Jefferson College
Strategic Enrollment Management and Retention Plan
## 2018-2023

Introduction

Jefferson College is dedicated to the process of establishing a comprehensive plan for student recruitment, enrollment, persistence, retention, and completion. In 2012, a Strategic Enrollment Management and Retention Committee was formed as part of an overall restructuring of institutional committees. The purpose of this committee is to create an institution-wide, data-driven process designed to intentionally recruit students and retain them through the achievement of their goals. The committee charge includes the following:

- Continually gather and analyze data relevant to the Mission of the College;
- Develop, implement, and assess a Strategic Enrollment Management Plan to:
  - Lead initiatives to recruit and support the optimal number of students fostering a diverse campus community;
  - Facilitate friendly and effective processes for supporting students from first contact to completion of their goals;
  - Provide a supportive educational environment promoting student goal achievement.
- Support the Mission, Vision, and Strategic Plan of Jefferson College;
- Provide ongoing analysis of new program opportunities and existing program enrollments/opportunities;
- Gather and analyze data to inform scheduling decisions;
- Conduct environmental scanning and forecasting; and
- Drive campus discussions in response to student, community, and workplace needs.

An outcome of the committee charge was the development of the Strategic Enrollment Management and Retention Plan (SEM/R Plan) subcommittee to lead the charge to develop, implement, and assess a strategic enrollment management plan. In 2013, a SEM/R Plan was created that focused on initiatives to recruit and support students. In 2018, the SEM/R Plan was revised to incorporate measurable goals to help gauge success of initiatives implemented. The revised plan is designed to provide a

comprehensive guide of goals and strategies related to the major phases of the student enrollment cycle: recruitment, enrollment, persistence, retention, and completion. Data is analyzed and used to set benchmark and target goals for each of the SEM/R Plan areas. Strategies are then developed and assessed annually to determine success of meeting target goals, and new strategies are selected each year to provide a cycle of implementation, assessment, and adaptation.
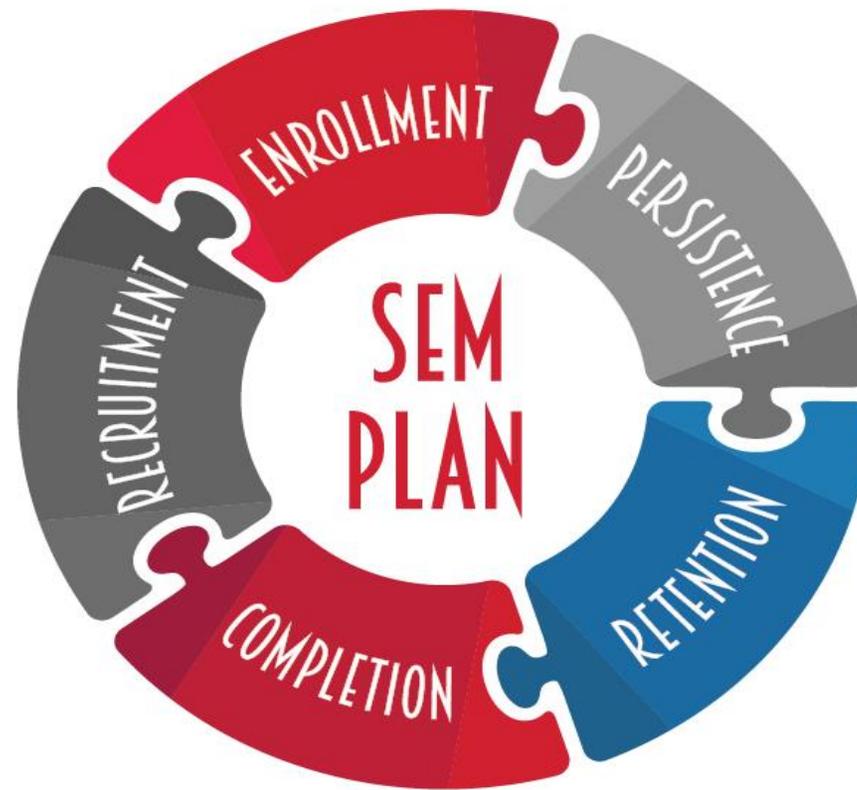
Connection to Jefferson College Strategic Plan and Mission, Vision, and Values

Each strategy developed and many of the measurable goals established in the Strategic Enrollment Management and Retention Plan are tied to the Strategic Aims of the College's Strategic Plan. Furthermore, the Strategic Plan references the development and implementation of the SEM/R Plan.

Strategic Aim 1: Student Learning and Support:

➢ Jefferson College will facilitate positive learning outcomes through quality curriculum, excellent instructional strategies, and comprehensive support services.

    Objective 1.2.A:

    o   1.2.A.: Develop and implement a strategic enrollment management plan

This design is strategic and intentional to ensure that both plans are working together to support the Mission, Vision, and Values of Jefferson College.

Mission

Jefferson College serves our community by delivering quality learning opportunities that empower individuals to achieve their goals.

Vision

Jefferson College strives to inspire our community to explore, develop, and engage in innovative learning experiences in a supportive and inclusive environment.

Values

Jefferson College fosters a culture of excellence for its community of students, faculty, and staff by embracing the following values:

SUCCESS: Supporting a focus on achievement, self-discovery, scholarship, creativity, completion, and skill mastery;

ACCESSIBILITY: Fostering an environment of diversity and inclusion where a culture of collaboration responds to the needs of our communities through quality and affordable educational opportunities;

INTEGRITY: Encouraging open, honest, and respectful communication; committing to accountability in all interactions, operations, and procedures;

<u>LEARNING</u>: Establishing a high-quality learning environment that features collaborative and innovative engagement, academic freedom, professional development, and continuous assessment for improvement; and

<u>SERVICE</u>: Infusing a spirit of civic engagement through community volunteer initiatives, cultural enrichment, and service-learning opportunities.

Guiding Principles

A Strategic Enrollment Management and Retention Plan embraces the College's Mission, Vision, and Values and is connected to the overall Strategic Plan. Collecting, analyzing, and utilizing data is central to the process of developing, assessing, and revising the SEM/R Plan, which incorporates the following principles:

➢ analyzing historical and current data
➢ establishing appropriate measurable goals
➢ identifying target goals
➢ developing strategies
➢ aligning strategies with the Strategic Plan
➢ assessing strategies/practices to determine effect on measurable goals.

At Jefferson, we believe that enrollment growth can be strategically influenced by internal actions when these actions are closely linked with the College's Strategic Enrollment Management and Retention Plan. This plan is designed to assist the College to use data analysis in a strategic manner to meet our student recruitment, enrollment, persistence, retention, and completion goals.

Institutional Goals

Enrollment: 4,300

Persistence: 75% goal

Retention: 65% goal for full-time; 47% for part-time

Completion: 30% graduation; 20% transfer
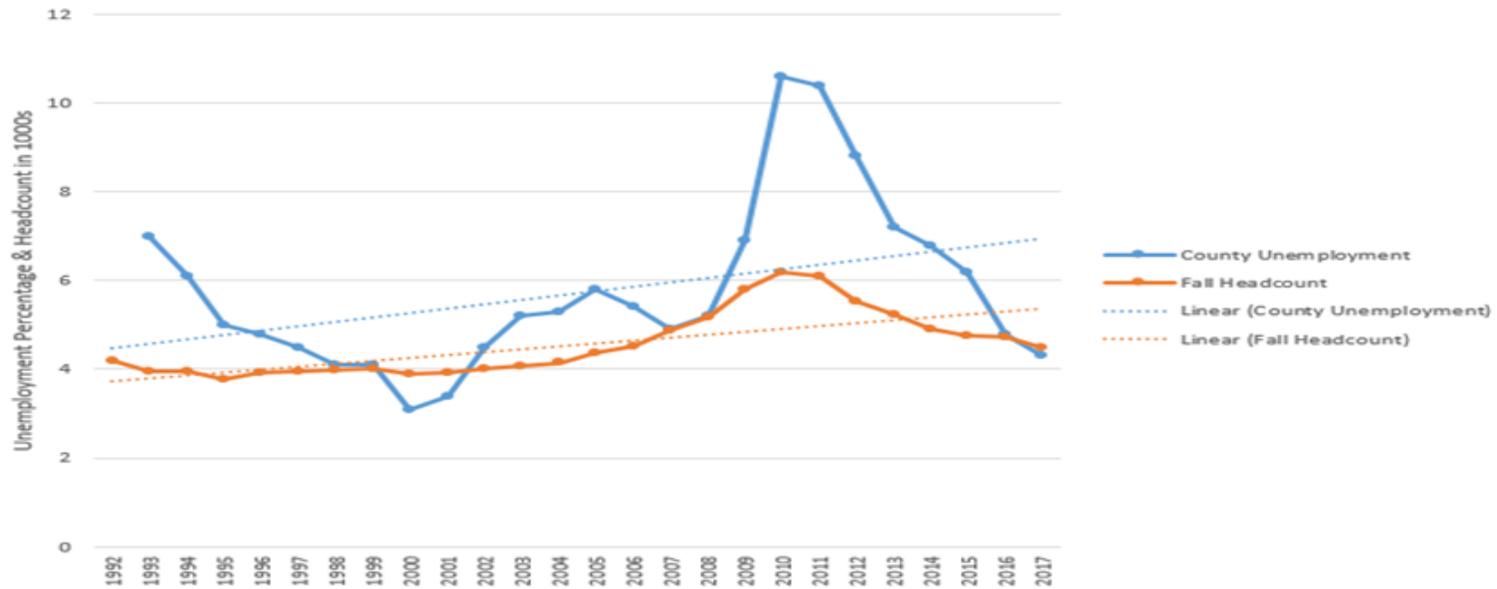
Enrollment Observations

There are several factors that impact the enrollment at community colleges. The recession of 2007-2009 lead to a dramatic enrollment spike at Jefferson College, with a peak enrollment of 6203 students in Fall 2010. Since that time, Jefferson College has experienced a steady enrollment decline. The Jefferson County unemployment rate nearly mirrors the enrollment trends. As the economy rebounded, people who otherwise might consider attending college opted to go directly into the workforce. In addition, our region has a high demand of manufacturing employers; therefore, some students are able to complete one to two semesters of coursework and obtain substantial earnings in the workforce.

A Data Task Force was developed in spring of 2017 to determine data relevant to enrollment and to review historical enrollment trends. Data points determined to be relevant included:
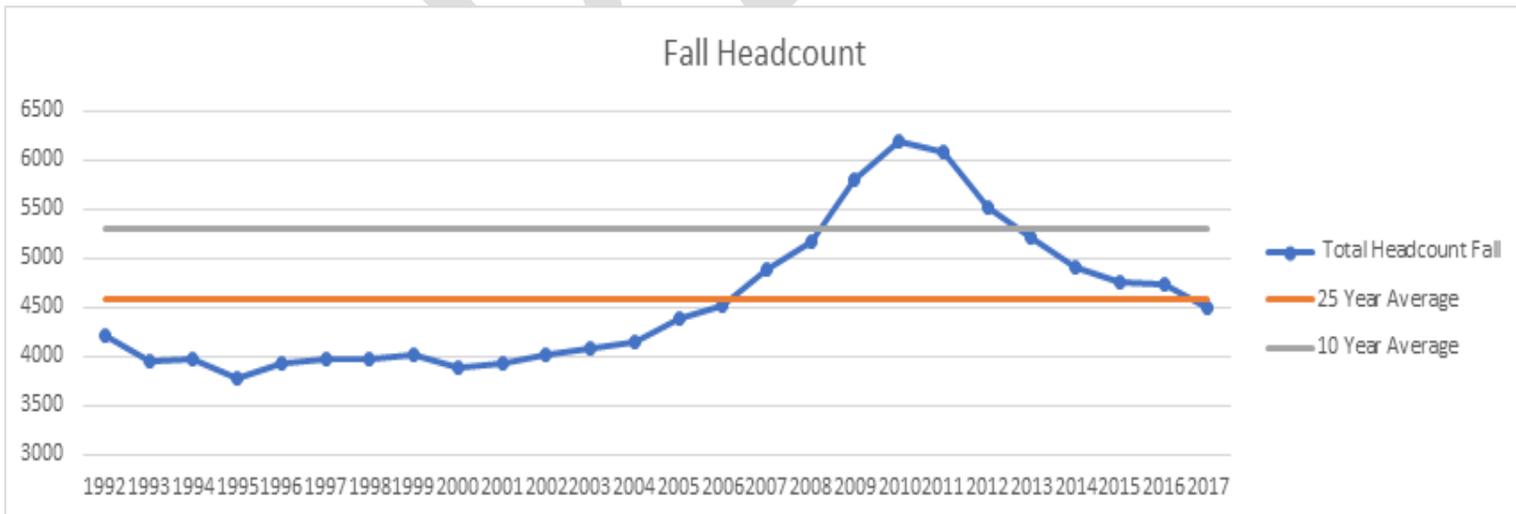
- ➢ Population trends for Jefferson County;
- ➢ 12th grade enrollment of county public high schools;
- ➢ County unemployment rates.

An analysis of relevant data, and a 25-year historical review of enrollment headcount and enrollment trends was conducted. As a result a three-year linear trend prediction was developed for fall 2018. A copy of the SEMR Data Task Force Report is provided in *Appendix A*. Based on all information provided, SEM/R Committee members established *an institutional enrollment goal of 4,200* students for the fall 2018 semester.

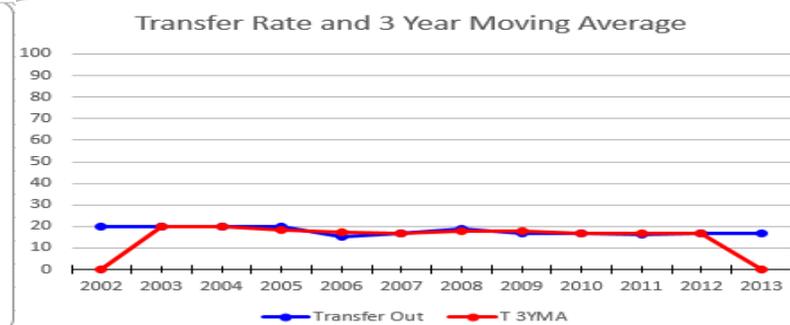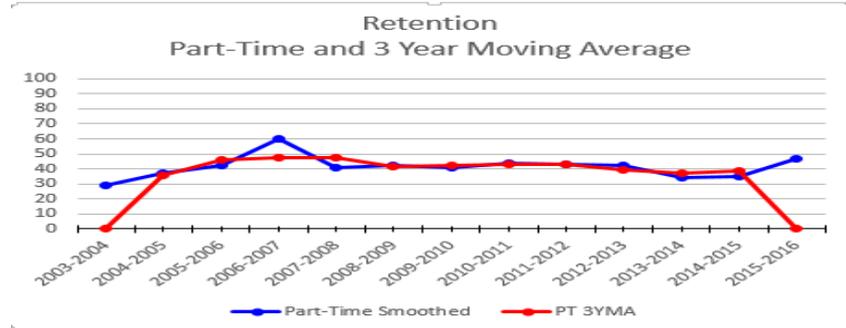## Jefferson County Unemployment Rate & Fall Headcount

Legend:
- County Unemployment
- Fall Headcount
- Linear (County Unemployment)
- Linear (Fall Headcount)

Y-axis: Unemployment Percentage & Headcount in 1000s (0, 2, 4, 6, 8, 10, 12)

X-axis: 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017

Fall Headcount

Legend:
- Total Headcount Fall
- 25 Year Average
- 10 Year Average

Y-axis: 3000, 3500, 4000, 4500, 5000, 5500, 6000, 6500

X-axis: 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017
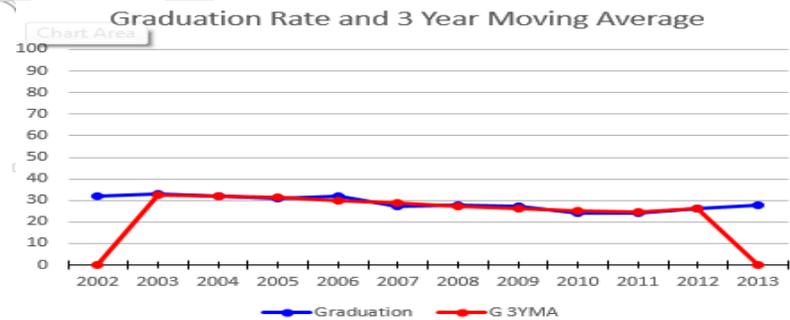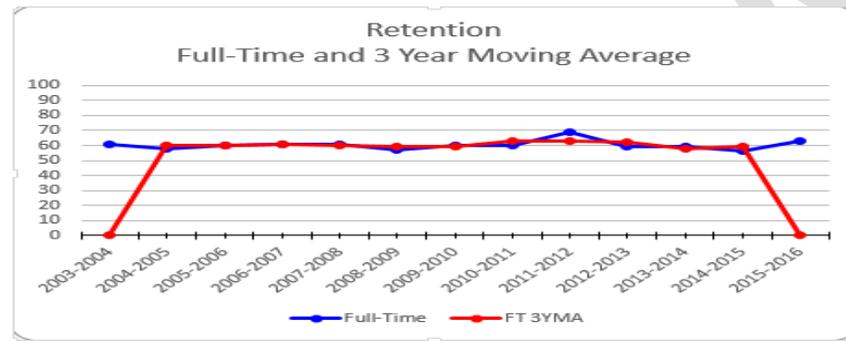
Retention and Completion

Retention and completion at community colleges can be difficult to define and measure as students enroll for various reasons. Additionally, most community campuses are designed for the commuter student, to allow the opportunity to take classes as needed while working and living in the community. As a result, student integration and engagement can be challenging to coordinate outside of the classroom. Many students do not take advantage of the full support of academic and extra-curricular opportunities available to assist them toward completion of their goals.

The Data Task Force reviewed historical retention and completion rates at Jefferson College. A 3-year moving average was developed, with retention rates broken down by full-time/part-time and completion rates split into graduation/transfer. To be consistent with IPEDS reporting, the Task Force defined retention rates as fall-to-fall persistence. Full-time and part-time retention rates, as well as graduation and transfer rates are provided below.

Retention Full-Time and 3 Year Moving Average

Graduation Rate and 3 Year Moving Average

Retention Part-Time and 3 Year Moving Average

Transfer Rate and 3 Year Moving Average

Overarching Enrollment Management and Retention Vision

Effective enrollment management requires campus-wide involvement and resolve to ensure processes and services are in place to provide a supportive educational environment. Strategic procedures must be implemented that are designed to intentionally navigate students to the successful completion of their goals. Jefferson College is dedicated to developing initiatives designed to recruit a diverse campus community and facilitate friendly and effective processes. In 2014, Enrollment Services (ES) was created to implement a one-stop-shop for admissions, advising, registration, financial aid, transfer, and career services. Their mission is to provide an accessible, comprehensive, student-centered support network to help students succeed in their educational endeavors. New students are enrolled in a Student Orientation Seminar (SOS) and a First Year Experience (FYE) course to educate students about services and opportunities available on campus. The goal is to facilitate awareness and interaction with the campus-wide support network in place to assist in the transition to college life. The College has a newly re-modeled and re-imagined state-of-the-art Library that offers a variety of spaces, resources, and services to support students. Additionally, in 2018, the Academic Success Center (ASC) was re-designed to provide a centralized location for students to receive academic help needed to be successful. Jefferson College continues to assess and evaluate the processes and services available to promote completion of student goals.

Performance Assessment

Assessment and evaluation are a critical component of the 2018-2023 Strategic Enrollment Management and Retention Plan. It was developed with the intention to measure target goals of each strategy implemented to determine effectiveness. Each year baseline data will be captured for each goal, to determine whether an impact of the target goal can be detected. In addition to this data, student feedback will be incorporated to establish satisfaction of services. The Noel Levitz Student Satisfaction Survey is facilitated every other year, which helps to ascertain student opinion. This instrument allows the opportunity to review items of importance to students and then analyze satisfaction based on the level of importance.

Strategic Enrollment Management & Retention Plan Subcommittee – 2017-2019

- ❖ Kimberly Harvey, Vice President of Student Services, Co-Chair
- ❖ Kathy Johnston, Director Enrollment & Retention, Co-Chair
- ❖ Terry Kite, Interim Associate Dean of Social & Natural Sciences
- ❖ Stacey Wilson, Registrar
- ❖ Holly Lincoln, Director Enrollment Services
- ❖ Richard Stephenson, Academic Success Centers Coordinator
- ❖ Laura McCloskey, Student Support Coordinator for Project SUCCESS
- ❖ Barbara Haynes, Associate Professor – Nursing
- ❖ Laura Klaus, Interim Director of ATS
- ❖ Roger Barrentine, Director Public Relations & Marketing

Data Task Force – 2017-2019

- ❖ Kimberly Harvey, Vice President of Student Services, Co-Chair
- ❖ Kathy Johnston, Director Enrollment & Retention, Co-Chair
- ❖ Stacey Wilson, Registrar
- ❖ Christopher DeGeare, Interim Associate Dean of Business & Technical Education
- ❖ Robert Brieler, Interim Associate Dean of Math, Computer Science, Institutional Research
- ❖ Patricia Aumann, Director Institutional Effectiveness & Strategic Planning
- ❖ Brandon Whittington, Instructor - Psychology

The Strategic Enrollment Management and Retention Plan (SEM/R) Leaders for each Key Enrollment Lifecycle

Recruitment: Holly Lincoln and Kathy Johnston

Persistence: Terry Kite and Laura McCloskey

Enrollment: Stacey Wilson and Kathy Johnston

Completion: Kimberly Harvey and Stacey Wilson

Retention: Richard Stephenson and Barb Haynes

Strategic Enrollment Management and Retention Plan 2018-2023

Goals and Strategies

Key Enrollment Lifecycle	Goal	Baseline Data	2023 Target	Strategies	Timeline	Strategic Plan Alignment

Recruitment
 	
Starts from the first point of contact to the point of acceptance into Jefferson College
	❖ Increase percentage of graduates applying to attend after high school graduation:
	  ○ dual credit/dual enrollment (Residency 5)
	  ○ ATS
	  ○ home-school
	  ○ HiSET graduates
	❖ Increase percentage of completed FAFSAs/not applied (internal)
	❖ Increase percentage of diverse student populations applying (internal)
	❖ Increase percentage of non-traditional aged students applying (internal)
		DC/DE (Res 5 excluding Home School): 30%
		
		ATS: 44%
		
		HiSET: 60%
		
		FAFSA completers: avg. 6,139
		
		Diverse Student Applicants: 9%
		
		Non-traditional aged applicants (25+): 41%
			DC/DE (Res 5 excluding Home School): 35%
			
			ATS: 80%
			
			HiSET: 65%
			
			FAFSA completers: 6,262 *(2% growth)*
			
			Diverse Student Applicants: 12%
			
			Non-traditional aged applicants (25+): 45%
				Develop targeted communication to Early College, ATS, and HiSET students, parents, and personnel to promote Jefferson College.
				
				Increase communication with prospective, returning, or transfer students who need to complete the FAFSA.
				
				Develop strategies to market/showcase JC to all county counselors.
				
				Host Pre-Advising Student Sessions (PASS) and FAFSA fill-out assistance in the community for targeted populations.
					FY2020
					
					FY2021
					
					FY2022
					
					FY2023
						Aim: 2
						
						Objective 2.1:
						
						Institutional Strategies:
						2.1.A
						
						2.1.B
						
						2.1.C

Key Enrollment Lifecycle	Goal	Baseline Data	Target	Strategies	Timeline	Strategic Plan Alignment
Enrollment *Starts from the point of acceptance*	❖ Increase conversion rate of applicants to enrollees (internal) ❖ Increase conversion rate of dual credit, dual enrollment, ATS, and HiSET students enrolling after high school completion ❖ Increase conversion rate of applicants who have completed FAFSA to enrollees. ❖ Increase percentage rate of enrollees for high school and home-school graduates. ❖ Increase percentage of diverse student populations enrolling (IPEDS) ❖ Increase percentage of non-traditional age students (25+) enrolling.	Conversion rate of Applicants enrolled: 42% Conversion rate of HiSET Completers: 57% Conversion rate of FAFSA completers and applicants to enrollees: 62% Percentage of diverse student enrollment: 6.6%	Conversion rate of Applicants enrolled: 50% Conversion rate of HiSET Completers: 65% Conversion rate of FAFSA completers and applicants to enrollees: 64% Percentage of diverse student enrollment: 8%	Research tools needed that provides a method to target and track applicants not enrolled. Increase communication to recent high school graduates to provide enrollment and financial aid assistance. Increase communication to students who have applied to JC and completed a FAFSA. Explore incentives and strategies for diverse and non-traditional aged students to enroll (to include HiSET completers).	FY2023 FY2020 FY2021 FY2022	Aim: 1 Objective 1.1 Institutional Strategies: 1.1.A 1.1.B Objective 1.2 Institutional Strategies: 1.2.A 1.2.D

Key Enrollment Lifecycle	Goal	Baseline Data	Target	Strategies	Timeline	Strategic Plan Alignment
Persistence *Fall to Spring semester enrollment*	❖ Increase persistence rates from fall to spring (internal) ❖ Increase percentage of students in good academic standing at the end of fall semester (internal) ❖ Increase percentage of students successfully completing FYE fall-to-spring. (internal) ❖ Reduce percentage of students receiving mid-terms deficiencies for the fall semester. (Internal)	Persistence rates fall-to-spring: 71% Percentage of students in good academic standing end of fall semester: 85% Percentage of students receiving mid-term deficiencies for the fall semester: 23%	Persistence rates fall-to-fall: 75% Percentage of students in good academic standing end of fall semester: 88% Percentage of students receiving mid-term deficiencies for the fall semester: 20%	Explore methods to enhance the Student Participation System to allow increased communication to students upon absences. Develop intentional engagement strategies targeted to students with mid-term deficiencies. Revise FYE to incorporate PREP, or similar system, in place of Future Focus Plan to build degree path; explore student mentor partnerships. Identify strategies for students who self withdraw from	2021 2020 2022 2023	Aim 1 Objective: 1.1 Institutional Strategies: 1.1.A 1.1.F 1.1.G Objective: 1.2 Institutional Strategies: 1.2.C 1.2.D

				courses, to include advisor notification.		

Key Enrollment Lifecycle	Goal	Baseline Data	Target	Strategies	Timeline	Strategic Plan Alignment
Retention *Fall to fall semester enrollment*	❖ Increase fall-to-fall retention rates of full-time students (first-time, degree/certificate-seeking students) (IPEDS) ❖ Increase fall-to-fall retention rates of part-time students (first-time, degree/certificate-seeking students) (IPEDS) ❖ Decrease percentage of undecided students (internal) ❖ Increase percentage of students utilizing the Academic Success Center.	Fall-to-fall full-time student retention: 63% Fall-to-fall part-time student retention: 47% Percentage of undecided students: 17%	Fall-to-fall full-time student retention: 65% Fall-to-fall part-time student retention: 47% Percentage of undecided students: 15%	Increase student interaction with faculty and support services to promote academic integration. Increase student social integration opportunities. Develop method to determine when/why students withdraw. Explore guided pathways or appropriate avenues to increase student awareness of career options. Develop intentional strategies for students to utilize the Academic Success Center.	FY2022 FY2023 FY2021 FY2020 FY2022	Aim 1 Objective: 1.1 Institutional Strategies: 1.1.D 1.1.F Objective: 2.1 Institutional Strategies: 1.2.C 1.2.D

Key Enrollment Lifecycle	Goal	Baseline Data	Target	Strategies	Timeline	Strategic Plan Alignment
Completion *Program completion or transfer*	❖ Increase graduation rates (full-time, first-time, degree/ certificate-seeking students) (IPEDS) ❖ Increase transfer-out rates (full-time, first-time, degree/ certificate-seeking students) (IPEDS ❖ Increase number of sub-baccalaureate degrees and certificates awarded, by level (IPEDS) ❖ Increase percentage of students who are on track to graduate after completion of 42 hour general education core (internal)	Graduation rates (full-time, first-time, degree/ certificate-seeking students): 27% Transfer-out rates (full-time, first-time, degree/ certificate-seeking students): 17% Number of sub-baccalaureate degrees and certificates awarded, by level: 790	Graduation rates (full-time, first-time, degree/ certificate-seeking students): 30% Transfer-out rates (full-time, first-time, degree/ certificate-seeking students): 20% Number of sub-baccalaureate degrees and certificates awarded, by level: 850	Perform degree audits for students with 50+ credit hours and develop method to track outreach to students. Explore Exit Exam options to increase opportunities for completion. Develop manner for students to easily monitor courses needed for degree completion. Explore software or tools available to determine class times and class selection needed for student completion.	FY2021 FY2020 FY2023 FY2022	Aim 1 Objective: 1.3 Institutional Strategies: 1.3.A Objective: 1.4 1.4.A

Data used for the SEM/R Plan was obtained through IPEDS reporting or internal reporting.   Internal data was provided by the Interim Associate Dean Mathematics, Computer Science, and Institutional Research; Interim Associate Dean of Business & Technical Education; and the Student Information Analyst.

Appendix A

https://www.jeffco.edu/sites/default/files/stu_serv/VPSS/semr_data_task_force_report_march_2018.pdf