

Enrollment Retention Committee

January 10, 2020

10-11:30 a.m.

TTC 4380

- I. Call to Order
- II. Approval of November Meeting Minutes
- III. Departmental Updates
- IV. Institutional Research Update – **Dan Mondoux**
- V. Academic Probation Fall 2019 outcome – **Evan Pauken**
- VI. Student Services Hours of Operation – **Laura Cosby**
- VII. Enrollment and Retention Plans – **Evan Pauken**
- VIII. Other

Retention Plan Progress Monitoring (updated July 2019)

Operational Recommendation	Officially Proposed	Initial Meeting(s)	Partially Planned	Fully Planned	Executed or Piloted	Continuous Improvement	Expanded Implementation	Fully Scaled	Notes
Revise course schedule	X	X	X						A/R/R brought proposal to ISSES committee
Caseload based advising	X	X	X						Draft caseloads developed, criteria determined
Mid-Term grades	X	X	X						Retention brought universal reporting proposal to ISSES committee
Revamp early alert	X	X	X	X	X	X	X	X	Ongoing output and outcome analyses
Developmental placement	X								Indicators built in CRM
Recapture stop-outs	X	X	X	X	X				Second “cohort” delivered May 2019
Course attendance	X	X	X						Plan mapped, AWH 2 nd floor for pilot in W19
Campaign alignment	X	X	X	X	X	X	X		Campaigns = prospect thru completer
Dropped non-pay outreach	X	X	X	X	X	X	X		Ongoing outreach and monitoring
Student in-take survey revision	X	X	X	X	X	X	X	X	F19 in place, CRM campaigns integration
Focus Projects	Officially Proposed	Initial Meeting(s)	Partially Planned	Fully Planned	Executed or Piloted	Continuous Improvement	Expanded Implementation	Fully Scaled	Notes
Identify at-risk factors	X	--	X						Retroactive look at F18 survey data that may correlate with outcomes
Math remediation w/ K-12	X	X	X						Initial meetings with potential partners
CRM implementation	X	X	X	X					Retention implementation continues, Framework is developed
Asset map development	X	X	X	X	X				Asset map vehicle = Department Directory
Ongoing Projects / Programs Influencing Retention	Officially Proposed	Initial Meeting(s)	Partially Planned	Fully Planned	Executed or Piloted	Continuous Improvement	Expanded Implementation	Fully Scaled	Notes
FYE	X	X	X	X	X	X	X		Continuing to scale/add programs
Mandatory orientation	X	X	X	X	X	X	X	X	Analysis MO course outcomes complete
Mandatory career advising	X	X	X	X	X	X	X	X	All UNDC FTIAC/ many other prog. incorporated
Academic probation	X	X	X	X	X	X	X		3 rd semester recorded
Gateways to Completion	X	X	X	X	X				
GLW, AMP, 8x8, Rapid Rev.	X	X	X	X	X	X	X		
KVAAP	X	X	X	X	X	X			First cohort began Fall 2018

Enrollment-Retention Committee Minutes

December 13, 2019

Present: C. Almeda, A. Cederberg, C. Cockerel, M. Collins, L. Cosby, L. Depta, E. Dominianni, C. Dunten, P. Eagan, A. Fontaine, C. Gearig, K. Johnson, J. LaPenna, P. Linden, B. Lueth, A. Marsh-Peak, N. Nielsen, D. Mondoux, M. Pauken, E. Pauken, T. Welsh.

Absent: M. Adams, E. Bell, D. Coates, C. Colella, L. Cool, T. Corbett, S. Hermann, S. Hubbell, C. Olson, B. Reynolds, C. Ross, C. Stroven, L. Thomas, M. Thompson, C. Voss

Minutes were approved; motion by M. Collins, support from A. Cederberg

Jill LaPenna, FT Nursing Faculty, was introduced

IR Update

- Preliminary persistence
 - Similar to last 6 years = 46.1%
 - Anticipate being down approximately 6% overall
 - Currently at 81% of goal
 - Anticipate some growth in Winter
- Question re: best way to measure retention
 - Per reporting criteria established by XXXXX
 - Fiscal year to fiscal year
 - Based on cohorts
 - Per Dan, no “best way”
 - Measuring credit attainment
 - Better reflection of persistence
 - captures degree seeking
- Winter 2020 Registration/Enrollment Efforts
 - Get It Done
 - TY for all assistance/collaboration with events
 - First time for 2 winter events
 - More new students participated than returning students – atypical
 - Specific student groups were targeted
 - Megan to advise re: number of Promise students participated
 - TTC low turn out
 - Question of holding prior to Thanksgiving
 - Many TTC students had complicated issues, but those were addressed
 - Number were waitlisted
 - AWH
 - Kudos: Jessica/Meredith: organization/system
 - Fewer students but interactions/depth of questions was more dynamic
 - 36 participants; 25 were not registered
 - Will identify Financial Aid point person as resource
 - Students were grateful for events
 - Layout was great
 - “met them where they were”
 - Welcome tables at entrances; directions to Forum
 - Suggestions to get word out re: registration
 - ? Additional tables:
 - Faculty area – had increased traffic, 3 previous weeks
 - Learning center

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- “How to Register” on desktops in computer center
- Messages on all surfaces at AWH
- Wall paper on instructional computers
- Will continue with set-up planning team
- Pizza for Credit
 - Will reach out to departments for support/assistance
 - Will plan to do earlier in the year
- Comment re: having communication re: students being “wait listed” to come from Deans
 - Follow up with Deans to be done

New Student Orientation (non-FTIAC)

- NSO required for FTIAC only
- Question re: number of returning/non-trad students participate in NSO
 - Coty to provide data
- Would be helpful to include other populations
 - Transfers, etc.
 - Question re: non-traditional adults: FTIAC or non-FTIAC?
 - Very little contact with this group;
 - This population group extremely important
 - On-line delivery could be customized to that population
 - Check list could be modified
 - Change communication strategy
 - Foster active, warm engagement via welcome letter and messaging
 - Can facilitate vis TX
 - Offer exclusively in Spanish
 - Helpful to get family support at home
 - Translation services on request
 - Darren Chase
 - ? work study
 - Budgetary concerns
 - Per Mike, contingency funds for pilot; incorporate into budget to move forward
 - Hispanic Heritage Activities
 - Planning in process
 - Sep – Oct 2020
 - Could include family interaction/enrollment activities
 - Contact Linda Depta if interested in participating in planning
- Reality Check
 - Walk/crawl/run
 - Have to identify
 - critical points
 - must be clear/narrow with outcomes initially
 - Services must be able to provide optimum level of delivery
- Contact Coty if interested in assisting with development of adult/transfer NSO

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Student Services Hours of Operation

- Need to coordinate full-service across disciplines
- Question re: institutional forum of flex-time
- **NEXT AGENDA**

Other

- Cheryl Almeda
 - TY for feedback on presentation; went well
 - Will be on sabbatical next semester; Anna Fontaine to cover
 - Advised that Career Advisor positions are down to 2 from 6
- NSO scheduled for Wed, 12/18

**ENROLLMENT-RETENTION COMMITTEE
DEPARTMENTAL UPDATES
01.10.2020**

ENROLLMENT

- Begin working on collaborations with multiple departments and academic programs to put a plan in place for specific area recruitment strategies.
- Partner with marketing to focus on enrolling new students in 12 and second 8 week classes.
- Enrollment is continuing to partner with Marketing to aid in email, calling and other outreach campaigns to promote enrollment for Winter 2020.
- Scheduling many upcoming group tours targeted toward area middle schoolers and specific high school programs within Allegan, Van Buren and Kalamazoo counties.

INTERNATIONAL

- Wind Turbine Academy
 - July Wind Turbine Academy
 - Initial session international students will be eligible to participate in due to approvals for M visas
- WMU Collaboration
 - Meeting w/WMU re: collaborative recruitment trip to Columbia, likely in April
- International Holiday Party
 - Dec. 19, 4-6 pm at AWH
- 6 new full-time enrollments for winter as of 1/8/2020

RETENTION AND COMPLETION

- ReUp Partnership Review
 - Held in December
 - 609 unique enrolled students to date since beginning of our partnership
 - Equates to a 4.6% yield to date (14,000+ students have been provided to ReUp)
 - slightly higher than the return rate experienced by their other partners

Academic Probation

- Outcomes after Fall 2019 grade roll are as follows:

Distinct Count	Academic Standing Code	Academic Standing Description
11	DX	Academic Dismissal
18	WP	Warning, Completed Student Success Plan
42	PX	Probation, Action Required
93	00	Good Standing, but withdrew from all registered courses
194	WX	Warning, Action Required
1,907	GO	Good Standing
1,956	IO	New student attempted <12 cr hours (not subject to policy)
3,669	ZZ	Standing, Prior to Policy (grandfathered, not subject to policy)

ENROLLMENT-RETENTION COMMITTEE

DEPARTMENTAL UPDATES

01.10.2020

- Intake Survey
 - To better understand the reason(s) students register so close to the start of the semester, the intake survey questions have been altered for the remainder of the Winter 2020 semester. Late registrants are being asked the following questions. Results will be analyzed to inform future practices and strategies in our attempt to encourage early registration for all students.
 - (1) Please indicate any of the following reasons you are registering so close to the start of the Winter 2020 semester (select all that apply).
 - (2) KVCC has several courses that begin during the 4th and 8th week of the semester. How likely would you be to pursue this option if the courses you needed were available?
 - (3) Which of the following best describes your experience with registration at Kalamazoo Valley:
 - (4) What can Kalamazoo Valley do to make the registration process easier that may encourage earlier registration for students?

STUDENT SUCCESS

January

- 6
 - Cougar Kick-off: Winter Edition 10:00 am-2:00 pm TTC (Tower Entrance)
 - Winter Semester Welcome Activities – CAH & ACC
- 14
 - MCS Meet and Greet - Martin Luther King Jr. 11:00 am-1:00 pm TTC 4230
- 15
 - Multicultural Meet & Greet- Martin Luther King Jr. 11:00 am-1:00 pm AWH 128B
- 16
 - Personal and Professional Branding 12:30 pm-1:30 pm TTC TBD
- 21
 - Transfer Tuesday 11:00 am-1:00 pm AWH Lobby
 - Sister 2 Brother Meeting 3:00 pm-5:00 pm TTC 4230
 - Kalamazoo Promise Services Meet & Greet 12:00 pm-3:00 pm TTC 9318
 - Personal and Professional Branding 3:00 pm-4:00 pm AWH TBD
- 28
 - "I'm getting a financial aid refund, now what?' & other budgeting questions.12:00 pm-1:00 pm TTC 4230
 - Transfer Tuesday 11:00 am-1:00 pm TTC 4240
 - Brother 2 Brother Meeting 3:00 pm-5:00 pm TTC 4230

ENROLLMENT-RETENTION COMMITTEE
DEPARTMENTAL UPDATES
01.10.2020

Advising/Counseling

- Winter Semester Efforts (Dec 1 – Jan 7)
 - Dec 1 – Jan 17
 - 1,711 student meetings (appointments, drop-in, NSO)
 - Jan 13 - 17
 - Drop-in continues
 - Appointments available
 - Jan 20 (and forward) Drop-in
 - Tue 8:30 am – 7 p.m.
 - Wed Noon – 7 p.m.
 - 6 p.m. - last student “sign-in”
 - Friday advising/counseling meeting schedule in process
 - Contact Angela for appointment

Excellence in Academic Advising

Kalamazoo Valley CC was selected as one of 12 institutions in the Urban Ecosystems Cohort of the Excellence in Academic Advising (EAA) initiative. This is a joint effort by the John Gardner Institute and the National Academic Advising Association (NACADA), largely funded by The Kresge Foundation. EAA engages institutions in a holistic and systematic review of academic advising from a teaching and learning perspective, with support and guidance from experts in the field and experts in educational/organizational change. The evidence-based action plans and decisions emerge from the systematic, intentional, and cross-institutional approach. By looking at multiple years of past data through increased retention, graduation, and ultimately economic mobility.

(jngi.org/excellenceinacademicadvising)

This work is included in our continuing journey with Guided Pathways and is an exciting opportunity for our institution.

Call to Action:

The EAA Liaisons (Laura Cosby, Paige Eagan, and Angela Marsh-Peek) are looking for faculty volunteers who are interested in serving on various EAA Conditions Work Groups. These Work Groups will be meeting during the 2020 calendar year to complete a series of Key Performance Indicator questions that are specific to each EAA Condition. This will lay the foundation of the work to create an action plan for years 2 and 3 of the grant initiative. The Condition Work Groups as defined by EAA are listed below. The Equity, Inclusion, and Diversity Condition will be integrated throughout all Condition Work Groups.

If you are interested in serving on a Condition Work Group, please submit your interest via SignUp Genius at <https://www.signupgenius.com/go/409094AADAB2AA4F58-eeacondition> by Wednesday, January 15, 2020.

We are also happy to answer questions.

Laura Cosby: lc Cosby@kvcc.edu

Paige Eagan: peagan@kvcc.edu

Angela Marsh-Peek: amarshpeek@kvcc.edu

Learning

Institutions assure that academic advisors are knowledgeable about the institution's expected learning outcomes, curriculum, pedagogy, and the student learning process. Excellent advising programs also establish curriculum, pedagogy, and student learning and developmental outcomes for academic advising throughout a student's educational experience. Academic advising outcomes are aligned with the institution's curriculum, academic advising mission, and goals. These outcomes are systematically assessed and refinements are made based upon documented assessment results.

Advisor Selection and Development

Institutions employ effective selection practices, professional development, and appropriate recognition and rewards for all advisors and advising administrators. Institutions and/or units establish clear expectations and requirements for advisors as well as systems for formative and summative feedback to advisors. Establishing position/role requirements for primary role advisors and processes for selecting, hiring, salary scales, and retaining quality academic advisors provide consistency for students and supports program sustainability. Ongoing professional development programs ensure that those in the academic advising community are current in advising skills and knowledge and that advising practice reflects the core values and competencies for excellent academic advising.

Improvement and the Scholarship of Advising

Institutions committed to systematic assessment and evaluation recognize the complexity of the educational process and its theoretical underpinnings. They operate under the principles of ongoing, evidence-based plans for assessment of both advisors and advising programs. Members of the academic advising community are both critical consumers of, and contributors to, the scholarly literature, including the effects that advising can have on students and the role of advising in higher education.

Collaboration and Communication

Effective academic advising requires coordination and collaborative partnerships among all units across campus. These partnerships foster ongoing communication and promote resource sharing. A collaboratively developed strategic communication plan, inclusive of all institutional stakeholders, involves frequent and intentional exchanges of information and ideas, is routinely reviewed and updated, and advances a shared aspirational vision for academic advising across all units.

Organization

Excellent advising programs are intentionally organized across the institution to meet the institutional academic mission, goals, and intended outcomes. The organization of academic advising must have structured leadership, appropriate resources, and a systematic approach to continuous assessment and improvement. The organizational structure supports the roles of all academic advisors, regardless of title.

Student Purpose and Pathways

Effective academic advising directs students to explore and define their own purpose, goals, and curricular pathways to achieve learning and developmental outcomes. Curricular plans must be coherent, enrich students' programs of study, and support their educational goals, career and life aspirations. Partners and key stakeholders collaboratively and closely examine all student transitions and develop policies and practices to overcome barriers and optimize learning and success.

Technology Enabled Advising

Excellent academic advising incorporates appropriate technology to complement, support, and enhance advising practice. This requires institutions to include academic advisors in the selection, delivery, and assessment of advising technologies. Institutions must provide on-going training in the use and potential applicability of dynamic tools as a means to strengthen advising practice and culture.

Institutional Commitment

Institutions recognize that academic advising is a shared responsibility integral to the students' educational experience and the institution's teaching and learning mission. This commitment begins with an institutional academic advising mission statement that is informed by the values and beliefs of the institution. Both widely understood and articulated in institutional documents, this statement informs practice as well as the administration, organization, delivery, and assessment of academic advising.

Equity, Inclusion, and Diversity

Note: This will be integrated throughout all Condition Work Groups instead of a separate Work Group.

Excellent academic advising demonstrates a commitment to the values and culture of inclusivity and social justice. It encourages individual and institutional conversations that promote understanding,

respect, and honor diverse perspectives, ideas, and identities. Academic advising policies and practices reflect a commitment to equity, inclusion, and diversity.