Strategic Enrollment Management
2020 – 2022
Next Generation Now
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Executive Summary

Vision

Wilbur Wright College has served its students, their families, and its extended community with high quality education, outstanding customer service and a commitment to inclusive excellence for more than 85 years. Wright has a legacy of student success, an integrated and dynamic college community, and demand for continuous improvement woven throughout the institution. Our two campuses are welcoming and inclusive. Our faculty and staff are highly skilled, caring and dedicated. Wright students are smart, ambitious, and spirited. Wright College fervently believes that an unwavering commitment to quality and student success is the college’s primary purpose and it seeks to:

- Grow and speed the pipeline of transfer students to outstanding four-year institutions.
- Expand and strengthen the pipeline of career focused students to greater economic mobility.

Our vision, working with all of the City Colleges of Chicago system, is to offer the best affordable educational opportunities to northwest Chicago.

Strategic Imperatives: Urgency and Optimism

- Pursuit of continuous improvement, hardwired into the college’s accreditation, demands ongoing change, innovation, and review.
- Use of best practices and data - consistently looking externally for models, ideas and benchmarking, internally for accountability, outcomes and analysis.
- Eliminate the equity gap - examining all college outcomes and activities through an equity lens.
- Improve institutional effectiveness - a robust cycle of planning, implementation, and review.

Strategic Enrollment Mission

Wright College pursues its mission of offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development with urgency, agency and pride.

Core Values

Wright College’s core values are embedded in this enrollment management plan, in our institutional self-study, our academic plan, and throughout the college’s actions and priorities. Recently reaffirmed, the values reflect the Wright College community’s priorities. Wright is inclusive, close-knit and compassionate. Wright is equally focused, ambitious and intentional. Our values are:

- Academic excellence to advance student success.
- Student services and supports to promote academic, career, and personal growth.
- Inclusion, diversity and equity to welcome, support and educate everyone.
- Technology and innovation to drive improvement and relevance.
- Community relationships to strengthen engagement and service.
85 Years of Student Success

More than a thousand people joined 125 Wright College faculty, staff and student volunteers in June 2019 to celebrate the college’s 85th year of successful service to the community and to look ahead to the future with even greater opportunities. Wright’s recent successes include:

- Improved IPEDS completion rates.
- Improved transfer success rates and scope.
- Enhanced and integrated student support services with the creation of a one-stop shop, math emporium and writing center.
- Strengthened student engagement and participation.
- Committed to ongoing professional development with the creation of a Center for Teaching and Learning and year-round programming for faculty and staff.
- Strengthened commitment to being an outstanding Hispanic Serving Institution through new programs, courses, clubs, events, and activities.
- Created and implemented cutting edge information technology certificates and degrees.
- Partnered with Accenture to create an extraordinary apprenticeship program that is being modeled nationally.
- Established and growing engineering/pre-engineering programs with extensive educational and professional partners (including the Grainger School of Engineering at UIUC, IIT, UIC, SIU and Chevron), building on an NSF grant to strengthen the engineering pipeline.

Wright is the preeminent community college in northwest Chicago. The college has outstanding relationships with its feeder high schools, transfer partners, community-based organizations and neighborhood partners. The college evokes a special feel for those that study here, a recognition that Wright recognizes their individuality, their potential, and their challenges. We set the bar high, and we scaffold support. Building on these and other accomplishments, Wright College will increase its impact and effectiveness through rigorous program review, inclusive planning and analysis, and strategic investments in high-opportunity, high-growth areas that promise ever-greater success.

Wright’s Enrollment Management Planning

Enrollment management is the college’s core function: recruiting, educating, retaining and graduating students. Recent declines in enrollment are a source of great concern throughout Wright. Accordingly, enrollment management planning has been undertaken with urgency. We know that higher education is critical to our community’s health and economic well-being. A college education is the key determinant between those that have and those that do not. Our mission is to make sure that more of our community are educated and can lead a more meaningful, productive and prosperous life.

Wilbur Wright College established an Enrollment and Retention Committee in 2017. Stakeholders from administration, faculty, staff and students have been working together ever since with a shared focus on building capacity, setting targets, developing tactics and optimizing objectives. The committee’s work is informed by other Wright College planning and reporting efforts, most notably Wright’s Academic Plan, its AQIP HLC systems portfolio (a reaccreditation visit takes place in March 2020), Wright’s Equity Plan, the college’s strategic planning work, including its pursuit of a Center of Excellence in Engineering and Computer Science, and other reports. Wright consistently shares enrollment, budget and staffing data. Working from a data-informed foundation enables the committee to make deeper and more focused recommendations.
Requiring integrated planning, execution, and analysis, enrollment management demands that everyone at Wright work across units in an integrated, purposeful manner with a collective eye on shared improvements and outcomes. This plan emphasizes those shifts, elevating the operational work of enrollment management throughout the college’s leadership.

The committee’s recommendations have been shared across the college. Wright’s Executive Council is integrating this Strategic Enrollment Management Plan into the college’s strategic planning, budgeting and reaccreditation work. Updated dashboards, focusing on leading indicators and some key metrics elevated in this plan will be central to the plan’s implementation, oversight and effectiveness. Thanks to common values, a healthy culture of communication, and dedicated leadership throughout the institution, the plan will reinforce the college’s commitment to continuous improvement and inclusive excellence.

Faculty and staff at Wright are mission-driven, proud of the college’s history and eager to see it grow in scope, influence and impact. Over the decades and through its three divisions - credit, Adult Education and Continuing Education - the college educates students and families. Wright looks forward to educating its next generation of students now.

**Evidence and Realizations**

The college’s strategic enrollment planning is grounded in:

- **2018 Bain/City Colleges of Chicago value proposition study.** Results indicated that Wright’s student population is equally distributed across key segments: Concentrated Careerist (25%), Multi-tasking Skills Seeker (26%), Engaged Scholar (27%), and Focused Juggling Scholar (22%). Accordingly, the college must take a measured approach in implementing improvements.

- **2018 Wright College SWOT analysis** identified opportunities through greater integration of college functions, including student outreach and support, outstanding relationships with the broader community, CPS and CBOs, high-quality academic programs, growing numbers of early college students, transfer success stories and data, transitions of Adult Education students, career pipelines, and new academic programs and supports specifically designed for adult learners.

- **2019 Wright College enrollment trends and analysis,** noting:
  - More than 1,200 STAR scholars are enrolled at Wright. STAR scholars are central to the college’s full-time students, IPEDS cohort, and overall graduation rates -- 510 STAR scholars have graduated since the program’s inception.
  - The college has seen its largest decline in enrollment over the past five years in students over the age of 25. The percentage of students at Wright under the age of 22 has increased nearly 12% of the past five years.
  - For FY 2018, 41% of Wright’s students hailed from only three northwest Chicago zip codes (60634, 60639, 60641).
  - The percentage of Hispanic students has risen annually to over 61% and is projected to continue to increase.
  - Two of three students at Wright are part-time, an increase of 6% over the past five years.

- **2018 City Colleges of Chicago/NIU Environmental Scan** highlighted changing demographics in Wright’s service area, especially opportunities to provide more and different programming for adult students, ages 25-34. The scan also underscored a decrease in African-Americans, emphasizing the need for more focused outreach efforts and programming by the college.

- **2019 Ruffalo Noel Levitz Student Satisfaction Inventory,** a nationally normed survey, provided a gap analysis of student expectations and Wright’s success in meeting those expectations. Amid a range of opportunities, the SSI highlights the importance of personalized communication, advising, education and care in the classroom and across the college.
Wright’s Call to Action: From Planning to Action

The college’s enrollment management plan requires earlier and more systemic advising, existing program enhancement, new program development, and alignment with the college’s HLC and strategic planning. Coordination and then integration of activities is central to Wright’s plan. The college will target a limited number of key short-term efforts while maintaining a timetable for longer-term initiatives, such as program development.

Ground-up inclusive enrollment management work takes place through the Enrollment and Retention Committee. Enrollment management initiatives and information carries through to work with faculty at department and chairs meetings, with administrators through professional development and monthly meetings, on the front lines through the regular work of the leadership of the One-Stop (admissions, records, advising, financial aid and business services), and through college leadership at Executive Council. The college’s Academic Planning subcommittees (Academic Affairs, Student Services, Technology, Equity and Community) support the enrollment work and will facilitate the integration of the enrollment management plan and academic plan into a college-wide strategic plan.

Institutional Research and Planning works with all of the above groups through regular reporting and specialized analysis. A detailed dashboard for every semester serves as a baseline for shared understanding. An ongoing focus on leading indicators provides relevant committees and Wright leadership with a clear understanding of trends and areas of focus. Higher-level progress will be monitored through the College’s Executive Council.

The following plan outlines a multi-prong, multi-year cross-college initiative that will increase access and retention, revitalize college curricula and programs, strengthen the college’s commitment to outstanding customer service, advance Wright’s equity efforts, and enhance the college’s impact on our students, their families and our community. Assessing the effect of any one individual effort is difficult. Many of these actions will reach the same student in different ways over time. Future analysis demands greater sophistication to assess what is and is not moving the needle.

In sum, the college believes that significant gains are within our reach. Wright College doubled its IPEDS graduation rate in a six-year period. We are confident that meaningful advances will be made in terms of retention. The following targets are ambitious and attainable.
Enrollment History

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit/Skills</th>
<th>Continuing Education</th>
<th>Adult Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>11,412</td>
<td>1,984</td>
<td>5,512</td>
<td>18,524</td>
</tr>
<tr>
<td>2017-2018</td>
<td>11,300</td>
<td>1,870</td>
<td>5,147</td>
<td>17,998</td>
</tr>
<tr>
<td>2018-2019</td>
<td>10,920</td>
<td>1,972</td>
<td>4,675</td>
<td>17,247</td>
</tr>
</tbody>
</table>

Table 1: Unduplicated Headcount Enrollment by Career 2016 – 2019

Retention History – Credit Students Fall to Spring

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>7,602</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Completing a Degree/Certificate in Fall 2016</td>
<td>7,137</td>
</tr>
<tr>
<td>Re-enrolled at Wright Spring 2017</td>
<td>4,755</td>
</tr>
<tr>
<td>Re-enrolled at any CCC Spring 2017</td>
<td>4,820</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td>7,588</td>
</tr>
<tr>
<td>Not Completing a Degree/Certificate in Fall 2017</td>
<td>7,103</td>
</tr>
<tr>
<td>Re-enrolled at Wright Spring 2018</td>
<td>4,935</td>
</tr>
<tr>
<td>Re-enrolled at any CCC Spring 2018</td>
<td>4,974</td>
</tr>
<tr>
<td><strong>Fall 2018</strong></td>
<td>7,150</td>
</tr>
<tr>
<td>Not Completing a Degree/Certificate in Fall 2018</td>
<td>6,695</td>
</tr>
<tr>
<td>Re-enrolled at Wright Spring 2019</td>
<td>4,534</td>
</tr>
<tr>
<td>Re-enrolled at any CCC Spring 2019</td>
<td>4,597</td>
</tr>
</tbody>
</table>

Table 2: Retention Data 2016-2018
<table>
<thead>
<tr>
<th>KPI Metric</th>
<th>FY 2019 Preliminary*</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>17,043</td>
<td>15,841</td>
<td>16,274</td>
<td>16,814</td>
</tr>
<tr>
<td>Credit Enrollment</td>
<td>10,803</td>
<td>9,690</td>
<td>9,884</td>
<td>10,181</td>
</tr>
<tr>
<td>Adult Education Enrollment</td>
<td>4,587</td>
<td>4,631</td>
<td>4,770</td>
<td>4,913</td>
</tr>
<tr>
<td>Continuing Education Enrollment</td>
<td>1,971</td>
<td>1,900</td>
<td>2,000</td>
<td>2,100</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>135,017</td>
<td>116,280</td>
<td>188,608</td>
<td>122,172</td>
</tr>
<tr>
<td>Fall-to-Spring Retention</td>
<td>68.7%</td>
<td>71.5%</td>
<td>73.0%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>
Strategic Enrollment Management

Strategies & Targets

Strategic Direction 1: Pipeline (Access)
Increase the pipeline and diversity of applicants, adding more students to the funnel and targeting key areas to improve conversion and retention.

- Increase student pipeline – including Early College, STAR, Adult Education and adult learners.
- Broaden and deepen relationships with:
  - Four-year partners for improved completion, transfer and student success (UIC, NEIU, UIUC, IIT).
  - CPS and CBOs for improved access and conversion.
  - CBOs and other organizations for improved student support and retention (OMD, Gear Up, etc.).
  - Businesses and other organizations for improved curricula, programs and student success (Accenture, CTE programs, Chamber of Commerce, etc.).

Strategic Direction 2: Offerings (Opportunities)
Realign center of excellence to engineering and computer science focus.

- Center of excellence in engineering, computer science and innovation.
- New courses, programs, projects and opportunities.
- Expanded partnerships with higher education institutions, organizations and businesses.

Strategic Direction 3: Equity (Inclusive Excellence)
Practice equity mindedness and identify resources to advance student success throughout the institution.

- Expand equity outcomes data beyond class and program to student services and activities.
- Eliminate equity gaps through key targeted interventions.
- Promote student voice and experience in decision-making.

Strategic Direction 4: Student Experience (Retention and Engagement)
Improve retention by providing an exceptional student experience from the point of entry to completion.

- Connect students with faculty, staff, each other, and resources.
- Engage students in the learning process, campus community and opportunities at Wright and beyond.
- Employ technology and analysis to strengthen communication, outreach and support.
- Accelerate and expand professional development.
- Insure outstanding student services and experience across campuses.

Strategic Direction 5: Total Community Development (Anchor Institution)
Expand the college’s scope and impact to improve institutional relationships, bolster community, and improve enrollment.

- Enhance outreach and support for all students, including Adult Education, Continuing Education, Dual Credit, Dual Enrollment and others.
- Celebrate intergenerational student success.
- Amplify economic prosperity and economic mobility.
Celebrating its 25th year of service to the community, Wright College’s Humboldt Park campus has maintained a steady enrollment of 1,000 students for decades, drawing on a mix of Credit, Adult Education, and Continuing Education courses as well as certificate programs such as Basic and Advanced Manufacturing certificates, Criminal Justice, Computer Information, Web Development and Networking Basic Certificates. Both Wright campuses are integrated into one college; a quarter of all Humboldt Park students take courses at the main campus. Humboldt Park has met changing neighborhood demographics with aggressive student outreach, innovative programming, and personalized student support.

Key opportunities at Humboldt Park for the near term are highlighted below. Additional opportunities are integrated into the overall Wright College plan.

- Computerized Numerical Control (CNC) / Advanced Manufacturing.
  - NIMS accredited; enrollment is strong and we are one of the top producers of NIMS certifications in Illinois (200 over the last five years).
- New courses and programs: AAS in Manufacturing Technology slated for 2021.
  - Spring 2020 launch for class of 30 adults 18 years of age.
- Basic Nurse Assistant (BNA) Adult Education Bridge with Malcolm X.
  - Spring 2020 launch for 30 students for first cohort.
- Pedro Albizu Campos High School (PACHS) Dual Enrollment IT for 20 students.
- Association House Dual Enrollment – Criminal Justice and IT for 15 students (each program).
Strategic Direction 1: Pipeline (Access)

Goal: Increase the pipeline and diversity of applicants.

KPI – Enrollment and Retention

Strategies and Objectives:
1. Widen the applicant pool to increase applicant diversity among African Americans and Adult Learners, including students transitioning from Adult Education.
2. Increase the number of Star Scholarship recipients that apply to and enroll in the college.
3. Expand financial literacy workshops to local high schools and the community.
4. Increase the conversion rate of traditional applicants to include Early College students.
5. Increase the conversion rate of nontraditional applicants to include Adult Education and Continuing Education students.

Key Results:
1. Increased number of applicants and applicant diversity.
2. Increased enrollment of African American students, Adults Learners, and Early College students transitioning to Credit classes.
3. Increased financial literacy among secondary students and their families.
4. Increased application to enrollment conversion rate.

Environmental Scan and Institutional Data Points
- Most applicants are under the age of 25.
- The largest population group, by age, in Wright’s service area are between the ages of 25 and 34.
- 37% of the population in Wright’s service area have a higher degree than an associate degree.
- Five-year enrollment trend data indicates that we have an opportunity to widen the applicant pool for African American students.
- Early College enrollment has doubled over the past five years; for Fall 2019, EC represents 8% of total Wright credit enrollment.

Table 5: Pipeline (Access) Operational Plan

<table>
<thead>
<tr>
<th>Lead(s)</th>
<th>Timeline</th>
<th>Target</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Student Services, Admissions</td>
<td>FY 2020 start; ongoing</td>
<td>FY 2020 - Increase the number of applications from African Americans by 5%</td>
<td>• Work in concert with high schools that have large African American student populations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Leveraging the Star Scholarship, develop a relationship with the Big Shoulders Fund to identify prospective students.</td>
</tr>
<tr>
<td>Admissions</td>
<td>FY 2020 start; ongoing</td>
<td>Expand recruitment territory, FY 2020 (5) high schools, FY 2021 (10) high schools, FY 2022 (15) high schools</td>
<td>• Target high schools on the south side and west side of the City including private high schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Employ case-based recruiting to engage and track prospective students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Conduct “College Knowledge” workshops and seminars at local high schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Host career specific high school outreach events at the college (e.g., Cyber Day).</td>
</tr>
<tr>
<td>Office/Program</td>
<td>Start Date</td>
<td>Goals</td>
<td>Actions/Outcomes</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Admissions and Testing                            | FY 2020 start; ongoing | Increase the number of applications from adult learners. FY 2020, by 3%; FY 2021, by 5%, and FY 2022, by 8% | • Develop Virtual Campus Tours.  
  • Develop an Adult Learner virtual orientation program.  
  • Establish partnerships with local businesses to create a “Let’s Finish” campaign that will allow employees to return to the college to complete their credential or start anew. |
| Office of Academic Affairs, Office of Instruction, and District Office | FY 2020 start; ongoing | Increase the number of applications from adult learners. FY 2020, by 3%; FY 2021, by 5%, and FY 2022, by 8% | • Develop a comprehensive Prior Learning Assessment (PLA) Program.  
  • Develop and expand online program offerings.  
  • Develop noncredit to credit pathways. |
| DO Early College and Early College Coordinator, Admissions Recruitment, and Advising and Transition | FY 2020 start; ongoing | Increase Early College students who transition to College Credit, FY 2020, by 3%, FY 2021, by 5%, and FY 2022, by 8% | • Engage CPS Network Specialists and other key CPS staff to expand opportunities for Early College students to transition to Wright after high school graduation.  
  • Host a “Majors Fair” to better acclimate students with their career of interest and the college’s educational offerings.  
  • Conduct collaborative professional development efforts between EC CPS and Wright faculty to refine alignment efforts as means to ensure seamless student transition  
  • Host “College Knowledge” workshops for Early College parents to inform them of program offerings and ways to pay for education, including the Star Scholarship. |
| Admissions and Financial Aid                      | FY 2020 start; ongoing | Expand Financial Literacy Information to five (5) local high schools FY 2020; 5 more FY 2021; 5 more FY 2022 | • Recruiters and financial aid staff offer financial literacy workshops at the high schools for students and parents. (NB: NEIU/Title V partnership to provide pilot, material and structure). |
| Admissions and Testing Department                 | FY 2020 start; ongoing | Increase conversion rate, FY 2020, by 2%, FY 2021, by 4%, and FY 2021, 6% | • Call campaign and email to all applicants to encourage them to continue with the enrollment steps by immediately satisfying the placement step. |
| Advising and Transition with District Office      | FY 2020 start; ongoing | Increase conversion rate, FY 2020, by 2%, FY 2021, by 4%, and FY 2021, 6% | • Develop comprehensive outreach plan for prospective Star Scholarship recipients. |
### Strategic Direction 2: Offerings (Opportunities)

**Goal:** Establish a Center of Excellence with an Engineering and Computer Science focus.

**KPI – Enrollment and Retention**

**Strategies and Objectives:**
1. Create a Center of excellence in engineering and computer science innovation.
2. Create modernized courses, programs, projects and opportunities that directly address community and industry needs.
3. Deepen relationships with four-year partners including UIC, NEIU, UIUC, IIT and others.
4. Employ an alternative semester structure to increase the number of courses and full degree programs offered in the cohort, hybrid, evening, and weekend formats.
5. Increase the use of alternative teaching modalities in courses such as compressed, modular, contextualized, and co-requisite to address diverse student learning styles.

**Key Results:**
1. Developed Mechanical Engineer Technician program.
2. Developed Manufacturing Technology program.
3. Developed Software Engineering and Data Science Programs.
4. Developed Adult Education Bridges in Healthcare, Manufacturing, Business and IT.
5. Provided access to i-Pathways (Online High School Equivalency instruction) and Hybrid classes in HSE and ESL courses.

**Environmental Scan and Institutional Data Points**
- The number of basic certificates offered by Wright has declined and five-year trend data indicates a decrease in the number of certificates awarded.
- Environment Scan data indicates the largest population groups by age in Wright’s service area are in ages 25-39.

### Table 6: Offerings (Opportunities) Operational Plan

<table>
<thead>
<tr>
<th>Lead(s)</th>
<th>Timeline</th>
<th>Target</th>
<th>Initiatives</th>
</tr>
</thead>
</table>
| Office of Instruction | Fall 2019 to Spring 2020 | PACC approval of new AC and AAS degree in cybersecurity | • Working with industry partners, community boards, and advisor boards, develop stackable credentials to prepare students for high demand careers.  
• Build in internships/apprenticeships. |
| Office of Instruction | Fall 2020 to Fall 2021 | PACC approval of new cannabis career program, per state pilot (decision pending) | - Working with industry partners, community boards, and advisor boards, develop stackable credentials to prepare students for high demand careers.  
- Build in internships/apprenticeships. |
|-----------------------|------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Academic Affairs and Adult Education | Fall 2019 to Fall 2020 | Through cohort model, achieve 75% completion of Career Bridge HSE students who earn a BC | - Launch bridge programs that provide credit certificates to students completing High School Equivalency (HSE).  
- Provide wrap around services to transition to credit programs.  
- Each academic year add additional BC option. |
| Office of Instruction | Fall 2020 to Fall 2021 | PACC approval of new certificates and degrees in software engineering and data science with areas of concentration | - Working with industry partners, community boards, and advisor boards, develop stackable credentials to prepare students for high demand careers.  
- Build in internships/apprenticeships.  
- Coordinate faculty in CIS and business areas, including across other City Colleges, to develop stackable credentials in the data science field.  
- Develop in concert with industry partners, community and advisory boards in order to secure internship/apprenticeship opportunities as part of the educational experience. |
| Office of Instruction | Spring 2020 to Fall 2021 | Increase fall-to-fall and spring-to-spring Early College enrollment numbers by 5% | - Increase the number of partner schools.  
- Working with the high schools, structure the dual credit offerings intentionally.  
- Increase the personal outreach to each high school to one per term, and provide increased PD for DC teachers and principals. |
| Engineering Program | Summer 2020  
Summer 2022 | Increase engineering summer bridge program participant capacity 15% | - Continuous quality improvement based on current year feedback.  
- Increase instruction in chemistry and determine student learning outcomes. |
<p>| Engineering Program | Fall 2019 start; ongoing | Increase engineering ambassadors, tutors, and near-peer mentors by 10% per year | - Build community of practice through student-to-student support and mentoring. |
| Office of Instruction | Fall 2019 to Spring 2021 | PACC approval of AAS, Manufacturing Technology: CNC | - Address industry needs and provide employment opportunity for HP community through coordination with Daley College and informed through partnerships with industry, community, and advisory boards, to include internships/apprenticeships. |</p>
<table>
<thead>
<tr>
<th>Office of Instruction</th>
<th>Fall 2019 to Spring 2021</th>
<th>PACC approval of AAS, AC, BC, Mechanical Engineering Technology: Computer-Aided Drafting &amp; Manufacturing (CAD)</th>
<th>• Address industry needs and provide employment opportunity through stackable credentials for HP community through coordination with Daley College and informed through partnerships with industry, community, and advisory boards, to include internships/apprenticeships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Instruction</td>
<td>Fall 2020 to Fall 2021</td>
<td>PACC approval of online Paralegal program</td>
<td>• Address student access to in-demand academic programs.</td>
</tr>
</tbody>
</table>
| Academic Affairs and Engineering Program | Fall 2019 to Fall 2021 | Increase the number and variety of engineering pathways for Wright transfer students                                 | • Increase the number of students accepted to current UIUC Engineering Pathway and SIU Applied Engineering.  
• Increase number of students transferring to IIT, and continue to build more pathways to other university programs. |
| Office of Instruction | Summer 2019; ongoing     | Increase the number and percentage of courses offered through hybrid, evening/weekend, and online delivery formats, and compressed, modular, contextualized, and co-requisite teaching modalities | • Working with the Admissions Office, identify new populations of students to be served through alternative scheduling.  
• Develop a student profile structure that will enable staff to identify the teaching modalities that will best serve each student.  
• Goal of 3% increase in alternative modalities per year.  
• Expand reach through more flexible office hours. |
| Academic Affairs and Continuing Education | Fall 2019; ongoing | Increase the number of CE courses and offerings, increasing enrollment, for career and professional development | • Align and develop CE course offerings with new and existing credit courses for increased enrollment/interest for Adult Learnings.  
• CE course development underway in AWS cloud, Microsoft Azure cloud, other IT, data, manufacturing, and business realms. |

**Strategic Direction 3: Equity (Inclusive Excellence)**

**Goal:** Employ equity mindfulness and deploy resources to advance student success throughout the institution.

**KPI – Enrollment and Retention**

**Strategies and Objectives:**
1. Establish a learning environment that provides equitable opportunities for success for all.
2. Eliminate equity gaps through key-targeted interventions.
3. Expand equity outcomes data beyond class and program to student services and activities.
4. Increase external resources that support diversity, equity, and inclusion to close the student achievement gaps.
5. Promote student voice and experience in decision-making.
Key Results:
1. Increased retention and completion.
2. Greater awareness and education for students about the services the College provides.
3. Implementation of key strategies in ILEA plan.
4. Expanded network of external partners supporting HSIs and equity initiatives.
5. Increased student participation on college decision-making committees and task forces (shared governance).

Environmental Scan and Institutional Data Points
- Institutional data indicates the enrollment for African American students has decreased by -46.9%, Credit, -44.9%, Adult Education, and -53.4%, Continuing Education.
- Environmental Scan data indicates 35.6% of the population in Wright’s service area speak both English and Spanish.
- Data/reporting from ILEA project (ongoing).

Table 7: Equity (Inclusive Excellence) Operational Plan

<table>
<thead>
<tr>
<th>Lead(s)</th>
<th>Timeline</th>
<th>Target</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Instruction (Career Programs) and the Wright College Equity Team</td>
<td>FY 2020 to FY 2021</td>
<td>Implementation of the Wright JobHire Initiative to serve 118 participants. 70% of the targeted students will participate in the initiative; 60% or more will complete their selected training program; 50% or more will earn an industry certification; and 50% or more will obtain job placement within 6 months of program completion.</td>
<td>• Offer free short term job training in the industry areas of Advanced Manufacturing, IT, and Public Safety for African Americans who reside in the Austin Community as a means equip them with the skills and competencies needed to obtain market valued employment with a livable wage. • Work in concert with the Austin Coming Together organizational network to identify program participants and conduct neighborhood pop up registration and enrollment sessions. • Leverage resources among the ACT network to expand and enhance job training and job placement services to Wright JobHire participants.</td>
</tr>
<tr>
<td>Academic/Student Affairs</td>
<td>Spring 2020; ongoing</td>
<td>Assign students at the 25% benchmark of progression</td>
<td>• Develop a coach and mentoring model that directly connects faculty, department advisors, and discipline chairs to students to advise and guide students on their academic goals (i.e., transfer, internships, apprenticeship, job search, and etc.) through graduation.</td>
</tr>
<tr>
<td>HSI Team – Humboldt Park and College</td>
<td>FY 2020 preparation; apply in FY 2021</td>
<td>Re-apply for the Excelencia Seal</td>
<td>• Using feedback from Excelencia, customize programs/supports for greater Latinx outreach and support.</td>
</tr>
<tr>
<td>Equity Committee</td>
<td>FY 2029 and ongoing</td>
<td>Disaggregate data of student course</td>
<td>• Focus attention on equity performance in gateway English and Mathematics courses.</td>
</tr>
</tbody>
</table>
| Office of Instruction | Fall 2019 start; ongoing | Each academic program reviews achievement gap data by course per department to determine target improvements | • Distribute data for all courses and share across college to increase awareness.  
• Close performance gaps for African American students improving the overall success of all students at Wright College. |
|----------------------|-------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Office of Instruction, Center for Teaching and Learning (CTL), English Department | Spring 2020 start; ongoing | Improve student performance in reading and writing to impact student success rates in courses, particularly the high FDW courses | • Faculty target specific course(s) to reduce the equity gap.  
• Identify interventions, implement interventions, and test hypotheses.  
• Each fall FDW will include presentation of data and strategies.  
• Each fall will expand the courses and approaches taken. |

**Strategic Direction 4: Student Experience (Retention and Engagement)**

**Goal:** Improve retention by providing an exceptional student experience from the point of entry to completion.

**KPI – Enrollment and Retention**

**Strategies and Objectives:**
1. Increase and strengthen faculty and staff coordination and efforts in support of student retention.
2. Increase student engagement in the learning process, campus community and opportunities at Wright and beyond.
3. Employ new technologies and analysis to strengthen communication, outreach and support for students.
4. Accelerate and expand professional development for customer service.
5. Insure consistent outstanding student services and experience across units and campuses.
6. Create a three-tiered mentoring model that will support students from application to graduation.
7. Increase and expand student financial literacy, planning and management.

**Key Results:**
1. Increased retention.
2. Increased engagement of students in the college community.
3. Improved student satisfaction and meeting of their needs.
4. New mentoring model in support of improved student completions.
5. Increase numbers of students receiving financial coaching, planning and support.
6. Decrease number of students with SAP holds.
Environmental Scan and Institutional Data Points

- Bain Survey results indicates Wright College’s Net Promoter Score at 45%.
- For past three years, Wright’s retention has ranged from 67% - 70%.
- Full-time students tend to retain at 80%; part-time students tend to retain at 60%.
- STAR students retain at 90%.
- Five percent of Wright’s credit enrollment is in Foundational Studies.
- Students in good financial health (no DEL holds) retained at 79% for Fall 2018.

Table 8: Student Experience (Retention and Engagement) Operational Plan

<table>
<thead>
<tr>
<th>Lead(s)</th>
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</table>
| Student Services      | Fall 2019 initiated; ongoing | Achieve Net Promoter Score (NPS) of 50                                  | • Incorporate Net Promoter Score question in surveys and evaluations.  
• Track, identify, and amplify programs that improve NPS. |
| Student Services      | FY 2020; ongoing      | Deploy Service Excellence Initiative                                     | • Incorporate entire college community in training opportunities related to customer service.                                                |
| Advising and Transition | Fall 2019; ongoing | All currently enrolled students not in completion segment             | • Pre-Registration campaign, text messages, emails, posters around campus and in the classrooms to encourage students to complete the pre-registration steps prior to the start of the Early Registration period.  
• Collaboration with the faculty to reinforce the message for students to complete pre-registration through announcements in the classroom.  
• Conduct direct outreach for upcoming registration. |
| President, IT and SGA | Fall 2019; ongoing | Ten percent of students using the app                                  | • Update Wright College app in Android and IOS.  
• Increase awareness and usage of app.  
• Adjust app to meet student needs. |
| Advising and Transition | Fall 2020 start     | New Adult Learners will participate in the Adult New Student Orientation | • Pilot New Student Orientation for Adult Students with an emphasis on expediting degree attainments through transcript evaluation, military credit, CLEP, IB, AP, and reverse transfers. |
| Advising and Transition | Spring 2020 start; ongoing | All STAR recipients (781 initial target) | • STAR scholars are required to meet with assigned college advisor to develop education/transfer plan and establish schedule of classes for spring 2020.  
• Improve STAR retention from 93% to 95%. |
| Advising and Transition with CCC | Fall 2020 start; ongoing | New online new student orientation for all students not in F2F | • Develop and implement the Online NSO. |
| President, IT, Student Affairs, and Academic Affairs | Fall 2019 launch; ongoing | Increase retention of all students | • Increase awareness and usage of GetSet.  
• Wright first community college to implement this peer-to-peer online platform. Four year institutions have seen 4% - 8% increase in retention, fall to fall, with full implementation.  
• Increase retention annually (+2% per year).  
• Analyze impact of GetSet on student usage of support services. |
| Dean of Student Services, Dean of Instruction and Faculty | FY 2020 start; ongoing | Increase enrollment/prior to the end of the term | • Implement strategies to reinforce registration activities. |
| Dean of Instruction and Student Services | Fall 2019 start; ongoing | Noel Levitz Student Satisfaction Survey | • NLSSI steering committee established.  
• Identify key subgroups and opportunities for action.  
• Coordinate efforts to see plans developed, implemented, evaluated and revised to improve student retention. |
| Office of Instruction and Advising | FY 2020 start; ongoing | Increase the fall to fall and spring to spring retention of new and continuing students by 3% | • Employ a three-tiered-model (Pre-College Advising-Coach & Mentoring) that will enable students to have direct and prescribed advising supports to students from the aspiration to the graduation stage of their academic journey. |
| Office of Instruction and Faculty | Fall 2019 start; ongoing | Increase use of Early Alert and Brightspace Gradebook | • Re-establish outreach campaigns for early alert, faculty to faculty.  
• Track, report and partner with IT for use of Gradebook in Brightspace.  
• Use student leadership to encourage and support usage. |
Strategic Direction 5: Total Community Development (Anchor Institution)

Goal: Expand college’s scope and impact to improve institutional relationships, bolster community, and improve enrollment.

KPI – Enrollment and Retention

Strategies and Objectives:
1. Enhance outreach, communication and support for all students and their families, including Adult Education, Continuing Education, Dual Credit, Dual Enrollment, credit and others, celebrating intergenerational student success.
2. Increase continuing education offerings and enrollment for revenue and for impact on credit/adult education.
3. Strengthen existing and establish new community partnerships.
4. Promote internal and external communication and campus culture to reflect core values of the college.
5. Enhance engagement with program advisory boards to increase student success and opportunity, inform our curriculum, and help us meet industry needs.

Key Results:
1. Increased and leveraged alumni and employee engagement.
2. Improved methods of communication through clearly developed communication plans.
3. Developed Marketing Plan.
4. Increased curriculum and WBL input from program advisory board members.
5. Improved acknowledgment of business partnerships.
Environmental Scan and Institutional Data Points
- One in four households in Wright’s service area lack computing access and are either naturalized citizens or not U.S. citizens.
- One in ten residents of Wright’s service area are in poverty.
- One in three residents of Wright’s service area speak English and Spanish.
- Analysis indicates significant intergenerational overlap of Wright students over time and across units (credit, adult education, continuing education).

Table 9: Total Community Development (Anchor Institution) Operational Plan

<table>
<thead>
<tr>
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</table>
| President’s Office, Academic Affairs, Community Liaison, Research & Planning, Dean of Student Services | Spring 2020 start; ongoing   | Partnership with High Schools and CPS                                   | • Revisit/reaffirm partnerships, data sharing, visits and programming with 25 top feeder high schools.  
  • Implement NEIU Title V – a 50/50 partnership – working with 13 low-income high schools in northwest Chicago. |
| Enrollment/Retention, Adult Education, Continuing Education            | FY 2021 implementation; ongoing | Implement cross-unit Wright Marketing                                  | • Promote internal and external communication and campus culture to reflect core values of the College – AE, CE & credit – to promote intergenerational knowledge/awareness of College. |
| Continuing Education                                                  | Fall 2019 start; ongoing      | Expand courses and programs, on-site and off                           | • New courses for career enhancement/development at main campus and Humboldt Park.  
  • New courses for personal enhancement at main campus and Humboldt Park.  
  • New camps and K-12 offerings for children.  
  • Targeted outreach to businesses in northwest Chicago for training opportunities. |
| President’s Office, Academic Affairs, Community Liaison, Research & Planning, Adult Education | Fall 2019 start; ongoing      | Partnership with local CBOs, organizations and businesses              | • Expand Wright presence and relevance with northwest Chicago CBOs, organization and businesses, stressing intergenerational success and relevance.  
  • Seek new grant/partnership opportunities for specialized programs, building from success with Erie House, Safer Foundation, PACHS, etc. |
| President’s Office, Community Liaison                                 | FY 2020; ongoing              | Implement (1) annual partnership acknowledge activity for the         | • Develop and implement an annual President’s Business Appreciation Awards Breakfast to recognize business and non-profit partners for their |

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<table>
<thead>
<tr>
<th>Office of Instruction (AD Career Programs)</th>
<th>FY 2020; ongoing</th>
<th>Implement DAYCUM specific workshops with program advisory boards</th>
<th>• Conduct industry needs and competency mapping efforts with advisory board to ensure workforce skills demands are met in college programming and WBL opportunities.</th>
<th>commitment, contributions, and support of the College mission and its students.</th>
</tr>
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<tbody>
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<td></td>
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<td>college partners</td>
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### Acknowledgement of the Enrollment Retention Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Romell Murden-Woldu</td>
<td>Committee Chair, Dean, Student Services</td>
</tr>
<tr>
<td>Linda Huertas</td>
<td>Associate Dean, Student Services, Recruiting and Admissions</td>
</tr>
<tr>
<td>Sherrea Washington</td>
<td>Registrar</td>
</tr>
<tr>
<td>Brian Trzebiatowski</td>
<td>Director, Research &amp; Planning</td>
</tr>
<tr>
<td>Merry Mayer</td>
<td>Assistant Professor, Social and Psych Science</td>
</tr>
<tr>
<td>Antonia Sanders</td>
<td>College Administrative Assistant I, Dean of Student Services</td>
</tr>
<tr>
<td>Ramon Cabrales</td>
<td>College Recruiter, Recruiting and Admissions</td>
</tr>
<tr>
<td>David Potash</td>
<td>President</td>
</tr>
<tr>
<td>Gabe Estill</td>
<td>Associate Dean, Instruction</td>
</tr>
<tr>
<td>Susan Calabrese</td>
<td>Director, Transfer Center, Advising and Transition</td>
</tr>
<tr>
<td>Cara Verigan</td>
<td>Full Professor, Business Coordinator, Paralegal Program</td>
</tr>
<tr>
<td>Robert Prorok</td>
<td>Business Manager, College Business Office</td>
</tr>
<tr>
<td>Carolina Verdial</td>
<td>College Administrative Assistant I, Advising and Transition</td>
</tr>
<tr>
<td>Alanka Brown</td>
<td>Vice President, Academic and Student Affairs</td>
</tr>
<tr>
<td>Emily Anderson</td>
<td>Dean, Adult Education</td>
</tr>
<tr>
<td>Tammy Harrison</td>
<td>Associate Dean, Student Financial Services</td>
</tr>
<tr>
<td>Julius Nadas</td>
<td>Full Professor, Mathematics Consultant/FC4 Liaison</td>
</tr>
<tr>
<td>Alexa Heinrich</td>
<td>Content Marketing Specialist, Marketing and Communications</td>
</tr>
<tr>
<td>Edwin Medina</td>
<td>Student</td>
</tr>
<tr>
<td>Victoria Salgado</td>
<td>Alumna, Layout and Design</td>
</tr>
<tr>
<td>Maria Llópiz</td>
<td>Associate Dean, Student Services, Advising and Transition</td>
</tr>
<tr>
<td>Pamela Monaco</td>
<td>Dean, Instruction</td>
</tr>
<tr>
<td>Vinita Subramani</td>
<td>Director, Disability Access Center</td>
</tr>
<tr>
<td>Tracy Mitchell</td>
<td>Full Professor, Physical Science</td>
</tr>
<tr>
<td>Mary Kinkaid</td>
<td>Coordinator, Academic Support Services, Advising and Transition</td>
</tr>
</tbody>
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