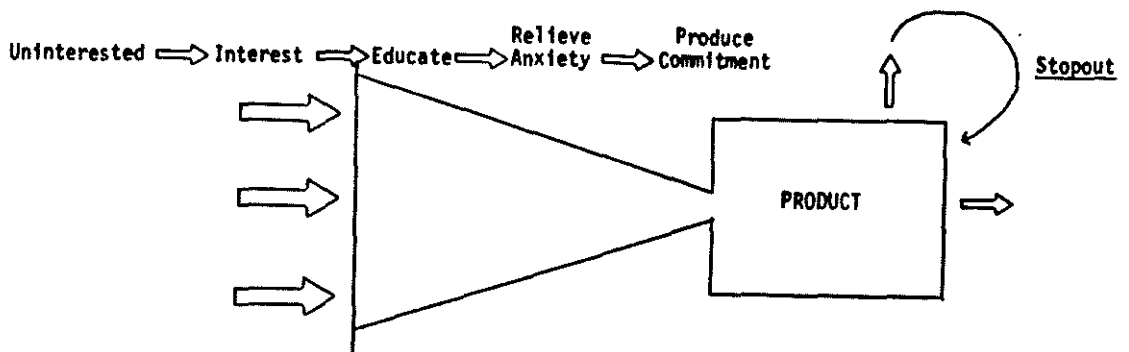
College-Bound Students/Community

Stages of Admission



Because accurate inquiry data and historical yield information were not available, it was not entirely clear to the consultants which of the above communication strategies is the most appropriate for OAKLAND COMMUNITY COLLEGE. It is likely, however, that the College would benefit from a combined strategy: seek to generate more inquiries of the right type for OAKLAND COMMUNITY COLLEGE and design a written and personal communication system to improve the yield rate, especially from inquiry to applicant. That is what the pre-application communication recommendations below seek to do.

The last figure illustrates how rational students reach college decisions, and how effective communication programs can influence those decisions.



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This model is based on Paul Hersey's concept of situational selling which suggests that all purchase decisions begin with an uninterested, uninformed customer. People at the College told the consultants that competition with local colleges and universities was becoming keener and that other institutions were aggressively advertising their programs in OAKLAND COMMUNITY COLLEGE's primary service area. Awareness levels and image of OAKLAND COMMUNITY COLLEGE among the general traditional and non-traditional student markets will be affected by the more aggressive promotional activities of competitors. Also, as the College penetrates its market deeper, it will attract the attention of prospective students who are less interested and more uninformed about OAKLAND COMMUNITY COLLEGE. Uninformed customers generally do not reach purchase decisions. If their interest is developed and they become more informed about the product, their interest level will rise higher and higher.

Hersey discovered that as the customer became more informed and more interested in the product, he or she also became anxious. In other words, anxiety increased as the customer came closer to making the purchase decision.

Rational consumers usually worry over whether or not the decision is the best one for them. This is particularly true when the decision is a major, life-changing decision like selecting a college. If the customer resolves his or her anxiety by deciding to purchase, a certain level of commitment to the product and the decision is natural. The objective of any effective communication program is to build commitment to the highest possible level.

Finally, the type of message is important in raising the level of student interest, informing them, relieving anxiety, and building commitment. Students first become interested in a college through emotional messages. This is why the most effective inquiry generating methods do not attempt to communicate too much information. They attempt to communicate an excitement or positive feeling that results in a request for more information about the institution.

Students rely on more rational information to become informed about the college and to raise their level of interest -- cost, quality, job placement rate, transfer rate, faculty characteristics, internship opportunities, quality of equipment and facilities, and other highly rational criteria will be used in the application decision.

The final commitment to enroll at OAKLAND COMMUNITY COLLEGE ultimately is an emotional decision based on feelings. The messages should attempt to relieve anxieties, reinforce the wisdom of the student's decision to attend, and build commitment.

Interviews with students indicated a high level of expectation with regard to personalized attention, expectations which OAKLAND COMMUNITY COLLEGE should try to meet through a personalized pre- and post-application communication system for all types of students. The aim of such a system should be to relieve anxieties and build commitment with regard to the enrollment decision. The short-term opportunities for enrollment growth and stabilization will come from improvements in generating and building interest and in informing inquiries about the competitive advantages and benefits offered by the College in ways that influence decisions to apply and enroll.

A crucial link in this communication process is the link between the inquiry database and the enrolled student database described previously under the Information Section. The capability to track inquiries all the way through their interaction with the College (and even beyond) is critical for evaluating the effectiveness of various communication strategies and developing indices about what effects decisions related to enrollment. Currently OAKLAND COMMUNITY COLLEGE has what appears to be the typical community college "black hole" with regard to inquiries. That is once inquiries come in they are lost and there is no way to efficiently determine if those inquiries are converted into actual enrollments.

Such a situation is borne out of the relative ease with which community colleges have attracted students in the past, but now that the start-up growth mode is behind and the ease of attracting students is no longer so readily assured, OAKLAND COMMUNITY COLLEGE cannot afford to lose track of its inquiry pool. The need to monitor the pay-off from inquiries, to manage the inquiry pool is much more apparent now.

The key driving and restraining forces in the communication program with specific recommendations follow:

Driving Forces

The cultivation of third party support (school counselors, teachers, etc.) is an important part of any effective enrollment program. These people can serve as insurmountable

barriers to enrolling students from their schools if they do not like or respect the College. They rarely, however, will serve as extra "recruiters" simply because they like or respect the institution.

It appeared as though the development of third party relationships was a high priority for OAKLAND COMMUNITY COLLEGE admissions personnel.

Efforts at Orchard Ridge to pilot a link between the inquiry database on a personal computer and the enrolled student database on the mainframe hold the promise of developing a student tracking system which can improve the communication process. If successful, that link will permit the generation of a database for evaluating the effectiveness of various communications strategies.

OAKLAND COMMUNITY COLLEGE appears to enjoy very favorable word-of-mouth advertising. This appeared to be the single most effective and common source of information about the College identified by present students.

Restraining Forces

Admissions and counseling personnel are used to prospect for new students through a heavy schedule of school visits, rather than to follow up on interested students. More cost effective ways should be used to generate inquiries. Staff should be trained in how to build interest and influence decisions.

Cultivation of third part support relationships to augment the efforts of OAKLAND COMMUNITY COLLEGE counselors and admissions personnel does not appear to have expanded much beyond the traditional high school sources at this point. New outreach efforts, especially through Auburn Hills and Highland Lakes, to groups previously underserved by and/or under-represented at OAKLAND COMMUNITY COLLEGE, as well as outreach to area employers, need to be sustained if this recruitment network is to be expanded more meaningfully.

There appears to be little use of telemarketing as part of the College's efforts to maintain a personalized communication system with prospective students. Telephone contact at various stages of the enrollment decision process can help to alleviate anxieties and build commitment to OAKLAND COMMUNITY COLLEGE by demonstrating interest in the individual, an aspect which enrolled students cited as one of OAKLAND COMMUNITY COLLEGE's most positive features.

Responsibility and procedures for communication with potential students (printed, oral, and personal) vary widely by campus and even among individuals and programs on each campus. The extent of support staff and equipment for admissions and counseling also vary widely by campus. Such variance is true too with respect to public information and program efforts (BPI) emanating from the District Office. Thus it is difficult for OAKLAND COMMUNITY COLLEGE to present a coherent communications package to its market area.

Materials used for communications purposes are aimed at presenting information on how to enroll to those already convinced or inclined to do so. Those materials are not aimed at convincing those who could be influenced to attend OAKLAND COMMUNITY COLLEGE that they should do so. In other words, OAKLAND COMMUNITY COLLEGE is not attempting to expand its communications efforts beyond those who would be likely to enroll anyway.

Currently the personal communication does not include effective use of volunteer groups like alumni, faculty, and present students.

Communication Recommendations

Communication enhancements can achieve immediate results in the College's enrollment program. Opportunities for short-term improvements exist both in the process of communicating the right messages to the right prospective students at the right times, and in communicating with current students to improve retention.

Achieving results through more effective communication relies first on offering a strong product. Accurate messages that motivate and inspire prospective students to take action must be delivered. Fortunately, OAKLAND COMMUNITY COLLEGE appears to have a strong product which is appreciated and valued by current students.

The recommendations which follow center around five key areas:

1. Build an Adequate Inquiry Pool
2. Maintain Public Awareness and Competitive Position within the Metropolitan Detroit Market
3. Implement Comprehensive Communication Systems
4. Train Professional Admissions Personnel in Personal Counseling-Selling Techniques
5. Develop Volunteer Admissions Assistance Programs

1. Build an Adequate Inquiry Pool

Available admissions recruitment data make it difficult to evaluate current inquiry pool size and yield rates from inquiry to applicant, but it is likely that the pool of inquiries is too small.

In view of the clearly defined geographic market served by the College, it will be necessary to implement an extremely aggressive inquiry program designed to attract every possible qualified inquiry in Oakland County, which accounts for 86% of the current enrollment, and maintain the inquiries from the secondary areas of metropolitan Detroit.

Several methods could be used to build the inquiry pool. Request the names of graduating seniors each year from the high school counselors or instructors in the primary market area. High school contact people might be receptive to this request since the College has worked hard to maintain good relations with them. The College should use any lists obtained in this manner as direct mail lists, not as automatic inquiries. Buy all the qualified seniors from the ACT EOS program and the College Board Student Search Service and merge/clean the lists with each other and with any lists maintained by state education agencies to avoid duplication. These students would all be college-bound and could be selected by area of academic interest or intended career. The object would be to develop a list of prospects which could be cultivated several times through direct mailings to maximize awareness and response.

The College should develop a plan to build an inquiry pool of at least 50,000 students.

The same strategy should be used with adult learners. Local area resident names should be purchased using a list service with the capability to sort and select names that meet the College's pre-determined criteria for selection. The characteristics should be similar to those of the currently enrolled adult students -- age ranges, sex distribution, income ranges, level of educational attainment, occupations, etc. The prospect pool can be built through direct mail, offering prospects the opportunity to remain on the College's mailing list. The objective should be to build as large a pool as possible of qualified potential adult learners.

Part of maintaining the adult learner pool should include recycling former OAKLAND COMMUNITY COLLEGE students. With lifelong learning a key feature of the community college mission and curricula likely to encourage re-enrollment on subsequent occasions, OAKLAND COMMUNITY COLLEGE should

communicate regularly with its former students about learning opportunities. A variation of this same recycling strategy would be to promote summer school opportunities to younger students who may have been former inquiries and will be returning to the local area and may be interested in earning credits for transfer back to their "home" institutions. Communicating with those same former inquiries around such critical times as mid-term grade reports and end-of-term may also remind such individuals that OAKLAND COMMUNITY COLLEGE may be the college for them if their current "home" institution is not working out for them.

The current yield rates achieved by the present communication system were unclear to the consultants. An appropriate communication system goal for OAKLAND COMMUNITY COLLEGE might be as follows:

	<u>Goal</u>	
Inquiries	50,000	54%
Completed Applications	27,000	95%
Accepted Students	25,715	70%
Enrolled Students	18,000	

These goals are purely speculation. The College's acceptance rate of completed applicants might be closer to 100%, and the enrollment rate of 70% might be much lower than the College is experiencing. The 54% yield from inquiry to applicant is very realistic for a community college.

Realistic goal-setting is an important part of the enrollment planning process. The difficult part of achieving these goals, of course, is generating and communicating with 50,000 qualified inquiries.

2. Maintain Public Awareness and Competitive Position

Long-term success for OAKLAND COMMUNITY COLLEGE will rely on establishing and protecting a position of dominance in the field of lower division education in the Oakland County area. A successful advertising and public awareness program will make it easier to achieve inquiry goals for both the traditional and non-traditional student programs.

Advertising is typically the most cost effective way to maintain public awareness and build a public image. Media advertising is generally more effective with adult learners, although traditional students will respond to image-building messages. Direct mail is generally more effective with traditional high school students in most college markets.

OAKLAND COMMUNITY COLLEGE's market is primarily Oakland County and secondarily its neighboring counties in metropolitan Detroit. Consequently, advertising should be an effective way to generate inquiries and build image locally.

OAKLAND COMMUNITY COLLEGE should design and implement an advertising program designed to reinforce the image of high quality and the outstanding success rate for OAKLAND COMMUNITY COLLEGE graduates. In designing the campaign, three important considerations must be addressed: target audiences, promotional themes and messages, and media.

Research should be an essential ingredient for determining how best to address these three considerations. Responsibility for this research and implementation of the resulting advertising program should be the responsibility of the District Office in close consultation with the campuses. Such a program should clearly distinguish the roles of the District Office and the campuses to ensure cooperation, coordination, and ownership of the ensuing effort.

It should further be recognized that an effective public awareness effort will require attention to cultivating the College's image with key influentials and groups in the community. Such an effort goes beyond the standard perceptions of advertising and calls for a concerted effort to ensure that appropriate college personnel are active in certain networks in both formal and informal settings. Care should be taken, of course, not to be overly intrusive in the lives of those personnel, but there should be impressed upon them a certain obligation to represent the College in those networks where it is crucial to raise awareness of the institution's value to the community. Attention to coordinating this aspect of awareness building should be part of reinforcing any advertising.

3. Implement Comprehensive Communication Systems

The admissions offices should design and implement comprehensive written and personal communication systems designed to achieve the yield rate goals needed to achieve new student enrollment and student credit hour production goals.

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Current flow systems package all the available information in one envelope and do not attempt to deliver clear promotional messages over the time period of a student's college decision. The communication system relies primarily on an initial contact -- personal and written -- to produce action and a favorable decision for OAKLAND COMMUNITY COLLEGE. Most college-bound students simply do not reach their college decisions in this manner.

In the absence of solid market research to guide promotional strategy development, we suggest that the pre-application flow system for traditional students include at least five mailings, regardless of whether or not the student applies for admission.

The first response should include a personal letter, an OAKLAND COMMUNITY COLLEGE prospectus or viewbook (not currently available), an application for admission, and a financial aid/scholarship brochure. The second mailing should include a personal letter, and an appropriate divisional brochure or academic program factsheet. The third mailing should include a personal letter and a campus visit brochure with an appointment card. The fourth mailing should include a personal letter and a faculty brochure. The fifth mailing should include a personal letter, a success after OAKLAND COMMUNITY COLLEGE brochure, and a second application for admission. If applications are running behind expectations late in the spring or summer, a sixth mailing could be sent including a personal letter which summarized the College's primary appeals and included a third application form. The recommended pre-application flow system for traditional students is diagrammed on the next page. Also included is a suggested flow diagram for junior inquiries and a suggested flow diagram for adult students.

We recommend implementing an adult student pre-application flow system that includes at least four written messages, in addition to telephone follow up. The first response to an adult student inquiry should include a personal letter, an adult learner brochure with information about services for non-traditional students, a viewbook, an application for admission, and a financial aid/scholarship brochure. The second mailing should include a personal letter and a divisional brochure or academic program factsheet. A phone call should be made to set up an on-campus appointment. The third mailing should include a personal letter and a faculty brochure. The fourth mailing should include a personal letter and a success after OAKLAND COMMUNITY COLLEGE brochure with a second application for admission.

Post-application communication systems for adults and traditional students should be designed to build and sustain interest until the student can register for classes. The entire post acceptance flow system should be centralized. Mailings for other offices should be prepared by the admissions offices to ensure consistency in personalization, style, and tone. The College might want to include a post acceptance congratulatory letter from the student government president with a student activities/student life brochure and a parents' brochure for the parents of traditional students with a congratulatory letter from the chancellor or from the appropriate president.

Each pre-application communication system should be designed to deliver messages that will inform and increase students' interest in the College. Without market research to guide promotional strategy design, we recommend consistent implementation of these messages:

Traditional Student Messages:

- * High Quality Programs
- * Caring, Qualified Faculty
- * Success After Graduation or Completion
- * Attractive, Personal, Caring, Supportive Environment
- * Affordability and Convenient Location

Adult Student Messages:

- * High Quality Programs
- * Caring, Personal, Supportive Environment for Adults
- * Qualified Faculty/Effective Relationships
- * Success After Graduation or Completion
- * Affordability and Convenient Location

Both programs should follow several guidelines in implementing effective written communication systems:

- Personalize all letters. The College cannot promote effectively small size benefits and personal environment if it does not personalize its letters.

- Maintain and monitor minimum quality standards for all written recruitment materials. The College cannot promote high quality education with sub-standard recruitment materials which are not consistent in design and quality appearance.

The College should implement an aggressive personal communication program that is designed to achieve at least a 40% first contact rate with inquiries. A first contact is either a personal interview or presentation in a high school, college fair, or campus visit, or a telephone call to students who are not seen in school visits. The College's inquiry pool is too large for current admissions personnel to achieve a 40% first contact rate without systematic help from paid or volunteer student telemarketers. Follow-up calls should be made systematically to interested students encouraging them to take various appropriate action steps like visiting the campus, applying for admission, reading the College's materials, etc. The personal relationships should be maintained until the students have all made their college plans.

Specific types of phone calls that should be implemented include first inquiry calls, pre-high school visit calls, post campus visit calls, incomplete applicant calls, post acceptance congratulatory calls, post financial aid award calls, and general follow-up calls to inquiries and applicants.

4. Train Professional Admissions Personnel in Personal Counseling-Selling Techniques

Short- and long-term enrollment success will rely heavily on a change in philosophy at OAKLAND COMMUNITY COLLEGE. Relationships between the College and prospective students should be the primary focus for professional admissions counselors and recruiters.

The professional admissions counseling staff could benefit from skill-building sessions which concentrated on counseling-selling as a process, telemarketing skills, interviewing and group presentation techniques. Additional training recommendations are included in the Management section of this report.

5. Develop Volunteer Admissions Assistance Programs

Yield rate goals would be improved by combining volunteer contacts with prospective students with those of paid staff members. The volunteer groups which prove most productive include present students, faculty, and alumni. The College should seriously consider organizing and training volunteer support groups involving alumni, as well as faculty and present students.

Student Volunteers. A group of trained student volunteers can be used to help with telephone campaigns, campus open houses, departmental or division receptions, and other events. It is true that satisfied students are the College's best advertising.

Students should also be asked to refer the names of their friends who might also benefit from an OAKLAND COMMUNITY COLLEGE education. They can also be asked to visit their local high schools during vacations to drop off up-dated College information for the counseling office and tell their former teachers and counselors about their experiences at OAKLAND COMMUNITY COLLEGE.

Faculty Volunteers. OAKLAND COMMUNITY COLLEGE should involve faculty carefully in the recruitment effort. First, the single most important contribution faculty can make to recruitment and retention is to deliver excellence in the classroom. If they have any additional time available, and are willing and able, they could be asked to participate in direct recruitment activities, including the following in order of importance:

- Meet with student visitors to the campus in their academic area of interest.
- Participate in campus open houses and departmental receptions for prospective students.
- Send congratulatory letters to accepted students in their academic areas of interest.
- Make telephone calls to accepted students in their academic areas of interest.
- Make follow-up telephone calls to inquiries in their academic areas of interest.

Note that follow-up calls to inquiries is last on the list. This is a low yield activity. If OAKLAND COMMUNITY COLLEGE manages to achieve a 54% yield rate from inquiry to applicant, then 46% of the inquiries do not even plan to apply for admission. This rejection rate is too high for many volunteers. Faculty should be involved in more satisfying activities with accepted students, and very selectively with telephone work directed at inquiries. This is the job of paid admissions counselors and recruiters.

All faculty and staff should be asked to refer the names of students they believe would benefit from an OAKLAND COMMUNITY COLLEGE education.

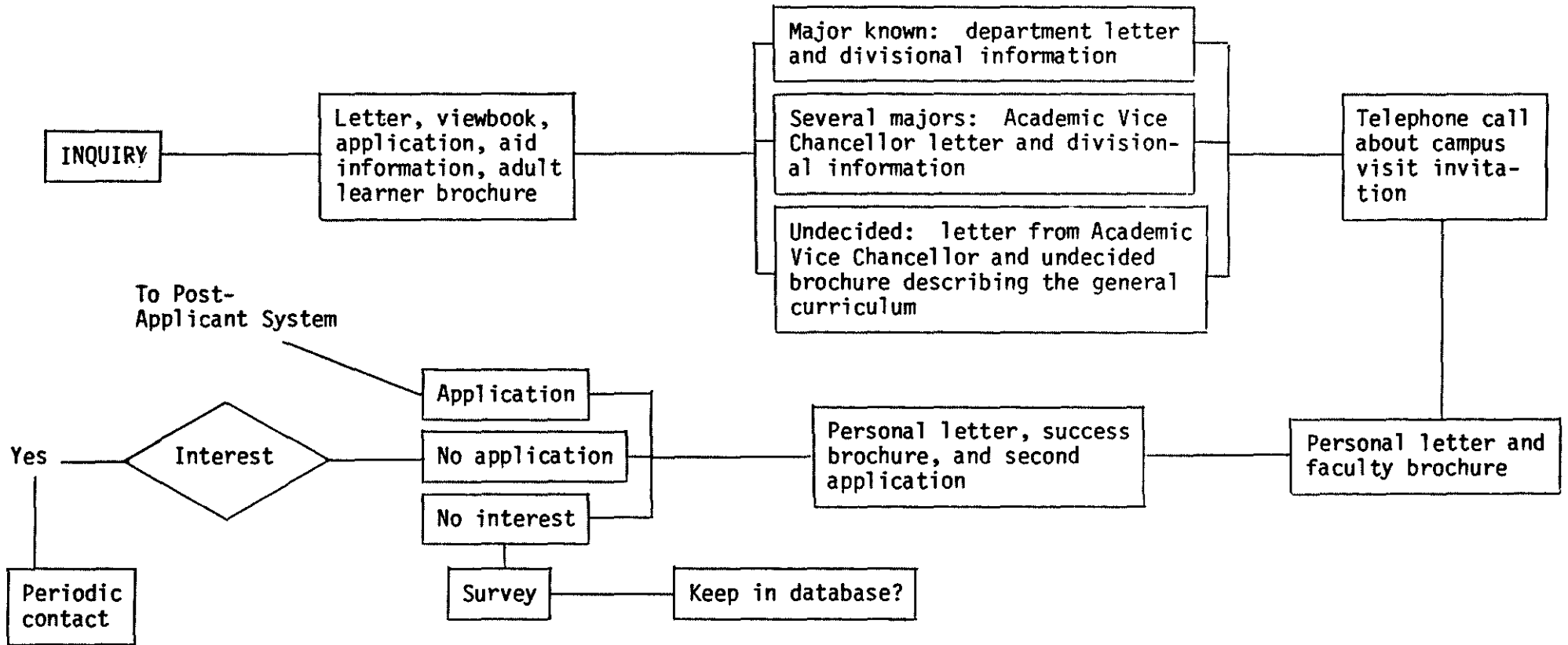
Alumni Volunteers. Unfortunately, many alumni of two-year institutions who complete four-year degrees give their loyalty to their four-year colleges. Since about 70% of the OAKLAND COMMUNITY COLLEGE graduates enter the job market immediately upon graduation, the College should be able to organize an effective group of loyal, enthusiastic alumni to help with the recruitment effort.

Alumni can be effective recruiters if their role is one of communicating enthusiastic support for an institution that helped them achieve their current success in life and career. Their role should not be as pseudo-admissions counselors since the College likely has changed in many important ways since they attended. Trained alumni volunteers can help in the following ways:

- Refer the names of prospective students who would be good OAKLAND COMMUNITY COLLEGE students.
- Make follow-up telephone calls to inquiries in their career area.
- Make follow-up telephone calls to accepted students in their career area.
- Participate in receptions for accepted students.
- Send personal letters of reinforcement and encouragement to inquiries and accepted students who are considering the same occupation or profession as the alumni. Offer to discuss the career area with them.

These communication recommendations will be among the most difficult for the College to implement fully, but they will contribute most to short-term enrollment growth and stability. If the College successfully builds a large enough inquiry pool of qualified prospects, maintains awareness and competitive position in primary markets, implements more comprehensive written and personal communication systems, trains professional staff to implement the most effective personal contact strategies, and involves volunteer groups in the personal communication process, short-term enrollment growth should be achieved.

RECOMMENDED PRE-APPLICATION FLOW SYSTEM (NON-TRADITIONAL STUDENTS)
OAKLAND COMMUNITY COLLEGE



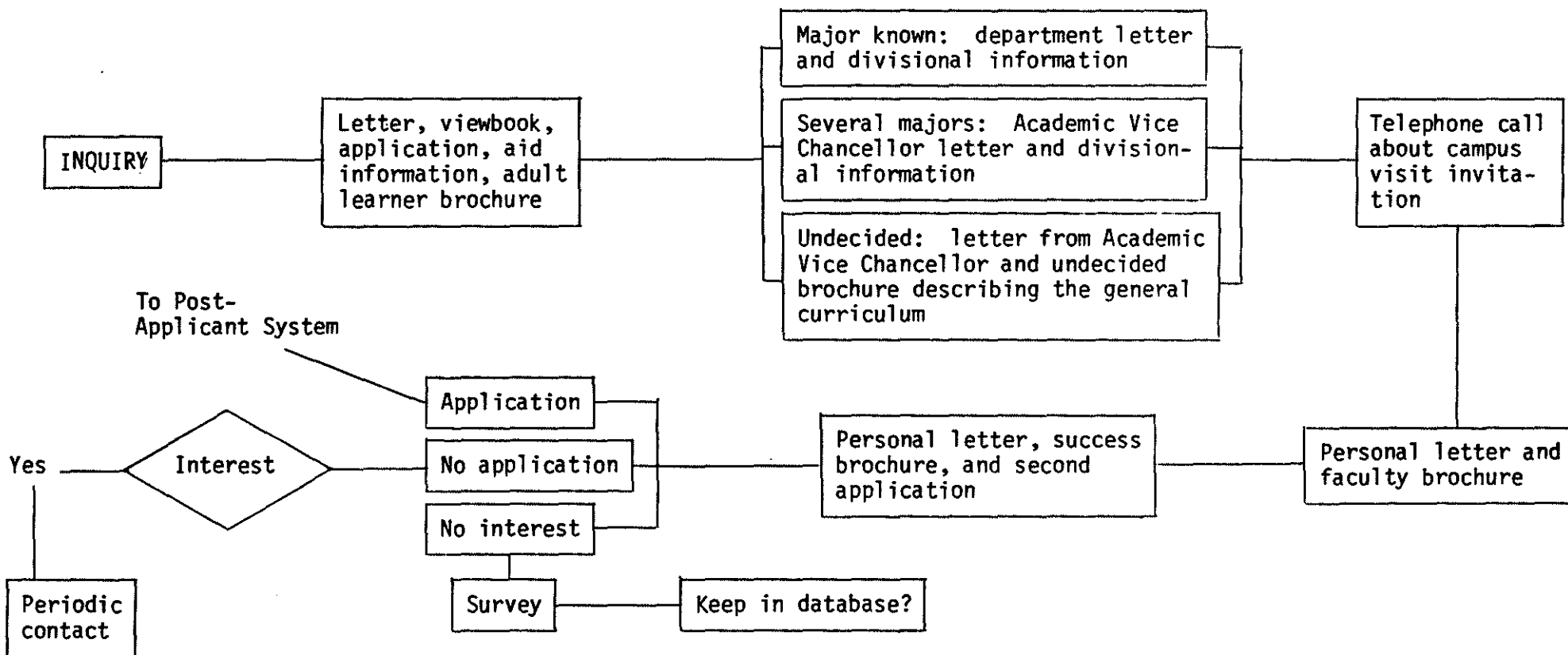
Messages: Primary

1. High quality programs
2. Faculty/supportive environment/relationships
3. Job placement/success
4. Affordability/convenient location

Secondary

1. Advising
2. Adult student services/support programs
3. Information about other non-traditional students
4. Campus environment and facilities

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OAKLAND COMMUNITY COLLEGE



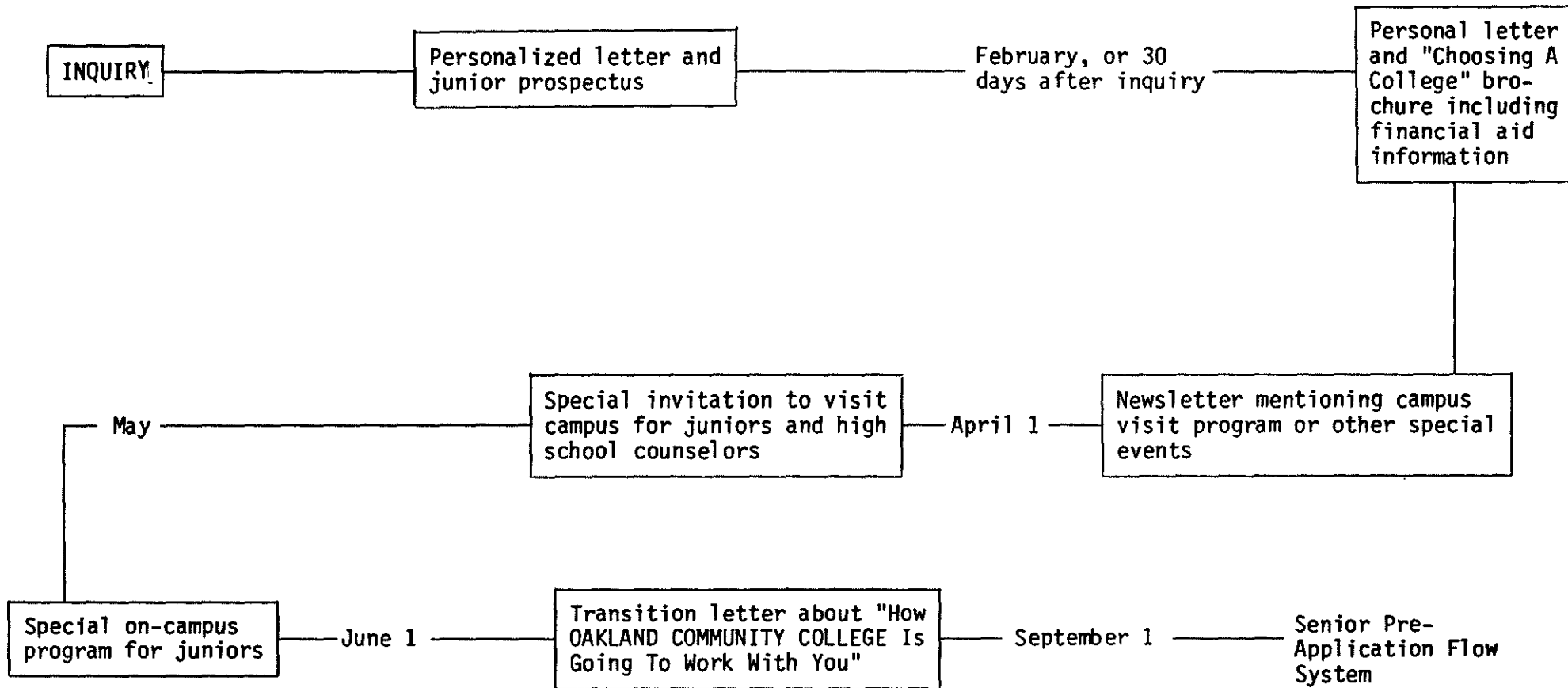
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RECOMMENDED JUNIOR FLOW SYSTEM
OAKLAND COMMUNITY COLLEGE



MANAGEMENT

Effective management is one of the keys to success for any enrollment program. The management process is one of planning, organizing, directing, and evaluating a comprehensive approach to achieving enrollment goals. It involves leadership, planning skills, an appropriate organizational structure, staff members with the right expertise and skills, and an effective means of evaluating results. These are the management elements that will be analyzed.

Listed below are the key driving and restraining forces related to management and specific recommendations.

Driving Forces

The size of the professional admissions and recruitment staff appears to be adequate, but would need to be supplemented with trained student telemarketers in order to achieve personal contact goals in an aggressive communication program. We believe that a professionally trained admissions counselor/recruiter whose job is inquiry and applicant follow up can manage effective relationships with 3,000 to 3,500 inquiries. This ratio assumes support from student telemarketers and an effective written communication system.

Admissions and counseling staff are meeting and networking on a regular basis with regard to their activities. The relationships which have developed as a result of this contact should serve as an important foundation for any concerted enrollment management effort college-wide.

At least one campus, Orchard Ridge, has developed a written enrollment activities plan for managing the activities of its Admissions Office. This same office is also developing a pilot student tracking system for linking its inquiry database to the enrolled student database on the OAKLAND COMMUNITY COLLEGE mainframe computer.

Improved automation of the registration process, such as touch-tone registration, should enable OAKLAND COMMUNITY COLLEGE to facilitate the enrollment of greater numbers of students while improving the efficiency of that process for both students and staff.

Within the past year or so OAKLAND COMMUNITY COLLEGE has added admissions and counseling staff for outreach to groups within

the county previously underserved by or under-represented at the College. This will allow for more targeted recruitment of groups which may have been difficult to reach and presents the opportunity to develop segmented marketing strategies.

The College's leadership appears to be committed to developing and supporting the changes necessary to achieve improved enrollment management.

Restraining Forces

As discussed earlier in this report, the College's inability to effectively manage its schedule is a major barrier to improved enrollment. Without a breakthrough in this critical area of management, it is doubtful that any major long-term progress can be made. The College must be able to deliver its product to its market in an accessible manner in light of the expectations of such accessibility from prospective and current students.

Related to the management of its schedule, OAKLAND COMMUNITY COLLEGE must also address how to manage the balance between full- and part-time teaching staff more effectively. There seems to be considerable sentiment that the balance has the potential to get out of hand, but the consultants could not determine just what range of alternatives may be acceptable to faculty and administration.

Facilities limitations were cited earlier as a restraining force to improved enrollment management. The consultants were struck with the decidedly negative attitudes toward using off-campus facilities for classes, attitudes apparently based on negative experiences from years ago. Such attitudes may present an unnecessarily artificial restraining force for short-term alleviation of the facilities crunch.

The handling of enrollment-related activities appears to be fragmented across the campuses with considerable variation in the functions of procedures used by admissions and counseling staff. During interviews some were able to describe the system they were using while others indicated that they used no system at all. Any concerted effort to address enrollment on a college-wide basis will necessitate some coordination and consensus among these staff as to new directions to be pursued. At present it does not appear that the College's organizational structure is supportive of a comprehensive enrollment management effort due to the fragmentation which exists.

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OAKLAND COMMUNITY COLLEGE

An additional aspect of the fragmentation described above is the apparent lack of coordination between admissions/counseling and financial aid. There has been no effort to cross-train the respective staffs to improve the efficiency of their efforts in dealing with prospective and incoming students. This lack of coordination appears to be in part attributable to the fact that the reporting relationship of financial aid is through the District Office while that for admissions/counseling is through the local campuses.

There appears to be no college-wide enrollment plan or goals to lend direction to admissions and counseling staff in their activities. Consequently, there is confusion about undertaking any new initiatives and a tendency to continue doing what has always been done even though doubts exist about the effectiveness of doing so. Staff need to be galvanized by a new sense of purpose and direction of a concerted enrollment management effort is to occur.

A wide range of opinion is apparent regarding the College's future growth goals. Some people feel that OAKLAND COMMUNITY COLLEGE should grow as large as is necessary to serve the community, while others feel growth should occur only as resources are available to support it. Conflict over enrollment goals will inhibit a concerted, focused effort to increase enrollment.

Implementation of the ASSET Student Success Seminar, OAKLAND COMMUNITY COLLEGE's mandatory assessment program of incoming students for deficiencies in learning skills, appears to be generating confusion, apprehension, and frustration among many students, breeding general ill will which could damage the College's product at the expected level. While conceptually sound and ultimately essential to the College's efforts to improve the quality of its education, the program might not be promoted or implemented effectively at this point.

OAKLAND COMMUNITY COLLEGE alumni and currently-enrolled students do not appear to be involved in student recruitment to any significant extent. These are likely to be very good recruiters in light of the high level of satisfaction expressed by the students interviewed by the consultants.

It is not clear that OAKLAND COMMUNITY COLLEGE faculty are involved to any significant degree in concerted student recruitment, advising, and retention functions. This lack of involvement appears to be in part attributable to the collective bargaining agreement with the faculty.

Enrollment management operating budgets reviewed by the consultants generally were under-funded. It is likely that the College will need to increase its operating budget significantly in the following line items: advertising, publications (graphic design and copy writing expense, and more publications and brochures to support the written communication program), postage, and telephone. The College will need to compete more aggressively against the area colleges. In the future, successful competition will certainly cost more than the College has spent in the past.

It was not clear to the consultants to what extent the current computer hardware and software were capable of supporting the personal communication program, systematic written communication program, and management reporting system recommended in this report. It is likely that the current computer support is inadequate to fully implement many of the communication and management recommendations.

The admissions programs lack a comprehensive set of management reports which show progress toward goals, allow analysis of the inquiry programs, and show productivity in terms of student contacts.

The admissions programs also lack clear data regarding historical yield rates from inquiry to applicant, productivity of various inquiry sources, and specific territorial and overall admissions goals for distributions of inquiries, applicants, and personal contact objectives.

Admissions and counseling personnel would benefit from professional development experiences which build skills and knowledge of current enrollment management practices, and which build commitment to counseling-selling techniques.

Management Recommendations

Effective management of the enrollment program at OAKLAND COMMUNITY COLLEGE will be a primary determinant of success both in the short-term and the long-term. Management involves implementation of the planned activities designed to achieve enrollment goals. The best product, supported by solid research and communication strategies, cannot be sold effectively if the enrollment plan is not implemented properly.

We believe that the College should focus on four areas of management to improve enrollment results most significantly:

1. Organization and Staffing of the Enrollment Effort

2. Enrollment Plan Development
3. Formal Staff Training and Development of Human Resources
4. Program Evaluation and Control Measures

1. Organization and Staffing of the Enrollment Effort

OAKLAND COMMUNITY COLLEGE would benefit from placing the responsibility for enrollment management at a high level in the District Office and designating a high-level administrator on each campus to coordinate that responsibility with the District Office counterpart. In both cases the individuals so designated should report directly to the appropriate chief executive (chancellor in the case of the District Office and president in the case of the campuses). These individuals should have the authority to coordinate the activities of counseling, admissions, financial aid, marketing/public relations/outreach, strategic planning, institutional research, and information technology and relate on an equal basis to those administrators responsible for academic affairs (including scheduling), fiscal management, and student services (if kept separate from the enrollment management responsibility). It is not clear at the District Office as to which existing administrative position would lend itself to taking on the responsibility for enrollment management, but at the campus level, it would seem appropriate to assign it at the dean's level.

Admissions, counseling, and financial aid staff should be cross-trained to the extent that some sharing of the work load of dealing with prospective and new incoming students is shared and better balanced for greater efficiency.

The enrollment management staff members should meet weekly, or at least bi-weekly, to ensure effective internal communication, coordinate activities, monitor progress toward goals, participate in effective problem-solving, and agree on any necessary corrective actions or deviations from the enrollment plan.

More effective use of volunteers should be made, especially with interested alumni. Alumni can be very helpful in helping to build the inquiry pool by referring the names of prospective students, by helping to follow up on applicants, and especially by career interest, and by providing testimonials which can be promoted effectively to prospective students. It is important to note that third-party referrals should not be processed as inquiries. They should be sent direct mail-type information with coded reply cards and processed as inquiries only if they

return the cards. An inquiry should be defined as a student who requests information on his or her own initiative. Other important volunteer groups that can help OAKLAND COMMUNITY COLLEGE's recruitment effort include students and faculty.

2. Enrollment Plan Development

The College should develop a comprehensive, written master enrollment plan which addresses all recruitment and retention activities. This plan should include clear program goals and objectives for inquiries, applicants, accepted students, and new and returning students. It should also describe the key strategies which will be employed to achieve goals. The key strategies represent those program elements which, if implemented successfully, will ensure success. Failure to implement key strategies effectively will result in failure to achieve full enrollment potential. Finally, the plans should include action plans that support key strategies, timetables for implementation, assignments of responsibility, control and evaluation measures, and budgets.

When a comprehensive enrollment plan is completed, it will become clear that the College will need to allocate new resources or re-allocate existing resources in order to implement an effective enrollment program. The budget items which are currently obviously underfunded include advertising and other inquiry-generating activities such as direct mail, publications and brochures, postage, and telephone. The College currently uses people (recruiters and counselors) to generate new inquiries through school visits. This should be a secondary objective to the primary objective of personal follow up of currently interested students. More cost effective methods should be used to generate inquiries.

The master enrollment plan should have the flexibility needed to make it effective on each of the College's campuses, taking into full consideration unique programs or circumstances.

Implementation of the ASSET program should be reassessed with an eye toward clarifying its purpose to students and ensuring adequate exceptions procedures for those students whose educational goals may not necessitate an entry assessment of their basic learning skills. From the perspective of improving enrollment management, ASSET must be seen as another link in the enrollment process which must be coordinated with the College's overall enrollment goals.

Use of off-campus facilities should be explored as part of an overall enrollment planning effort to alleviate any short-term constraints with respect to meeting the demands of the market-

place. Care should be taken to ensure that the use of such facilities is handled in a well-coordinated manner which promotes convenience for students, faculty, and staff while providing quality learning environments.

In light of the restraints previously cited with respect to the problems of managing the class schedule and the use of part-time faculty, the consultants recommend that any effort to improve enrollment management must address these two issues as part of the total effort.

3. Formal Staff Training and Development of Human Resources

In the opinion of the consultants, OAKLAND COMMUNITY COLLEGE should re-orient its professional admissions and counseling staff to the task of managing the relationship between the College and its inquiries through their final college decision. This requires clear abilities and skills which can and should be enhanced through on-going training and professional development experiences mentioned below. The orientation we recommend is a commitment to counseling-selling which focuses on student-admissions counselor/recruiter relationships, not on relationships with schools and third parties. The third parties become resources to be built and maintained.

Counseling-selling as a technique involves two steps. First, the counselor counsels the student to learn about the student's interests, abilities, educational needs and expectations, and career goals. This first step is essential, since every college-bound student will not be "right" for OAKLAND COMMUNITY COLLEGE. If the counselor determines that the student's needs and OAKLAND COMMUNITY COLLEGE are a good match -- that OAKLAND COMMUNITY COLLEGE would be a good choice for the student -- then the selling begins. The selling step requires the counselor to promote the benefits and strengths of the College's total product. If the counselor believes that OAKLAND COMMUNITY COLLEGE would be the student's best choice, then he or she must be able to say so clearly, persuasively, and enthusiastically to the student in ways that influence the college decision.

Counseling-selling is not a technique that people use instinctively or naturally. It must be taught and practiced and reinforced to be implemented effectively. Most people tend to practice exclusively or predominantly one or the other approach. Either we counsel and don't sell, or we sell and don't counsel. Counseling and selling involve very different skills and tendencies. In combining the two approaches, the key is to focus on the ultimate goal: to help the student make an informed college decision that is right for him or her.

A professional development and staff training program should be designed and implemented that concentrates on building knowledge and skills in several key areas:

- * Fundamental concepts of enrollment management and marketing
- * College knowledge
- * Knowledge about primary competitors
- * Market knowledge
- * Effective admissions counseling-selling techniques, questioning, listening, interviewing, telephoning, and group presentation skills
- * Management and leadership development
- * Time and stress management
- * Problem-solving and decision-making skills

4. Program Evaluation and Control Measures

The enrollment management program should develop a more complete management information system to monitor progress toward new student enrollment and student credit hour goals. The reporting system should report key indicators of progress weekly during the admissions year. Key management reports should include:

- * **Inquiry Report** - distributions of all inquiries by type (adult and traditional), source, geographic origin (by high school for feeder schools and by county), and academic interest.
- * **Weekly Admissions Report** - The current report should be revised to include total inquiries, and campus visitors as well as applications, and acceptances. Separate reports should be developed for the traditional and non-traditional student programs.
- * **Weekly Word Processing Report** - reports the number and type of out-going correspondence each week.
- * **Weekly Admissions Counselor/Telemarketer Report** - reports the number and type of personal contact with prospective students occurring each week and cumulatively for the year. Used to monitor progress toward personal contact goals with inquiries and applicants.

In addition to the more complete management reporting system, the enrollment management program should implement weekly staff meetings as an important means of communicating progress toward goals, problem-solving, and managing the program. Staff meetings should be guided by written agendas and limited to one hour, unless additional time is essential.

Computer hardware and software should be evaluated to determine the current capability to implement easily the management reporting and personal follow up recommendations made in this report. Any necessary modifications to current systems or the acquisition of new hardware and software capable of performing these necessary functions should be considered.

These are the primary management tools that will enable the enrollment managers to monitor progress toward key enrollment goals and objectives. We believe that the proper organization and structure, an effective comprehensive master enrollment plan, trained staff members who are committed to a counseling-selling orientation that focuses on managing relationships with inquiries and applicants, and an aggressive approach to controlling and evaluating the program will contribute significantly to the achievement of enrollment goals.

CLIMATE

Organizational climate is difficult to assess accurately in two days, although it is never difficult to form strong first impressions in so short a time. This analysis of climate is, of necessity, based on first impressions formed during the two-day audit visit.

We will focus on general impressions formed by direct observation of how information flows through the organization, how campus groups communicate and interact with each other, how the political system impacts decisions and behaviors, and how the institutional culture influences norms and values.

A healthy organizational climate contributes to achieving enrollment goals by affording an environment considered exciting and attractive by students, faculty, administrators, and staff members. An unhealthy climate will inhibit enrollment growth and stability.

Listed below are the key driving and restraining forces related to organizational climate and specific recommendations:

Driving Forces

The consultants felt welcome by all who participated in the enrollment audit. Cooperation was extremely high. People were all willing to share information and search for solutions to problems.

OAKLAND COMMUNITY COLLEGE appears ready to mobilize around enrollment management. Determination and commitment appeared to be high. It remains to be seen, however, if this commitment will translate into changes in behaviors and priorities.

Faculty, administrators, and staff members appeared to be dedicated and hardworking. Institutional loyalty and pride seemed strong. The desire to compete successfully was evident.

Many of the faculty, administrators, and staff members interviewed during the audit visit were long-time employees of OAKLAND COMMUNITY COLLEGE. Most were employed for at least ten years and some joined the staff in 1964 when the College was started. Longevity of key employees is important to organizational stability.

In general, OAKLAND COMMUNITY COLLEGE's climate appeared to be healthy and conducive to enrollment growth. People appeared to

be happy, satisfied members of the OAKLAND COMMUNITY COLLEGE community. These healthy climate characteristics will serve as important driving forces to help the College achieve enrollment goals.

Restraining Forces

Key enrollment management information does not flow easily through the organization nor does it appear to be available on a regular, consistent basis or enjoy widespread credibility. Accurate information about inquiries and about the productivity of inquiry sources is not maintained. Useful information for building class schedules more responsive to students' needs is not available either. Campus managers complain that they cannot routinely access the College's information technologies to produce reports for decision-making.

Unclear institutional enrollment goals make it difficult for all members of the campus community to assess progress or measure effectiveness of current enrollment management tactics and priorities.

While apparently not as conflict-prone as in some other institutions the consultants have encountered, the division between faculty and administration resulting from the collective bargaining agreement looms as an additional restraining force with respect to climate. The fact that the agreement -- or the way it has been interpreted over time -- gives faculty considerable control over class scheduling would seem to portend difficulty in reaching the kind of flexibility needed for OAKLAND COMMUNITY COLLEGE to be more responsive to its markets. The potential for conflict inherent in this kind of faculty administration division may mean that a long process of consensus-building is in order before meaningful change can occur.

Climate Recommendations

Colleges and universities that suffer from unhealthy climates typically face long-term enrollment difficulties, since climate problems are rarely solved quickly or easily. Fortunately, the organizational climate at OAKLAND COMMUNITY COLLEGE appears to be healthy and generally conducive to achieving enrollment goals through effective recruitment and retention.

In the consultant's opinion, two changes should be implemented to strengthen the College's organizational climate:

1. Form an Enrollment Management Task Force

2. Initiate an Institutional Goal-Setting Process to Build Consensus

1. Form an Enrollment Management Task Force

The Enrollment Task Force can accomplish two very important goals which will contribute to climate health: 1) provide a focus and a format for the key enrollment-related offices to coordinate and integrate their activities, and 2) improve communication about enrollment-related issues throughout the College community through wide spread involvement in enrollment strategy formulation and planning. The Task Force approach serves to institutionalize enrollment management and increase confidence among administrators, staff, faculty, and students that the College has its enrollment future under control.

We recommend that each campus form its own enrollment task force with membership comprised of key middle managers from the enrollment-related offices (admissions, counseling, financial aid, student services, BPI, outreach, etc.), selected faculty leaders, and selected traditional and non-traditional students. Each campus task force should designate three or four members to serve on a college-wide Enrollment Task Force that includes membership from the appropriate Central Office staff (registrar, financial aid, enrollment management, information technologies, etc.).

The task force should engage in several important activities including:

- * Clarify the institutional desired enrollment state, campus by campus.
- * Help to identify product and market development opportunities.
- * Design and implement a market research program to aid in enrollment planning and decision-making.
- * Review and react to institutional strategic plans.

Perhaps the most important role of the task forces, would be to communicate information about goals, enrollment strategies, and progress toward goals throughout the campus communities to build confidence in and commitment to an institutional response to the enrollment challenge.

2. Initiate an Institutional Goal-Setting Process to Build Consensus

During the enrollment audit interviews it was apparent that College administrators and faculty differed significantly in their commitment to institutional growth goals. People could not agree -- even in the aggregate -- on growth goals. Some felt that no growth was desirable. Others felt that controlled growth was essential -- enroll more students only as resources increased to maintain the quality of the education. Naturally, opinions regarding the necessary resources and the quality standards were highly subjective and varied significantly from person to person. Finally, others felt that the College's mission required it to grow as large as was necessary to meet the educational needs of the community.

As long as the College is so widely divided on the institutional enrollment goals, it will be difficult to mount a concerted effort to achieve the College's full enrollment potential -- and organizational climate health will be weakened by people pursuing individual or departmental, and sometimes conflicting, goals.

The task force recommended above can be used to clarify goals and build commitment. In the process of setting clear enrollment goals, it likely will be necessary to discuss and resolve a number of issues that serve as disincentives or barriers to growth and/or quality control. These will include:

- * The resources needed to maintain quality.
- * The balance between full-time and adjunct faculty.
- * The inefficient and ineffective class scheduling process.
- * The salary incentives designed to reward faculty who load up on first-year courses and the expense of second year courses.

None of these issues will be easily resolved nor will they be resolved to everyone complete satisfaction, but a process should be implemented that clarifies enrollment goals and build consensus among the many faculty and staff who must work together to achieve them. An active and motivated set of task forces and a consensus-building process that clarifies institutional enrollment goals will contribute most to enhancing organizational climate at OAKLAND COMMUNITY COLLEGE.

SUMMARY

In this enrollment audit report, the consultants have attempted to identify important institutional strengths that will drive OAKLAND COMMUNITY COLLEGE toward achieving its enrollment goals and the restraints that will prevent or inhibit the College from achieving enrollment goals. The recommendations are intended to focus attention on the strategies and actions that will contribute most to short- and long-term enrollment results.

In the consultants' opinions, OAKLAND COMMUNITY COLLEGE should concentrate time and resources in the following ways:

Product

1. Educate faculty and staff to the limitations of the current scheduling process and establish a more flexible class schedule designed to meet the needs of students and contribute more directly to achieving enrollment goals.
2. Review the general education and occupational programs with low enrollments and assess their viability. Develop strategies for strengthening viable programs that are under-enrolled and for re-directing resources away from programs with little or no potential.
3. Improve staff development opportunities for and orientation of new and continuing adjunct faculty, as well as for full-time faculty, as part of the College's strategy to build and maintain high quality programs.
4. Develop strategies to improve counseling and financial aid services and improve students' perceptions of those services. Cross-train admissions and financial aid staff members to improve service to students.

Information

5. Initiate more comprehensive design and systematic implementation of the enrollment management databases: historical admissions and enrollment information, competition information, demographic trends and projections, and attitude and belief information from target audiences.
6. Centralize responsibility for data collection and research.
7. Automate data collection and analysis.

Communication

8. Build an adequate inquiry pool sufficient to generate the necessary number of applicants and matriculants from each target population.
9. Maintain high public awareness and establish the desired institutional position relative to competitors in the metropolitan Detroit market.
10. Design and implement comprehensive communication systems that influence and persuade students to inquire, apply for admission, and enroll at OAKLAND COMMUNITY COLLEGE.
11. Train professional admissions and counseling personnel in personal counseling-selling and other enrollment management techniques.
12. Develop volunteer groups to support recruitment and retention efforts, including students, faculty, and alumni.

Management

13. Develop an organizational structure that centralizes responsibility for coordinating enrollment planning in the District Office and allows for the flexibility needed to adapt and implement the master enrollment plan effectively on each campus.
14. Develop a comprehensive master enrollment plan with clear recruitment and retention goals, key enrollment strategies, and action plans including budgets and timetables. The plan should be designed to meet the unique needs of each campus.
15. Train and develop enrollment management staff in modern enrollment management techniques.
16. Develop and implement a management reporting and evaluation system designed to monitor progress toward goals.

Climate

17. Form an enrollment management task force that will help institutionalize enrollment management at OAKLAND COMMUNITY COLLEGE.
18. Initiate an institutional goal-setting process designed to build consensus among faculty and administrators regarding the future direction of the College.

The consultants would be happy to respond to any questions or concerns raised by the audit report.

Materials Reviewed for the Enrollment Audit
OAKLAND COMMUNITY COLLEGE

The following information was reviewed by the consultants in preparation for the enrollment audit visit on September 8 - 9, 1988, and in writing this audit report.

- * A Report on High School Recruitment, July 3, 1986
- * Degree and Certificate Graduates Report October, 1987
- * Organization Chart September, 1986
- * College Discipline Credit Hour Comparison, Fall, 1987 and Fall, 1986
- * Recruitment Budget Information 1988-89
- * Sample Enrollment Report - Sex Distribution
- * Sample Recruitment Letters
- * Sample Academic Program Brochures: Management Development, Landscape Technology, Robotics Systems Technology, Alternate Energies, Electrical Trades Technology
- * Visions of the Future Factsheet
- * 1988-89 Bulletin
- * Fall, 1988 Tabloid Class Schedule
- * Admission Application and Notice of Admission
- * Oakland Community College At A Glance
- * Oakland Community College . . . We're Here For You
- * Financial Aid Department Report to the Board of Trustees, April 30, 1987
- * North Central Association Accreditation Site Report for the Orchard Ridge Campus, April 15, 1987
- * Student Retention Study, June 2, 1987
- * Opinions and Attitudes of Citizens about Oakland Community College, September, 1986
- * Community Needs Survey, February, 1987
- * Oakland Community College Needs Assessment Model, February, 1987
- * ASSET Returning Student Retention Report, July 7, 1987

- * OCC 1984-1985 Graduate Class Follow-up Study, September, 1987
- * Catalog of Recent OCC Research Conducted by the Office of Institutional Research
- * Long Range Facilities Master Plan, November, 1986
- * Final Fall, 1987 Enrollments
- * Strategic Plan for the Learning Resources Centers, March, 1988
- * Applications Transfer Study and Strategic Plan for the Development of a Comprehensive Information System 1987 - 1992
- * OCC Self-Study Report for the North Central Association of Colleges and Schools 1987
- * OCC Self-Study Report Supplement 1987

Attitudes and Beliefs Survey Analysis
OAKLAND COMMUNITY COLLEGE

A survey was administered to a small sample of faculty, students, staff, and administration from each of the five campuses and from the Central Office. The survey was designed to identify the important attitudes and beliefs about enrollment related issues that are currently held by members of OAKLAND COMMUNITY COLLEGE.

Of those who completed surveys, 10 (16%) were faculty members, 31 (48%) were staff members, 18 (28%) were administrators, and 5 (8%) were students. The respondents were distributed by campus as follows: 30% from the Central Office, 28% from Auburn Hills, 16% from Royal Oak, 13% from Southfield, 9% from Orchard Ridge, and 3% from Highland Lakes.

Product

The respondents generally agreed that the College's programs and services were strong. They felt that the number and type of programs available were appropriate to meeting enrollment goals, that adequate career counseling was available, that campus events help attract prospective students, that campus facilities are attractive, well-maintained, and that signage is adequate, food services are adequate, transportation to the campuses is available, and services are generally strong in registration, financial aid, career counseling, the business office, and the library. People generally felt that faculty were available to students, concerned about helping students, up-to-date in their fields, good teachers, that administrators were available to students and concerned about helping students. They felt that academic skill-building courses in writing, mathematics, and study skills generally were excellent.

Weak product areas included inadequate resources to deal with students' personal problems, inadequate training for student development personnel, lack of co-curricular activities that relate to academic programs, and limited social opportunities and campus clubs. People felt that good service to students was not always recognized and rewarded at the College and that poor service to students was not consistently discouraged. Job placement was identified as a weak service, and most respondents did not know much about the quality of the financial aid services and procedures. Finally, the respondents felt that the College lacked internships, cooperative work opportunities, and independent study opportunities. They felt that learning at OAKLAND COMMUNITY COLLEGE was predominantly lecture-oriented.

Data

The respondents either did not know or felt that the College lacked image information about the attitudes, perceptions, and beliefs of the College's important constituencies, information about the faculty's attitudes and beliefs, and information about prospective students' attitudes and beliefs. Respondents were evenly divided between feeling that the College had information about present students' attitudes and beliefs and feeling that this information was lacking. Respondents generally felt that the College had sufficient information about the environment, about attrition, and that the College had adequate hardware to manage data and information. Most people did not know if the College had information profiling new students who enrolled, reporting current progress toward application and registration goals, and information about competing colleges and universities.

Respondents generally felt that the College lacked an established approach or procedure to preparing and reporting research results, that research was not currently an important institutional priority, staff members were not available to work with data and information, and software for managing data and information was not available.

Communication

While people felt that the College used publications to build interest and project image, most felt that the publications lacked a unified graphic image or identity and felt that the timing of mailings and the production process were less than ideal. Most people did not know if publications incorporated a planned promotional strategy or if they were based on market research. Most respondents either did not know or disagreed that the College combined publications, letters, and personal contacts designed to influence the decisions of prospective students. People generally felt that the quality and quantity of communication with prospective students were inadequate.

Public relations was an area identified as weak by most respondents, and people generally did not know if the College attracted sufficient numbers of campus visitors and if the visit procedures were effective.

Respondents generally felt that awareness of the College was high and that the image would meet students' expectations.

Management

The respondents knew very little about the abilities and qualifications of the admissions personnel to perform their jobs effectively. They seemed to feel that the admissions counselors have been trained in the techniques of effective admissions counseling, that they have the backgrounds to do their jobs effectively, and they have good attitudes about their work.

Most respondents did not know whether or not alumni, faculty, and present students were involved in new student recruitment activities, and many others felt they were not involved. People felt that there was effective communication between the admissions office and other offices at the College, that most people at the College viewed the admissions staff with respect, and that admissions offices had a warm, friendly atmosphere, adequate parking, and were easy to find. Most respondents did not know about the specific admissions goals, the activities designed to achieve them, or the budget needed to support the admissions plan.

Climate

Respondents to the pre-audit attitudes and belief survey seemed to feel that organizational climate issues could serve as barriers to enrollment growth or stabilization. However, during the audit visit a climate generally appeared to be healthy and the consultants felt it would contribute to achieving enrollment goals. The most serious potential climate barriers to growth are the adversarial relationships fostered by collective bargaining and the lack of clear organizational enrollment goals to which people are committed.

OAKLAND COMMUNITY COLLEGE

Attitudes Survey

15.63 Faculty 48.44 Staff 28.13 Administration 7.81 Student

On Which Campus Do You Work?

28.13 Auburn Hills 3.13 Highland Lakes
 9.38 Orchard Ridge 15.63 Royal Oak
 12.50 Southfield 29.69 Central Office

Years At Your College _____

PRODUCT	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
1 The number of programs needed to meet enrollment goals is adequate.	21.88	7.81	42.19	1.56	26.56	
2 The programs available are appropriate to meeting enrollment goals.	18.75	7.81	42.19	3.13	25.00	3.13
3 Unusual or special opportunities and facilities have been identified.	18.75	7.81	51.56	4.69	17.19	
4 Unusual or special opportunities are adequate to meet enrollment goals.	26.56	3.13	34.38	6.25	29.69	
5 A program in academic advising exists that is adequate to meet students' needs.	6.25	7.81	37.50	4.69	34.38	9.38
6 Adequate career counseling exists to help students explore career opportunities for their future.	9.38	9.38	43.75	6.25	18.75	12.50
7 There are interviews on the campus by potential employers.	28.13	4.69	54.69	4.69	6.25	1.36
8 Files are maintained of potential job opportunities.	18.75	12.50	64.06	4.69		
9 Adequate resources are available to deal with students' personal problems.	25.00	4.69	28.13	6.25	29.69	6.25
10 There are adequate staff members available to carry out the student development function -- advising, counseling, placement, etc.	7.81	7.81	32.81	6.25	29.69	15.63
11 There are adequate facilities available to carry out the student development function.	12.50	6.25	48.44	6.25	17.19	9.38
12 There is adequate training of all personnel in student development.	12.50	1.56	20.31	9.38	45.31	10.94
13 Co-curricular activities such as newspaper, radio station, magazines, and musical groups are active and relate to the academic opportunities available.	9.38		25.00	7.81	43.75	14.06

Don't Know
Str. Agree
Agree
Indifferent
Disagree
Str. Disagr

PRODUCT (Continued)	6	1	2	3	4	5
14 Social opportunities and clubs on the campus offer students an opportunity to develop interpersonal skills and relationships that will be valuable after graduation.	12.50	1.56	32.81	15.63	35.94	1.56
15 The athletic program and facilities meet the needs of all students to develop lifetime skills and abilities that will maintain health and vigor.	12.50	4.69	40.63	9.38	28.13	4.69
16 Campus events -- concerts, seminars, plays, and speakers -- are offered frequently and are planned to stimulate the growth and cultural development of the total community.	6.25	7.81	43.75	3.13	35.94	3.13
17 The campus is well maintained and gives a good impression to anyone seeing it for the first time.	1.56	23.44	56.25	6.25	10.94	1.56
18 Sufficient signs are placed on campus to enable visitors to find their way to and from various facilities.	1.56	7.81	46.88	7.81	29.69	6.25
19 The buildings are well maintained and clean. Anytime someone walks into one of the buildings, they are likely to be impressed.	1.56	15.63	53.13	9.38	17.19	3.13
20 The food is adequate in quality and amounts to meet the expectations of the students.	15.63	9.38	46.88	12.50	10.94	4.69
21 The food is served at times and in facilities that are consistent with students' expectations.	14.06	7.81	54.69	10.94	10.94	1.56
22 Recreational facilities and equipment are adequate to meet the expectations of the students.	12.50	3.13	40.63	10.94	21.88	10.94
23 Transportation to and from the College is easy. Adequate transportation is available to meet the needs of the students.	17.19	4.69	35.94	7.81	26.56	7.81
24 It is easy to find the campus. Directions to the campus are adequately identified through good quality signs.	1.56	6.25	67.19	3.13	18.75	3.13
25 Available resources in the local area are used by the College.	26.56	1.56	40.63	7.81	18.75	4.69
26 The behavior of faculty, staff, and administrators toward students is guided by a clear institutional service strategy.	7.81	4.69	39.06	9.38	32.81	6.25
27 Good service to students is recognized and rewarded at the College.	6.25	1.56	25.00	12.50	42.19	12.50

PRODUCT (Continued)	6 Don't Know	1 Str. Agree	2 Agree	3 Indifferent	4 Disagree	5 Str. Disagr
28 Poor service to students is discouraged and penalized at the College.	9.38	3.13	23.44	9.38	46.88	7.81
29 Procedures in the financial aid office have been clearly established and are available for everyone to review.	29.69	6.25	45.31	7.81	7.81	3.13
30 The following service systems are excellent:						
A. registration.	3.13	6.25	50.00	7.81	32.81	
B. health service.	17.19	3.13	31.25	15.63	25.00	7.81
C. financial aid.	18.75	10.94	48.44	10.94	9.38	1.56
D. personal counseling.	20.31	3.13	40.63	10.94	15.63	9.38
E. career counseling.	10.94	3.13	50.00	1.56	25.00	9.38
F. job placement.	14.06	4.69	29.69	10.94	34.38	6.25
G. advising.	14.06	4.69	43.75	6.25	25.00	6.25
H. recreation services.	14.06		39.06	9.38	26.56	10.94
I. business office services.	9.38	7.81	48.44	9.38	18.75	6.25
J. library services.	7.81	9.38	56.25	4.69	15.63	6.25
31 Forms used in the awarding of financial aid are:						
A. of good quality.	48.44	4.69	35.94	9.38	1.56	
B. easy to understand.	48.44	3.13	26.56	7.81	10.94	3.13
C. designed to leave the potential students with a good feeling about financial aid.	54.69	3.13	17.19	17.19	6.25	1.56
32 Policies have been clearly established in regard to packaging of aid:						
A. % of individual student need to be met.	60.94	1.56	23.44	10.94	1.56	1.56
B. % grant.	59.39	3.13	23.44	10.94	1.56	1.56
C. % loan.	59.38	3.13	23.44	10.94	1.56	1.56
D. % work.	60.94	3.13	21.88	10.94	1.56	1.56
33 Billing and financial aid are well integrated.	57.81	1.56	21.88	9.38	7.81	1.56

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
PRODUCT (Continued)						
34 Financial aid is awarded as soon after the student's acceptance as possible.	51.56	4.69	34.38	6.25	3.13	
35 The institutional resources committed to the financial aid program are adequate to meet the enrollment needs of the College.	48.44	1.56	29.69	6.25	14.06	
36 Attitudes at the College about financial aid and its use in recruitment and retention are generally positive.	28.13	1.56	48.44	6.25	15.63	
37 Work study is generally used effectively at the College; substantial numbers of students are used in jobs that benefit both the College and the students.	7.81	10.94	64.06	3.13	12.50	1.56
38 The relationship between the admissions office and the financial aid office is good.	37.50	1.56	40.63	15.63	3.13	1.56
39 The admissions staff has adequate knowledge of financial aid -- the process of obtaining the financial forms and sources of aid: federal, state, local, and personal.	39.06	4.69	31.25	6.25	14.06	4.69
40 Faculty are generally available to students in and outside of class.	7.81	6.25	57.81	6.25	15.63	6.25
41 Students will say that faculty are generally concerned about students.	10.94	7.81	59.38	12.50	7.81	1.56
42 Students will say that faculty are up-to-date in their fields.	17.19	4.69	56.25	12.50	6.25	3.13
43 Students will say that faculty are good teachers.	12.50	7.81	64.06	9.38	4.69	1.56
44 Students will say that administrators are available.	17.19	4.69	51.56	10.94	10.94	4.69
45 Students will say that administrators are concerned about students.	18.75	3.13	51.56	9.38	14.06	3.13
46 There is adequate general counseling available to students.	7.81	7.81	64.06	6.25	9.38	4.69
47 Academic skill courses are excellent in:						
A. writing.	18.75	12.50	48.44	6.25	12.50	1.56
B. mathematics.	17.19	15.63	60.94	3.13	3.13	
C. study skills.	18.75	9.38	40.63	10.94	15.63	4.69

-5- OAKLAND COMMUNITY COLLEGE
Attitudes Survey

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
PRODUCT (Continued)	6	1	2	3	4	5
48 Internship programs are present in most majors.	26.56	1.56	20.31	4.69	35.94	10.94
49 Co-op opportunities exist in most majors.	29.69		14.06	4.69	37.50	14.06
50 Independent study is a possibility in most programs.	29.69	1.56	15.63	4.69	34.38	14.06
51 Learning is action-oriented as opposed to lecture-focused.	23.44		14.06	10.94	37.50	14.06

COMMENTS

	Don't Know 6	Str. Agree 1	Agree 2	Indifferent 3	Disagree 4	Str. Disagree 5
RESEARCH/DATA	6	1	2	3	4	5
1 <u>Image</u> . The attitudes, perceptions, and knowledge about the College are regularly studied with students in the primary territories. In the same research instrument, attitudes toward college and college selection in general are also analyzed.	31.25	3.13	28.13	1.56	26.56	9.38
2 <u>Student Opinion</u> . The feelings of your own students about your College are studied on a regular basis. Attitudes about academic programs, faculty, social programs, facilities, advising, etc., are analyzed and degree of satisfaction determined.	21.88	3.13	28.13	6.25	28.13	12.50
3 <u>Faculty</u> . The feelings of the faculty toward programs and services are studied. Attitudes concerning factors studied in the image survey and the student opinion survey are studied in the faculty for comparison.	32.81	1.56	20.31	4.69	29.69	10.94
4 <u>Lost Prospects</u> . Students who applied but did not enroll are sent a survey to determine the reasons for this action.	46.88	1.56	15.63	1.56	21.88	12.50
5 <u>Environmental Data</u> . Information is regularly collected from various sources about demographic trends, career opportunities, directions in education, future majors, and feelings, perceptions, and attitudes of potential students. This information is obtained on a federal, state, regional, and local level.	31.25	4.69	39.06	1.56	18.75	31.25
6 <u>Class Profile</u> . Data is accumulated on all freshmen and transfers who enroll each fall and spring. This includes numbers, proposed majors, test scores, GPA, geographic distribution, breakdown by counties in key areas, etc.	43.75	3.13	25.00	6.25	17.19	4.69
7 <u>Program Status</u> . Sufficient data is regularly collected in regard to the admissions program to evaluate its progress throughout the year. This includes data on inquiries, pre-application program, post-application program, deposits, and other program elements.	43.75		23.44	1.56	21.88	9.38
8 <u>Competition</u> . Materials are received from other colleges in a manner that will allow you to know what is mailed, when, and how to potential freshmen. The publications are reviewed so as to be knowledgeable about the appeals, majors, and opportunities available at competing schools.	53.13		20.31	1.56	17.19	7.81

RESEARCH/DATA (Continued)	Don't Know 6	Str. Agree 1	Agree 2	Indifferent 3	Disagree 4	Str. Disagree 5
9 <u>Attrition</u> . Research is conducted on campus which will allow your College to determine rates of attrition for each class term.	26.56	4.69	46.88	4.69	14.06	3.13
10 <u>Preparation Of Research</u> . An established approach and procedure is used to prepare and report research results.	31.25	3.13	23.44	3.13	31.25	7.81
11 <u>Use Of Research</u> . Research materials are regularly used in planning, in preparation of publications, in product considerations, and in management of enrollment.	25.00		34.38	7.81	26.56	6.25
12 <u>In General</u> . Research has an important priority of the College.	18.75	6.25	32.81	3.13	34.38	4.69
13 <u>Staff</u> . Staff members are available to work with data and information.	23.44	3.13	40.63	1.56	31.25	
14 <u>Hardware</u> . Adequate hardware is available to develop data and information for institutional use.	10.94	3.13	56.25	3.13	23.44	3.13
15 <u>Software</u> . Adequate software is available to develop data and information for institutional use.	14.06	1.56	46.88	3.13	31.25	3.13

COMMENTS

-8- OAKLAND COMMUNITY COLLEGE
Attitudes Survey

COMMUNICATION	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
1 Several publications are presently used to build interest and commitment in potential students. Each publication is designed to do a specific job.	14.06	7.81	50.00	1.56	25.00	1.56
2 The publications used in admissions are designed to create feelings as much as they are designed to provide information.	20.31	3.13	39.06	7.81	28.13	1.56
3 A promotional strategy is worked out each year that is designed to help the admissions office meet its goals.	43.75		21.88		23.44	10.94
4 Art work, theme, and style of each publication is designed in such a way as to produce a "family" appearance for publications.	20.31	3.13	31.25	6.25	35.94	3.13
5 The timing of the distribution of publications is adequate to obtain the best results from each mailing.	20.31	4.69	25.00	7.81	35.94	6.25
6 There are individuals on campus able to produce publications to obtain the best results from each mailing.	23.44	1.56	26.56		34.38	14.06
7 Publications are normally prepared in part based on information developed in the research program.	40.63		23.44		26.56	9.38
8 Telephone, letters, and personal contact are systematically used in the effective contact of potential students.	35.94		20.31	3.13	34.38	6.25
9 The College's recruitment effort seeks to contact a high percentage (more than 70%) of the inquiries personally through telephone calls, school visits, or campus visits each year.	43.75	1.56	17.19	4.69	20.31	12.50
10 Programs of communication have been constructed for:						
A. referrals.	57.81		20.31	1.56	17.19	3.13
B. juniors.	59.38	1.56	10.94	6.25	18.75	3.13
C. seniors.	54.69	1.56	20.31	7.81	12.50	3.13
D. transfers.	56.25		18.75		21.88	3.13
E. before application.	39.06		37.50	1.56	20.31	1.56
F. after application.	40.63		40.63	3.13	14.06	1.56
G. after deposit.	56.25	1.56	17.19	6.25	17.19	1.56
H. in regard to financial aid.	45.31	1.56	39.06	1.56	10.94	1.56

-9- OAKLAND COMMUNITY COLLEGE
Attitudes Survey

COMMUNICATION (Continued)	6 Don't Know	1 Str. Agree	2 Agree	3 Indifferent	4 Disagree	5 Str. Disagree
11 A general tone and style has been agreed upon for communication with potential students.	35.94		28.13	3.13	28.13	4.69
12 This tone and style is effective and is used in all communications.	42.19		20.31	4.69	26.56	6.25
13 The quality of all communications is adequate.	15.63	4.69	26.56	9.38	32.81	10.94
14 The timing of all communications is carefully considered.	20.31	3.13	21.88	9.38	37.50	7.81
15 There is an adequate amount of personal contact with potential students.	25.00	1.56	23.44	6.25	35.94	7.81
16 Special events are conducted on the campus that help to generate interest about the institution and its programs.	10.94	3.13	54.69	10.94	17.19	3.13
17 Special events are generally conducted well and seem to be exciting to those students who attend them.	26.56	3.13	39.06	10.94	14.06	6.25
18 Publicity and communications to potential students about special events are well done.	21.88	3.13	21.88	14.06	34.38	4.69
19 Special events are planned at a time when they will be of most help to the admissions office.	40.63		12.50	7.81	34.38	4.69
20 The admissions office plays a significant role in designing, publicizing, and conducting special events.	35.94		14.06	3.13	35.94	10.94
21 Public relations is organized in such a way that part of its mission is focused for admissions.	31.25	4.69	26.56	3.13	28.13	6.25
22 The public relations area is staffed adequately to carry out its mission.	34.38	3.13	23.44		25.00	14.06
23 The public relations office sends out materials on a planned basis to promote the image of the College. These may include feature stories, public services, etc.	25.00	3.13	51.56	7.81	10.94	1.56
24 The public relations office works from an established set of goals and objectives for the year.	62.50	3.13	14.06	4.69	12.50	3.13
25 The responsibility for campus visits presently rests with a specific individual.	35.94	4.69	39.06		17.19	3.13

	6	5	4	3	2	1
	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
COMMUNICATION (Continued)						
26 It is easy for the admissions office to make arrangements for:						
A. visits of potential students to classes.	35.94	4.69	32.81	3.13	21.88	1.56
B. contacts of potential students with present students.	42.19	3.13	26.56	4.69	20.31	3.13
C. appointments in which potential students may meet with various administrators.	37.50	4.69	31.25	6.25	12.50	7.81
27 A campus tour is available in which potential students get a realistic view of the campus -- facilities, services, and people.	18.75	6.25	50.00	3.13	17.19	4.69
28 Admissions counselors have been adequately trained in good interview techniques.	35.94	1.56	35.94	6.25	14.06	6.25
29 Sufficient numbers of students are visiting the campus to support the results expected in the admissions office.	54.69		20.31	3.13	17.19	4.69
30 Strategies are used which will ensure that the number of campus visits will be adequate to meet the needs of the admissions office.	56.25		14.06	1.56	23.44	4.69
31 There is sufficient follow-up to the campus visit to detect any problems that may exist or may have occurred during the visit.	62.50		14.06		17.19	6.25
32 Awareness of the College is high.	10.94	12.50	45.31	6.25	21.88	3.13
33 The image of the College generally will fit what people want from it.	10.94	9.38	60.94	6.25	10.94	1.56
34 The messages used in publications and general communication are structured from research and targeted at the appropriate population.	34.38	3.13	23.44	7.81	25.00	6.25

COMMENTS

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
MANAGEMENT						
1 The director of admissions has the experience needed to develop and maintain a program and get the results needed. This is indicated by types of positions, number of years in those positions, and the results of those efforts.	37.50	4.69	23.44	7.81	20.31	6.25
2 The director can carry out those activities -- planning, directing, controlling -- that are essential in getting the results needed.	37.50	1.56	29.69	6.25	20.31	4.69
3 The director has the personal and interpersonal skills needed to be an effective director -- decision-making, collecting, counseling, teaching, problem-solving, analyzing, listening, etc.	34.38	1.56	34.38	6.25	17.19	6.25
4 The director is interested in doing things the best way and not the same way. He/she has new ideas often and seems to be very enthusiastic about his/her work.	35.94	4.69	32.81	7.81	15.63	3.13
5 The director is highly motivated to do a good job. He/she conveys this in all of his/her actions and discussions.	35.95	7.81	31.25	7.81	12.50	4.69
6 The staff feels good about the director of admissions. They are happy to be working with him/her and strongly support the director.	43.75	1.56	29.69	9.38	12.50	3.13
7 The admissions counselors have been adequately exposed to concepts of counseling and have been trained in interviews, visits, and telephone calling. They have been trained adequately to do their jobs.	29.69	4.69	35.94	9.38	17.19	3.13
8 The counselors have developed knowledge of the school, their market areas, and the students they are working with.	20.31	3.13	53.13	9.38	10.94	3.13
9 The counselors have adequate backgrounds and previous experiences to do their job. Their past job histories and activities indicate that they should be able to do their job adequately.	25.00	6.25	50.00	7.81	6.25	4.69
10 There are sufficient admissions counselors to be able to obtain the results expected for our program.	26.56	1.56	37.50	1.56	23.44	9.38
11 The counselors have specific goals for all of their activities and are meeting them -- high school visits, phone calls, letters, etc.	53.13		10.94	3.13	25.00	7.81

-12- OAKLAND COMMUNITY COLLEGE
Attitudes Survey

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
MANAGEMENT (Continued)						
12 The counselors have a good attitude about their work. They enjoy what they are doing and are highly supportive of the College and its mission.	17.19	3.13	60.94	6.25	7.81	4.69
13 Adequate numbers of students are available to aid in admissions: one per counselor, one per secretary, and three to four for extra work such as special mailings. This number would change as the nature of the program changed.	35.94	3.13	12.50	3.13	32.81	12.50
14 Students are readily available to act as tour guides.	34.38	1.56	23.44	3.13	26.56	10.94
15 Students are used regularly to contact potential students.	46.88		4.69		32.81	15.63
16 Alumni are asked for the names of potential students.	60.94	1.56	1.56	1.56	26.56	7.81
17 Alumni are used to make contact with potential students.	59.38	1.56	1.56	4.69	26.56	6.25
18 Alumni are used to host receptions for potential students.	53.13	1.56		4.69	31.25	9.38
19 Alumni are adequately trained in the activities they carry out for the College.	57.81	1.56	4.69	3.13	25.00	7.81
20 Faculty are used in making contact with potential students.	34.38		25.00	3.13	32.81	4.69
21 The director of publications and the admissions office work together to create materials for use in recruiting students.	43.75	1.56	23.44	4.69	20.31	6.25
22 There is generally effective communication between the admissions office and other offices of the College.	25.00	1.56	34.38	6.25	26.56	6.25
23 The admissions office is generally viewed with respect by other offices of the campus. The admissions staff is viewed as a professional group carrying out a critical job for the College.	26.56	3.13	32.81	10.94	17.19	9.38
24 There are adequate offices for the staff.	17.19		48.44	4.69	20.31	9.38
25 There is an interview room separate from the offices so that interviewing need not take place across a desk or in a crowded office.	34.38	3.13	20.31	3.13	35.94	3.13

-13- OAKLAND COMMUNITY COLLEGE
Attitudes Survey

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
MANAGEMENT (Continued)	6	1	2	3	4	5
26 The general atmosphere of the admissions office is warm and friendly. The office is well maintained and generally gives a good impression.	12.50	1.56	53.13	12.50	14.06	6.25
27 There is adequate parking near the admissions office. The parking areas are well marked and available.	4.69	6.25	70.31	1.56	12.50	4.69
28 There are adequate signs to direct visitors to the admissions office. The office is easy to find.	9.38	1.56	48.44	14.06	21.88	4.69
29 Reception in the admissions office is usually warm. People feel good just walking by the door.	18.75		43.75	14.06	17.19	6.25
30 The admissions staff knows where it is most likely to obtain students.	46.88	1.56	31.25	7.81	12.50	
31 Coverage of geographic these areas is adequate to meet the needs of the College.	48.44		28.13	4.69	15.63	3.13
32 Heavy emphasis is put on maximizing personal contact with potential students in planning travel.	64.06	1.56	10.94	9.38	10.94	3.13
33 The admissions staff has worked out a schedule that puts them in heavy contact with students during the fall and spring.	43.75	1.56	37.50	6.25	7.81	3.13
34 There are adequate cars to meet the travel needs of admissions or there is compensation to personnel for use of their own vehicles.	39.06	6.25	40.63	3.13	6.25	4.69
35 The counselors in the admissions office undergo a training program on a regular basis.	50.00		10.94	3.13	26.56	9.38
36 This program effectively prepares the admissions counselors to do their jobs better.	51.56		14.06	1.56	23.44	9.38
37 Modern techniques of training are used frequently in the admissions office -- role playing, video tape, and recordings.	46.88	1.56	7.81		32.81	10.94
38 Five year goals have been established for the admissions office in regard to:						
A. transfers.	68.75		7.81		15.63	7.81
B. freshmen.	67.19		12.50		12.50	7.81
39 The goals are realistically tied to the budget of the College.	60.94		18.74	3.13	9.38	7.81

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
MANAGEMENT (Continued)	6	1	2	3	4	5
40 Goals are reviewed each year in establishing the directions of the admissions office.	51.56	1.56	28.13	3.13	9.38	6.25
41 Program goals are established for each part of the admissions program -- enrollees, deposits, applicants, inquiries -- each year.	54.69		21.88	3.13	17.19	3.13
42 The admissions office is able to state how many inquiries will be needed each year.	65.63	1.56	12.50	6.25	9.38	4.69
43 The admissions office is able to state specifically how the inquiries will be obtained.	65.63		12.50	4.69	14.06	3.13
44 The admissions office is able to say when it will obtain the inquiries.	68.75		12.50	3.13	12.50	3.13
45 High school visits are scheduled to provide the admissions office with the maximum contact with previous inquiries and new inquiries.	39.06	4.69	46.88	1.56	7.81	
46 Strategies are used which ensure that the maximum numbers of students turn out for high school visits.	59.38	1.56	23.44	4.69	9.38	1.56
47 Procedures for the high school visit itself have been carefully worked out to ensure that they will be most effective.	50.00	1.56	31.25	7.81	6.25	3.13
48 The procedures for the conduct of a college or career night have been carefully worked out.	39.06		39.06	6.25	12.50	3.13
49 The salaries of the admissions staff are adequate to encourage professionalism and longevity.	39.06	4.69	43.75	4.69	3.13	4.69
50 The amount of funds in various budget categories are sufficient to get the results expected from:						
A. travel.	56.25	4.69	28.13	3.13	4.69	3.13
B. mailings.	50.00	6.25	29.69	1.56	7.81	4.69
C. telephone.	53.13	4.69	31.25	1.56	4.69	4.69
D. equipment.	53.13	1.56	25.00	1.56	15.63	3.13
E. publications.	53.13	4.69	18.75	4.69	12.50	6.25
G. materials.	54.69	1.56	25.00	1.56	12.50	4.69
I. meetings.	53.13	7.81	28.13	3.13	4.69	3.13

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
MANAGEMENT (Continued)						
51 An evaluation program has been established to measure results in the following areas:						
A. amount of mail contact with students.	59.38		17.19		18.75	4.69
B. counselor activities.	51.56		14.06	1.56	23.44	9.38
C. inquiries.	57.81		18.75	3.13	15.63	4.69
D. status of prospective students.	62.50		10.94	3.13	20.31	3.13
E. telephone calls.	60.94		10.94	3.13	18.75	6.25
F. counselors' weekly activities.	54.69	1.56	14.06	1.56	23.44	4.69
G. total program.	56.25	1.56	7.81	6.25	23.44	4.69
H. timing.	59.38	1.56	7.81	3.13	23.44	4.69
I. weekly results.	60.94	1.56	9.38	1.56	21.88	4.69
52 The admissions director is able to use this data to evaluate the status of the program.	65.63	1.56	7.81	4.69	17.19	3.13
53 The admissions director is able to take action in problem areas that may have been found in the evaluation process.	57.81	1.56	15.63	1.56	18.75	4.69
54 A specific program has been developed in the admissions office for the recruitment of transfer students.	62.50		10.94	3.13	18.75	4.69
55 Articulation of transfer students is not difficult in regard to transfer of credits. Policies are in line with school policies but are not overly harsh.	31.25	3.13	51.56	6.25	4.69	3.13
56 Financial aid is available to transfer students in amounts sufficient to meet the goals of the College.	57.81	1.56	32.81	7.81		
57 Special activities are undertaken in the recruiting of transfers:						
A. visits.	46.88		21.88	7.81	20.31	3.13
B. programs.	45.31		20.31	7.81	23.44	3.13
C. tours.	43.75		23.44	6.25	23.44	3.13

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Attitudes Survey

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
CLIMATE						
1 The organization expresses a great deal of hostility. This can come out between people or people against things.	12.50	6.25	32.81	14.06	26.56	7.81
2 We are constantly trying to get more and more done with less and less time.	6.25	23.44	53.13	6.25	9.38	1.56
3 People in the organization are competitive about a great many things.	9.38	4.69	48.44	12.50	25.00	
4 People in the organization are constantly thinking about achievement. It is a priority in terms of attention.	12.50	3.13	34.38	15.63	31.25	3.13
5 People are looking for things to do even when there is a time for relaxation.	15.63	1.56	15.63	9.38	54.69	3.13
6 There is little time for relaxation in our organization.	3.13	15.63	48.44	9.38	21.88	1.56
7 Power is rarely a hidden agenda or obvious priority in our organization.	15.63	4.69	25.00	12.50	28.13	14.06
8 The slightest tensions cause people to go into high gear.	12.50	4.69	37.50	12.50	28.13	4.69
9 There is not a great deal of blaming in the organization. People accept responsibility for their decisions.	9.38	1.56	31.25	9.38	39.06	9.38
10 It feels as if people dump on others too frequently.	9.38	6.25	34.38	10.94	35.94	3.13
11 People generally are patient with each other and do not get annoyed easily if they have to wait for things.	3.13	3.13	51.56	7.81	28.13	6.25
12 People are quickly labeled in the organization in position and negative ways.	9.38	17.19	37.50	18.75	15.63	1.56
13 People in our organization are very judgmental.	7.81	15.63	45.31	10.94	18.75	1.56
14 There is a great deal of aggression against other schools or other offices in our school.	12.50		18.75	10.94	53.13	4.69
15 Mistakes and problems are often ignored or covered up.	7.81	7.81	34.38	14.06	26.56	9.38
16 People in our organization generally feel close to each other.	6.25	3.13	46.88	9.38	32.81	1.56
17 It is easy to talk to my peers about problems.	3.13	12.50	57.81	10.94	10.94	4.69

	Don't Know	Str. Agree	Agree	Indifferent	Disagree	Str. Disagree
	6	1	2	3	4	5
CLIMATE (Continued)						
18 It is easy to talk to people at the higher levels in our organization about problems.	1.56	7.81	51.56	7.81	25.00	6.25
19 People in our organization often behave as if our school was inferior.	3.13	1.56	23.44	6.25	53.13	12.50
20 People are generally afraid of being exposed as not very capable.	15.63	1.56	29.69	12.50	40.63	
21 People in our organization show emotions freely.	3.13		50.00	4.69	40.63	1.56
22 Attitudes in our organization about most issues are hardened and inflexible.	6.25	4.69	29.69	17.19	39.06	3.13
23 People in our organization generally feel supported in their work.	3.13	1.56	39.06	14.06	34.38	7.81
24 People in our organization generally feel that they control their own fate.	3.13	4.69	26.56	14.06	43.75	7.81
25 People in our organization are generally compliant.	7.81	3.13	43.75	10.94	34.38	
26 When people in our organization receive praise, others are generally excited about it.	10.94	1.56	40.63	17.19	23.44	6.25
27 People in our organization generally look for flaws immediately in any report.	15.63	1.56	37.50	10.94	34.38	
28 When a crisis occurs, people feel as if they can handle anything that comes along.	6.25	1.56	53.13	10.94	26.56	1.56
29 People in our organization do not dwell on past mistakes.	10.94	3.13	32.81	17.19	23.44	12.50
30 People in our organization generally handle criticism well.	6.25	3.13	23.44	18.75	42.19	6.25
31 We generally have a philosophy of peace at any price.	15.63	3.13	25.00	14.06	39.06	3.13
32 We feel, as an organization, that we have control of our fate.	3.13		43.75	14.06	32.81	6.25
33 People in our organization generally minimize important events.	10.94		40.63	10.94	34.38	3.13
34 When confronted with crisis, people in our organization generally collapse.	7.81	1.56	7.81	12.50	56.25	14.06

COMMENTS