Enrollment Management Plan Introduction

Labette Community College's mission is to provide quality learning opportunities in a supportive environment for success in a changing world. In order to better fulfill its mission, Labette Community College began its formal enrollment management plan in 2021.

The Strategic Enrollment Management Steering Committee extensively reviewed Labette's institutional data, state and national data, and enrollment projections. This environmental data has provided the necessary baseline for the preliminary enrollment targets, target populations, strategies, and the overarching enrollment management goals.

During the 2023 Summer Semester, the SEM Steering Committee hosted a two-day retreat for all employees, closing the college so that we could focus on enrollment management. Data was presented to employees followed by discussions focused on various constituent groups and their LCC experience. Then employees discussed the student lifecycle and established goals for the SEM Steering Committee's sub-committees for the next three years.

Guiding Principles

The following guiding principles anchor this enrollment management plan and are fully aligned with the Vision, Mission, and Core Values of Labette Community College. The guiding principles will be evident in implementation of the SEMP as it represents our commitment to students who attend LCC.

- SEMP facilitates student learning and success through a commitment to provide the right mix of academic programs, course scheduling, advising, and student services.
- SEMP is aligned with the LCC's Strategic plan.
- SEMP is a shared responsibility among different departments on campus.
- SEMP focuses on the recruitment of a diverse student population, admissions, retention, and completion.
- SEMP includes a focus on building relationships with local businesses, alumni, and the local community.

In addition to the Guiding Principles, the planning group believes that enrollment management planning is most effective when it includes the following best practices:

- Academic integration that leads to student success, such as balanced and relevant program and course offerings, diverse modes of delivery, enhanced advising and counseling, etc.
- An evidence-based system that is data driven to reflect the needs of a diverse student population.
- Student-focused processes that are models for facilitating student satisfaction and student learning.
- An inclusive plan that promotes a culture of ownership, seamless delivery, and the integration and alignment of all student support services.
- Ongoing enrollment management planning and regular reviews and updates.

Current Enrollment Situation

Kansas community colleges have been experiencing fluctuating enrollments over the past few years due to a decline in high school graduates, the economy, and the COVID-19 pandemic. Over the past 13 years, enrollment at Labette Community College has declined from 37,907 credit hours to 25,256 credit hours, a 33% decrease in credit hours.

Credit Hours

| Year	Summer	Fall	Spring	Total	Change over Previous Year
2009-2010	3290.5	18470	16146.5	37907	
2010-2011	3626.5	17821.5	16232.5	37680.5	-1%
2011-2012	3286	17785	15866	36937	-2%
2012-2013	3636.5	18426.5	15527	37590	2%
2013-2014	3807.5	16589	14650	35046.5	-7%
2014-2015	3960.5	15568.5	14323.5	33852.5	-3%
2015-2016	3498.5	15943	13500	32941.5	-3%
2016-2017	3705	16678	14721	35104	7%
2017-2018	4322.5	16582	14450.5	35355	1%
2018-2019	4096	17673.5	13937	35706.5	-1%
2019-2020	3177.5	15744	12676	31597.5	-12%
2020-2021	2734	13727	11936	28397	-20%
2021-2022	2460	13753	11393	27606	-13%
2022-2023	2115	12542	10599	25256	-11%

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Enrollment by Credit Hours
Academic Years 2017 - 2022
Labette Community College
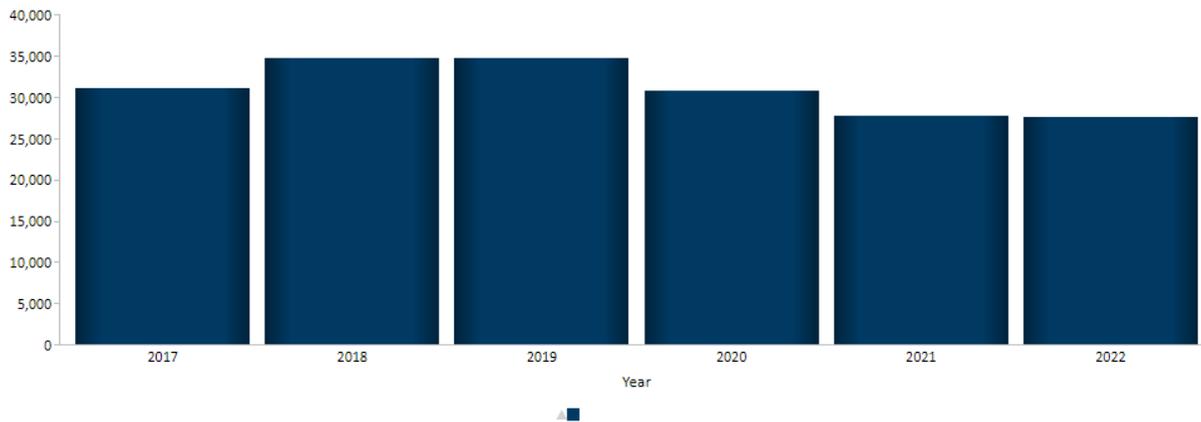
Source: KHEDS Academic Year Collection

Kansas Board of Regents
Enrollment by Headcount
Academic Years 2017 - 2022
Labette Community College
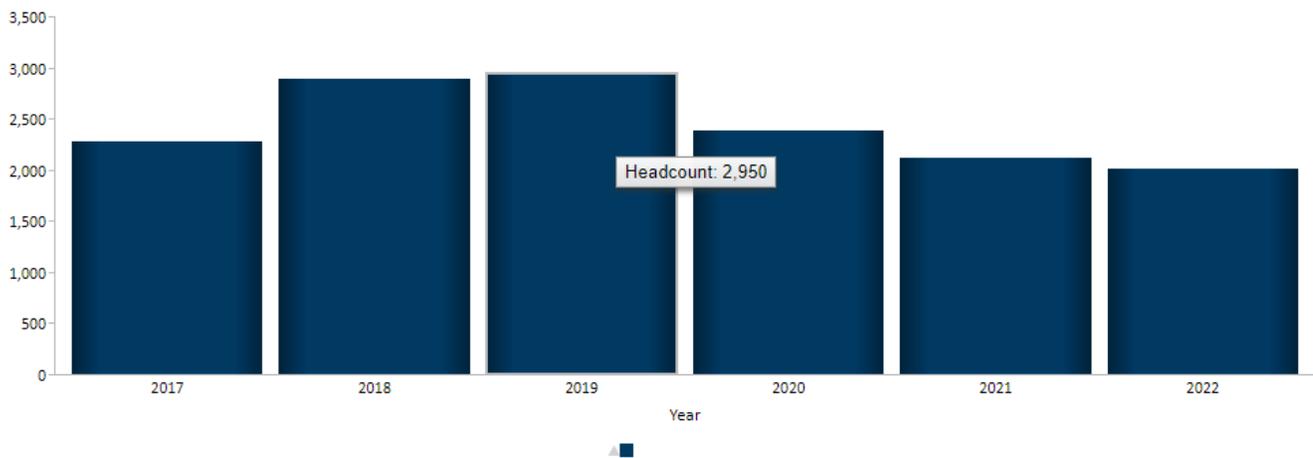
Headcount: 2,950

Source: KHEDS Academic Year Collection

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Fall Census Enrollment by Headcount and Classification
Fall Calendar Years 2017 - 2022
Labette Community College

|		Fall Calendar Year							
		2017	2018	2019	2020	2021	2022	1 Year Chg	5 Year Chg
Institution	Student Classification								
Labette Community College	High School	505	548	594	553	605	654	8.1%	29.5%
	Freshmen	518	502	462	417	342	326	-4.7%	-37.1%
	Sophomore	539	549	471	382	426	400	-6.1%	-25.8%
	UG Special	302	454	94	57	38	14	-63.2%	-95.4%
	Total	1,864	2,053	1,621	1,409	1,411	1,394	-1.2%	-25.2%

Source: Fall Census Collection

**UG Special are students who took classes as Non-Degree Seeking or though Workforce/Community services

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Percentage of Enrollment by Headcount and Race/Ethnicity
Academic Years 2017 - 2022
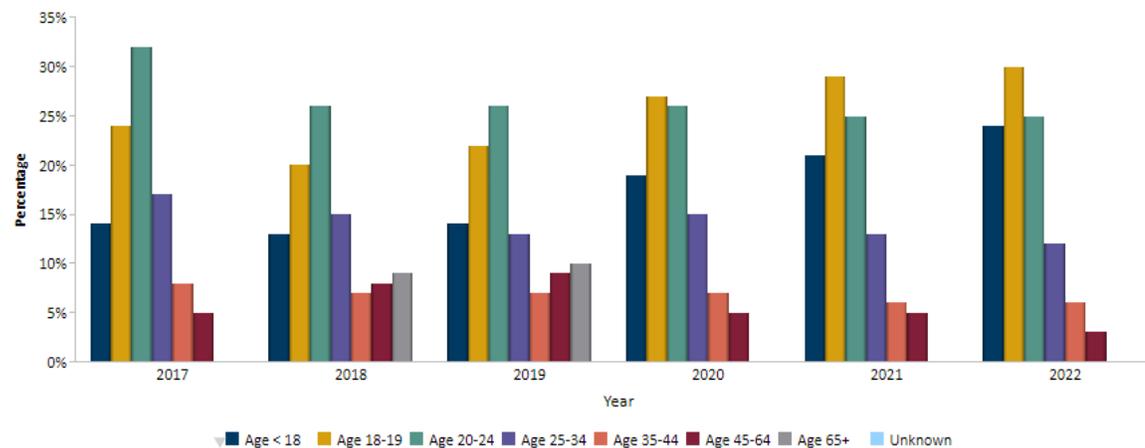Labette Community College
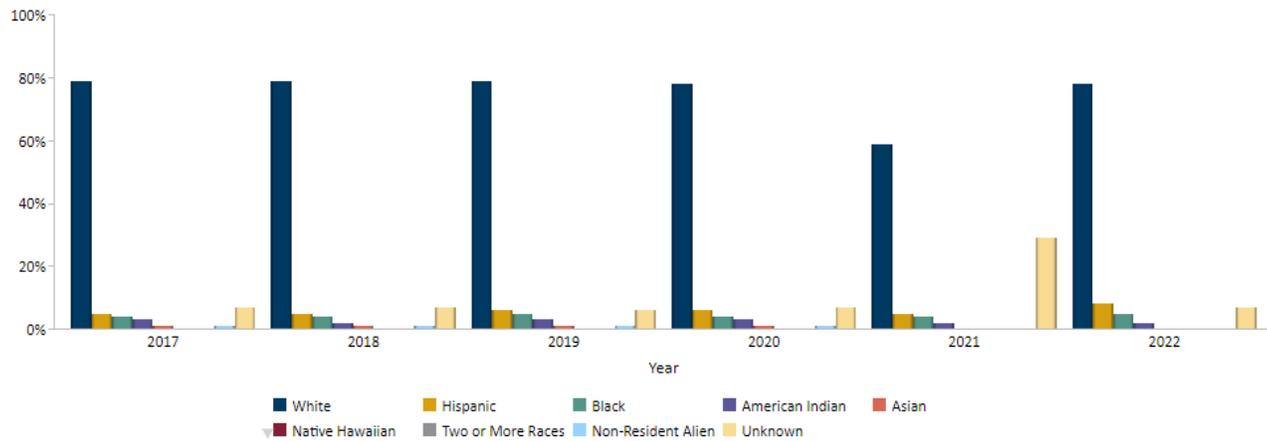
Source: KHEDS Academic Year Collection

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Percentage of Enrollment for All Delivery Methods by Headcount and Age Group
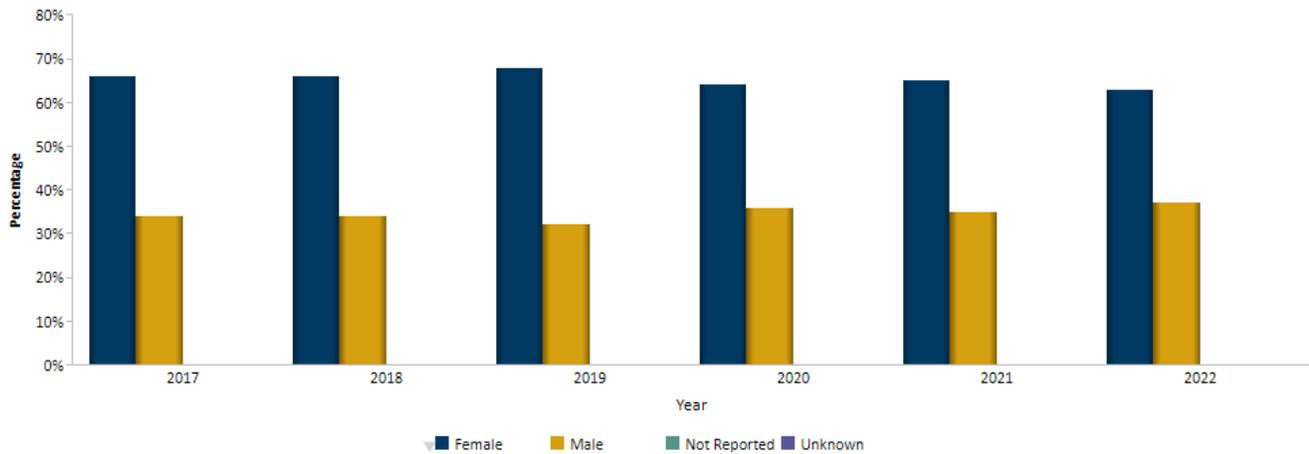Academic Years 2017 - 2022
Labette Community College

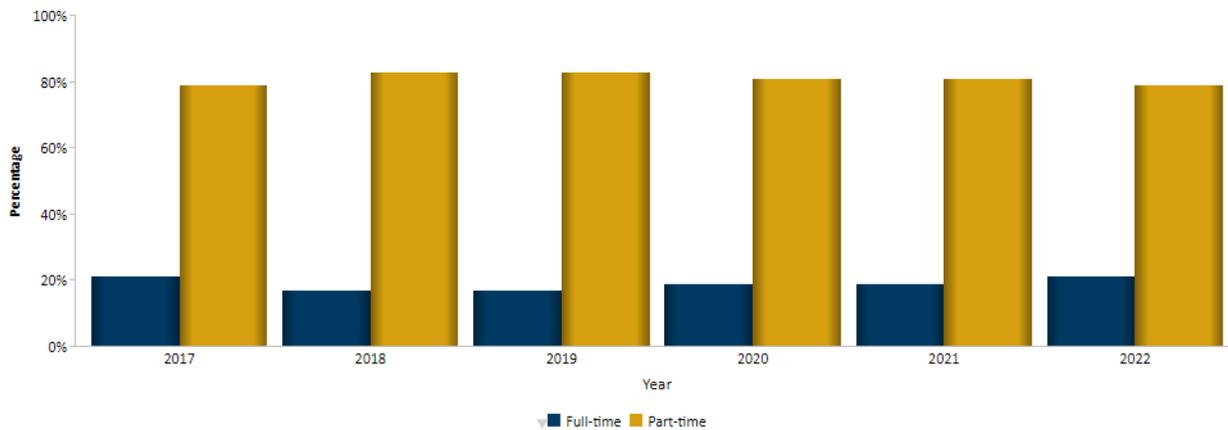Source: KHEDS Academic Year Collection

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Percentage of Enrollment for All Delivery Methods by Headcount and Gender
Academic Years 2017 - 2022
Labette Community College

Female ▮ Male ▮ Not Reported ▮ Unknown

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Percentage of Enrollment for All Delivery Methods by Headcount and Full-time/Part-time Status
Academic Years 2017 - 2022
Labette Community College

Full-time ▮ Part-time

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High School Enrollment by Headcount
All Courses for Unduplicated All Students
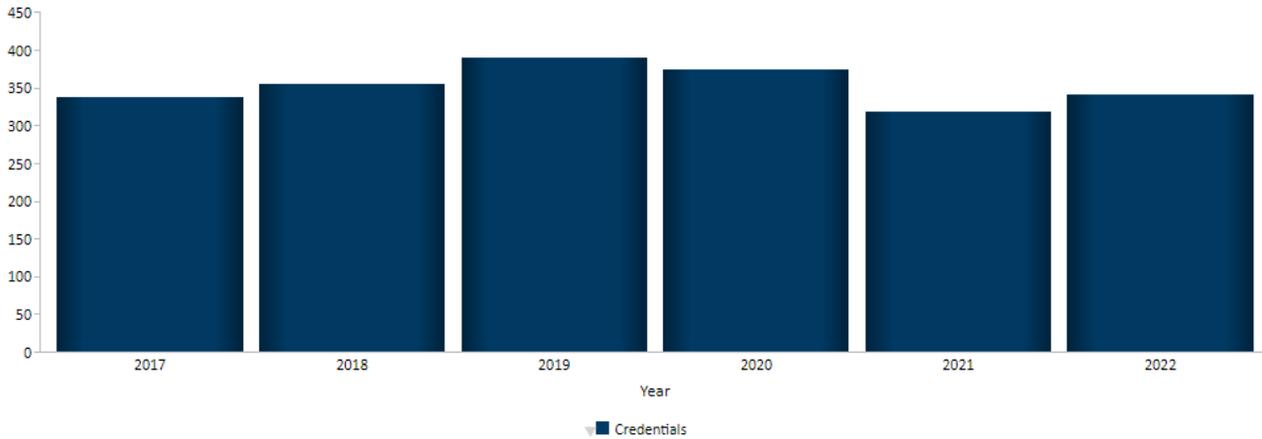Academic Years 2017 - 2022
Labette Community College

Headcount: 744
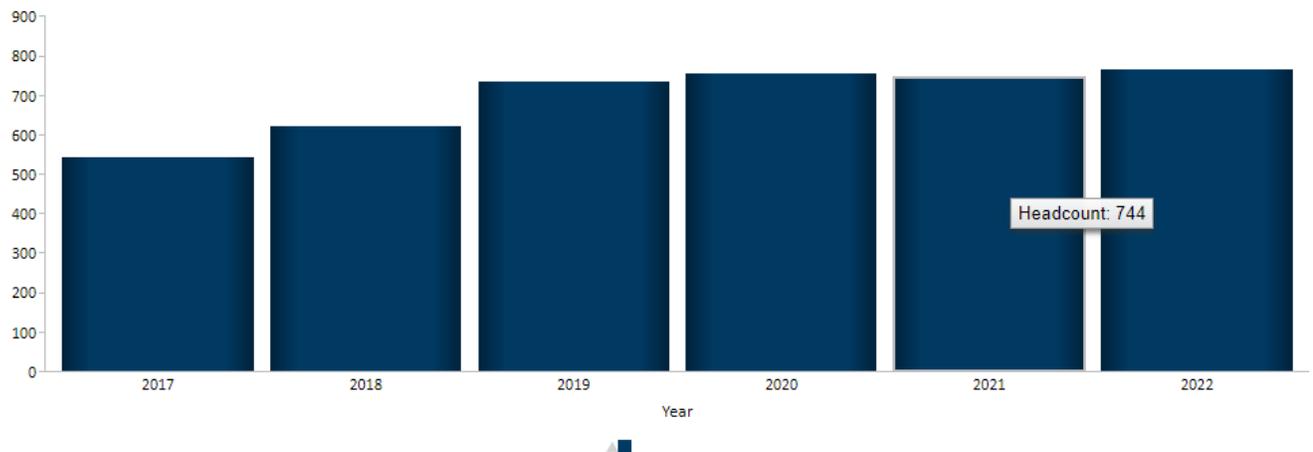
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Credentials Summary
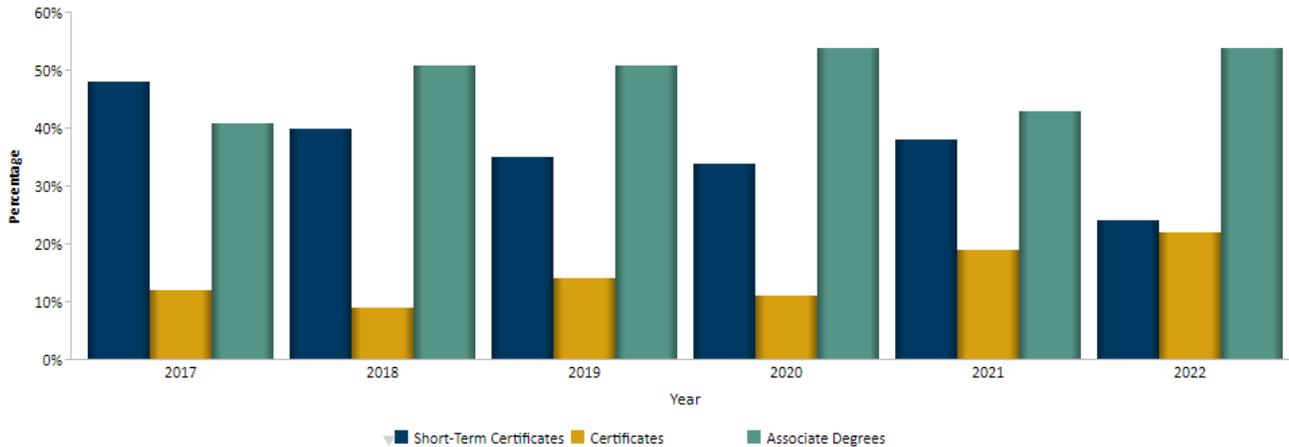Academic Years 2017 - 2022
Labette Community College

Source: KHEDS Academic Year Collection

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Percentage of Credentials by Award Type
Academic Years 2017 - 2022
Labette Community College

Source: KHEDS Academic Year Collection

Kansas Board of Regents

Student Success Index
Labette Community College

Entrance Year	1) Completed Home Institution	2) Completed System Institution	3) Completed Elsewhere	4) Retained Home Institution	5) Retained System Institution	6) Retained Elsewhere	Total Success Rate
2008	9.5%	6.2%	0.7%	10.6%	15.4%	7.3%	49.7%
2009	16.3%	14.6%	1.4%	8.4%	14.1%	6.3%	61.1%
2010	11.7%	14.5%	1.5%	9.2%	14.1%	6.0%	57.0%
2011	21.1%	16.2%	1.2%	6.8%	10.8%	6.0%	62.1%
2012	19.5%	17.0%	0.9%	7.0%	10.7%	8.2%	63.3%
2013	23.2%	12.5%	1.1%	5.1%	9.1%	6.9%	57.9%
2014	20.2%	11.3%	1.4%	6.2%	11.5%	9.2%	59.8%
2015	19.5%	18.3%	1.7%	8.2%	8.4%	7.4%	63.5%
2016	16.5%	18.6%	3.2%	7.8%	10.1%	7.0%	63.2%
2017	20.6%	18.3%	2.4%	5.7%	8.4%	5.5%	60.9%
2018	22.7%	21.1%	3.1%	5.4%	9.9%	3.8%	66.0%
2019	20.1%	20.7%	3.2%	4.4%	9.5%	5.3%	63.2%

Sources: KHEDS Academic Year Collection, National Student Clearinghouse

A dash (-) means the data did not meet or was below the threshold for statistical discloure control standards.
Selected Filters: Student Type=All, Intent=All, Student Status=All, Rate Year=After 3 Years

1. Ruffalo Noel-Levitz Student Satisfaction Inventory Data
2. CTE Five-Year Course Enrollment Trends
3. Enrollment Residency Report
4. Residency Demographics
5. Students by county and state

External Data Examined:
1. 2022 Marist Mindset List for the Class of 2026
2. Higher Learning Commission Information
3. The Center for Community College Student Engagement report: Listen to Me
4. Echo Delta: Uncovering the Attitudes of Today's Gen X Parents

At Labette, we believe that enrollment growth can be strategically influenced by internal actions when these actions are tightly coupled with the Strategic Enrollment Management Plan. This plan will allow us to use marketing, scheduling, staffing, budgeting, etc., in a strategic manner to enable us to meet our enrollment targets.

This strategic enrollment planning process enables Labette faculty and staff to create action plans that turn our vision for the future into reality. Through the planning process we can:
- Make clearer choices about growth.
- Define clear lines of responsibility for different aspects of the growth process.
- Have a more precise and clear budgeting process.
- Connect the budget, scheduling, staffing, and marketing processes.
- Develop long-range planning for programs, space, etc.
- Put all resources to work.

Student Enrollment Lifecycle
The Strategic Enrollment Management Plan focuses on the four major phases of the student enrollment lifecycle.
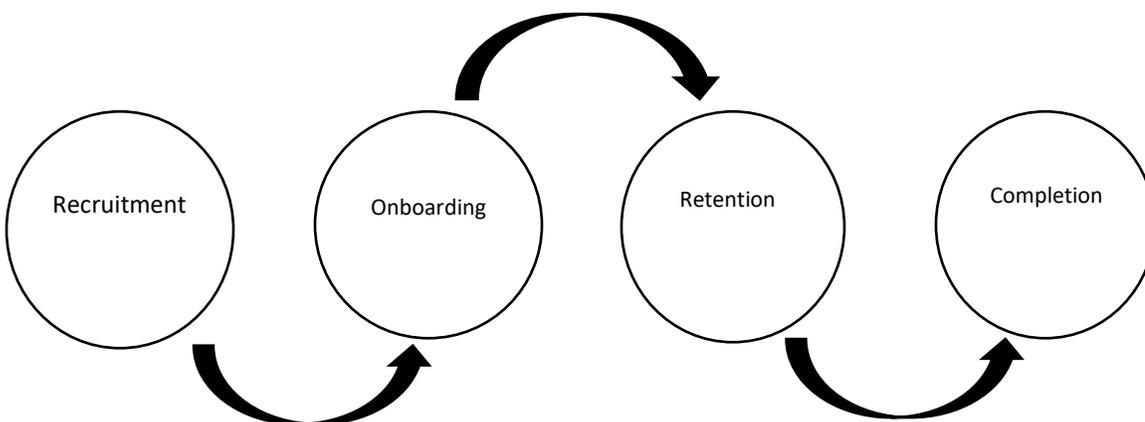
Recruitment – Initial contact to application submission
Onboarding – Admission to completion of first semester
Retention – Second semester to graduation and/or transfer
Completion – Completion of degree or certificate, transfer, or employment

Enrollment Management Overarching Goals

1. Increase unduplicated headcount by 5% in three years over the 3-year average (2020-2022) from KBOR of 2,180.
   Goal is 2,289 students.
   AY 2020 = 2,394 students
   AY 2021 = 2,124 students
   AY 2022 = 2,022 students

2. Increase Fall to Fall Retention by 5% in three years over the 3-year average (2021-2023) of 581 students.
   Goal is 610 students.
   Fall 2019 to Fall 2020 = 597 students
   Fall 2020 to Fall 2021 = 568 students
   Fall 2021 to Fall 2022 = 579 students

3. Increase Fall to Spring Retention by 5% in three years over the 3-year average (2021-2023) of 1,015 students.
   Goal is 1,066 students.
   Fall 2020 to Spring 2021 = 988 students
   Fall 2021 to Spring 2022 = 1,005 students
   Fall 2022 to Spring 2023 = 1,053 students

4. Increase enrollment in CTE programs by 5% over the 3-year average (2021-2023), using Fall number if difference between the two semesters.
   - Diagnostic Medical Sonography baseline is 10 students. ***Goal is 11 students.***
     - AY 2021 = 5 students
     - AY 2022 = 9 students
     - AY 2023 = 15 students
   - Graphic Design Technology baseline is 12 students. ***Goal is 13 students.***
     - AY 2021 = 11 students
     - AY 2022 = 9 students
     - AY 2023 = 16 students
   - CNA baseline is 93 students (year round headcount). ***Goal is 98 students.***
     - AY 2021 = 118 students
     - AY 2022 = 74 students
     - AY 2023 = 88 students
   - Nursing baseline is 45 students. ***Goal is 47 students.***
     - AY 2021 = 46 students
     - AY 2022 = 38 students
     - AY 2023 = 50 students
   - Radiography baseline is 28 students. ***Goal is 29 students.***
     - AY 2021 = 26 students
     - AY 2022 = 32 students
     - AY 2023 = 27 students
   - Respiratory Therapy baseline is 9 students. ***Goal is 10 students.***
     - AY 2021 = 6 students
     - AY 2022 = 7 students
     - AY 2023 = 14 students
   - Welding baseline is 61 students. ***Goal is 64 students.***
     - AY 2021 = 51 students
     - AY 2022 = 60 students
     - AY2023 = 71 students

5. Increase the number of completions by 5% in three years over the 3-year average (2021-2023) of 278. ***Goal is 292 degrees/certificates.***
   AY 2021 = 266 degrees/certificates
   AY 2022 = 259 degrees/certificates
   AY 2023 = 309 degrees/certificates

AY 2020 = Fall 2019-Spring 2020
AY 2021 = Fall 2020-Spring 2021
AY 2022 = Fall 2021-Spring 2022
AY 2023 = Fall 2022-Spring 2023

Performance Assessment

1. Each subcommittee (Recruitment, Onboarding, Retention, and Completion) will provide a quarterly assessment of the strategic enrollment management plan and report it to the SEM Committee.
2. The SEM Committee will identify and make necessary adjustments to processes and practices before the next registration cycle begins.
3. Annual assessment will be conducted by the SEM Committee to assess the progress toward accomplishing the overarching enrollment management goals, and recommend necessary changes to President's Council to accomplish these goals.

Subcommittee Activities

Recruitment

2023-2024

- Host a Cardinal Tech Visit Day
- Host a Health Science Visit Day
- Host the LCC Art Show and Competition
- Hold athletic-team-specific enrollment days
- Enhance the individual student visit day process and experience
- Update the virtual tour of LCC
- Host podcasts with the Admissions Department and Student Ambassadors
- Investigate options for the texting platform with the implementation of J1
- Promote the CTE discount at area businesses through personal visits and materials
- Provide LCC materials at different locations in the service area communities
- Develop bridge program/presentation for dual enrolled seniors who will be full-time LCC students

2024-2025

- Host a Non-Traditional Student Recruitment Event (Red Hot Enrollment)
- Provide all recruitment materials in Spanish
- Hold at least one additional event for children in the community
- Hold a special recognition event for fire, police, military, etc. at a game for each sport
- Increase scholarship options for incoming students
- Create grants or scholarships for dual enrolled students with financial need
- Increase sharing of information on scholarships in the community
- Consider developing a separate online admissions application for Cardinal Jumpstart students

2025-2026
- Create a position for an Athletic Academic Advisor
- Create an LCC app (also on onboarding activities)
- Host a Cardinal Kid's Camp
- Hold an Education Game for every sport
- Create a Junior Cardinals Athletic Program
- Connect with the homeschool community
- Connect with the tribal community

Onboarding

2023-2024
- Enhance the text and email communication with students once they have applied to LCC (for both general and dual enrolled students)
- Develop a notification system to inform the Advising Center when students have been admitted to LCC
- Reimagine enrollment days to be focused on individual appointments with general advisors
- Create a packet of information that is provided to all students after meeting with a general advisor
- Develop a postcard to be sent to all students before the start of classes (same information will also be sent via text with a link to the information)
- Enhance the New Student Orientation (NSO) event
- Host new student orientation for dual enrolled students at high schools
- Host activities during the monthly LCC Free Dinners
- Promote the availability of free access to the Microsoft Suite products with a student email account
- Enhance process for contacting advises to enroll for upcoming semesters
- Improve "reserve status" process for dual enrolled students

2024-2025
- Create ability for students to self-enroll online after contact from advisor through an "enroll stage"
- Develop a move-in event to support students moving into the Villas
- Develop an onboarding process for 100% online students
- Develop specific activities for non-traditional students
- Consider expanding operational hours of the college during key times of the semester
- Implement the ability for all high school counselors to enroll dual enrolled students

2025-2026
- Develop or purchase a tool for student tracking (also in retention activities)
- Create an LCC app (also on recruitment activities)

Retention

2023-2024
- Develop the D/F Buddy check-in program
- Start a weekly program to transport students to Walmart or other stores from the Villas
- Install motion lights for safety (entrances to the gym, café/student union, student success center, etc. any building students &/or faculty/staff may need to access before dawn/after dusk)
- Develop recipes for items in the pantry to give to students along with cooking workshop
- Create "Campus Communications" discussion board in RedZone (one for students, one for faculty/staff)
- Host a free lunch in the café once a month (in addition to the free dinner hosted monthly)
- Send text reminders to all students regarding deadlines for enrollment, textbooks, degree checks, etc.
- Investigate building crosswalk to New Workforce Building across Main Street
- Increase athletic storage

2024-2025

- Develop a concession stand option for softball games
- Propose hiring a full-time safety officer to work from 2:00p.m.-10:00p.m. Monday-Thursday
- Develop a Meet-and-Greet Scholarship event where students receiving scholarships can connect with donors
- Develop a student organization for non-traditional students or students who are parents
- Create online tutoring and support for dual enrolled students
- Provide current grade access to advisors (from high school perspective but may want for all advisors)

2025-2026

- Build a bathroom facility at the softball field
- Extend the Cardinal Café hours to include dinner
- Consider software program/tool to track students throughout time at LCC (also in onboarding activities)

Completion

2023-2024

- Revamp Degree and Certificate check process by eliminating Degree/Certificate Check Request for students that will receive one degree (student will need be sure their declared major is correct). A new report will be created to determine the students that are eligible to graduate based on their current declared major and having all official college and high school transcripts on file with the Registrar's Office.
- Utilize the Advising Worksheet for Degree Check process
- If a student is graduating they are asked to Apply for Graduation. Students will be given the opportunity to write a testimonial. The testimonial will be shared with Public Relations or added the commencement program. Students will also be asked their personal email which will be shared with the Alumni Association to be contacted after they leave LCC. Possibly request photos to recognize graduates that will not be attending the ceremony.
- Focus on re-engaging alumni to reinvigorate the Alumni Association
- Recognize graduates not attending commencement by creating a slideshow to be posted on the website.
- Enhance Grad Night offerings to get more students to attend.
- Create a transfer process for students and advisors
- Update the process for official college and official high school transcript records by reaching out to students sooner than is currently happening and letting them know they have missing transcripts. A report will be created to notify the student and the advisor that transcripts have not been received, and a warning will be put on the students account if they have not been received after the 1st semester of attending.
- Increase participation from employees before, during, and after commencement
- Add descriptions of scholarships and the application process to the Scholarship Wall
- Revamp Degree and Certificate check process for dual enrolled students by eliminating Degree/Certificate Check Request for students that will receive one degree (student will need be sure their declared major is correct). A new report will be created to determine the dual enrolled students that are eligible to graduate based on their current declared major. Students will be required to submit their official high school transcript after the semester they graduate from LCC for their degree to be conferred.

2024-2025

- Send graduates alumni swag after commencement and ask for testimonials to share with other Alumni
- Evaluate Degree/Certificate Check Process and Advising Worksheet changes for effectiveness
- Build out Alumni Association network for enhanced college visibility and support (additional athletic connection)
- Continue to enhance commencement recognition for non-attendees
- Establish career services for completing students
- Deploy transfer process (four-year schools)
- Ensure high school student majors are correct post-high school

- Expand use of alumni testimonials in college marketing
- Hold Alumni Association events and expand benefits for members and new alumni
- Expand career services to completing students and alumni
- Create Signing Day for transferring students
- Improve procedures (Degree Check/Advising Worksheet) for students earning multiple degrees
- Increase recognition of graduates during commencement (stoles, cords, etc)

Key Term Definition

To ensure that all stakeholders are using the correct terms when comparing data, the following definitions have been established.

Academic Year (AY): The Kansas Board of Regents (KBOR) defines an academic year as consecutive summer, fall, and spring terms. For example, the 2020 Academic Year covers Summer 2019 + Fall 2019 + Spring 2020. Labette CC defines an academic year as consecutive fall, spring, and summer terms. For example, the 2020 Academic Year covers Fall 2019+ Spring 2020+Summer 2020.

Completions: The number of degrees and other postsecondary credentials (certificates) conferred by the college.

Full-time enrollment status: Enrollment in 12 or more credit hours per semester.

Part-time enrollment status: Enrollment in less than 12 credit hours per semester.

Persistence: A measure of a student's ability to continue on to the next term to ultimately graduate. A student's persistence is not tied to one institution. It could mean they transfer from one college to another but are still pursuing their academic goals.

Retention: An institutional measure of the rate at which students continue in their educational program at an institution, expressed as a percentage. To calculate retention at Labette CC, three different measures will be used:

1. IPEDS measure: This is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. This is separated out between full-time and part-time students. This measure provides data that is compared against all other institutions across the U.S. who are less than 4-year.
2. Institution fall-to-spring measure: This is the percentage of degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current spring semester. This measure provides LCC a way to track all degree/certificate-seeking students moving through the retention funnel to ensure adequate services are being provided.
3. Institution fall-to-fall measure: This is the percentage of degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall semester. This measure provides LCC a way to track all degree/certificate-seeking students moving through the retention funnel to ensure adequate services are being provided.