



Strategic Enrollment Management Consultation
for
Clackamas Community College

Final Report

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Introduction and Methodology

AACRAO Consulting enables colleges and universities to achieve their goals through the implementation of state-of-the art practices in strategic enrollment planning, student services, staff development, and organizational operations. Our consultants bring a broad range of successful academic and administrative experience, offering practical solutions for reaching new levels of institutional vitality for the long term. We offer consulting services for all student service areas—from audits of individual functions such as registration, admissions, financial aid, and enrollment technologies; to workshops and training on all aspects of student services; to long-term enrollment management restructuring.

AACRAO Consulting operates under the auspices of the non-profit American Association of Collegiate Registrars and Admissions Officers (AACRAO), one of the most respected associations in higher education. The association is comprised of 10,000 members and 2,500 institutions in the U.S. and abroad, representing every sector of higher education. For the past 17 years, AACRAO has sponsored the Strategic Enrollment Management (SEM) Conference, the largest gathering of its kind. AACRAO is widely recognized as the leading purveyor of SEM content and programs, including the rapidly-growing implementation of SEM in community colleges.

Clackamas Community College (CCC) engaged AACRAO Consulting to conduct a review of the College's strategic enrollment management (SEM) organization and strategies, including both recruitment and retention programs. **The goal of the consultation was to provide a prioritized list of recommended improvements Clackamas could make over the next two-to-three years to achieve its enrollment goals.**

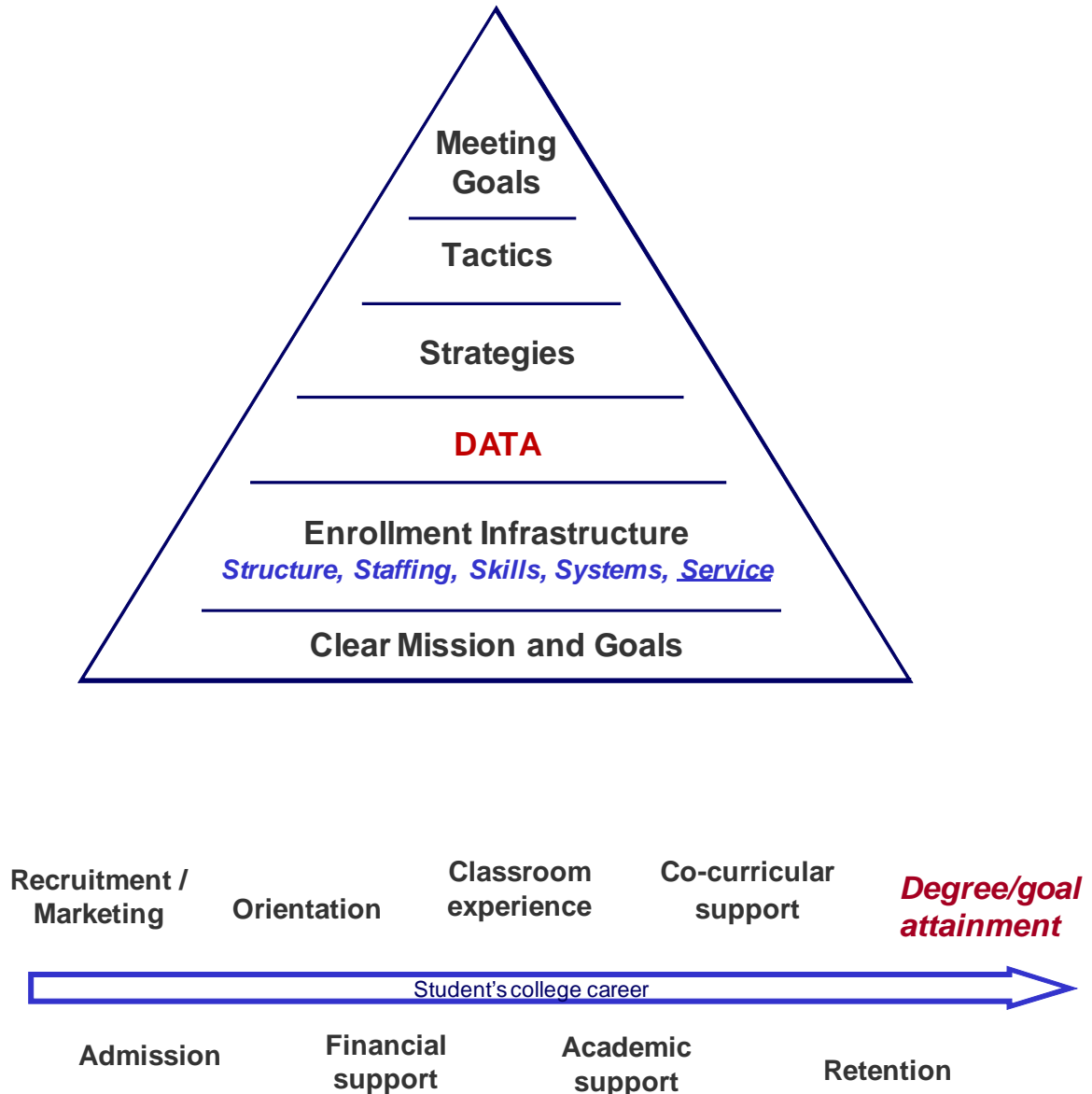
AACRAO consultants Bob Bontrager and Christine Kerlin conducted the consultation. Their work began with extensive review of Clackamas material, including strategic planning documents, enrollment reports, and market research reports. They then conducted two campus visits to meet with CCC personnel, assess the current state of CCC SEM efforts, and develop recommendations for better positioning the College to meet its enrollment goals. Groups and staff interviewed included: Presidents Council, Faculty, Vice Presidents, Student Leadership, Outreach and Testing, Enrollment Services, Academic Advising/counseling, Marketing, Foundation, High School Connections, ACC, Customized Training & Development, Workforce Development, IT and Datatel users group, Athletics, Leadership, ESL, GED, International/ PIE, Health Sciences, Latino, and Gateway.

Consultants' biographical summaries and campus visit schedules are provided as Attachments A-C.

Observations and recommendations are organized in this report according to the best practices planning models shared with CCC. A list of recommendations is provided in Attachment D.

SEM Overview

For the purposes of this consultation, strategic enrollment management was defined as ***“a concept and process that enables the fulfillment of institutional mission and students’ educational goals.”*** The conceptual part of SEM can be described as an institution’s overall alignment with regard to its enrollment goals. This concept of alignment can be visualized by the following SEM planning hierarchy of needs and continuum diagrams



While not entirely hierarchical or linear, the items represented in these diagrams can be used to assess both the current state of enrollment efforts, as well as potential next steps for further developing the SEM organization within an institution.

In terms of long term enrollment planning, it is best to begin at the base of the pyramid and work up.

Clear Mission and Goals

Clackamas has the major advantage of having done considerable work in recent years to clarify its mission as it looks to the future. At the same time, the College has experienced the common limitation of addressing its enrollment concerns by deploying new strategies and tactics without adequate attention to the intervening planning that characterizes effective SEM plans. Beginning with the development of comprehensive enrollment goals, Clackamas needs to begin to address in a more formal way the intervening steps required for effective SEM planning. The process for developing goals will be addressed here, with infrastructure and data needs addressed later in the report.

The process of setting enrollment goals involves two main activities:

1. Identifying the major instructional categories of students that are important to fulfilling the College's mission. For example, at Clackamas, this may include Lower Division Collegiate, Professional Technical, Developmental Education and Community Education.
2. Determining the desired proportion of students in each instructional category that would best fulfill the College's mission.

Basic principles of SEM suggest the setting of 10-year goals or enrollment targets. This will enable Clackamas to:

- Set annual targets aligned with long –range goals.
- Facilitate College planning for infrastructure and curriculum.
- Develop long range, proactive plans for recruitment and retention.
- Target and prioritize recruitment and retention initiatives, resulting in more effective use of staff and financial resources.

Recommendation 1: It is recommended that Clackamas initiate a campus-wide process of developing comprehensive enrollment goals for the next 10 years.

Data

As indicated in the SEM planning diagram above, data is central to the planning process, and a necessary component of each planning stage. At Clackamas, while significant amounts of data have been gathered, there is a lack of the type of analysis required to guide effective decision-making. Specific needs include transforming raw data into trend data, and providing analysis and conclusions. The current deficit in this area is not surprising, given the current staffing structure and limited resources devoted to institutional research at CCC.

For the purposes of developing access and retention strategies, Clackamas needs to identify what data to collect and analyze, in addition to their current reports. Examples of the data that will be needed include:

- Local demographics.
- Local high school enrollment trends.
- Who are the major competitors and why are they successful (or not)?
- Which students register and then withdraw?
- Which students are in which classes?

There also is a need to address the commonly-expressed concern by CCC staff regarding the reliability of and access to data in Datatel. This concern has led to the creation of multiple “shadow” databases across the campus. The costs of maintaining those additional databases – in terms of staff time, inconsistencies in data, and the need to reconcile discrepancies between databases – are significant.

In order to reduce the perceived need for shadow databases Clackamas needs to address these questions:

- Is student data accurate at the point of entry into Datatel?
- Are the rules for data entry clear and adhered to across the College, and who enforces the rules? Clear data entry processes reduce the need for time-consuming corrections later on. (We heard problems with duplicate records, inconsistencies between registration record and the transcript, etc.).
- Is there adequate training of personnel outside of enrollment service units regarding the availability of data in Datatel and how the data can be accessed?

Recommendation 2: It is recommended that Clackamas establish an institutional research department with a minimum of two staff persons. A director position will provide oversight, coordinate creation of campus-wide data definitions and reporting standards, prioritize data requests, and conduct data analysis to inform top level campus decision making. A second support position will develop reports from Datatel and provide campus wide assistance and training in generating reports from Datatel.

Recommendation 3: It is recommended that Clackamas reduce the number of shadow databases by charging an existing committee, or convening a new one, to:

- ***Develop an inventory of unmet needs.***
- ***Prioritize needs and develop a plan to address them over the next 12-18 months.***

Enrollment Infrastructure

Technology is a critical component of the infrastructure required to support effective SEM organizations. A majority of students of all types prefer to obtain information from and transact business from institutions on-line, and the number is growing. Clackamas must pay close attention to its on-line services if it is to achieve its enrollment goals.

The College is experiencing a typical set of concerns regarding the Datatel Colleague student and course information system. Such systems facilitate the integration of campus-wide functions and maintenance of common data sets. They are less amenable to providing desired functionality specific to individual departments. These systems are not designed to provide easily-generated and highly customized data analysis reports. Hence, they are a common source of frustration on virtually every campus.

Maximizing the functionality of the Datatel system will take continuous attention and time. Clackamas staff members indicate they do not have the time to implement the improvements they learn about during training sessions. This too is relatively common, as the press of immediate, day-to-day tasks often takes precedence over planning activities and laying the groundwork for future improvements. At Clackamas, these challenges are exacerbated by three factors.

First, there is an over-reliance on manual processes and providing in-person student services. Staff in Enrollment Services, Counseling and Advising, and Student Leadership/Outreach/Testing all spend a great deal of time delivering in-person services, often on a drop-in basis with minimal wait times. A majority of students would prefer to self-serve through the use of technology without coming to an office. Research indicates that this is true for all types of students, including first generation, disadvantaged, and older students. By implementing enhanced Datatel functionality, Clackamas could provide better student service, free staff time to provide in-person service to a smaller number of students who prefer or truly need it, and ease overall staff workload concerns. Implementation of the new web portal for students is an important step in this direction.

Second, there is reluctance to implement policy decisions that could enable more efficient Datatel processing. Integrated database systems like Datatel can be thought of as electronic manifestations of an institution's academic policies, with the efficient utilization of the technology relying on clarity and consistent application of those policies. An example for Clackamas is prerequisite checking, with the desire expressed by some to "turn on" that function in Datatel. In that case, the system would automatically check for prerequisites as students attempt to register for courses, and allow or disallow registration accordingly. While doing this would eliminate a number of problems and add efficiency to the registration process, academic departments would need to adhere to prerequisite policies and minimize exceptions. Ultimately, the ability to use Datatel more efficiently will depend on deans, chairs, and faculty being willing to implement changes to academic policies and procedures, and be more consistent in their application across departments.

Third, there seems to be a lack of clarity regarding who is actually in charge of – or allowed to be in charge of – Datatel core functionality for the purposes of having a

robust student and course information system. Charging an individual with this responsibility, informed by an appropriate advisory group, would facilitate decision making and enable the College to move forward more quickly. The effort underway to develop a Core Committee is a step in the right direction.

It also should be noted that while the new web portal is an extremely positive step forward in student service, optimizing this complex tool will require significant human resources for ongoing maintenance. The real-time nature of information delivery via the web is both a blessing and a curse, with institutions routinely failing to devote adequate staff time to maintain information and update functionality on a regular basis. The result is on-line information and services that rapidly become outdated, creating additional work to fix problems that are created for students. To address this need effectively requires two levels of support: one is general oversight from central departments; the other is content management capability distributed to campus departments, accompanied by strong training.

Recommendation 4: It is recommended that Clackamas heavily promote the implementation of the new web portal for students, as a way of preparing them for increased reliance on technology-enhanced self service.

Recommendation 5: It is recommended that Clackamas review current manual processes and in-person student services with the goal of reducing workload and redirect staff time toward implementing functional enhancements in Datatel.

Recommendation 6: It is recommended that Clackamas include technology skills as a required qualification as staff turns over and new staff members are hired.

Recommendation 7: It is recommended that Clackamas establish a task force to analyze the match between policies and procedures and Datatel functionality, on an aggressive timeline, fixing obvious problems quickly. Afterward, insert a process in the Instructional Standards and Procedures committee review, and curriculum committee, to assure that the question is asked “How will this regulation/policy be matched with Datatel functionality?” on an ongoing basis.

Recommendation 8: It is recommended that Clackamas designate an individual to be charged with decision making authority regarding Datatel core functionality.

Recommendation 9: It is recommended that Clackamas develop a Core Committee to provide representation and counsel to the individual referenced in Recommendation 8.

Recommendation 10: It is recommended that Clackamas assign specific responsibility for oversight of enrollment –related components of the CCC web site and portal to central staff in IT, Enrollment Services, outreach, and

retention. Responsibilities of these persons should include weekly monitoring of on-line information and development of a plan for rigorous campus-wide training for content management.

Strategies

When faced with the challenge of increasing enrollment, institutions often think first of recruiting additional students. It is true that getting students in the door is necessary to achieve enrollment goals, but it is not sufficient. When students enter the institution and then leave before achieving their educational goals, no one – not the student nor the institution – benefits. A strategic enrollment management perspective looks at students' entire academic career and seeks to provide the curriculum and services necessary to enable them to attain their goals, as illustrated in the SEM continuum.

Institutions that are successful with SEM address the areas represented on this continuum as a series of interconnected interactions with students, with activities in one area supporting and aligning with those that come after. At Clackamas, it was suggested that there tends to be more focus on activities at the beginning and end of this continuum, and less or inadequate attention in the middle. This calls for increased attention to retention issues, including greater alignment of enrollment services and academics.

The SEM planning approach provides a useful framework for achieving the desired alignment, beginning with the setting of detailed enrollment goals. Setting specific targets for the desired proportions of transfer, professional/technical, workforce development, ABE/GED/ESL, developmental, dual enrollment, continuing education, and other types of students provides initial direction to academic departments for planning courses and programs. Additional direction is provided as more specific enrollment goals are developed, eventually down to the academic program level. These anticipated enrollments will allow academic departments, as well as units providing academic support services, to plan more effectively.

Additional considerations for achieving greater academic alignment at CCC are summarized below.

Faculty Engagement. Faculty members often express that recruitment and retention is a responsibility of administrators. In fact, it is the responsibility of everyone at the college. In the community college, it is perceived that professional technical faculty may have more active involvement in recruitment and retention because of the practical – often daily – nature of their connections with their students, their enrollment numbers are more clearly seen, and they have a strong need to satisfy their advisory boards. There is a different dynamic with the faculty of the university transfer programs, who feel they may have less opportunity to connect with the students who pass through their classes. Connecting with students is often seen as a greater challenge among adjunct faculty, who generally have limited history with the College and spend less time on campus interacting with other faculty and staff.

Faculty can support access and retention in many simple ways: posting their office hours, submitting grades on time (so as not to impede financial aid awards), contacting students who may have missed several classes, etc. It appears that these types of activities could be emphasized more strongly at Clackamas.

Curriculum Opportunities. Another important involvement for Instruction with SEM is in the discussion of what the College offers, where, when, and in what mode. As part of its emerging data agenda, Clackamas will want to take a keen look at its competition and at student needs and demands, and consider some revisions in its offerings. For example, online education is increasingly popular. Can CCC expand its high-quality online offerings, and perhaps include some unique innovations in delivery? Has CCC assessed the growth areas in its district, its changing demography, and its current off-campus centers?

CCC appears to be a welcoming and helpful community and has success with “cohort” programs, defined here as programs with a defined group of students and assigned staff devoted to the success of those students. Examples at Clackamas include student athletes and students in the Oregon Leadership Institute program. Clackamas should consider incorporating this approach more fully into its instructional programming. Many colleges are finding success with “learning communities” which link 2 or 3 classes with a group of students and a team of instructors, built around a theme. Learning communities are known to have a strong track record of student retention because of the connections they offer to students – a phenomenon well documented through the literature on student involvement.

Recommendation 11: It is recommended that Clackamas develop and provide training for faculty, including adjuncts, that includes information on their role in retaining students, and includes clear expectations for posting and keeping office hours, submitting grades on time, and following up with students who miss classes.

Recommendation 12: It is recommended that Clackamas conduct formal market research to determine Clackamas’ strongest competition related to curriculum, and adjusts offerings to compete more effectively.

Recommendation 13: It is recommended that Clackamas expand its existing cohort/learning community opportunities to more students, linking 2 or 3 classes with a group of 10-20 students and a team of instructors, built around a theme.

Outreach and Recruitment. Outreach and recruitment are separated from admissions processing in the current CCC organizational structure. This is not necessarily a problem. Outreach and Enrollment Services staff indicated that the level of collaboration between their areas is good. That said, institutions that operate as strong SEM organizations nearly always have these functions aligned within the same reporting structure. As it seeks to improve its enrollment outcomes, and in the midst of a larger restructuring process, this seems like an opportune time for CCC to consider the effectiveness of its current structure supporting Outreach and Recruitment. A restructure of admissions processing, outreach and recruitment could increase the importance of the Outreach staff and its goals, and could also assure a smooth flow for prospective, new, and continuing students.

It is also noteworthy that outreach and recruitment efforts are decentralized at Clackamas, with recruitment going on in many different programs. For example, the tech faculty and special access programs may engage in certain types of outreach activities apart from other recruitment conducted on behalf of the College as a whole. While these diverse outreach efforts may be effective in their own right, their collective contribution to Clackamas' overall enrollment goals could be maximized through better coordination. Examples of coordination include linkages to a common prospective student database, a common e-mail or postal mailing in addition to program-specific contacts, and inclusion in other college-wide notifications of events, activities, and so forth. Here again, there was a general consensus at CCC that the system works well, though it was acknowledged that there may be some disconnects among the formal outreach efforts and those of different departments.

Related to this, it appears that new students are uniformly informed that their first step is to "see an advisor" in the Advising Center. A somewhat brief assessment enables the advisor to further direct the students to their next steps (application, financial aid, testing, etc) and then to participate in a more comprehensive orientation and advising session, which is offered prior to Fall Term, but on a limited basis for Winter and Spring. Student can then register in person or online, and may be able to do so without advising and/or placement testing. Like many community colleges, entry points are multiple, and students are accommodated right up to the beginning of the quarter, sometimes without adequate advising contact. To mitigate the limitations associated with this decentralization, CCC would benefit from increased standardization in the use of placement testing, increased services for students entering in Winter and Spring Terms, and pre-requisite checking.

In talking with Admissions processing and Outreach staff, it was not clear how communication flows to prospective or new students, that is, what is sent to inquiries and admitted students, by whom, and how often? Further, what is the interface with the underage students (in the high schools and on campus) and transitioning them to "regular" enrollment after high school? Also, how are distance students and students in special programs or off-campus programs communicated with? Outreach staff indicated that they have not set aside designated time to develop annual recruitment and communications plan due to challenges with workload and staffing support.

Outreach staff indicated that half of their time has been diverted from general outreach to an initiative supporting a High School Partnership program. This shift in

staff deployment appears to be inconsistent with Clackamas' larger enrollment goals. To avoid compromising its efforts aimed at increased numbers of direct-from-high school students, CCC may consider three options: reduce emphasis on the High School Partnership program, reassign other existing staff to the program, or add Outreach staff.

Finally, financial support is known as a significant determinant in college enrollment, including both initial enrollment and retention. Financial Aid staff members indicated that due to workload and time constraints they are not able to accommodate requests to engage in outreach activities, which under CCC's current Outreach structure is a significant limitation. Staff members also expressed their sense that tuition waivers and other discretionary aid could be awarded in ways that would have a greater impact on recruitment and retention, but indicated that concrete assessment of those possibilities had not taken place. For example, CCC could examine its practices in awarding scholarships with an eye toward determining whether limited scholarship dollars could be stretched to include more students by reducing the individual amounts of the scholarships to sums that continue to enable students to afford college, but save enough money overall to allow award to be made to more students. As another example, CCC could assess categorical waiver programs to determine the balance between "need" and "merit" (or student category) and decide where the better application of such waivers could be made.

Recommendation 14: It is recommended that Clackamas restructure admissions processing, Outreach and Recruitment to assure a smooth flow from inquiry to applicant to enrollee.

Recommendation 15: It is recommended that Clackamas review current placement testing policies and consider implementing mandatory placement testing policy.

Recommendation 16: It is recommended that Clackamas review new student orientation/advising practices and consider a model that will benefit students who begin at CCC in the Winter and Spring Terms as well as Fall term.

Recommendation 17: It is recommended that Clackamas review prerequisite checking practices and consider the feasibility of implementing automatic prerequisite checking in Datatel.

Recommendation 18: It is recommended that Clackamas enable the Outreach Department to conduct a minimum one-day planning retreat with staff to develop recruitment and communication plans for new students. The ideal timing for this planning is June to develop proactive plans for the next academic year.

Recommendation 19: It is recommended that Clackamas assess the return on investment and alignment with institutional priorities regarding the High School Partnership efforts and adjust Outreach staffing accordingly.

Recommendation 20: It is recommended that Clackamas review current practices of how financial aid information is being provided in Outreach activities and to consider additional staff support or adjusting workloads.

Recommendation 21: It is recommended that Clackamas engage a consultant to conduct a formal review of financial aid packaging strategies.

Summary

Clackamas Community College is well positioned to achieve the enrollment growth it seeks. It has capable faculty and staff who are committed to the College's mission. The College has strong ties to its service district, having developed a number of excellent academic programs and services that address community needs.

At the same time, if the College is to realize its growth potential it must rethink and revise established patterns for carrying out outreach and retention functions, as well as other aspects of institutional functioning that directly support those efforts. Strategic enrollment management provides a framework for making the needed changes as reflected in this report.

The consultants wish to thank the faculty and staff of the College for their frank and stimulating conversations, and for their gracious hospitality. We wish Clackamas all success in meeting its enrollment goals.

Respectfully submitted,

Bob Bontrager

Christine Kerlin

Attachment A

Consultants' Biographical Summaries

Bob Bontrager is Director of AACRAO Consulting and the AACRAO Strategic Enrollment Management Conference. Bob has 25 years of experience in enrollment management with particular expertise in strategic planning, recruitment, marketing, communication strategies, financial aid, and transfer programs. Most recently at Oregon State University, his leadership resulted in a 40% increase in enrollment, including increases in the academic and diversity profile of the student body. Dr. Bontrager was instrumental in developing and implementing Oregon State's Degree Partnership Program, which promotes student access and baccalaureate degree completion through joint admission and concurrent enrollment at OSU and community colleges.

Christine Kerlin the Vice President for Enrollment Management at Everett Community College, Washington, and an AC Senior Consultant. Dr. Kerlin is a nationally-known expert on enrollment management in community colleges with previous experience as Director of Admissions and Records at Central Oregon Community College and as Director of Admissions at The Evergreen State College, Washington.

Attachment B

Visit 1 Itinerary

January 29, 2008

Who	What	When/Where
Expanded Presidents Council, Joint Deans, Bob and Christine	Introduce SEM to CCC Leaders	8:30 – 10:00 a.m. in CC-127
Bill, Mindy, Ariane, Mike, Theresa, Tara D., Bob and Christine	Meet with Student Leadership, Outreach and Testing	1/28 9:00 – 10:30 a.m. in CC-148 or RR-117
Diane, Tara, Fayne, Chippi, Patty, Sheryl, Kandie, Darcie, Shelley, Bob and Christine	Meet with Enrollment Services	11:00 – 12:30 in RR-117
Bill, Ellen, Jessica, Jeff, Paul, PJ, Angie, Brian, Bob and Christine	Meet with Academic Advising	1:30 – 3:00 p.m. in RR-117
Shelly, Janet, Anne, Karen, Bob	Meet with Marketing and Foundation	3:30 – 4:30 p.m. in RR-117

Attachment C

Visit 2 Itinerary

February 14, 2008

Who	What	When/Where
Diane, Bill, Bob and Christine	Review Visit 2 itinerary	8:30 – 9:00 in RR-119
Diane, Bill, Joe, Kim, Stephen, Mindy, Outreach, Bob and Christine	Discuss Datatel Outreach/Admissions audit and other training findings/recommendations	9:00 – 10:30 in Gregory Forum
Bill, Scott, Outreach, ACC, Bob and Christine	Meet with High School Connections and ACC to discuss recruitment efforts	10:30 – noon in Gregory Forum
Bill, Scott, David B., Cathryn, Roni, Ray, Bob and Christine	Meet with Customized Training & Development and Workforce Development to discuss recruitment efforts	1:00 – 2:30 p.m. in Gregory Forum
Diane, Joe, Datatel Users Group, Bob and Christine	Meet with IT and Datatel users group to discuss technology infrastructure supporting recruitment, outreach and retention	3:00 – 3:30 p.m. in CC-126
Diane, Bill, Bob and Christine	Debrief and follow up	3:30 – 5 p.m. in Gregory Forum

February 15, 2008

Who	What	When/Where
Bill B., Diane, ISP Committee	Discuss standards and policies supporting retention	8:30 – 9:00 a.m. in CC-127
Bill, Jan, Cyndi, Jim J., Mindy, Ellen, Molly, Lupe, Yvonne...	Meet with targeted (Athletes, Leadership, ESL, GED, International/PIE, Health Sciences, Latino, Gateway) student cohort leads to discuss retention and academic support efforts	9:00 to 10:30 in RR-117
Kate, Dave, Rosemary and invited Faculty	Faculty drop in discuss retention and academic support efforts	11:00 to noon in RR-117
Bill, Diane, Kate, Dave, Rosemary, College Council, Bob and Christine	Meet with College Council for retention conversation	noon – 1:00 p.m. in RR-117
Diane, Bob and Christine	Presentation and report at VP meeting	1:30 – 2:30
Bob, Christine, Jessica, Tony, Ellen, Casey, Jean, PJ, Margaret, Angie, ...	Discuss retention and academic support efforts with Academic Advising/Counseling	2:30 – 4:00 p.m. in RR-117
Diane, Bill, Bob and Christine	Debrief and follow up	4:00 p.m.

Attachment D

Recommendations

1. It is recommended that Clackamas initiate a campus-wide process of developing comprehensive enrollment goals for the next 10 years.
2. It is recommended that Clackamas establish an institutional research department with a minimum of two staff persons. A director position will provide oversight, coordinate creation of campus-wide data definitions and reporting standards, prioritize data requests, and conduct data analysis to inform top level campus decision making. A second support position will develop reports from Datatel and provide campus wide assistance and training in generating reports from Datatel.
3. It is recommended that Clackamas reduce the number of shadow databases by charging an existing committee, or convening a new one, to:
 - Develop an inventory of unmet needs.
 - Prioritize needs and develop a plan to address them over the next 12-18 months.
4. It is recommended that Clackamas heavily promote the implementation of the new web portal for students, as a way of preparing them for increased reliance on technology-enhanced self service.
5. It is recommended that Clackamas review current manual processes and in-person student services with the goal of reducing workload and redirect staff time toward implementing functional enhancements in Datatel.
6. It is recommended that Clackamas include technology skills as a required qualification as staff turns over and new staff members are hired.
7. It is recommended that Clackamas establish a task force to analyze the match between policies and procedures and Datatel functionality, on an aggressive timeline, fixing obvious problems quickly. Afterward, insert a process in the Instructional Standards and Procedures committee review, and curriculum committee, to assure that the question is asked “How will this regulation/policy be matched with Datatel functionality?” on an ongoing basis.
8. It is recommended that Clackamas designate an individual to be charged with decision making authority regarding Datatel core functionality.
9. It is recommended that Clackamas develop a Core Committee to provide representation and counsel to the individual referenced in Recommendation 8.

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11. It is recommended that Clackamas develop and provide training for faculty, including adjuncts, that includes information on their role in retaining students, and includes clear expectations for posting and keeping office hours, submitting grades on time, and following up with students who miss classes.
12. It is recommended that Clackamas conduct formal market research to determine Clackamas' strongest competition related to curriculum, and adjusts offerings to compete more effectively.
13. It is recommended that Clackamas expand its existing cohort/learning community opportunities to more students, linking 2 or 3 classes with a group of 10-20 students and a team of instructors, built around a theme.
14. It is recommended that Clackamas restructure admissions processing, Outreach and Recruitment to assure a smooth flow from inquiry to applicant to enrollee.
15. It is recommended that Clackamas review current placement testing policies and consider implementing mandatory placement testing policy.
16. It is recommended that Clackamas review new student orientation/advising practices and consider a model that will benefit students who begin at CCC in the Winter and Spring Terms as well as Fall term.
17. It is recommended that Clackamas review prerequisite checking practices and consider the feasibility of implementing automatic prerequisite checking in Datatel.
18. It is recommended that Clackamas enable the Outreach Department to conduct a minimum one-day planning retreat with staff to develop recruitment and communication plans for new students. The Ideal timing for this planning is June to develop proactive plans for the next academic year.
19. It is recommended that Clackamas assess the return on investment and alignment with institutional priorities regarding the High School Partnership efforts and adjust Outreach staffing accordingly.

20. It is recommended that Clackamas review current practices of how financial aid information is being provided in Outreach activities and to consider additional staff support or adjusting workloads.
21. It is recommended that Clackamas engage a consultant to conduct a formal review of financial aid packaging strategies.