

## **Vision 2023 Strategic Enrollment Plan**

### **Overview:**

In response to declining enrollment, declining retention rates, and the changing landscape of student enrollment patterns, the Vision 2023 Committee has worked to develop a strategic enrollment plan that identifies key areas of focus to meet the determined enrollment “sweet spot” of 8,500 FTE students by FY 2027 needed to support the budget and fiscal health of the college.

**Planning Process:** The Vision 2023 committee commenced in October 2020 and was tasked with creating viable strategies to address the current enrollment challenges facing the college. The committee has been led by Enrollment Management and included a broad representation of campus constituents (faculty, staff, and administrators). The committee members approached the creation of a strategic enrollment management plan from a data driven perspective, relying heavily on the analysis of historical enrollment trends and data to identify potential areas of opportunity for enrollment growth. The committee members also discussed and documented existing strategies that are currently in place or have been recently implemented that have shown early signs of success to address the current enrollment challenges. The strategic enrollment plan has been divided into two categories, recruitment (I) and retention (II). The recruitment section focuses on the recruitment of new and readmit students and is divided into subcategories of student populations for targeted recruitment efforts. The retention section focuses on strengthening existing retention rates by improving academic momentum and transfer for our students.

### **Challenges:**

Nationally, community colleges have experienced consistent enrollment declines since 2010 which have significantly increased with the onset of the COVID-19 pandemic, resulting in a 14.1% average enrollment decline. At KCC enrollment has steadily declined on average about 7% annually.

Separately, high school graduation rates are also predicted to steadily decline in the Northeast due to declining birth rates and demographic shifts in the population with the New York State total graduation rates projected to have already peaked as of 2019. While the data shows overall declines in high school graduation rates, it does also show that the shifts in demography of this population will be attributed to the number of Hispanic graduates.

## I. Recruitment:

To respond to this challenging landscape, the Vision 2023 Committee has identified eight student populations to target for recruitment efforts to increase FTE enrollment. Student populations include Freshman, Transfers, Readmits, Adult Learners, GED Recipients and Black & LatinX Students. While focusing on these segments of students for recruitment efforts, we will ultimately be measuring the cumulative impact on enrollment for freshman, transfer and readmit students each year. The following tables look at freshman, transfer and readmit enrollment through current and historical enrollment trends (table 1), enrollment projections based on the current trajectory (table 2), and outlining enrollment goals that we must achieve to meet our “sweet spot” goal for new student enrollment (table 3). Each unique student population will also be segmented into sections within the report to provide an analysis of the current data and trends for each group along with details on strategic activities proposed to meet target enrollment goals. The strategic activities will highlight the timeline for completion, anticipated outcomes as well as responsible parties for tracking and assessment purposes.

### Enrollment Goals:

|                        | Fall 2016     |            | Fall 2017     |            | Fall 2018    |            | Fall 2019    |            | Fall 2020    |            | Fall 2021    |            | Avg. Trends |
|------------------------|---------------|------------|---------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|-------------|
|                        | #             | %          | #             | %          | #            | %          | #            | %          | #            | %          | #            | %          | Average     |
| Freshman Enrollment    | 2,116         | 19%        | 1,969         | 19%        | 2,078        | 22%        | 2,130        | 23%        | 1,784        | 22%        | 1,576        | 21%        | 21%         |
| Transfer Enrollment    | 1,399         | 12%        | 1,398         | 14%        | 1,359        | 14%        | 1,282        | 14%        | 613          | 7%         | 650          | 8%         | 11%         |
| Readmit Enrollment     | 599           | 6%         | 610           | 6%         | 586          | 6%         | 497          | 5%         | 678          | 8%         | 424          | 6%         | 6%          |
| <b>Total (NEW)</b>     | <b>4,114</b>  | <b>37%</b> | <b>3,977</b>  | <b>39%</b> | <b>4,023</b> | <b>42%</b> | <b>3,909</b> | <b>42%</b> | <b>3,075</b> | <b>37%</b> | <b>2,650</b> | <b>35%</b> | <b>38%</b>  |
| Continuing             | 6,943         | 63%        | 6,034         | 61%        | 5,686        | 58%        | 5,315        | 58%        | 5,319        | 63%        | 4,946        | 65%        | 62%         |
| <b>Total (ALL) FTE</b> | <b>11,057</b> |            | <b>10,011</b> |            | <b>9,709</b> |            | <b>9,224</b> |            | <b>8,394</b> |            | <b>7,596</b> |            | <b>100%</b> |

|                        | Fall 2022    | Fall 2023    | Fall 2024    | Fall 2025    | Fall 2026    | Fall 2027    | Trend Totals |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Freshman Enrollment    | 1,372        | 1,372        | 1,478        | 1,583        | 1,688        | 1,785        | 21%          |
| Transfer Enrollment    | 720          | 720          | 774          | 829          | 884          | 935          | 11%          |
| Readmit Enrollment     | 392          | 392          | 422          | 452          | 482          | 510          | 6%           |
| <b>Total (NEW)</b>     | <b>2,484</b> | <b>2,484</b> | <b>2,674</b> | <b>2,864</b> | <b>3,054</b> | <b>3,230</b> | <b>38%</b>   |
| Continuing             | 4,053        | 4,053        | 4,363        | 4,673        | 4,983        | 5,270        | 62%          |
| <b>Total (ALL) FTE</b> | <b>6,537</b> | <b>6,537</b> | <b>7,037</b> | <b>7,537</b> | <b>8,037</b> | <b>8,500</b> | <b>100%</b>  |

## 1. Freshman Students:

### Overview:

Overall, there has been a downward trend in enrollment for degree-seeking students, with the biggest declines among continuing students between 2014 and 2019.

Most recently, enrollment trends were altered because of the COVID-19 pandemic. Between 2019 and 2020, there were especially large declines in new students, with a 16.3% decrease in First-Time Freshman enrollment, as shown in Figure 1.

Similarly, the number of applicants declined for both First-Time Freshmen, as well as the percent of those admitted who enrolled between Fall 2019 and Fall 202. Table 3 depicts the difference in First-Time Freshmen enrollment over this period of time.

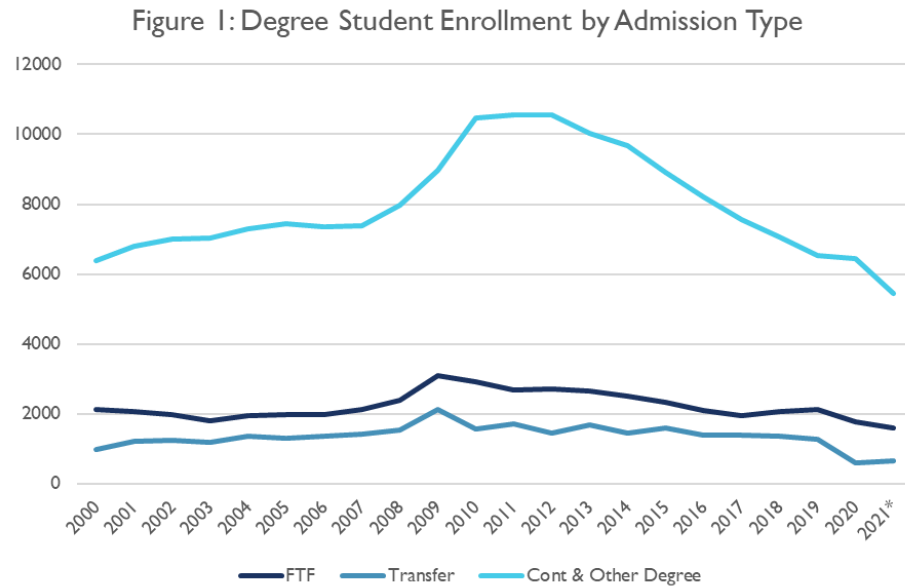


Table 3: First-Time Freshmen Enrollment

|          | Fall 19-Fall 21<br>Difference |
|----------|-------------------------------|
| Applied  | -15.00%                       |
| Admitted | -17.20%                       |
| Enrolled | -35.80%                       |
| Yield    | -22.40%                       |

In fall of 2020, KCC enrolled 1,563 students from an admit pool of 13,069 for a yield rate of approximately 12%. KCC largely drew their enrolled students for Fall 2020 from New York City Department of Education schools, private and parochial schools located in New York City, and schools outside of the United States. An analysis of admissions from feeder schools can be found on page 22.

Admitted students that enrolled at KCC or enrolled at another college had similar gender disparities, with females accounting for over half of enrollments. However, males accounted for the majority of admitted students (54.7%) that did not enroll anywhere. Admitted students that enrolled in KCC or did not enroll anywhere were generally older than students that enrolled in another institution. Nearly 92% of admitted students that enrolled in another institution were 19 years of age or younger, while 77% of those that enrolled in KCC were 19 years of age or younger and 79% were 19 years or younger for those that did not enroll anywhere. Table 4 reflects the ethnicity differences across the three categories of admits.

In regards to proficiency, KCC enrolled a lower percentage of students that are proficient in all areas (65.8%) compared with those enrolled at other colleges (72.7%). Admitted students that did not enroll anywhere had significantly lower proficiency than the other two groups, with only 39.8% of students reporting proficiency in all areas. Similarly, for GPA, 64.8 % of students enrolled in KCC had GPAs higher than 75 compared with 72.5% of those enrolled at other institutions. Admitted students that did not enroll anywhere has significantly lower GPAs, with only 40.9% reporting GPAs higher than 75.

|                 | Not enrolled anywhere |               | Enrolled at KBCC |               | Enrolled Another College |               | Total Admits |               |
|-----------------|-----------------------|---------------|------------------|---------------|--------------------------|---------------|--------------|---------------|
| American Indian | 24                    | 0.6%          | 5                | 0.3%          | 38                       | 0.5%          | 67           | 0.5%          |
| Asian           | 264                   | 6.7%          | 248              | 15.9%         | 922                      | 12.2%         | 1434         | 11.0%         |
| Black           | 1316                  | 33.3%         | 437              | 28.0%         | 2449                     | 32.4%         | 4202         | 32.2%         |
| Hispanic        | 1762                  | 44.6%         | 445              | 28.5%         | 2936                     | 38.8%         | 5143         | 39.4%         |
| Two or More     | 90                    | 2.3%          | 57               | 3.6%          | 225                      | 3.0%          | 372          | 2.8%          |
| Unknown         | 156                   | 4.0%          | 42               | 2.7%          | 135                      | 1.8%          | 333          | 2.5%          |
| White           | 336                   | 8.5%          | 329              | 21.0%         | 853                      | 11.3%         | 1518         | 11.6%         |
| <b>Total</b>    | <b>3948</b>           | <b>100.0%</b> | <b>1563</b>      | <b>100.0%</b> | <b>7558</b>              | <b>100.0%</b> | <b>13069</b> | <b>100.0%</b> |

KCC has a feeder high school roster of 11 schools across the borough of Brooklyn. In the fall of 2020, KCC admitted 2,649 students from feeder high schools but only enrolled 549 first-time freshman for an enrollment rate of 20.7%. For those that did not enroll in KCC 1,149 students enrolled in another college and 618 students did not enroll anywhere. Since the differences between those that enrolled in KCC and those that enrolled in another college were largely comparable, with the exception of higher GPAs for those that enrolled elsewhere, the following will highlight the gaps between students that enrolled in KCC and those that did not enroll anywhere.

Among the 549 first-time freshman admitted to KCC in fall of 2020:

- 31.7% were Hispanic, 16.3% Black, and 15.2% were White.
- 91.3% were 19 years of age or younger
- 55.4% were male and 44.6% female
- 57% graduated with a GPA greater than 75, while 42.4% of students graduated with a GPA less than 75.

Comparatively, there were 618 students from KCC's feeder school roster that were not enrolled anywhere in 2020. Among these students:

- 42.6% were Hispanic, 16.3% Black, and 15.2% White.
- 83.8% were 19 years of age or younger
- 58.7% were male and 40.9% were female
- 34.5% of non-enrolled graduates from feeder schools graduated with a GPA greater than 75, with 60% had a GPA less than 75.

To improve our high school pipeline, expand outreach, contact and events for guidance counselors & Superintendents. To strengthen the relationship between Admissions, College Now, Guidance Counselors & Superintendents in Brooklyn. Host district wide events where constituents can gather on campus, take a tour of, and receive information about our programs and resources.

**Key Initiatives:** In looking at our historical enrollment data for freshmen students we've identified several areas of opportunity to target for increasing enrollment. The data shows clearly that there are large numbers of KCC applicants that have no college enrollment. The data also shows that we have clear feeder high schools with students that consistently enroll at Kingsborough Community College. Renewing our partnerships and increasing recruitment activities at our feeder schools will be important in supporting increased enrollment.

| Strategies  | Timeline                        | Status  | Responsible   |
|---|---------------------------------|---|---|
| <ul style="list-style-type: none"> <li>• Identify top 10 feeder schools and estimate future enrollments from them.</li> <li>• Develop strategies to increase prospective student interest and application completion.</li> <li>• Increase off campus, on campus, and virtual recruitment activities to attract both new students and convert applicants to registrants.</li> <li>• Identify top majors of interest at feeder schools and engage faculty to enhance recruitment activities.</li> <li>• Ensure technology is adequately equipped to support and track communication and virtual recruitment efforts.</li> </ul> | <p>Spring 2022-<br/>Ongoing</p> | <ul style="list-style-type: none"> <li>• Top feeder schools identified below, ongoing recruitment and outreach to these schools: <ul style="list-style-type: none"> <li>○ James Madison HS</li> <li>○ Edward R. Murrow HS</li> <li>○ Franklin Delano Roosevelt HS</li> <li>○ Abraham Lincoln HS</li> <li>○ Midwood HS</li> <li>○ New Utrecht HS</li> <li>○ John Dewey HS</li> <li>○ Fort Hamilton HS</li> <li>○ Sunset Park HS</li> <li>○ Brooklyn Studio Secondary School</li> <li>○ Rachel Carson HS for Coastal Studies</li> </ul> </li> <li>• Increase Recruitment Activities: <ul style="list-style-type: none"> <li>○ Continue to identify and visit new leads/feeder schools/programs for non-traditional students. Some of which includes: <ul style="list-style-type: none"> <li>- NYC Alternative Schools District 79 (Adult Learners)</li> <li>- Coalition for Hispanic Family Services (LatinX students)</li> <li>- SCO Bethany Programs (Residential Care for Parenting Teens)</li> <li>- Junior Achievement of New York Fair</li> </ul> </li> </ul> </li> </ul> | <p>Recruitment, Admissions, Enrollment Management, Academic Affairs, Institutional Research, Information Technology</p> |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>- Counselor Advocacy for the Jewish University Experience (CAJUE) College Fair</li> <li>- Incarcerated Students: <ul style="list-style-type: none"> <li>- Horizon Juvenile Center</li> <li>- Crossroads Juvenile Center</li> </ul> </li> <li>o Off-Campus During the recruitment season: Weekly - Sept-Dec (Fall) &amp; Mar-May (Spring);</li> <li>o Off Campus (After the recruitment season: Monthly or as requested/invited;</li> <li>o On campus (bi-weekly)</li> <li>o Virtual activities (weekly)</li> </ul> <ul style="list-style-type: none"> <li>• Top majors of interest identified: <ul style="list-style-type: none"> <li>o Liberal Arts</li> <li>o Business Administration</li> <li>o Nursing</li> <li>o Computer Science</li> <li>o Criminal Justice</li> <li>o Biology</li> <li>o Accounting</li> <li>o Graphic Design</li> <li>o Education Studies</li> <li>o Culinary Arts</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Hosted Direct Admit activities to engage undecided students to complete applications.</li> </ul> |  |
|--|--|---|--|

|  |                   |  |   |
|--|-------------------|--|---|
|  |                   | <ul style="list-style-type: none"> <li>• Implemented the Accepted Students Information Session to update newly accepted students on resources and next steps.</li> <li>• Preliminary conversations with high schools on high interest majors so we can tailor information sessions and group tours around them.</li> <li>• The use of Hobsons helps in keeping track of students engaged in recruitment events so we can communicate with them for upcoming opportunities.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>• Develop a plan to inform strategic communication &amp; marketing efforts that support recruitment initiatives outlined above through mediums such as:</li> <li>• College presentations (Enrolment Chats, College Council, Convocation, Weekly and Monthly Reports)</li> <li>• Social media</li> <li>• Direct Mail</li> <li>• College Website</li> <li>• Local publications</li> </ul> | Fall 2022-Ongoing | <ul style="list-style-type: none"> <li>• Weekly and Monthly reports are sent to the College community to update on Strategic Initiatives and Marketing efforts.</li> <li>• Targeted postcards are sent to NYCHA, Adults, Readmits and other constituents.</li> <li>• College website updates such as the Suenos Empiezan Aqui, targeting our LatinX students.<br/><a href="https://www.kbcc.cuny.edu/SuenosEmpiezanAqui/">https://www.kbcc.cuny.edu/SuenosEmpiezanAqui/</a></li> </ul> | Communications & Marketing, Enrollment Management |



|   |                            |  |  |
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| <ul style="list-style-type: none"> <li>• Leverage NSCH data to outreach to previous applicants with no college enrollment.</li> <li>• Engage high school guidance counselors to develop a qualitative narrative about the factors that may have prevented students from enrolling.</li> </ul>   | <p>Spring 2022-ongoing</p> | <ul style="list-style-type: none"> <li>• Request data from NYSCH to see if students are enrolled anywhere from when they first engaged with KCC and conduct outreach.</li> <li>• Preliminary conversations with College Now to begin engaging the high school guidance counselors on creating a profile of the students who are accepted but do not register at KCC or elsewhere.</li> </ul> | <p>Institutional Research, Recruitment, Enrollment Management, College Now</p> |
| <ul style="list-style-type: none"> <li>• Implement regular Guidance Counselor events &amp; tours.</li> <li>• Offer more guidance counselor &amp; Superintendent events to strengthen the relationships and provide a better pipeline to KCC</li> <li>• Sponsor Parents Day for parents &amp; families of admitted students to increase conversion of admitted students to enrolled students.</li> </ul> | <p>Spring 2022-Ongoing</p> | <ul style="list-style-type: none"> <li>• 1st Guidance Counselor Breakfast scheduled for May 5<sup>th</sup>, co-sponsored by the Superintendent of the South Brooklyn Schools.</li> <li>• 1st Parents Day Scheduled for May 15<sup>th</sup></li> </ul>  | <p>Recruitment, Enrollment Management, Marketing &amp; Communications</p>      |
| <ul style="list-style-type: none"> <li>• Develop robust Recruitment Life program where volunteers that are faculty, staff, current students, or alumni partner with the Office of Admissions to aid with the outreach and recruitment of prospective students.</li> </ul>   | <p>Spring 2022-Ongoing</p> | <ul style="list-style-type: none"> <li>• Weekly emails are sent to the volunteers to sign up for recruitment opportunities either in person or online. At present there are 25 volunteers who have offered to participate in events.</li> </ul>  | <p>Recruitment, Academic Affairs, Enrollment Management</p>                    |

|  |                               |   |  |
|--|-------------------------------|---|--|
| <ul style="list-style-type: none"> <li>• Ensure adequate availability of Advisement Appointments for new student registration</li> </ul>   | <p>Fall 2022-ongoing</p>      | <ul style="list-style-type: none"> <li>• Mini VRP sessions were added to support FA22 registration efforts and to supplement traditional advisement appointments.</li> </ul>  | <p>Academic Affairs,<br/>Enrollment<br/>Management</p>                 |
| <ul style="list-style-type: none"> <li>• Establish articulation agreements with Career Technical Education programs within DOE.</li> </ul> | <p>Fall 2022/ Spring 2023</p> | <ul style="list-style-type: none"> <li>• Preliminary conversation with Academic Affairs and DOE in April 2022.</li> <li>• Initial conversation with DOE partners to establish MOU agreements with Healthcare, Culinary, Hospitality and Tourism.</li> </ul> | <p>Academic Affairs,<br/>Admissions,<br/>Enrollment<br/>Management</p> |

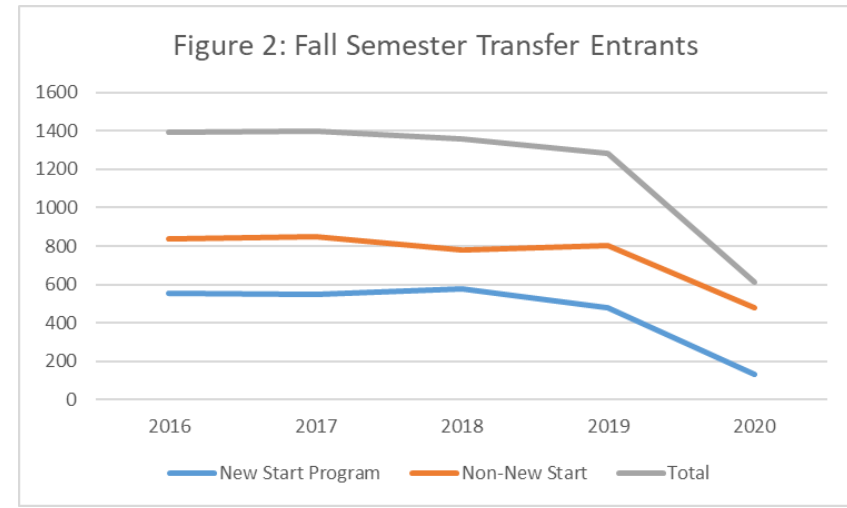
## 2. Transfer Students:

### Overview:

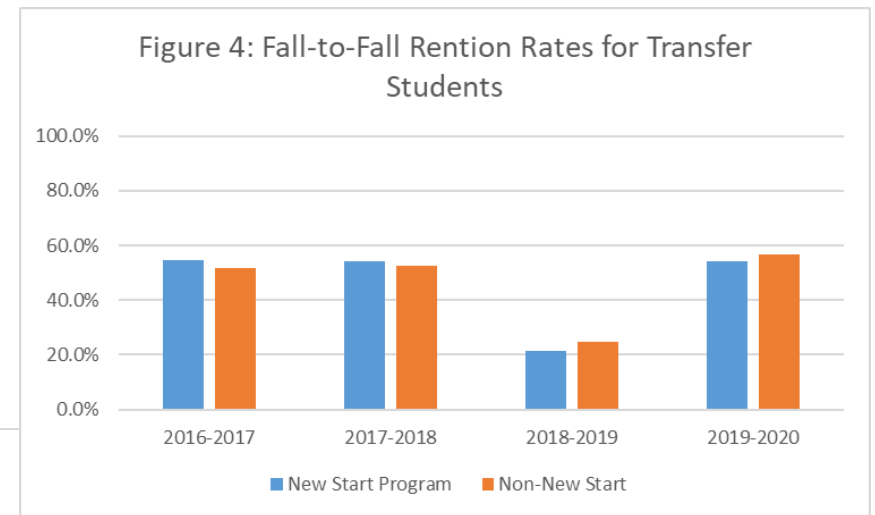
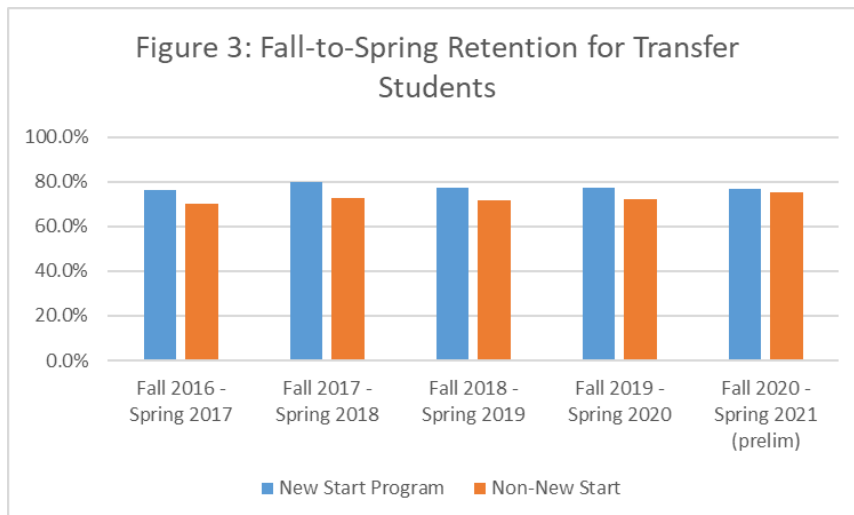
The following overview of recent transfer entrants at KCC examines trends in enrollment, retention, GPA, and credit accumulation for New Start program transfers, which is a program designed to assist students who have had academic difficulty at certain cooperating senior colleges and non-New Start program transfers.

As Figure 2 illustrates, both New Start and Non-New Start transfers have declined since 2018 after a few years of relatively level growth.

Since 2016, New Start transfer students have higher rates of Fall-to-Spring retention than Non-New Start transfers. The programs Fall-to-Fall retention rates have varied over the years.



Figures 3 and 4 reflect the difference in retention rates for both transfer programs.



The majority of students in both programs accumulate between 6-14 credits by the end of their first semester. This trend has been consistent since 2016. Despite the similarity in credit accumulation between the two programs, Non-Start transfers have had higher cumulative GPAs at the end of their first term than their New Start program counterparts.

Table 5 provides an illustrative portrait of these difference for 2019. Although just a one-year snapshot, the performance differences are largely similar for previous years. It is important to note that both programs showed improvement in 2020.

| <b>GPA Range</b>    | <b>NSP</b> |          | <b>Non-NSP</b> |          | <b>Total Transfers</b> |          |
|---------------------|------------|----------|----------------|----------|------------------------|----------|
|                     | <b>#</b>   | <b>%</b> | <b>#</b>       | <b>%</b> | <b>#</b>               | <b>%</b> |
| <b>0 - 1.99</b>     | 134        | 28.0%    | 131            | 16.3%    | 265                    | 20.7%    |
| <b>2.00 - 2.49</b>  | 73         | 15.3%    | 95             | 11.8%    | 168                    | 13.1%    |
| <b>2.50 - 2.99</b>  | 71         | 14.9%    | 114            | 14.2%    | 185                    | 14.4%    |
| <b>3.00 - 3.49</b>  | 67         | 14.0%    | 163            | 20.3%    | 230                    | 17.9%    |
| <b>3.50 - 4.00</b>  | 73         | 15.3%    | 239            | 29.7%    | 312                    | 24.3%    |
| <b>0 or Missing</b> | 60         | 12.6%    | 62             | 7.7%     | 122                    | 9.5%     |
| <b>Total</b>        | 478        | 100.0%   | 804            | 100.0%   | 1282                   | 100.0%   |

**Key Initiatives:** Increase enrollment of New Start students through a targeted communication and outreach strategy to dismissed students from our New Start Partner Schools. To do this we must strengthen existing partnerships to receive regular lists of students from our partner institutions to communicate with and invite to New Start enrollment events. We also want to create additional New Start partnerships to increase our potential pool of students for recruitment. In addition, we can impact yield of admitted transfer students by ensuring our transfer credit processes are streamlined and ensure a positive experience for incoming students.

| Strategies  | Timeline              | Status   | Responsible  |
|---|-----------------------|--|--|
| <ul style="list-style-type: none"> <li>• Identify top New Start Feeder schools.</li> <li>• Re-engage existing New Start partners &amp; leverage data to identify additional New Start partners.</li> <li>• Increase off campus, on campus, and virtual recruitment activities to attract New Start Students.</li> </ul> | Spring 2022-Ongoing   | <ul style="list-style-type: none"> <li>• Cultivating interest among CUNY colleges to renew existing agreements</li> <li>• Preliminary conversations underway with new partners to join consortium</li> <li>• John Jay onboard as newest partner.</li> <li>• New Start info sessions planned for FA22 &amp; SP 23 recruitment</li> <li>• Top schools include St. Francis College, SUNY Buffalo, CSI, LIU, NYCT, St. John's, Medgar Evars, and SUNY Buffalo</li> </ul> | New Start Liaison, Recruitment, Admissions, Enrollment Management    |
| <ul style="list-style-type: none"> <li>• Enhance marketing &amp; recruitment materials for New Start Program to highlight program benefits for our partners and prospective students.</li> </ul>  | Fall 2022-Spring 2023 | <ul style="list-style-type: none"> <li>•</li> </ul>  | New Start Liaison, Communications & Marketing, Enrollment Management |

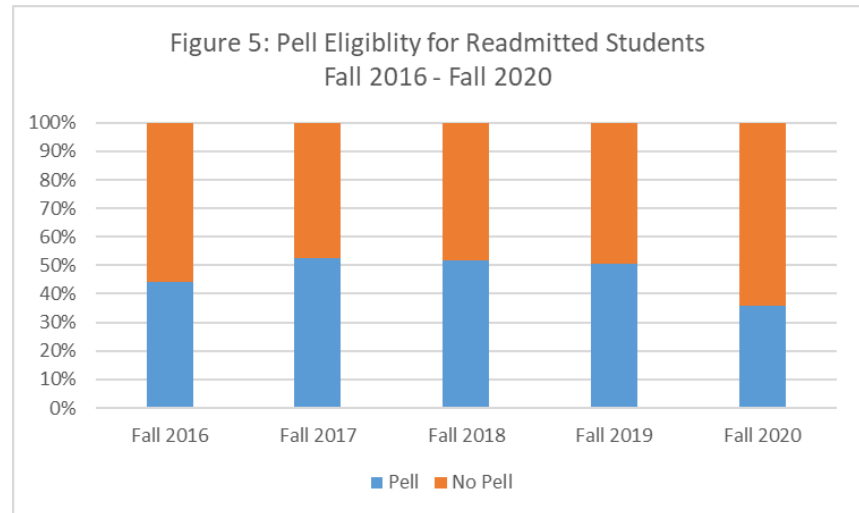
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| <ul style="list-style-type: none"> <li>• Create a digital brochure for New Start.</li> </ul>  |                     |   |  |
| <ul style="list-style-type: none"> <li>• Promote obtaining referral lists for new transfer student denied at senior CUNY colleges.</li> </ul>   | Spring 2022-Ongoing | <ul style="list-style-type: none"> <li>• Received list from Brooklyn College and York for FA22</li> </ul>   | Enrollment Management, Admissions, Recruitment       |
| <ul style="list-style-type: none"> <li>• Streamline transfer credit process to ensure students review eligible transfer credits prior to advisement and have adequate time to appeal if needed.</li> <li>• KCC applied for Hekscher Foundation Grant- A joint grant with Brooklyn College focused on looking at number of credits coming from KCC to Brooklyn and those evaluated as electives \$150,000</li> </ul> |                     | <ul style="list-style-type: none"> <li>• Created a transfer evaluation notification letter that instructs students to review credits and reach out with questions</li> <li>• Created designated transfer evaluation email for appeals purposes</li> <li>• Need for additional part time staff to complete equivalency maintenance.</li> </ul> | Admissions, Enrollment Management, Academic Affairs, |
| <ul style="list-style-type: none"> <li>• Initiating Transfer Days on campus, inviting Senior Colleges to table and speak to prospective graduates on their programs</li> </ul>  | Spring 2022-Ongoing | <u>For 2022:</u> <ul style="list-style-type: none"> <li>• March 30 - CCNY</li> <li>• May 10 – Brooklyn</li> <li>• May 24 – John Jay</li> <li>• May 24 - Baruch</li> </ul>   | Academic Affairs                                     |

### 3. Readmit Students:

#### Overview:

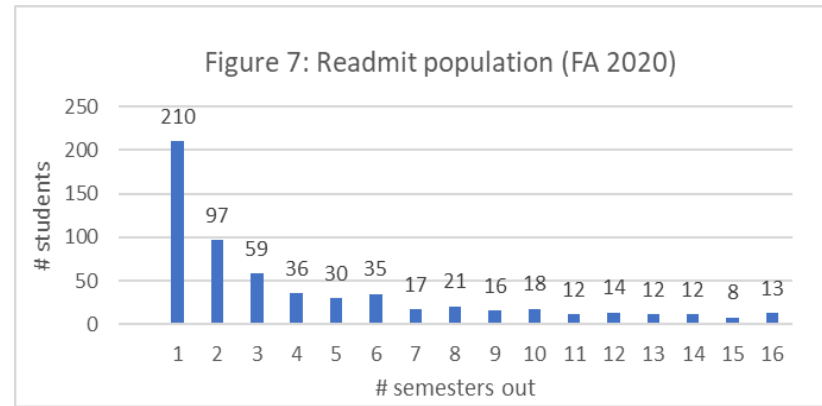
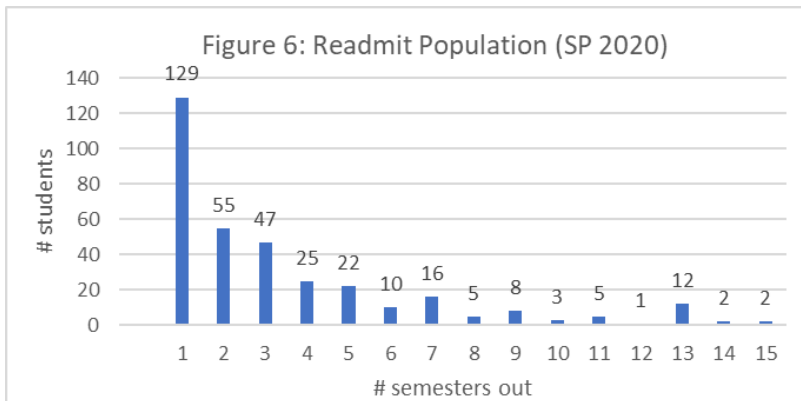
Since 2017, KCC has readmitted less Pell eligible students, as shown in Figure 5. Between 2016 and 2020, the percent of Pell eligible readmits decreased nearly 17%.

As demonstrated in Figures 6 and Figures 7, the Spring 2020 and Fall 2020 readmit populations were largely comprised of students who have been out 1-2 semesters.



For Spring 2020 students that were tracked to Fall 2020:

- 88% were admitted as degree-seeking students
- 60.1 % (63.9%) graduated or were retained into Fall 2020 compared to 76.6% total student population including readmits
- During SP 20, only 4% of the readmits had a GPA of less than 2.0; more than half had 30 or more credits.
- 94% of the readmits had a GPA of 2.0 or above; 43% had a GPA of 3.0 or above
- 66% had 30 or more credits



**Key Initiatives:** To increase readmit enrollment through, we will concentrate recruitment efforts to those students who have stopped out between the time frame of 1-3 semester. Historical data suggests that this population is most likely to successfully readmit and graduate. The focus will also be to improve the readmission application process to remove barriers to enrollment as we typically see a high number of students each semester that apply for readmission but do not enroll.

| Strategies  | Timeline               | Status   | Responsible   |
|---|------------------------|--|---|
| <ul style="list-style-type: none"> <li>Update Readmission policy to keep students active for two semesters instead of one, to allow for a more streamlined re-enrollment process.</li> <li>Update forgiveness policy. Decreased amount of time required for students to sit out from 5 years to 3 years.</li> </ul> | Completed in Fall 2021 | <ul style="list-style-type: none"> <li>Completed. CUNY is also considering a university wide adjustment to readmission policies to allow for students to remain active for up to years.</li> </ul> | Registrar, Vice President of Enrollment Management                            |
| <ul style="list-style-type: none"> <li>Increase time and effort spent on recruitment: personalized attention to students who have only been out 1-3 semesters.</li> </ul>   | Spring 2022-Ongoing    | <ul style="list-style-type: none"> <li>Collaboration between Registrar, FLEX (2.0+ GPA with 15-60 credits) and CEWD (&lt;1.9 GPA with BUR stops) to recruit stop out students</li> </ul>           | Registrar<br>KCC Flex<br>CEWD   |
| <ul style="list-style-type: none"> <li>Analyze yield data of students that apply for readmission but do not enroll to identify who these students are and begin to address specific barriers they may face.</li> </ul>  | Fall 2022              | <ul style="list-style-type: none"> <li>Historical data reports needed from Registrar analyze enrollment trends</li> </ul>  | Registrar,<br>Enrollment Management,<br>Admissions,<br>Institutional Research |



**4. Adult Learners:**

**Overview:**

Kingsborough Community College (KCC) launched [KCC FLEX](#) in Fall 2019 in response to lower enrollment (less than 20%) of students over the age of 25. KCC FLEX offers adult, non-traditional and stop out students a combination of alternative and accelerated scheduling, expedited application and admissions processes, and dedicated enrollment and academic coaches. Since the launch of KCC Flex, there has been a 4.4% increase in enrollment for students 25 years or older college-wide.

- The KCC FLEX population has twice as many adult students (defined as 25 yrs. and older) in comparison to the KCC population overall (66% in comparison to 33%)
- The KCC FLEX population is more likely to be Black (46% compared to 37%) and female (71% compared to 57%).
- KCC FLEX student retention is higher than the KCC student population overall. Of the Fall 2020 cohort, 75% of KCC FLEX students graduated or were still enrolled by the end of the summer session 2021, compared to 61.5% of the KCC population overall.
- Of the 38 graduating students in Spring 2021, 50% completed their degree in two semesters or less and 79% of the students completed in three semesters or less.
  - Typical graduation rates are measured based on first time, full-time enrollment. KCC FLEX students tend to transfer in credit, they would not be counted in this measurement. The group of students who completed their degree in 3 semesters or less had an average of 34 credits transferred in; however, the number of transfer credits varied widely from a low of 9 credits to a high of 62 credits (i.e., a student who needed just to complete a degree requirement prior to graduation).

| Table 6: Enrollment in KCC FLEX |             |                                 |             |                                 |             |
|---------------------------------|-------------|---------------------------------|-------------|---------------------------------|-------------|
| Fall 2019                       | Spring 2020 | Fall 2020                       | Spring 2021 | Fall 2021                       | Spring 2022 |
| 84                              | 126         | 169                             | 180         | 213                             | 568         |
| Total AY 2019-2020 = <b>210</b> |             | Total AY 2020-2021 = <b>349</b> |             | Total AY 2021-2022 = <b>781</b> |             |

**Key Initiatives:** To address the declining population of high school graduates in the tri-state area, we must give adequate focus to recruitment of Adult Learners. The KCC FLEX program is crucial in the recruitment of Adult Learners as it offers flexible schedule opportunities and supports for this population. The college can leverage several tools and new partnerships such as College App, Amazon Career Choice and InStride to increase our pool of prospective students for recruitment efforts.

| Strategies   | Timeline            | Status  | Responsible  |
|--|---------------------|---|--|
| <ul style="list-style-type: none"> <li>Partnering with College App program to specifically targeting adult students with some credit and no degree to provide prospect list for outreach.</li> </ul>   | 2021-Ongoing        | <ul style="list-style-type: none"> <li>Partnership began in 2021, this project is ongoing.</li> </ul>   | Communications & Marketing, Academic Affairs   |
| <ul style="list-style-type: none"> <li>Actively recruit students who have stopped out within 1-3 semesters that may benefit from a fully online degree program.</li> </ul>   | Fall 2022-ongoing   | <ul style="list-style-type: none"> <li>Collaboration between Registrar, FLEX (2.0+ GPA with 15-60 credits) and CEWD (&lt;1.9 GPA with BUR stops) to recruit stop out students</li> </ul>  | FLEX, Enrollment Management  |
| <ul style="list-style-type: none"> <li>Partnership with Amazon Career Choice to offer employees tuition benefits. This new collaboration is part of CUNY's Career Success Initiative to help New Yorkers launch and advance their careers in partnership with employers. The initiative is open to any major of study at eight CUNY colleges including KCC.</li> </ul> | Spring 2022-Ongoing | <ul style="list-style-type: none"> <li>4 Amazon employees currently enrolled</li> <li>Instride partnership began in 2021, Piston Group came on board November 2021, American Express in March 2022.</li> <li>CUNY central to provide direction on allowed recruitment and engagement</li> </ul> | Enrollment & Recruitment, Academic Affairs, FLEX, Workforce Development & Continuing Ed., Communications & Marketing |

|  |                          |  |   |
|--|--------------------------|--|---|
| <ul style="list-style-type: none"> <li>Partnership with InStride who works with Piston Group &amp; American Express to offer employees tuition benefits.</li> <li>Develop marketing &amp; recruitment strategies to attract students from these partnerships.</li> </ul>                         |                          | <p>activities with Amazon.</p>   |   |
| <ul style="list-style-type: none"> <li>Continue work on establishing credit for prior learning (CPL) policies in accordance with CUNY CPL initiatives.</li> <li>Increase stackable credential opportunities between existing continuing education programs &amp; KCC degree programs.</li> </ul> | <p>Fall 2022-Ongoing</p> | <ul style="list-style-type: none"> <li>Currently, there are several existing stackable credentials (internal and external): <ul style="list-style-type: none"> <li><b>Non-Credit Course:</b> Emerging Trends in Healthcare<br/><b>Course:</b> Career and Life Planning<br/><b># of Credit:</b> 1 credit<sup>19</sup></li> <li><b>Non-Credit Program:</b> ESL<br/>Food Handler Program<br/><b>Credit Program:</b> Culinary Arts Program (academic department)<br/><b># of Credits:</b> 10 credits</li> <li><b>Non-Credit Program:</b> Health Coach<br/><b>Credit Program:</b> Community Health Program (academic department)</li> </ul> </li> </ul> | <p>Academic Affairs,<br/>Continuing Education &amp;<br/>Workforce Development,<br/>Admissions</p> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b># of Credits:</b> 6 credits</p> <p><b>Non-Credit Program:</b><br/>Credentialed Alcoholism and Substance Abuse Counselor (CASAC)</p> <p><b>Credit Program:</b> Allied Health, Mental Health and Human Services (academic department)</p> <p><b># of Credits:</b> 9-12 credits</p> <p><b>Non-Credit Program:</b><br/>Emergency Medical Technician</p> <p><b>Credit Program:</b> Allied Health, Mental Health and Human Services (academic department)</p> <p><b># of Credits:</b> 9-12 credits</p> <p><b>Non-Credit Program:</b> User Experience</p> <p><b>Credit Program:</b> Graphic Arts Program (academic department)</p> <p><b># of Credits:</b> 6 credits</p> <p><b>Non Credit Program:</b> CompTia and Network Plus</p> <p><b>Credit Program:</b> School of Professional Studies (academic department)</p> <p><b># of Credits:</b> 6 credits</p> |  |
|--|--|---|--|

|  |                   |   |   |
|--|-------------------|---|---|
|  |                   | <p><b>Non Credit Course:</b> Student Development 10 and 11</p> <p><b>Credit Program:</b> Kingsborough Community College SD 10 and AD11</p> <p><b># of Credits:</b> 2 credits</p> <p>We are working on other agreements pending discussion and approval.</p> |   |
| <ul style="list-style-type: none"> <li>Evaluate course offerings and support services to ensure flexibility in timing and availability are in line with needs of adult learners</li> </ul> |                   |   | Academic Affairs, FLEX, Registrar   |
| <ul style="list-style-type: none"> <li>Partner with CUNY on the CUNY Reconnect campaign to reach out to students with some college, no degree to finish what they started</li> </ul>       | Fall 2022-ongoing | <ul style="list-style-type: none"> <li>Initial CUNY wide listening meetings have taken place</li> </ul>   | Enrollment Management, FLEX, Continuing Education & Workforce Development |

## 5. GED Recipients

### Overview:

Table 7 demonstrates that KCC largely drew their Fall 2020 enrolled students from New York City Department of Education schools, private/parochial schools in New York City, and schools outside of the United States, while those with a GED represented less than 4% of Fall 2020 enrollment.

|                       | Not enrolled anywhere |        | Enrolled at KBCC |        | Enrolled Another College |        | Total Admits |        |
|-----------------------|-----------------------|--------|------------------|--------|--------------------------|--------|--------------|--------|
| Foreign               | 127                   | 3.2%   | 122              | 7.8%   | 146                      | 1.9%   | 395          | 3.0%   |
| GED                   | 88                    | 2.2%   | 61               | 3.9%   | 82                       | 1.1%   | 231          | 1.8%   |
| NYC_DOE               | 3539                  | 89.6%  | 1239             | 79.3%  | 6789                     | 89.8%  | 11567        | 88.5%  |
| NYC_Private/Parochial | 115                   | 2.9%   | 81               | 5.2%   | 339                      | 4.5%   | 535          | 4.1%   |
| NYS_not_NYC           | 37                    | 0.9%   | 20               | 1.3%   | 125                      | 1.7%   | 182          | 1.4%   |
| US_not_NYS            | 33                    | 0.8%   | 37               | 2.4%   | 76                       | 1.0%   | 146          | 1.1%   |
| Unknown               | 0                     | 0.0%   | 3                | 0.2%   | 1                        | 0.0%   | 4            | 0.0%   |
| Total                 | 3948                  | 100.0% | 1563             | 100.0% | 7558                     | 100.0% | 13069        | 100.0% |

**Key Initiatives:** Our data suggests that we currently enroll a very small number of GED recipients from our KCC Workforce Development program into KCC degree programs. This is an area of opportunity to strengthen this pipeline in our own backyard. Simultaneously, we can strengthen our relationships with local GED Centers and Community Based Organizations (CBOs) to create a pipeline of students for enrollment to degree programs and continuing education programs. We've identified 55 college prep centers in our local area and at least 7 CBOs to begin our efforts.

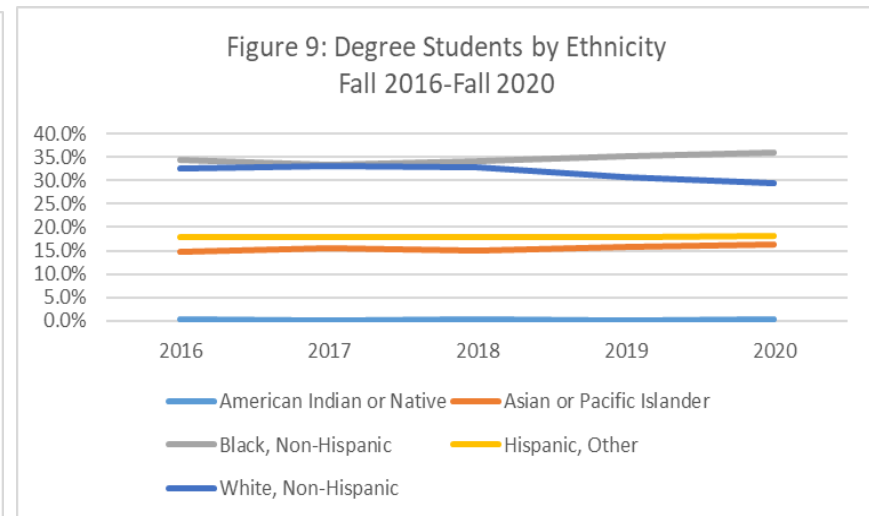
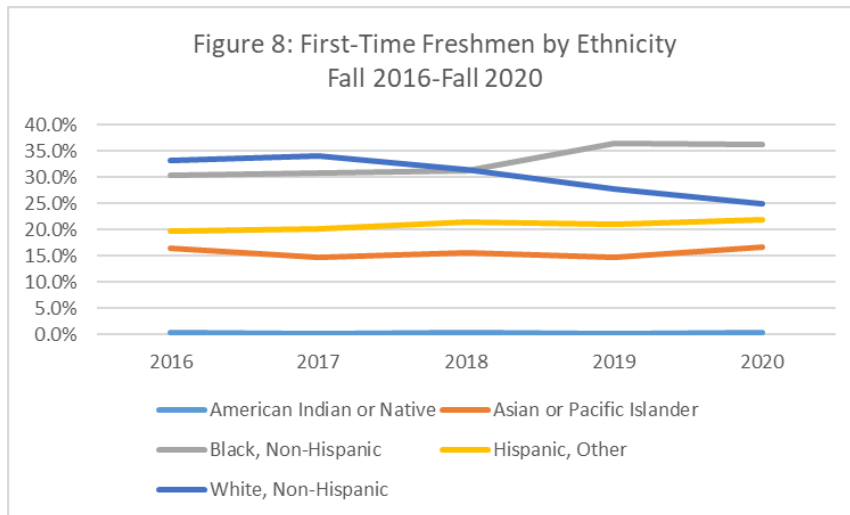
| <b>Strategies</b>   | <b>Timeline</b>                    | <b>Status</b>  | <b>Responsible</b>  |
|---|------------------------------------|--|---|
| <ul style="list-style-type: none"> <li>• Increase information sessions to highlight benefits of attending KCC for a degree program both internally and externally.</li> </ul>   | Ongoing                            | <ul style="list-style-type: none"> <li>• Conduct in classroom information sessions and encourage students to attend GED/TASC specific sessions.</li> </ul>   | Recruitment, Enrollment Management                                  |
| <ul style="list-style-type: none"> <li>• Collaboration with Continuing Ed &amp; Enrollment Management to launch K-BON with goal to formulate a direct pipeline from CBO and College Prep centers to KCC</li> <li>• Create recruitment plan for outreach and activity at the 55 local college prep centers.</li> </ul> | Fall 2022-Ongoing<br><br>Fall 2022 | <ul style="list-style-type: none"> <li>• Hiring personnel to serve as a liaison between the CBO's and Recruitment team.</li> <li>• The Enrollment Manager, Workforce Development, Continuing Education and Strategic Partnerships will create the recruitment plan for this activity.</li> </ul> | Workforce Development & Continuing Education, Enrollment Management |

## 6. Black & LatinX Students:

### Overview:

The demographic composition of KCC's student body population has changed since 2016. As reflected in Figure 8, the population of White, Non-Hispanic First-Time Freshman students has decreased since 2017, while the population of Black, Non-Hispanic, Hispanic, and Asian students has increased, with the largest growth among Black students.

The growth of Black, Non-Hispanic students and the loss of White, Non-Hispanic students is also evident among all degree-seeking students as depicted in Figure 9.



**Key Initiatives:** Increasing Black & LatinX student enrollment provides an opportunity to apply for grants to support this population and others on campus as well as closing equity gaps. A priority goal is for KCC to receive the designation of a Hispanic Serving Institution (HSI). To receive this designation, we must increase our LatinX student population from 20 to 25% of student body to qualify as a Hispanic Serving Institution which will increase our diversity and allow for additional funding opportunities.



| Strategies  | Timeline                                     | Status   | Responsible  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Target NYCHA addresses with postcard outreach to promote KCC.</li> </ul>   | Spring 2022-Ongoing                          | <ul style="list-style-type: none"> <li>Completed for Spring 2022. This outreach should take place each semester</li> </ul>   | Communications & Marketing, Admissions & Recruitment           |
| <ul style="list-style-type: none"> <li>Concentrate recruitment efforts in specific neighborhoods with high LatinX &amp; Black student populations.</li> <li>Leverage admissions ethnicity data for targeted communication to applicants.</li> </ul> | Spring 2022-ongoing<br><br>Fall 2022-ongoing |  | Recruitment, Admissions  |
| <ul style="list-style-type: none"> <li>Launched KCC LatinX website mirroring CUNY Es Familia website.</li> <li>Created a video with several staff members speaking to students in Spanish &amp; English for website.</li> </ul>                     | Spring 2022                                  | <ul style="list-style-type: none"> <li>College website updates such as the Suenos Empiezan Aqui, targeting our LatinX students.<br/><a href="https://www.kbcc.cuny.edu/SuenosEmpiezanAqui/">https://www.kbcc.cuny.edu/SuenosEmpiezanAqui/</a></li> </ul> | Communications & Marketing, Recruitment, Enrollment Management |
| <ul style="list-style-type: none"> <li>Evaluate and enhance existing programs and support services for Black &amp; LatinX students.</li> </ul>  | Fall 2022-Fall 2023                          | <ul style="list-style-type: none"> <li>Explore opportunities with Mens Resource Center, You Belong here events, Student organizations, CUNY EDGE, Access Resource Center, New Americans Center, Mental Health Counseling, OER, Legal Support</li> </ul>  | Student Life   |

## II. Retention:

Retention through student success is the focus of all efforts across the college as all areas contribute to the experiences of students. Key areas outside of the classroom that impact student retention focus on supporting students in clearly identifying their goals and creating pathways to follow to achieve set goals. Creating a sense of belonging and ability to access resources to overcome academic and non-academic challenges play a key role in student retention as well. Academic advisement, through the recently restructured Academies, as well as through special programs such as ASAP, CD, and FLEX provide foundational as well as cross-campus connecting supports in identifying individualized short-term and long-term goals as well as creating plans and momentum toward achieving set goals. Increased transparency and ease of access across areas such as tutoring and financial aid, through use of technology, create an atmosphere of greater impact and joint efforts across areas, including faculty input on academic progress, in supporting students to the graduation stage and beyond.

**Tutoring & Supplemental Instruction** – The Kingsborough Learning Center offers in-person and virtual tutoring in many subject areas, as well as 24/7 access to Tutor.com which provides online tutoring in most subject areas. As remedial instruction is eliminated, KLC is adding additional student support in Math and English for students enrolling in corequisite courses. The continuing expansion of the Immersion Program in Math and English is actively providing opportunities for students to move directly into gateway courses without needing to take in corequisite courses, reducing course loads during their first semester.

**Starfish** is an early alert system acquired by Kingsborough in 2018. It provides an ability to identify and support at-risk students early enough to provide interventions to improve their progress, or to recognize their good work with a “kudos” from their instructor. Currently Advisement, Kingsborough Learning Center, and Access Resource Center are connected to the system. The College is in the process of onboarding Financial Aid and Career Services. In addition, incorporation of the Academic Success Support Program for students on academic probation, with future extensions to students at academic risk, is planned into the Starfish community for Fall 2022. The college has invested in hiring a **Starfish Manger** to help support a successful rollout. This individual will serve as a bridge between IT, support areas and end users.

**Probation Workshops:** Students who are on probation, transfer students who are admitted through our New Start Program (NSP) and readmit students who left in poor standing, are enrolled in KCC’s Academic Success Support Program to ensure they receive support to be successful. **An advisement hold** is placed on their CUNY first account to ensure they meet with their academic advisor or program counselor to enroll in appropriate courses for the upcoming semester. Students are required to complete an Academic Probation Agreement to acknowledge understanding of their status, and are required to attend at least **one academic success workshop** facilitated by the Academic Success Support Team during the semester.

**SAP Appeals:** There's been an increase in the number of students who currently fail Student Academic Progress (SAP). Although Financial Aid approves many of the appeals received, the issue is not enough students file the appeal. The Office of Financial Aid conducts calling campaigns and email campaigns, but plan to extend the outreach to social media to inform more students of the process.

**Website Relaunch** redesign the college website in a way to attract and inform more prospective students.

**Articulation Agreements** complete new or enhance existing articulation agreements to strengthen the transfer process.

**Preliminary Retention Data for 2021-2022 and Projections:**

- Freshman fall-to-spring retention will remain at the high level of 82.5% in 2021-2022.
- Preliminary data indicate that freshman fall-to-fall retention fell from 69.3% to 60.6% in Fall 2021. We expect that it will return to the higher level in the years to come.
- Fall 2020 FTF retained in SP 2021 was 71%.
- Fall to Fall one-year retention one-year retention for Fall 2020 FTFT is 60.8%
- Preliminary data for FTFT freshmen starting in Fall 2021 and retained in SP 2022 is 74.3%, an increase of 3.3 percentage points over the previous year; however, it is still much lower than the pre-COVID rates for Fall 2019 students of 82.5%. We are projecting a 1 percentage point increase in fall to spring retention rates for Fall 2022 students to 75.3%.
- Fall to Fall one-year retention for Fall 2020 FTFT is 60.8%. We are projecting a slight increase to 62% for Fall 2021 students.

**Key Initiatives:**

| <b>Strategies</b>   | <b>Responsible</b>                                    |
|---|---|
| Improve quality and use of tutoring resources to increase student success, including addition of Supplemental Instruction in ALP courses, expanded use of Tutor.com, and USIP Immersion Workshops.  | Academic Affairs                                      |
| Use technological tools including Starfish, T-REX, and Schedule Builder to enhance advisement and transfer planning. Marketing campaign, development of videos and training opportunities for students, staff and faculty will be implemented to encourage proficient use.  | Academic Affairs<br>Marketing & Communications        |
| Continue implementation of Student Success Initiatives focused on students on academic probation and/or at risk of dismissal, include development and offering of probation workshops focusing on students on probation, New Start Students, and students readmitted on probation and under the Forgiveness policy and utilization of Starfish to monitor and communicate student participation and progress. | Academic Affairs                                      |
| Promote the SAP Appeal process through multi-channel communications   | Financial Aid<br>Marketing & Communications           |
| Launch a redesigned college website towards prospective students with admissions messaging, information, and calendaring  | Marketing & Communications<br>Admissions, Recruitment |
| Enhance transfer opportunities through creation of new pathways and collaborations with senior and comprehensive college partners, including ensuring accuracy of course equivalency information in T-REX.  | Academic Affairs                                      |
| Establish current and target metrics for success for advisors that include measures of contact, meaningful and reciprocal interactions and updated academic plans   | Academic Affairs                                      |
| Continue to align best practices between advisement areas in case management strategies, outreach efforts, and incorporation of career exploration and transfer planning  | Academic Affairs                                      |

### **III. Summary of Enrollment Strategies & Next Steps**

The enrollment strategies detailed above have been identified as priority activities for short term implementation and will be crucial to impacting the current trajectory of our enrollment. The focus on specific populations of students (Freshman, Transfers, Readmits, Adult Learners, GED Recipients and Black & LatinX Students) will allow us to hone in on opportunities to increase conversion among our traditional population of students as well as expand our footprint into recruitment of new populations. In addition to impacting enrollment, this focus will be in alignment with the college's mission of serving a diverse population of students in our community. Retention efforts will also be crucial in ensuring the new and existing populations of students continue their education and are successful in transferring to four-year institutions. Immediate next steps will include tasking the responsible parties outlined in each section with expanding on their existing efforts and drafting plans to commence new efforts within the given timelines.

### **IV. Resources Associated with the SEM plan**

Many of the strategies associated with the Strategic Enrollment Management Plan have commenced and have allocated resources in the form of staffing, grants, and existing technology. However, to achieve the ongoing enrollment goals outlined, it will be necessary to frequently revisit the strategies to ensure budget and resources are aligned with these initiatives to support the enrollment goals. Budget priorities should align with strategic initiatives that are crucial to enrollment growth.

### **V. Vision 2023 Committee Members**

Andres Escobar, AVP of Finance & Budget  
Asif Hussain, AVP of Information Technology  
Cheryl Todmann, VP of Communications & Marketing  
Eduardo Rios, VP of Finance & Administration  
Simone Rodriguez, VP of Workforce Development & Strategic Partnerships  
Erica Levy, Director of Admissions  
Johana Rivera, VP of Enrollment Management  
Joanne Russell, SVP & Provost of Academic Affairs  
Lauren Levesque, Institutional Research  
Mary Dawson, Professor and Chair of Biological Sciences  
Richard Fox, VP of Institutional Research  
Sinu Jacob, Director of Financial Aid  
Yelena Bondar, Dean of Student Success