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FINDINGS AND RECOMMENDATIONS FOR ACTION

Enrollment Opportunities Analysis
Kalamazoo Valley Community College • Kalamazoo, Michigan

Introduction

Peter Bryant and David Trites, consultants for Noel-Levitz, visited Kalamazoo Valley Community College (KVCC) on August 6-7, 2013, to launch the consultation and to conduct an enrollment opportunities analysis involving both recruitment and retention. We wish to commend KVCC for initiating an analysis on what the college is currently doing and might be doing to improve the quality of student life and learning, increase new student enrollment, improve retention and graduation rates, and to foster student satisfaction and success.

This summary report is intended to provide feedback on current enrollment-related strategies and practices, includes a set of recommendations designed to help achieve its enrollment goals, and is intended to inform KVCC’s efforts to develop a sustained, coordinated, state-of-the-art enrollment management program.

The analysis and areas of individual and group discussion included the following general areas of inquiry:

- A review of present marketing, recruiting, and retention efforts;
- A review of current staffing and capabilities in support of the enrollment program;
- Database enrollment management procedures and use of data for analysis, tracking, projections, and reporting;
- A review of current admissions operations and systems to communicate with students at the inquiry, application, admit, and registration stages;
- Ways KVCC targets marketing, according to audience;
- A review of available market research and ways that the research is being used in formulating current action plans, and the current position of the college in the marketplace;
- Desired position and image in the marketplace;
- Present conversion (inquiry-to-applicant) and yield (accept-to-enroll) strategies;
- Current utilization of human resources including admissions staff, student success and student support staff, marketing, administration team, faculty, and students;
- Current strategies designed to improve the quality of student life and learning; and
- The use of technology to enhance retention and recruitment.
The goals for the visit were to outline the scope of the consultation, in the context of providing an analysis of the current enrollment management model at KVCC; and identify strengths, challenges, and issues to be considered in the development of a program to improve enrollment.

The goals for the consultation were to:

- Contribute to the development of student success and retention improvements for student enrollment growth by conducting a thorough analysis of existing enrollment systems, processes, and activities;
- Identify practical recommendations for improving current enrollment strategies;
- Benchmark current enrollment programs, systems, and procedures against best practices and standards at similar community colleges;
- Identify a cohesive, customized framework for achieving enrollment goals; and
- Provide an exit briefing presentation.

The Enrollment Opportunities Analysis proceeded in four steps.

**Step One: Pre-Visit Data Review**

Prior to the campus visit, the college provided a completed 28-page Institutional Enrollment Assessment form to assist us in gaining an initial understanding of KVCC’s current marketing, recruiting, and retention strategies. We want to thank Laura Cosby, Diane Vandenberg, E.J. Bast, and the staff who assembled these advance materials and coordinated our two-day visit. In addition, we would like to thank Cathy Colella for taking notes during the faculty focus group (those notes are in the Appendix to this document).

**Step Two: On-campus Opportunity Analysis Agenda**

August 6, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Marketing/Recruitment Consultant</th>
<th>Student Retention Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Meet with campus contacts to review agenda and goals for the day – Diane Vandenberg and Laura Cosby</td>
<td>(SSC Conference Room #9318)</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Meet with President’s Cabinet</td>
<td></td>
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<tr>
<td></td>
<td>• Louise Anderson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dennis Berrch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sandy Bohnet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Steve Cannell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jim DeHaven</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Linda Depta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Steve Doherty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Terry Hutchins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kathy Johnson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• President Marilyn Schlack</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Board Room #3365)</td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Meet with directors of advocates, focus, counseling, strengths, and career/employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• LaJoyce Brooks</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Agenda Item</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Meet with admissions staff to review current plan, strategies, and practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lori Evans, Edward Bast, Linda Depta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Admissions Work Room #9145)</td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Meet with financial aid staff to review current awarding practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roger Miller, Sue Newington, EJ Bast (sitting in)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Financial Aid Work Room)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with institutional research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steve Cannell, institutional research director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael Hall, database analyst</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laura Cosby</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SSC Conference Room #9318)</td>
<td></td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch with student focus group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Melody Woods, Adam Lozier, Mery Tynnes, Sonja Harrison, Kelsey McKellar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Farooq McKellar, Alesha Glenn, Shelby Dutra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SSC Conference Room #9318)</td>
<td></td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Meet with faculty focus group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jeff Shouldice, Cheryl Almeda, Harland Fish, Bill deDie, Marty Adams, Stella</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lambert, Robin Murchison-Greene, Michael O'Keefe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SSC Conference Room #9318)</td>
<td></td>
</tr>
</tbody>
</table>
3:00 p.m. | Meet with marketing/Web team to review current practices and plan for the coming year
- Linda Depta
- Thomas Wrench
- Carol Heeter
- Mike Thompson
- Steve Cook
  *(Admissions Work Room)*  

4:00 p.m. | Enrollment Management Committee
- Laura Cosby
- Diane Vandenberg
- Dennis Bertch
- Steve Cannell
- Roger Miller
- Linda Depta
- Thomas Wrench
- Jackie Cantrell
- Sue Newington
- Terry Hutchins
- Carol Heeter
- Edward Bast
  *(SSC Conference Room #9318)*  

5:00 p.m. | Meet with campus contacts – Diane Vandenberg and Laura Cosby
  *(SSC Conference Room #9318)*  

5:30 p.m. | Adjourn

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**August 7, 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Marketing/Recruitment Consultant</th>
<th>Student Retention Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Meet with deans and department chairs</td>
<td></td>
</tr>
</tbody>
</table>
  - Dean McCurdy
  - Tom Buszek
  - Billy Reynolds
  - Jim Taylor
  - Dennis Bertch
  - Susan Mott
  - Karen Matson
  *(SSC Conference Room #9318)*  |
| 10:00 a.m. | Meet with student services group                                                                  |                                                                                                |
  - Elizabeth Lyons
  - Mary Johnson
  - Cathy Colella
  - Coty Dunten
  - Diane Vandenberg
  - Laura Cosby
  - Jackie Cantrell
  *(SSC Conference Room #9318)*  |
11:30 a.m.  Lunch and preview of key findings with campus contacts

12:30 p.m.  Exit briefing preparation and set up

1:00 p.m.  Exit briefing
  • Featuring identified opportunities for improvements and realistic goals for enrollment and revenue
  • Consultants share observations and recommendations
  (Room #9130)

2:30 p.m.  Implementation discussion
  • Begin planning how to implement the recommendations and learn how Noel-Levitz could continue to assist you

3:00 p.m.  Depart campus

Focus group questions varied by individual or group interviewed, but the purposes may generally be categorized as follows:

- Gather information about current recruitment and retention strategies, processes, and programs;
- Elicit perceptions of strengths and weaknesses in an effort to clarify impressions about programs, faculty, administrators, staff, services, facilities, location, and campus environment;
- Begin to identify why students come to KVCC, why they stay, why they leave, and what makes a difference; and
- Measure clarity and strength of commitment toward efforts to improve the quality of student life and learning.

**Step Three: Executive Briefing and Preliminary Recommendations**

We concluded the site visit by providing an exit briefing. The PowerPoint presentation used in that briefing has been provided electronically to the campus and is included in the Appendix of this document.

**Step Four: Written Executive Summary**

As a result of this analysis, we were able to make the written observations in this report regarding KVCC’s present enrollment program, as well as delineate some specific recommendations to assist the college to enhance recruitment and retention efforts.

It is important to note that a two-day visit is not adequate to fully understand all of the complexities and nuances of KVCC’s recruitment and retention programs; however, we believe we were able to begin to assess KVCC’s current state. We were also able to begin assessing the enrollment issues and challenges ahead as the college seeks to reverse the current enrollment decline by improving recruitment and retention.
Current Enrollment State at Kalamazoo Valley Community College

Stated Enrollment Goals

1. Create a data- and results-driven strategic enrollment plan with the necessary supporting services to attract and retain students.

2. Increase market share of students direct from high school in Kalamazoo, Van Buren, and Allegan counties.

3. Increase number of nontraditional students enrolling from district served.

4. Identify and develop a goal- and strategy-driven recruitment plan for the Groves Campus Career Academies.

5. Develop a comprehensive communications plan to increase participation in dual enrollment.

Stated Primary Enrollment-Related Needs and Interests Associated with the Visit

1. “What is possible?” What are best practices in attracting and retaining students and which can be implemented at KVCC immediately and long-term?

2. What are the elements and key components of a comprehensive enrollment plan for an institution like KVCC as they apply to student access and success?

3. What external tools, surveys, and resources are available to improve the efficiency and effectiveness in attracting and retaining students?

4. What implications, challenges, and opportunities are associated with changes in admissions and financial aid policies and procedures?

5. What research, data, and ongoing enrollment reports are needed to make informed enrollment decisions?

6. In what ways can Noel-Levitz reinforce and support KVCC in meeting immediate and long-term enrollment and revenue goals?

The following table represents the current state of enrollment at KVCC:

<table>
<thead>
<tr>
<th>Enrollment overview</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollment</td>
<td>16,577</td>
<td>17,602</td>
<td>17,516</td>
</tr>
<tr>
<td>First-year</td>
<td>1,465</td>
<td>1,452</td>
<td>1,538</td>
</tr>
<tr>
<td>Transfers</td>
<td>295</td>
<td>207</td>
<td>163</td>
</tr>
</tbody>
</table>
Funnel overview of KVCC fall 2012 is as follows:

<table>
<thead>
<tr>
<th></th>
<th>First-year</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>4,501</td>
<td>655</td>
</tr>
<tr>
<td>Accepts</td>
<td>4,501</td>
<td>655</td>
</tr>
<tr>
<td>Deposits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>1,465</td>
<td>295</td>
</tr>
</tbody>
</table>

- Enrollment declined 5.8 percent in fall 2012 and is expected to decline a comparable number this fall;
- KVCC has not been consistent in building the prospect pool;
- Inquiries are not currently being tracked; therefore, there are no conversion rates to track or to compare against national trends;
- Applicant and admit numbers have declined over the last five years to 4,501 from a high of 5,022 (11.5 percent); and
- Yield from applicant to enroll has declined from 36.4 percent in 2009 to 32.5 percent in 2012.

The Current State of Retention

“If we could first know where we are, and whither we are tending, we could then better judge what to do and how to do it.”

Abraham Lincoln

Retention Benchmarks

KVCC retention rates have been essentially stable for several years, and near the ACT average for comparable public colleges with open admissions selectivity. Comparable graduation rates reported publically at 11 percent appear well below the comparable national average for two-year public colleges and below several identified competitors.

The following tables document benchmark rates provided by ACT and the recent retention and graduation history at KVCC. Annual return rate is defined as the percentage of full-time, first-time freshmen enrolled at the institution the following fall and graduation rates illustrated represent the proportion of the initial cohort that graduated in 150 percent of normal time.
### Annual Return Rate

<table>
<thead>
<tr>
<th>Admissions Selectivity</th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>54.9</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Liberal</td>
<td>61.4</td>
<td>14</td>
<td>9.8</td>
</tr>
<tr>
<td>Open</td>
<td>55.3</td>
<td>750</td>
<td>12.4</td>
</tr>
</tbody>
</table>

### Cohort Graduation Rate

<table>
<thead>
<tr>
<th>Admissions Selectivity</th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>26.6</td>
<td>5</td>
<td>16.8</td>
</tr>
<tr>
<td>Liberal</td>
<td>32.7</td>
<td>10</td>
<td>20.8</td>
</tr>
<tr>
<td>Open</td>
<td>22.7</td>
<td>419</td>
<td>17.8</td>
</tr>
</tbody>
</table>

**Persistence and retention rate history of new KVCC students intending to obtain an associate degree**

<table>
<thead>
<tr>
<th>First-time, full-time, degree-seeking cohort or some other defined cohort</th>
<th>Number entering</th>
<th>Persistence: Of the number entering, percent returned (not necessarily full-time the following term)</th>
<th>Freshman-to-sophomore return rate: Percent enrolled (not necessarily full-time following fall)</th>
<th>Persistence: Of the number entering, percent returned (not necessarily full-time the following term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 cohort</td>
<td>2673</td>
<td>66.9%</td>
<td>45.4%</td>
<td>41.2%</td>
</tr>
<tr>
<td>2008 cohort</td>
<td>2793</td>
<td>72.0%</td>
<td>47.7%</td>
<td>42.4%</td>
</tr>
<tr>
<td>2009 cohort</td>
<td>3059</td>
<td>71.8%</td>
<td>47.3%</td>
<td>40.3%</td>
</tr>
<tr>
<td>2010 cohort</td>
<td>2735</td>
<td>69.9%</td>
<td>46.0%</td>
<td>40.9%</td>
</tr>
<tr>
<td>2011 cohort</td>
<td>2715</td>
<td>70.4%</td>
<td>44.3%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>

Data provided by KVCC institutional research.

The following table illustrates KVCC student retention rates compared to three other institutions located nearby. All the rates are those appearing on the College Online Opportunity Locator which are calculated from required IPEDS reporting.
Graduation rates for full-time, first-time undergraduates who began in 2006

<table>
<thead>
<tr>
<th></th>
<th>Kalamazoo Valley Community College</th>
<th>Glen Oaks Community College</th>
<th>Kellogg Community College</th>
<th>Southwestern Michigan College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>56%</td>
<td>46%</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>36%</td>
<td>35%</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Overall graduation rate</td>
<td>11%</td>
<td>21%</td>
<td>15%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Data from National Center for Educational Statistics Web site College Online Opportunity Locator (COOL).

First- to second-year retention rates for public institutions:
National graduation rates for public institutions:

![National graduation rates for public institutions](image)

KVCC's graduation rate is 11% (2008 Cohort 150% of normal)

Source: Compiled from ACT Institutional Data File, 2012. ©2012 ACT, Inc. All Rights Reserved.
Observations
Following are our observations and conclusions regarding the current state of enrollment management at KVCC and key identified opportunities. There currently exists:

- A very committed and capable student success center as well as a student support center that is focused on student persistence and success. As we learned from students and staff in our two days of meetings, KVCC has a student-centered, caring environment.

- A nucleus of well-informed personnel who understand the potential that enrollment management has for improving enrollment results but has not yet developed a comprehensive model for achieving annual and long-term goals (for recruitment and retention).

- A strong marketing department with considerable expertise that has been active in developing an impressive look and feel supported by key marketing messages.

- A new student information system, Ellucian Recruiter in the process of being introduced

- An exceptional potential to produce the enrollment reports that will be necessary to manage enrollment by market segment throughout the funnel and to inform discussions about improving retention by tracking cohorts and measuring the success of interventions.

- A lack of information about the number of students who inquire by source, intended major, academic profile, and geographic origin, and the absence of tracking inquiries and applications through the admissions funnel to determine the effectiveness of currently prescribed recruitment strategies.

- An experienced group of senior leaders who value and understand the essentials of student success and advocate practices that encourage continuous improvement. The consultants commend these leaders for initiating this partnership with Noel-Levitz, as it is tangible evidence of the administration’s support and commitment to improving the quality of student life and learning at KVCC.

- A culture that is shifting away from a recruiting focus defined as “get them here” for census date enrollment toward one more in line with the national trends toward outcome measurements and learning readiness that leads student success.

- A lack of required student involvement in retention programs even though clear evidence suggests they help students succeed. While numerous “best retention practices” are in place, a large number of KVCC students are not required to participate even though these practices have demonstrated their potential to improve student success. The current approach is neither systematic nor intrusive for many students even though it appears from the student focus group there is receptivity for a more structured approach.

- A lack of and an uneven use of technology to support and encourage retention and advising. Efforts are underway to address this opportunity.

- A student success center that is extremely impressive in the services offered, the impact students perceived it was having, and the vision the center leadership articulated for
KVCC. This group clearly represents the nucleus which can encourage the cultural and operational changes necessary to achieve improved student success outcomes.

- An enrollment committee with responsibility for leading recruitment and retention. It includes a core of exemplary personnel who appear anxious to seize the opportunity to make improvements and who demonstrate a sincere commitment to increasing student access and the quality of student life and learning experiences. This task force demonstrated an excellent understanding of the student success context at KVCC but has not met recently and will benefit from increased faculty participation.

- An organizational structure that appears to be effectively moving the KVCC student success agenda but that also lacks complete clarity regarding responsibilities for student success. Focus group participants confirmed the lack of clarity regarding this responsibility even though most identified success center personnel.

- Student and employee satisfaction information was not available to the consultants but a Student Satisfaction Inventory is part of the current partnership and is anticipated for administration in October 2013.

- Limited faculty discussion and consensus-building was evident relative to some aspects of the college’s retention programming but those who participated in the focus group demonstrated a passion for students which if turned into active participation will contribute substantially to a successful improvement initiative.

- An understanding and acceptance of the critical role accountability plays in all high-performing organizations and an awareness of the evolving context of performance-based allocation trends nationally and in Michigan.

- Evidence of an awareness of the importance of focusing retention programming, not only on freshmen, but also on sophomores and in order to encourage successful transition toward graduation for these cohorts of students.

- No future-state overall retention goals and limited current-state descriptive data was available to the consultants and must have not been widely disseminated. Many participants suggested they want access to more information that can support awareness and decision making.

- Agreement that data-informed decision making is essential to improving student success and focusing on a “vital few” retention strategies that clearly align with targeted underperforming student subpopulations will optimize the opportunity to achieve the desired outcomes.

**Recruitment Recommendations**

1. Develop and execute an annual goal driven, strategy driven marketing and recruitment plan.

2. Develop and execute an annual goal driven comprehensive retention plan with an understanding of the influence of marketing and recruiting strategies.

3. Develop and execute a research driven longer term Strategic Enrollment Plan.
4. Develop an ongoing professional development program for all staff directly involved in meeting enrollment objectives. The field continues to change rapidly in terms of capabilities to identify, qualify, communicate, and attract students.

5. Determine the purpose, role, and objectives of the reconstituted Enrollment Management Committee and involve the Committee in effecting change with regard to policies and procedures.

6. Through the guidance and direction of the Enrollment Management Committee, seek to engage the campus community in all facets of attracting and retaining students.

7. Develop and implement a goal driven process to seek and manage both prospects and inquiries leading to improved response rates (prospect-to-inquiry), conversion rates (inquiry-to-application) and yield rates (accept-to-enroll).

8. Develop the capability of qualifying and grading prospective students at each stage of the enrollment process to enable the enrollment staff to customize communications to those students according to interest area and most likely to enroll.

9. In order to continue to pursue traditional students, know, understand, and develop realistic “market share” goals for each of the three counties as well as each high school in the KVCC district.

10. Continue to develop and execute a well-conceived and orchestrated communications flow to prospective students at each stage of the recruitment process and, once enrolled, continue with a comprehensive communication plan to remind students that they have made a good decision.

11. Develop a comprehensive database incorporating key enrollment indicators to guide decision making that includes both historical trend data as well as operations research.

12. Develop the ability to track the effectiveness and return on investment of each marketing and recruiting strategy and initiative.

13. Develop the capability of tracking the yield rate (admit-to-enroll) on student financial aid awards including scholarships. The college is investing some $53.5 million in student financial aid for 8,934 enrolled students including $524,177 in institutional aid dollars for 823 students. The opportunity is to better understand how and where these dollars supported the current and potential ability to attract and retain students.

14. Even though KVCC is very competitively priced even among other Michigan community colleges, the need for and ability to provide financial assistance to KVCC new and returning students in a timely way is critical. There is every indication that the financial aid office is understaffed at critical times in the enrollment year creating a significant backlog in processing financial aid forms. While KVCC students have a tendency, not unlike other community colleges to file their FAFSA late, provisions for increasing staffing at peak times could be helpful to new and returning students, especially in coordinating verification.
15. Evaluate and respond to where KVCC has experienced a decline in enrollment and develop future strategies accordingly.

16. Identify and develop individual plans to build enrollment in underenrolled programs and special areas. Some understanding of where there is capacity in each program would provide direction to the recruitment area on where to expend time and resources.

17. Develop and execute an ongoing market research program that includes an update of the institutional image study conducted by the college in 2009 and a program demand study. Continue to take advantage of the market intelligence that can be obtained by regular use of the National Clearinghouse service to learn where admitted non-enrolled students chose to attend, as well as where students who choose to leave KVCC go for further education.

18. With the assistance of ongoing market research, systematically build the prospect, inquiry, and applicant pool and manage the enrollment process with timely and complete enrollment management reports. In the fall 2012, some 4,501 students applied and were admitted to KVCC. Of those, 1,465 first-year students or only 32.5 percent enrolled. The opportunity is to know as much about the two-thirds who did not enroll representing 3,036 students and revise marketing and recruiting strategies, initiatives, and tactics accordingly.

19. Continue to develop a well-conceived and executed communications flow utilizing a combination of media including print and electronic.

20. Develop an aggressive effort to promote the outcomes and benefits of a KVCC education.

21. With the guidance of the Enrollment Management Committee, know and understand how current policies and procedures are influencing enrollment – both new and returning students – and modify as needed.

22. Develop a longer term staffing plan to assure that the necessary resources are in place as the institution resumes growth. The college can be proud of the services that are being provided to numerous special populations including veterans, foster children, and those returning to citizenship. It is hoped that the internal and greater KVCC community is fully aware of these excellent programs designed to help special populations and that they are incorporated in the college’s “Points of Pride.”

23. Understand and focus on student communications by selected source codes and likely and potential conversion rates (inquiry-to-application). This includes solicited inquiries, student-initiated inquiries, travel-initiated inquiries, and those that are referrals. Segmentation of the number and kind of communications to prospective students according to source is a tried and proven opportunity.

24. Learn early in the communications process the primary factors upon which the student will make a decision and develop targeted communications to address those needs and interests.
25. Continue to develop and take advantage of the “re-designed academic landing page” that will include information on salary ranges and career opportunities for selected majors.

26. Continue to improve communications and cooperation between the recruitment/admissions office and the financial aid office. Among opportunities for collaboration between the offices is regular notification of FAFSA placement to provide the opportunity to target communications and pursue selected students including those in underenrolled programs.

27. Take full advantage of the relatively affordable cost of KVCC by analyzing current use of the Net Price Calculator and recognize the value of this tool to qualify the real cost to attend KVCC among prospective students. Continue to be aggressive in promoting the affordability of KVCC in the context of value, quality of the educational experience, and outcomes.

28. Continue to use exceptional communication capabilities to prompt students to meet deadlines for completed applications, registration, attendance at orientation programs, FAFSA completion, etc. “Act like a hot college” sharing the fact that KVCC is attempting to communicate and assist over 4,500 applicants among thousands of other students each year.

29. Be more intentional and proactive in sharing enrollment issues, challenges, and realistic goals with the college community.

30. Seek ways to eliminate “silos” where possible and necessary. Take advantage of the new enrollment structure and the Enrollment Management Committee to promote communication and collaboration toward a cohesive and strategic approach to building and shaping the student body. Share enrollment goals and objectives and provide ongoing reports to encourage buy-in and engagement.

31. KVCC has a beautiful and impressive campus. Every effort should be made to expand the visit program with special informational programs for selected audiences.

32. Develop a collegewide “Points of Pride” campaign, not only showcasing the outcomes of a KVCC education, but also, as the students highlighted in our meetings, the fact that KVCC represents a “caring and supportive environment.”

33. Develop a “war-room mentality” to reverse the enrollment decline with ongoing meetings to develop and update 30-, 60-, and 90-day action plans. This could be coordinated through a subcommittee of the Enrollment Management Committee.

34. Track the real intent of students at the time that they apply and enroll (complete degree, certificate, take one or two courses, etc.) so that retention-oriented data provides a factual and fair picture of student success for the college.
Retention Recommendations

“Change can either be friend or foe…It is disturbing when it is done to us, exhilarating when it is done by us.”

Rosabeth Moss Kantor

The following recommendations are made based on the results of the meetings, interviews, reports, surveys, and recognized strategies to improve the quality of student life and learning that have the potential of increasing student success at KVCC. They are presented in separate categories but are not presented in any prioritized order. It is anticipated that priority improvement strategies will emerge from the retention planning retreat anticipated for October.

Retention Planning

1. **Use a highly-participative and data-informed planning process to develop a clearly articulated retention plan that targets the “vital few” student success priorities.**

This approach will prioritize, guide, and build support for KVCC retention-related efforts. This approach will also help institutionalize the most successful of good practices currently in place so the maximum number of students can benefit.

Although there is an appreciation for the value of planning and personnel who have extensive experience with plan development, there is no current annual retention operational plan that provides quantifiable goals or strategies with detailed action plans. A thoughtful retention planning process will set quantifiable goals, identify the most important strategies and activities necessary to achieve these goals, and broaden the discussion of student success. There are many benefits that can accrue from the retention planning process. A retention plan:

- Provides systematic assessment of present strengths, weaknesses, opportunities, threats, and current retention strategies;
- Results in the establishment of consensual institutional goals and priorities;
- Encourages innovative thinking and problem-solving;
- Creates awareness of obstacles that may need to be overcome;
- Coordinates and unifies staff effort;
- Ensures more effective use of existing resources and identifies the possible need for additional resources;
- Assigns responsibility and accountability and schedules work;
- Facilitates control and evaluation of activities;
- Communicates and documents efforts and the retention game plan;
– Provides a basis for future planning; and
– Data and Information.

2. **Improve the coordination, access, accuracy, consistency, and integration of data used to inform decision-making across the college.**

Making sufficient data/information available to inform decision making for employees in functional areas and levels will require an extensive effort to both identify specific standard reports and to encourage access and self-sufficiency in data gathering and analysis. Many participants in the focus groups suggested there is less communication about the state of the college than they desired and limited access to data they felt was necessary to improve understanding and decision making.

3. **KVCC should communicate real-time retention data to build the funnel and track critical populations in addition to the IPEDS first-time-in-college, and transfer students, to include those subpopulations identified as priority targets resulting from the retention planning process.**

Once the planning process has been completed, the consensus targets should be tracked frequently. At a minimum, these populations should be tracked from:

– Persistence rate day one to census date;
– Persistence rate census date to midterm;
– Persistence rate midterm to end-of-term; and
– Persistence rate end-of-term one to beginning of term two (and so on, until graduation).

4. **KVCC admissions representatives should track the persistence, retention, and graduation rates of the students they recruit and compare outcomes to those recruited by others as a way to provide additional incentive to attract students who are more likely to continue to graduation.**

Such measurement can be expected to influence efforts to attract students who may be marginal in their potential for successful persistence to graduation. This should also contribute to an improved “fit” of recruited students and a connection of appropriate students without restricting access. This may also provide incentive to improve the accuracy of the information provided during the
recruitment process. Additionally, it may create improved understanding of the (frequently mentioned) impact of the student enrolled without evidence of prerequisite skills.

Teaching and Learning

“Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or indeed, any other student or institutional characteristic.”

Alexander Astin, UCLA

5. **Provide freshmen students with KVCC’s best teaching faculty.**

Because of the critical importance of “first impression,” efforts to recognize and improve teaching for freshmen should continue to be emphasized.

6. **Accelerate efforts to provide supplemental instruction (SI) to address success rates in high-fail and gateway courses.**

The use of SI is a best practice that has been producing excellent results for improved student success in community colleges nationally and should be expanded to the fullest extent of the resources available. An analysis can be expected demonstrate the return on the investment would likely pay for any additional budget required and an additional benefit would be the improved success of those students who are hired as SI instructors. Additional efforts should also be made to attempt other approaches to improve the success of students in these courses, especially developmental courses. These courses could include:

- Stacked courses where both developmental and college level courses are taught in the same semester by the same instructor;
- Smaller class sizes;
- Bridge programs with incentive for participation;
- Learning communities to harness the power of cohort approaches: and/or
- Using KVCC’s most innovative faculty to design additional experimental approaches including measurement of the impacts of these approaches.

KVCC should also expect faculty who teach these “killer and access courses” to provide early feedback of academic progress during the first days and weeks to incent students who will need assistance to get it sooner.

7. **Develop additional practices to ensure the effectiveness of the large number of part-time faculty who are teaching KVCC students.**
Because KVCC relies on such a large number of part-time faculty and because many of these faculty are isolated from other campus personnel and services this kind of programming is extra important. The current on-boarding is a good practice but appeared underutilized and may benefit from a renewed emphasis, along with consideration of other practices, to improve the integrations of adjuncts such as providing senior full-time faculty mentors.

**Extended Orientation and Sophomore Programming**

8. **Expand and eventually require the freshmen-year experience (FYE) course so the maximum number of new students during their first enrollment term can learn what is necessary to ensure their success.**

While KVCC has at least two courses whose design appears to focus on developing skills required for success in an academic environment, these classes are currently benefitting only a small portion of the students who need this experience. This national best practice should be expanded so that it is available to and eventually required for all new students in the first term of their enrollment at KVCC. Including more emphasis on such currently relevant topics as “financial literacy” will also improve its relevance and impact on student success. FYE seminars such as this represent an approach that could also address some of the unevenness and high advisor/advocate loads evident in the current advising program. They can also be considered a vehicle for implementation of the pre-enrollment early-alert program, including interpretation of the College Student Inventory™ (CSI). KVCC has many remarkable services, including “Strength Quest,” that students in the focus group thought should be required of all students. Building such practices into the seminar and perhaps associating the current student advocates with specific FYE sections may provide an opportunity to address some of the advising improvement opportunities described by students. A review of the various FYE curriculums will also help address the unique needs of students relevant to their program choice when known.

“The freshman seminar is a proven and effective way of enhancing freshman success. It can be the glue that holds together and solidifies all efforts to enhance freshman academic and personal success. It can provide students with vital information, promote their involvement in campus life, enhance their academic skills, stimulate their intellectual interest, and facilitate relations with peers. It is also a powerful tool for renewing faculty interest in freshman students, classroom innovation, learning techniques, curricular reform, and involvement with students outside the classroom.”

John Gardner *The Freshman Year Experience*
9. Provide additional orientation programming for sophomores to address retention issues specific to these returning cohorts.

Initiatives that will allow KVCC to decrease sophomore attrition could be as simple as the addition of a required sophomore reorientation program, and/or designing a first-year experience seminar for sophomores. Noel-Levitz has recently developed a second-year sophomore intervention approach, which can be implemented as part of the current partnership. Improved sophomore programming could be built around this implementation approach and represents a strategy that has potential to impact the lower than desired graduation rate of KVCC students.

10. Require a transfer student orientation for all new transfer students to ensure relevance and effectiveness.

While the current transfer orientation appears to be meeting the needs of many transfer students, requiring it can be expected to provide more opportunities for more transfer students to address unique issues. When documentation of its current impact of the existing transfer orientation is available, it should be used to inform decisions that may lead to requiring it for all transfer students. This can be part of an improvement effort to ensure the success of more of those students who come to KVCC from other colleges.

Accuracy and Integrity of Communications

11. A complete review of current publications and promotional messages should be completed to ensure the accuracy, effectiveness, and integrity of communication to prospective students.

Especially relevant would be a review of messages, written and oral, about the KVCC experience and the community in which the college is located. Any lack of accurate information about programming or services is likely to contribute to unnecessary student attrition or at least a lack of continuation to graduation.

Early Alert

12. The Retention Management System Plus (RMS Plus) early-alert system should be aggressively implemented for fall 2013 that includes as many first-time, second-year, and transfer students as is feasible.

RMS Plus, which includes the Student Retention Predictor™ (SRP) scores provided by Noel-Levitz as part of the current partnership, represents an excellent opportunity to directly improve the experience of students in the next cycle at KVCC, in spite of the limited time remaining to implement this approach prior to the beginning of the fall 2013 term. A mid-year student assessment and a second-year student assessment will complement this approach.

Pre-enrollment early alert provides for the identification of dropout-prone students who could benefit from institutional intervention, while approaches like KVCC’s post-enrollment early alert help identify students who are already demonstrating behaviors
associated with academic, social, and/or personal problems that might be ameliorated by institutional intervention.

Post-enrollment systems should also make it easy for faculty and staff to report behaviors characteristic of at-risk students in order to encourage intervention and connections to campus resources. Current use of the existing post-enrollment early alert at KVCC was reported to be very limited as was the perceived capacity for timely follow-up.

Both pre- and post-systems represent salient opportunities to improve student success at KVCC and are based upon the following assumptions:

- Most decisions to dropout occur early in a student’s interaction with an institution;
- Many dropout-prone students do not voluntarily seek out institutional support services to assist them with problems that may ultimately lead to attrition;
- It is easier to anticipate a problem and intervene than to let the problem evolve and attempt to solve it;
- Many student problems are treatable if identified early;
- Most students respond positively to direct contact in which potential or actual problems are identified and a resource of help is offered;

Advising

“I had originally anticipated that most students would want the college to treat them as grown-ups and get out of their way. The surprise is that student after student (70 to 75 percent) said, ‘We need advice. We don’t know what to do. How do we know which is the right history course to choose? How do we know how much time to spend on studying?’”

Dr. Richard J. Light
Making the Most of College: Students Speak Their Minds
Harvard College

13. Review the academic advising program to ensure a highly structured, intrusive program that offers “front-end loading and progressive responsibility” to all students in all programs as they matriculate.

The current advising system includes talented and passionate counselors and advocates who understand both the strengths and limitations of the current system and can be counted on to help improve the current design and functioning. While many excellent practices are currently being implemented, the entire system lacks the sort of consistency and intentionality that could prevent large numbers of students from “falling through the cracks.” Students in the focus group suggested that access is often a
challenge. It is also apparent that the unique history and contractual arrangements have to be carefully considered in any program of improvement.

Regardless of the advising/advocacy approach employed, an effective advising delivery model should meet the following criteria:

- Be accessible and available to students;
- Be consistent with respect to the quality of advising across the institution;
- Provide accurate and timely information;
- Have institution-wide credibility;
- Advising should be provided by knowledgeable, trained, and evaluated advisors;
- Promote building an advisor/advisee relationship;
- Characterized by reasonable advisor loads;
- Be cost-effective; and
- Result in high levels of student satisfaction with their advisor and the advising process.

Campus Employment

14. **Strengthen and expand campus-based employment opportunities for specific, targeted, at-risk populations as a retention strategy.**

Campus-based employment programs are not only friendlier to the learning process than most off-campus work assignments, but also provide inherent advising experiences that often contribute to improved satisfaction, retention, and graduation rates. Most students who work on-campus interact regularly with their supervisors, who often develop meaningful and long-lasting relationships with their student workers. These college personnel typically are also aware of college/community resources that can help address student’s needs as they become evident.

Additional Opportunities

15. **Create a more seamless technology access for KVCC students who currently report an uneven use of and access to critical electronic approaches that could help improve their ease of access to learning success.**

16. **Provide quality service training for front-line personnel to improve productivity and effectiveness.**

Students in the focus group provided many examples of extraordinary service by front-line personnel along with some serious gaps experienced consistently in some other areas, most notably financial aid.

17. **Review the class scheduling process to ensure it is driven by student needs and interest and not driven by faculty convenience. This approach will**
eliminate/reduce scheduling conflicts, which students report as a source of frustration and as barriers to successful goal attainment.

18. **Identify opportunities to identify and encourage application for graduation for more KVCC students who have met the eligibility requirement.**

Currently students are required to apply for graduation apparently without audited prompting from KVCC officials. Any additional prompting of those eligible could result in improved graduations from students who are eligible but unaware or unmotivated by their status.

19. **Review the effectiveness of the current effort to enforce enrollment deadlines in order to improve the readiness of KVCC students.**

Typically, colleges find “the last to arrive are the first to leave,” thus adversely impacting overall retention rates, and students who arrive without proper preparation, especially financial preparation, are at a severe disadvantage. The efforts underway could be expanded to provide additional late start options and other services to help students who make their decision late in the cycle, while improving their readiness and ultimately their successful goal attainment. Several intake processes, including billing and deregistration, may also benefit from a comprehensive review in an effort to remove barriers, improve communications with students, and ultimately to allow for a more seamless transition into KVCC.

20. **Provide clear structural responsibility for coordination of KVCC efforts to improve student success and if this responsibility should jointly rest with the Academic Services and Student Services Center, as many believe it does, this verification should be made.**

KVCC leaders understand it “takes a village” to ensure student success, but it also must be clear that the office expected to coordinate collaboration is staffers and able to make retention a priority to ensure the “village” works together to achieve the desired outcomes. Typically, an office of retention or director of retention can be expected to be responsible for:

- Evaluating current practices;
- Developing and implementing an institutional retention plan;
- Reviewing existing data to find themes that need to be addressed;
- Facilitating the retention committee; and
- Coordinating the college efforts toward student success through collaboration with academic, business, and student affairs.

21. **Recruit-back efforts targeting all students in good academic standing who have not registered for the next term (in the expected timeframe) should be systematically increased. Current efforts, however well intentioned, appear to lack**
the systematic approach and accountability required to optimize the number of successful student contacts.

22. **Encourage student success whenever possible by requiring students to do what is known to help them be successful.** Creating clear expectations (and appropriate requirements) for students to participate in specific proven programs will move KVCC into the realm of institutions where student success is no long considered optional.

In closing, we wish to commend KVCC for efforts to improve the quality of student life and learning, fostering student success and satisfaction, and improving overall enrollment, retention, and completion rates. In moving from theory to action, the college should avoid the following pitfalls common to retention efforts:

- Succumbing to a “paralysis by analysis” mentality;
- Failing to build campuswide support and commitment for a comprehensive retentive initiative;
- Approaching retention as a “flavor of the month” initiative, rather than an ongoing, sustained improvement process;
- Ignoring the need for developing a comprehensive retention action plan;
- Assuming good strategies will advance on their own merit;
- Engaging in “excessive activity syndrome;”
- Not building on successful, current, retention-related strategies;
- Not indulging in campus politics, turf issues, personal feelings, and poor implementation of key retention strategies; and
- Giving in to the naysayers.

This written report is an analysis with specific recommendations the consultants believe will contribute to the achievement of KVCC’s short- and long-term enrollment goals. It is important to note that this analysis only begins to understand the complexities and nuances of KVCC’s programs. We believe we were able to assess the current situation as a preliminary effort in an ongoing process. Any omissions or errors in interpretation are the responsibility of the consultants.
Appendix Items
PowerPoint Presentation (attached as separate file)
Affinity Diagram of Student Improvement Suggestions

The following verbatim written responses were provided and organized by KVCC students in response to the question: What should be done to improve student success at KVCC? They were first written on post-it notes, organized into categories, and subsequently transcribed by the consultant.

Online/Moodle

- Use Moodle more: post notes on Moodle more
- More online communication classes
- Use Moodle more by teachers and keep grades updated instead of waiting until the end of class/semester
- Teacher knowledge of Moodle—better maintaining of Moodle

Suggestion Management System

- Vote for your favorite teacher…handout—similar to the teacher/class evaluation
- Easy access to evaluations
- Complaint management system such as an icon on computer desktops

Teaching and Learning

- Continue to have teachers’ office hours at various times and availability
- Students’ and teachers’ learning styles are so very different. I think that teachers need to be more skilled in the different learning styles of students
- Every class should have at least one break to give the student a few minutes to relax their brain from being overloaded and stressed out
- Instructor availability around work hours
- Night classes not only being one day a week
- Connect the two classes more…down town and Texas
- Offer more of the classes or expand the capacity of one class
- Timing and full classes

Books

- Books with discs can’t be sold back
- Can’t sell books back that instructors write
- If you were able to sell back books that are used or others you don’t need even if you don’t have a receipt
- Be able to sell books back
- Book buy backs
- Full classes need expanding
• Having textbooks not change every semester for a class
• Packaged books … different UPC/ISBN makes it hard to find elsewhere
• Loose binding books when you’re done, you can’t do anything with them

Student Life
• Provide more ways of getting students involved with the school and community
• Networking departments out openly to help students
• We should have more student programs/clubs
• Continue to promote student interaction and focus groups with faculty and support staff
• Alert popups on Web site about activities
• Find ways to get students more involved in the school (involved in student organizations, events, recycling, etc.)

Academic Advising
• Appreciate the quick questions availability of the counselors on days walk-ins aren’t available
• Having an academic counselor keeping you updated with how your academic standing is, and if you are still following the right path
• Physical new student orientation ASA requirement for those who are brand new to college overall
• Require meeting with academic counselor
• Better information about non-listed required pre-requisites for degrees
• Alternating counselors to have one or two on walk-ins everyday
• Accuracy of academic counseling…have had conflicting answers from two different counselors regarding classes that needed to be taken
• More outside representatives from real companies in the classroom
• Businesses and/or organization personnel forums/visits for A.A.S. students
• The student success center is an amazing asset—they really set you up to succeed not only while at KVCC but after.

Food
• Some sort of food assistance but confidential
• More brain food available for purchase
• Food access: student food pantry—there are many students here who are in situations where they have to choose to go hungry just to make it to class, pay bills, gas, family, meds, etc. (maybe sack lunches)
• Food access…food cart on the side of the building farthest from cafeteria for students who can’t make it to the café between classes
Strengths Test
- Strengths helps with job interviews and assessments
- Strengths and career assessments also as a requirement
- Strengths for every student
- Visiting an advocate should be mandatory
- More in-depth strengths information
- Mandatory to take a strengths test

Success Center
- Focus program very beneficial in transferring process
- Everyone in the college should be taking a strengths quest in the student services center
- Mandatory information about career class for undecided students
- Success center is a great support and resource, continue to promote
- Students should be required to meet with counselors at least two to three times a semester to keep focus and on track.

Advocates
- Continue to recruit students for the success advocate program…make it almost necessary for the first two semesters before graduation
- I think the success advocates are great
- Person-to-person help, finding someone that fits you (Advocates)
- Making the students more knowledgeable on the student success center
- College was a scary thought for we at first, but my advocates have helped me through fear and anxiety
- I believe that every new student needs an advocate’s guidance

Learning Center
- The learning center is amazing! Sometimes so many people take advantage of the learning center that they may not be enough tutors
- Learning center visits could be encouraged as extra credit ex: five visits could equal 10 percent or 20 percent on a quiz or test
- Better accessibility to walk-in learning center for math help…more staffing
- Off hours in the tutoring center

Transportation
- Bus (public) transportation after 10 p.m. for those later/earlier classes
- Track how many bus tokens students get per semester
- Last class gets out after bus ends
- Later bus route or earlier classes
- Glad to see the parking lot “pot holes” are being fixed!

**Money**
- If it wasn’t for financial aid, I would not be a part of this school
- Reduce the stress of the financial aid office
- Focus drop box for financial aid
- Online forums for financial aid
- Getting updates on your financial aid standing – making sure everything is completed
- Good job e-mailing about outstanding financial aid requirements
- If we had more advocates like Monica or more counselors like LaSanda who students could talk to about their personal problems
- Helping financial aid getting wrong information from their department
- Someone working line at high volume times in financial aid department
- Holds on account in the pop-up alert
- Better conversations/more conversations with financial aid…more availability on their part
- More efficient financial aid processing (specifically lines)
- Financial aid form drop box or online submission
35 Good Practices in Retention Survey

On August 6, 2013 the KVCC Enrollment Management Committee was asked to rate each suggestion below on a scale of one to seven to evaluate KVCC’s current deployment of the retention strategy, where:

- 1 represents “This strategy is not used at all;” and
- 7 represents “This strategy is used in a complete, effective way.”

The mean score of the responses for each item appear below:

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1</td>
<td>Track the retention of cohort groups (e.g. under-prepared, undecideds, honors students, athletes, commuters, residents, late admits, etc.), and develop targeted programs for those whose retention is low.</td>
<td>2.36</td>
</tr>
<tr>
<td>2</td>
<td>Conduct summer orientation programs, where the emphasis is on activities designed to build interpersonal affiliations to peers and bonds to the institution. Design and deliver orientation experiences for special groups of students (e.g., adults, transfers, internationals, athletes, selected majors, commuters, resident students).</td>
<td>3.54</td>
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<td>3</td>
<td>Review all promotional materials to ensure that they are creating accurate pre-entry expectations of the institution. Develop well-designed campus visit experiences that realistically portray the institution to prospective students. Determine if recruitment activities are targeting students who are likely to be successful at the institution.</td>
<td>4.54</td>
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<td>4</td>
<td>Provide a comprehensive sophomore year experience that prepares undecided students for their major. For all sophomore students, provide a concrete academic plan to complete degree in four years.</td>
<td>1.45</td>
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<td>5</td>
<td>Offer a wide array of student extracurricular activities.</td>
<td>3.73</td>
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<td>6</td>
<td>Have a system in place to identify students who are under-prepared. Provide programs and services for academically under-prepared students.</td>
<td>3.45</td>
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<td>7</td>
<td>Establish excellent academic support services (e.g., learning center, math lab, writing lab), and proactively assist students in using this assistance. Provide peer tutorial services and supplemental-like instruction for “killer courses.”</td>
<td>5.64</td>
</tr>
<tr>
<td>8</td>
<td>Have a comprehensive first year experience that includes an extended orientation course (i.e., first-year experience course).</td>
<td>1.42</td>
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<tr>
<td>9</td>
<td>Determine strategies that lessen the number of junior status students that leave the institution.</td>
<td>NA</td>
</tr>
<tr>
<td>10</td>
<td>Design high-interest residential living programs and activities. Ensure residential facilities are in good condition.</td>
<td>NA</td>
</tr>
<tr>
<td>11</td>
<td>Empower retention committee to address all retention related initiatives regardless of reporting structures.</td>
<td>2.11</td>
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<tr>
<td>12</td>
<td>Conduct student satisfaction surveys on a systematic basis. Using results to plan improvements.</td>
<td>2.67</td>
</tr>
<tr>
<td>13</td>
<td>Conduct exit interviews to ascertain student reasons for leaving and possibly to resolve issues that are barriers to returning.</td>
<td>1.7</td>
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<tr>
<td>14</td>
<td>Require that students on academic probation participate in a “success” program that includes learning contracts.</td>
<td>1.45</td>
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<tr>
<td>15</td>
<td>Provide online and in-person tutorial support beyond academic support such as stress/time management, substance abuse, and study skills.</td>
<td>3.18</td>
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<tr>
<td>16</td>
<td>Review availability of classes to be sure student needs are being met. Eliminate low demand courses and increase availability of high demand courses.</td>
<td>3.70</td>
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<tr>
<td>17</td>
<td>Employ processes that create specific strategies designed to foster degree completion and career goal attainment.</td>
<td>3.10</td>
</tr>
<tr>
<td>18</td>
<td>Identify students who may be dropout-prone by observing &quot;behavioral cues&quot; (e.g., missing classes, failing to apply for financial aid, not pre-registering, or requesting a transcript) as part of a proactive &quot;early-alert&quot; program. Reach out to those students to intervene and assist them. Use telecounseling to contact students experiencing difficulty or planning not to return. Communicate with students who are in good standing who fail to enroll.</td>
<td>2.40</td>
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<tr>
<td>19</td>
<td>Review all policies, procedures, syllabi, and processes to ensure that they are student-centered, learning-oriented, and outcomes-oriented.</td>
<td>3.09</td>
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<tr>
<td>20</td>
<td>Design financial aid systems that allow families to reapply for aid when financial circumstances have changed and increase scholarship aid allocations to match tuition increases.</td>
<td>3.20</td>
</tr>
<tr>
<td>21</td>
<td>Explore strategies that recruit a student back to the institution who has left in good standings.</td>
<td>1.27</td>
</tr>
<tr>
<td>22</td>
<td>Lessen the &quot;campus runaround.&quot; Provide ongoing quality service training for all front-line support staff and supervisors. Design an intake system that includes a seamless orientation, assessment, advising, registration, and bill paying process.</td>
<td>3.18</td>
</tr>
<tr>
<td>23</td>
<td>Provide a comprehensive training program for students participating in the college work-study program.</td>
<td>1.82</td>
</tr>
<tr>
<td>24</td>
<td>Establish an office devoted exclusively to the improvement of the teaching/learning process. Develop an ongoing program to help faculty understand the critical role they play in retention. Eliminate or reduce large lecture classes (or have part of the course be a small discussion section). Assist faculty in learning about and using cooperative and collaborative teaching/learning strategies.</td>
<td>3.5</td>
</tr>
<tr>
<td>25</td>
<td>Connect alumni to current students in mentoring program.</td>
<td>1.67</td>
</tr>
<tr>
<td>26</td>
<td>Develop an institutional academic advising plan that includes the components that are associated with successful delivery and organization of advising services. Provide development opportunities for advisors. Design an evaluation program that assesses the effectiveness of the institution's advising program, as well as individual advisor. Develop or purchase a computerized degree audit system. Use this in advising. Involve faculty in academic advising.</td>
<td>2.90</td>
</tr>
<tr>
<td>27</td>
<td>Provide an Honors Program to challenge the best students and to structure ease of connections.</td>
<td>6.00</td>
</tr>
<tr>
<td>28</td>
<td>Change the attitude in serving students from, &quot;We have the services, but students don’t take advantage of them,&quot; to &quot;How can we provide proactive ways of ensuring that students are supported by the programs we offer?&quot;</td>
<td>3.18</td>
</tr>
<tr>
<td>29</td>
<td>Frontload the best instructors and advisors in the first and second year.</td>
<td>1.89</td>
</tr>
<tr>
<td>30</td>
<td>Provide an ongoing internal communications program for students and parents after enrollment.</td>
<td>2.0</td>
</tr>
<tr>
<td>31</td>
<td>Integrate technology into daily practice where faculty and staff are actively using Web-based tools to engage students.</td>
<td>3.45</td>
</tr>
<tr>
<td>#</td>
<td>Item</td>
<td>Rating</td>
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</tr>
<tr>
<td>32</td>
<td>Provide a majority of coursework past lecture style courses where students are actively engaged in learning.</td>
<td>2.80</td>
</tr>
<tr>
<td>33</td>
<td>Design programs geared towards adult populations.</td>
<td>2.64</td>
</tr>
<tr>
<td>34</td>
<td>Provide enhanced and dynamic counseling services.</td>
<td>4.10</td>
</tr>
<tr>
<td>35</td>
<td>Host learning communities that foster more explicit intellectual connections between students, students and faculty, and disciplines of smaller subgroups of students, with a common sense of purpose, leading to an integration of classroom and non-classroom experiences.</td>
<td>2.44</td>
</tr>
</tbody>
</table>
Proposed Goals and Agenda for August 26-27, 2013 Student Retention Predictor 2013 Visit

- Provide an overview of the Retention Management System Plus and its potential to improve student success at KVCC.
- Review (and approve as appropriate) the Student Retention Predictor™ (SRP) Model.
- Develop an understanding among key campus constituents of the SRP 2013 predictive model risk factors and risk thresholds.
- Design strategies for optimal deployment of the RMS Plus with emphasis on the College Student Inventory™ (CSI). The Mid-Year Student Assessment™ (MYSA) and Second-Year Student Assessment™ (SYSA).
- Provide training for the use of the Retention Data Center and the use of the inventory reports.

**August 26, 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Meet with project lead</td>
<td>Laura Cosby and Dave Trites</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Overview the RMS Plus, its components, and potential for improving student success at KVCC</td>
<td>KVCC leaders and Dave Trites</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>RMS Plus deployment options including applications for academic and student affairs and analysis of retention diagnostics to ID at risk and underperforming subpopulations</td>
<td>KVCC retention team and Dave Trites</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Lunch</td>
<td>Dave Trites</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Set up for RMS Plus Workshop</td>
<td>Dave Trites</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Introduce workshop to participants</td>
<td>Selected advisors, FYE instructors, RMS Plus leaders and others who may be using RMS Plus reports with students, and Dave Trites</td>
</tr>
<tr>
<td>1:40 p.m.</td>
<td>Introductions and initial discussion of KVCC goals and objectives in student success</td>
<td></td>
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<tr>
<td>1:50 p.m.</td>
<td>Elements and purpose of RMS Plus</td>
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<td></td>
<td>- Review of reports generated from RMS Plus</td>
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<td></td>
<td>- The scales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The SRP model and process</td>
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<tr>
<td></td>
<td>- Summary and planning data</td>
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<tr>
<td>2:15 p.m.</td>
<td>Case studies, role play, and practice in interpreting individual RMS Plus reports</td>
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<tr>
<td>2:45 p.m.</td>
<td>The student advisor conference</td>
<td></td>
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<td></td>
<td>- Sensitivity to student perspective</td>
<td></td>
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<td></td>
<td>- Guidelines for using RMS Plus</td>
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<tr>
<td>3:00 p.m.</td>
<td>Demonstration of Data Center dashboard</td>
<td></td>
</tr>
</tbody>
</table>
August 27, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Meet with project lead</td>
<td>Laura Cosby and Dave Trites</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Retention Management System Data Center customization, access, administration options, and set up for October administration of the Student Satisfaction Inventory™</td>
<td>Project leads (key academic and student services personnel who can be expected to support and encourage RMS Plus during this cycle), and Dave Trites, Shannon Cook, and Annette Herring from Noel-Levitz will join by Web-meeting</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>SRP Model Approval Web-Meeting</td>
<td>Key RMS project leaders, institutional research representatives, others TBD, and Dave Trites</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Exit meeting</td>
<td>Project leaders and Dave Trites</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Consultant departs campus</td>
<td>Dave Trites</td>
</tr>
</tbody>
</table>

3:20 p.m. Workshop evaluations and summary

3:30 p.m. Workshop adjourns

3:30 p.m. After-action discussion Laura Cosby and Dave Trites
Notes from Faculty Focus Group Discussion

Tuesday, August 6, 2013 at 2:00 p.m.

Introduction: Peter and David from Noel-Levitz met with a cross-section of instructional faculty to obtain their insights regarding ways to improve student access and success. In conversation, the reality of performance-based funding for higher education was discussed along with the reality of declining enrollment.

A discussion question was asked: What do you need to do your jobs?

- A question was asked in return: What has been recommended in other colleges? In response, Noel-Levitz shared that they create customized plans according to the needs of the specific institution they are working with. For example, they might create a model for data analysis – so that the college can strategically study and therefore do a better job with prospective students, improving first- to second-year retention, assessing academic readiness, and improving graduation rates.

- Clarity regarding how retention is being defined is needed. Many felt that specific criteria are needed in order for the goals to be fully understood.

- Members are concerned that data and coding maintained by the college does not accurately reflect the many pathways that students take to achieve their goals. Therefore, they have not truly measured the performance of the college. An example of this would be students who have not applied for graduation here at KVCC and go on to a four-year institution to graduate.

- Discussion was had about how enrollment has changed over the years, that our current decline in enrollment is more of a balancing out after a period of very high enrollment. Concern was expressed that peak enrollment numbers are not viewed as a spike – they are made into the standard.

- It is felt that mixed messages have been sent about whether or not we want to enroll more students. There have been instances that no additional sections have been added and perhaps could have been; other times the message has been sent that classes need to be cut. Some felt this was related to contract negotiations.

- Some members shared that the open door policy of the college has led to many students enrolling who could not complete the program. This creates a negative effect on retention.

The issue of trust was further discussed:

- Some members stated that trust is not present at the college; that perhaps it exists in smaller groups but not extending out further.

- Access to senior leadership is not present. There is a perception that a chosen few run the college.

- Frustration was expressed that no response or action occurs when ideas or proposals are developed and presented to leadership. As an example, Innovative Thinking Grant funds were approved and then never dispersed. In other cases, no response at all occurred when a proposal was submitted.

- A lack of communication from leadership to faculty regarding significant departmental accomplishments happens. For example: receiving accreditation.
• Concern was expressed regarding lack of representation from faculty, staff, or students in the cabinet. It is felt that faculty have no input into operational matters.

• Concern was expressed with non-credit programming competing with credit programming. That non-credit programming occurs outside the academic departments.

• Frustration was expressed that too much outsourcing of instruction happens at the college. Full-time faculty members are dwindling. Meanwhile, too much of the budget is allocated for elsewhere in the college.

• Recommendation was made that part-time faculty be given more opportunities for mentoring and training. It was felt part-time faculty are on their own at the college, in particular, during the evening hours. Example of security procedures being posted and not explained was given.

• It was felt that funds were being allocated for services that are viewed as trendy or not high quality versus faculty instruction. That there was a perception that KVCC is a country club college.

• Concern was expressed over not having enough professional level counseling staff to provide advising and students do not receive enough information regarding their program at the very beginning. For example, for many programs a background check is needed and students do not know this information.

• Faculty indicated they would like to provide advising and often do. When asked if they would be willing to participate in advising, some indicated they would be interested.

• Some members previously belonged to a retention committee. However, this committee has not met for some time. Members wonder if it has been disbanded but that has not been communicated. It was recommended that the more “general calls” for participation on committees be communicated to avoid hand-picked formation of committees. In addition, follow through regarding committee work is needed.

• It was recommended that more data regarding retention be available. Currently data collection is not possible and that institutional research does not provide this. The only data that is collected is done independently.

• Faculty shared that secondary teaching in classrooms has been tried but has not been successful previously. But that they would be willing to try again.

• It was recommended that communications and invitations to meetings be far in advance and scheduled more often when faculty are already scheduled to be on campus.

• It was shared that there may be some hesitation or suspicion regarding the Noel-Levitz consultation overall.

• It expressed that the faculty have a deep respect for the KVCC and the issues discussed stem from a passion to make improvements.

The focus group members were invited to the summary presentation tomorrow at 1:00pm. In addition, the suggestion that the group meet again for further discussion was recommended.

Notes prepared by:

Cathy Colella
Office Manager, Student Success Center
## Proposed Schedule of Retention Services

<table>
<thead>
<tr>
<th>Retention Components</th>
<th>KVCC Primary Contact</th>
<th>Proposed Calendar</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SRP 2013 Data Readiness</strong></td>
<td>Stephen Cannell</td>
<td>Completed July 2012</td>
<td>Web meeting to prepare for transfer of data for SRP variable diagnostics and SRP model building</td>
</tr>
<tr>
<td><strong>Retention visit 1: Discovery Visit with Peter Bryant to identify salient enrollment improvement opportunities to be considered in a systematic program of improvement</strong></td>
<td>Laura Cosby</td>
<td>Completed August 6-7, 2013</td>
<td>Focus groups and interviews with presentation of retention recommendations on the afternoon of the second day</td>
</tr>
<tr>
<td><strong>SRP 2013 RMS Plus visit: Student Retention Predictor model review and intervention planning; broad retention strategy identification.</strong></td>
<td>Laura Cosby</td>
<td>August 26-27, 2013</td>
<td>Final review of SRP 13 predictive model if available, training workshops and determination of CSI, MYSA, SYSA, and SSI implementation details</td>
</tr>
<tr>
<td><strong>SRP 2013 Model Approval</strong></td>
<td>Stephen Cannell</td>
<td>August 2013</td>
<td>Web meeting to approve the SRP model if it was not available during the SRP visit and determination of scoring data files calendar</td>
</tr>
<tr>
<td><strong>Student Satisfaction Survey (SSI)</strong></td>
<td>Laura Cosby and Stephen Cannell</td>
<td>October TBD 2013</td>
<td>SSI administration details TBD via remote consultation and support by Noel-Levitz’s Julie Bryant with on-campus interpretation by Dave Trites</td>
</tr>
<tr>
<td><strong>Retention visit 2: Retention planning retreat using SSI data and variable diagnostics from SRP modeling process</strong></td>
<td>Laura Cosby</td>
<td>October TBD 2013</td>
<td>Information informed consensus for vital few priorities, targets</td>
</tr>
<tr>
<td><strong>Retention visit 3: Retention Action Plan development to begin development of steps necessary to deploy plan priorities</strong></td>
<td>Laura Cosby</td>
<td>November TBD 2013</td>
<td>Plan priorities deployment</td>
</tr>
<tr>
<td><strong>Retention visit 4: Retention Plan assembly and action plan deployment</strong></td>
<td>Laura Cosby</td>
<td>January 2014</td>
<td>Finalize retention plan, goals, strategies and action plans</td>
</tr>
<tr>
<td><strong>Retention visits 5-8: Deployment and focus on consensus retention priorities</strong></td>
<td>Laura Cosby</td>
<td>February-May 2014</td>
<td>Dictated by progress and priorities</td>
</tr>
</tbody>
</table>
Proposed Schedule of Marketing and Recruitment Services

The August 6 and 7 launch visit and Enrollment Opportunity Analysis included the intent to identify in collaboration with the KVCC staff where Noel-Levitz could be most helpful during the coming year in improving the number of new students enrolling each year.

In discussions with the marketing and recruiting staff, it was concluded that ways that Noel-Levitz could be of most immediate assistance was by focusing the remaining three approved two-day consultations on the following areas:

- Present the recruitment planning process and the elements and components that constitute a goal driven, marketing and recruitment plan.

- Provide guidance and direction on the necessary elements of an effective and successful Enrollment Management Committee including typical roles and responsibilities.

- The effective use of Ellucian, KVCC’s new CRM (College Relations Management System), including essential enrollment reports for ongoing tracking and analysis to make well-informed enrollment management decision

- Review current plans and collaborate with staff to further develop a comprehensive communications flow according to market segments, interest level, and stage of entry among other considerations.

As I noted while on campus, Craig Engel, senior vice president for consulting services, and Michele Brown, senior associate consultant, have the background and experience in these area and will be working along-side the KVCC marketing and recruitment staff on these and possibly other identified opportunities. Craig will be in touch with Laura Cosby to determine a mutually convenient date for the first of the three two-day consultations.