

Labette Community College
2021-2024 Strategic Enrollment Management Plan

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. This three-year Strategic Enrollment Management Plan is grounded in carrying out the College's mission.

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

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 integrity 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 integrates and aligns 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 10 years, enrollment at Labette Community College has declined from 37,907 credit hours to 31,597.5 credit hours, a 16.5% decrease in credit hours.

Other notable indications that need to be considered include:

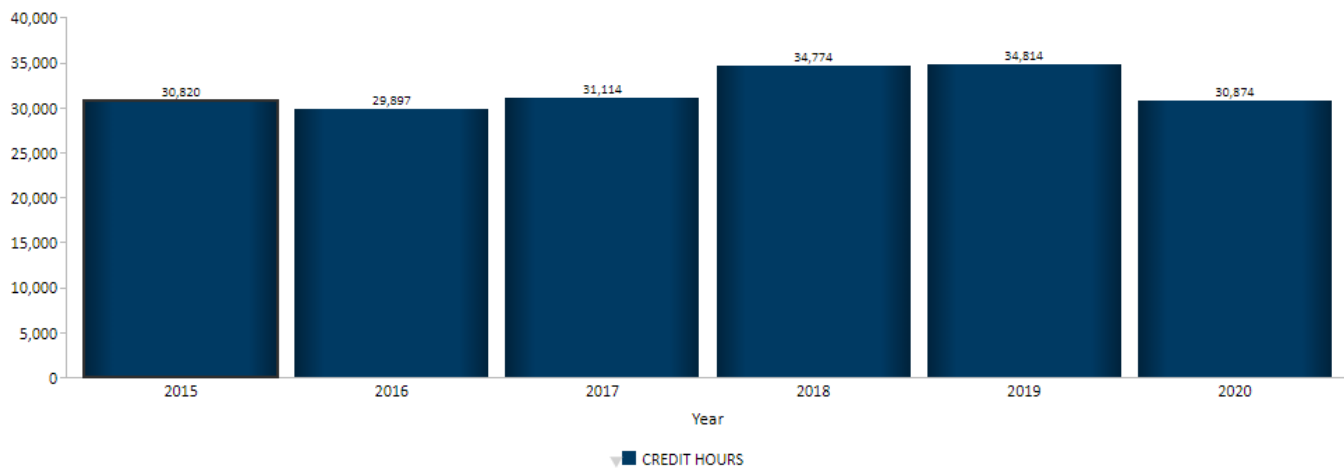
- According to the Kansas Association of School Boards (KASB), birth rates in Kansas have declined 13% between 2007-08 to 2017-18. Projections are that total enrollment will decline 2.3% from 2019-20 to 2024-25. No notable change is expected in % of student eligible for ELL status, free or reduced lunch, or special education. No notable change is expected in the gender, race, or ethnic makeup of the student population.
- In 2018, the Kansas Dept. of Commerce engaged McKinsey Global Institute to examine Kansas Economic Health. Findings were Kansas is facing a shrinking talent pool, has supply and demand mismatch, and accelerating shifts in labor patterns. The pandemic exasperated the challenges, pointing to a need to establish the Kansas Talent Enterprise to create initiatives to close the gap. 5-year goal areas include postsecondary readiness and success, preparation for high-wage, high demand, high-skills, critical need occupations, and business expansion, attraction, and retention.

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	-0.00597515
2011-2012	3286	17785	15866	36937	-0.019731691
2012-2013	3636.5	18426.5	15527	37590	0.01767875
2013-2014	3807.5	16589	14650	35046.5	-0.067664272
2014-2015	3960.5	15568.5	14323.5	33852.5	-0.034069023
2015-2016	3498.5	15943	13500	32941.5	-0.026910863
2016-2017	3705	16678	14721	35104	0.065646677
2017-2018	4322.5	16582	14450.5	35355	0.007150182
2018-2019	4096	17673.5	13937	35706.5	-0.009942017
2019-2020	3177.5	15744	12676	31597.5	-0.115077087
2020-2021	2734	13727	11936	28397	-0.101289659

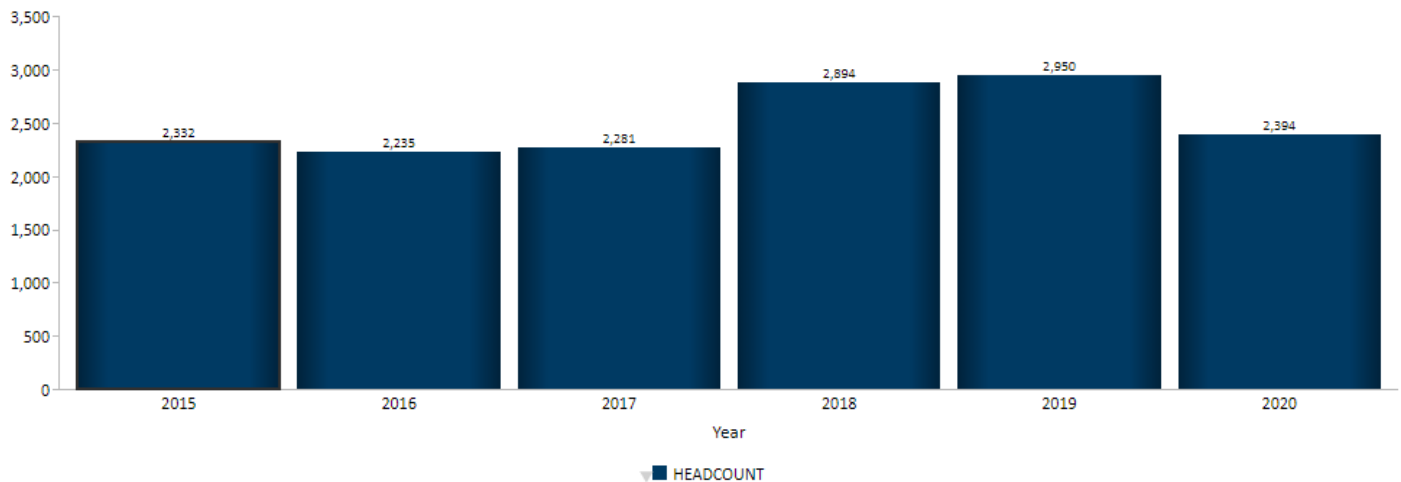
Kansas Board of Regents

Enrollment by Credit Hours
Academic Years 2015 - 2020
Labette Community College



Source: KHEDS Academic Year Collection

Enrollment by Headcount
Academic Years 2015 - 2020
Labette Community College



Source: KHEDS Academic Year Collection

Kansas Board of Regents

Fall Census Enrollment by Classification for: Headcount

Fall Calendar Years 2015 - 2020

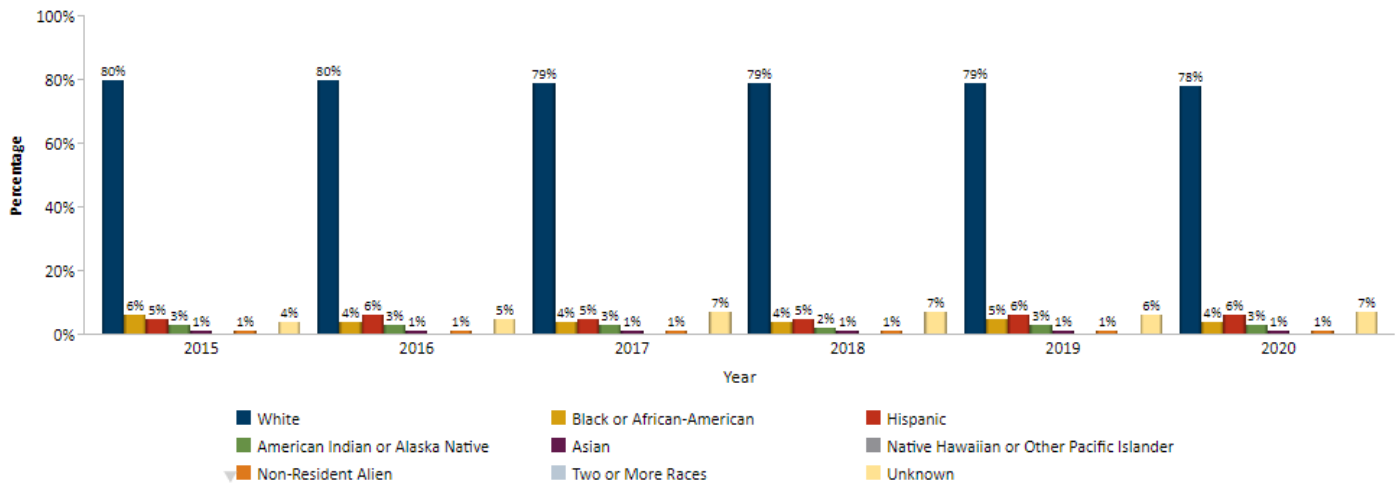
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Institution	Student Classification	2015	2016	2017	2018	2019	2020	1 Year Chg	5 Year Chg
Labette Community College	High School	482	471	505	548	594	553	-6.9%	14.7%
	Freshmen	439	494	518	502	462	417	-9.7%	-5.0%
	Sophomore	517	529	539	549	471	382	-18.9%	-26.1%
	UG Special	104	89	302	454	94	57	-39.4%	-45.2%
	Total	1,542	1,583	1,864	2,053	1,621	1,409	-13.1%	-8.6%

Source: Fall Census Collection

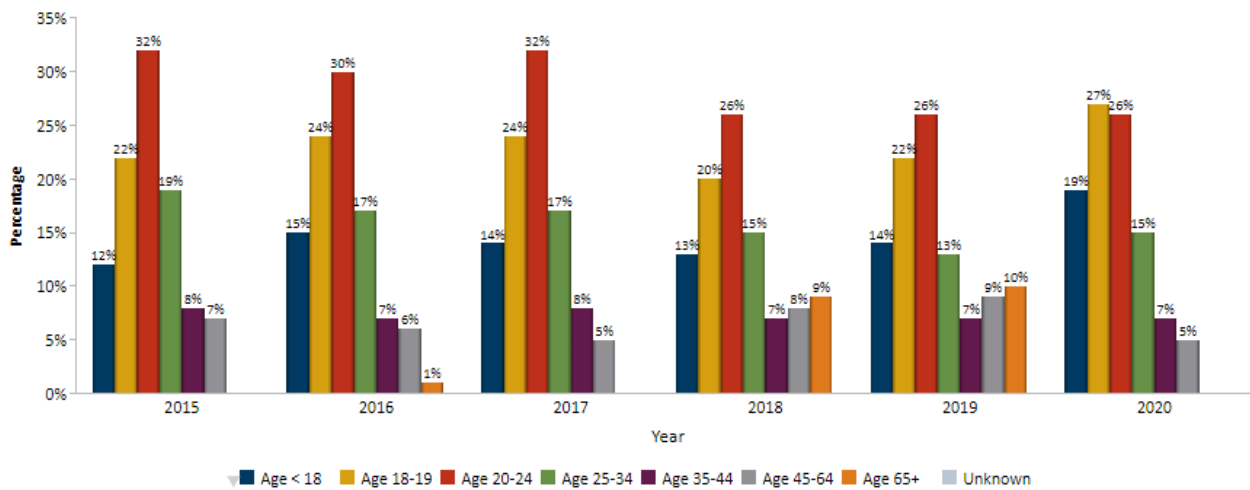
***UG Special are students who took classes as Non-Degree Seeking or through Workforce/Community services*

Percentage of Enrollment by Headcount and Race/Ethnicity
Academic Years 2015 - 2020
Labette Community College



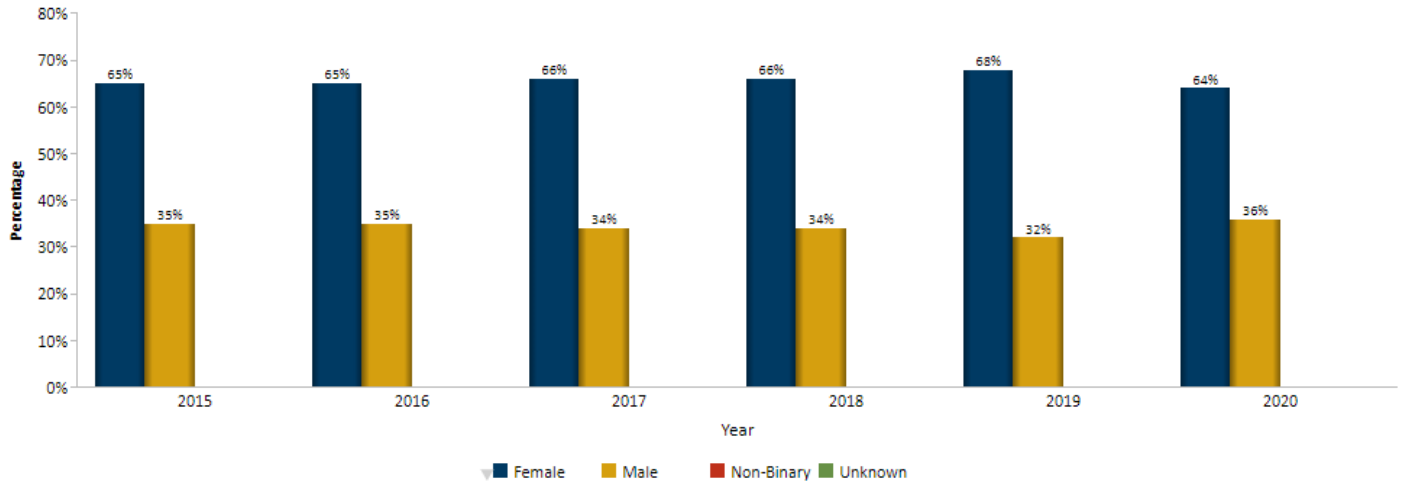
Source: KHEDS Academic Year Collection

Percentage of Enrollment by Headcount and Age Group
Academic Years 2015 - 2020
Labette Community College



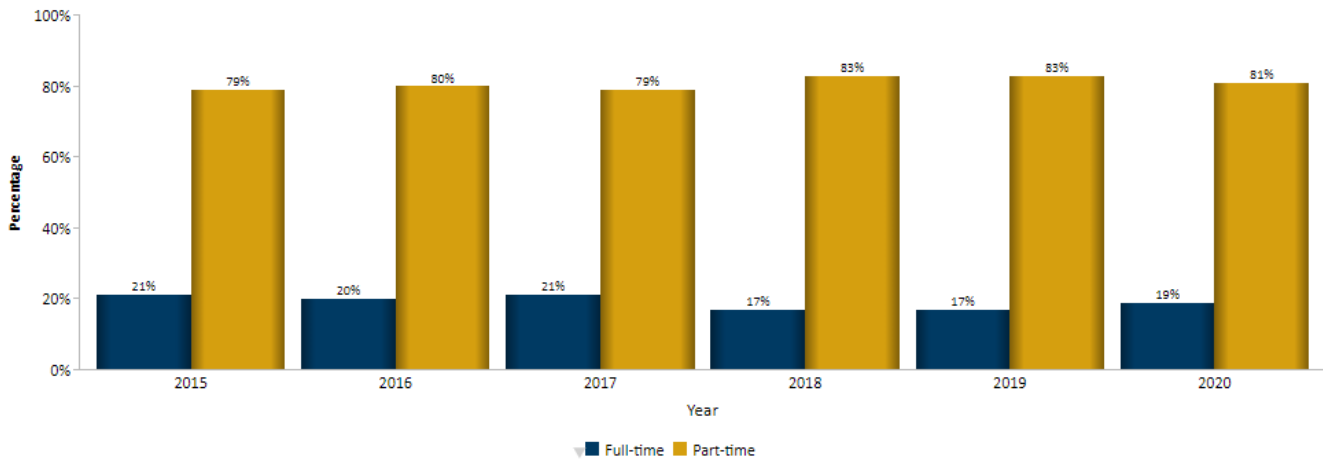
Source: KHEDS Academic Year Collection

Percentage of Enrollment by Headcount and Gender
 Academic Years 2015 - 2020
 Labette Community College



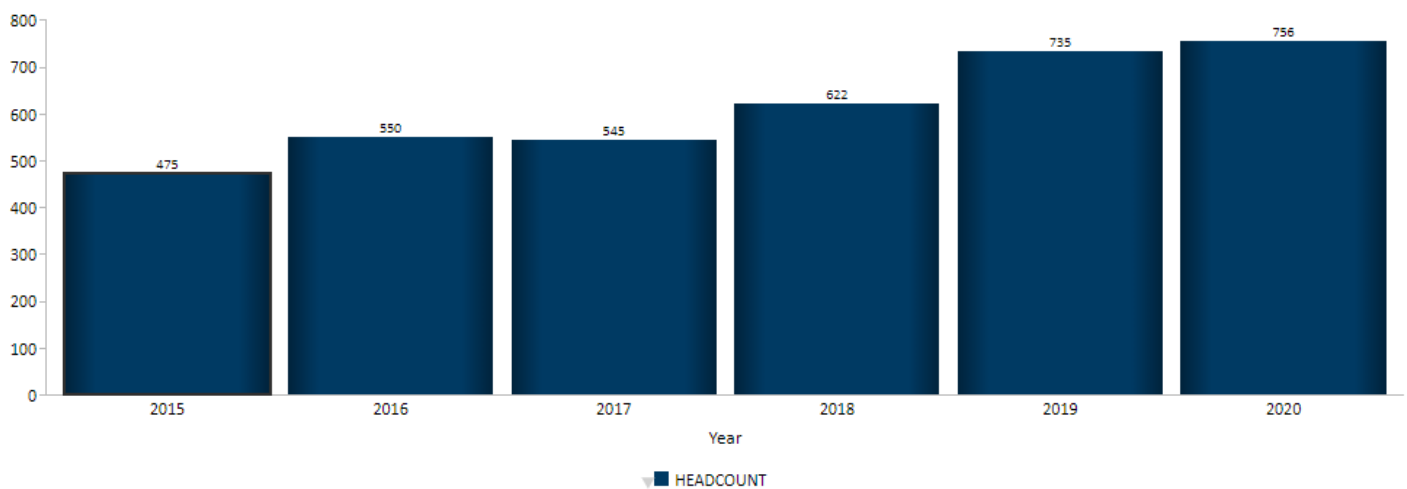
Source: KHEDS Academic Year Collection

Percentage of Enrollment by Headcount and Full-time/Part-time Status
 Academic Years 2015 - 2020
 Labette Community College



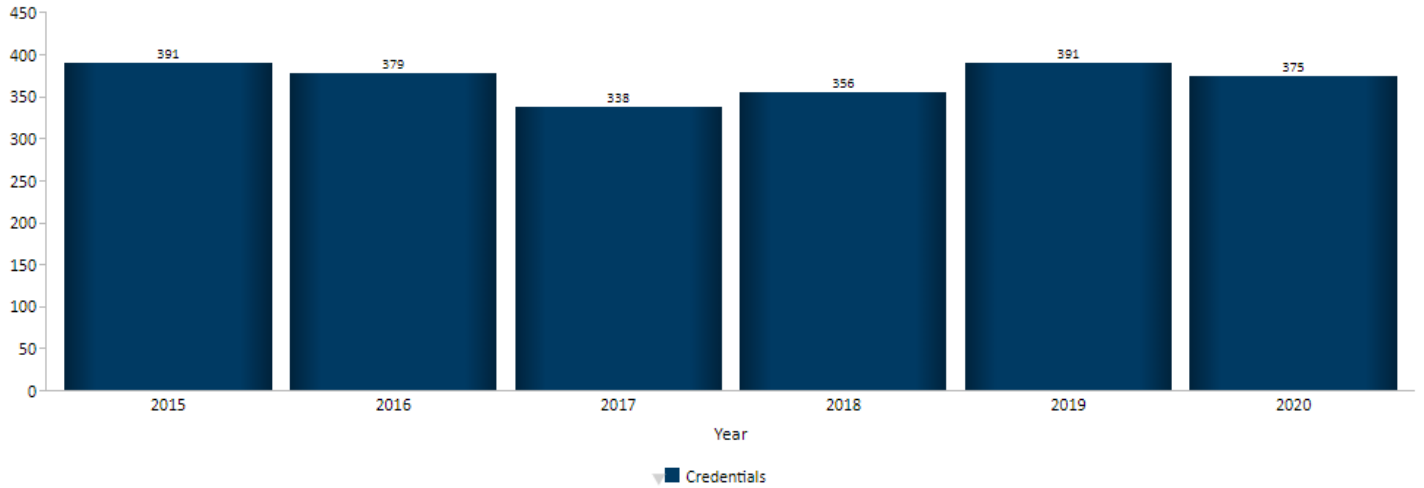
Source: KHEDS Academic Year Collection

High School Enrollment by Headcount
 All Courses for Unduplicated All Students
 Academic Years 2015 - 2020
 Labette Community College



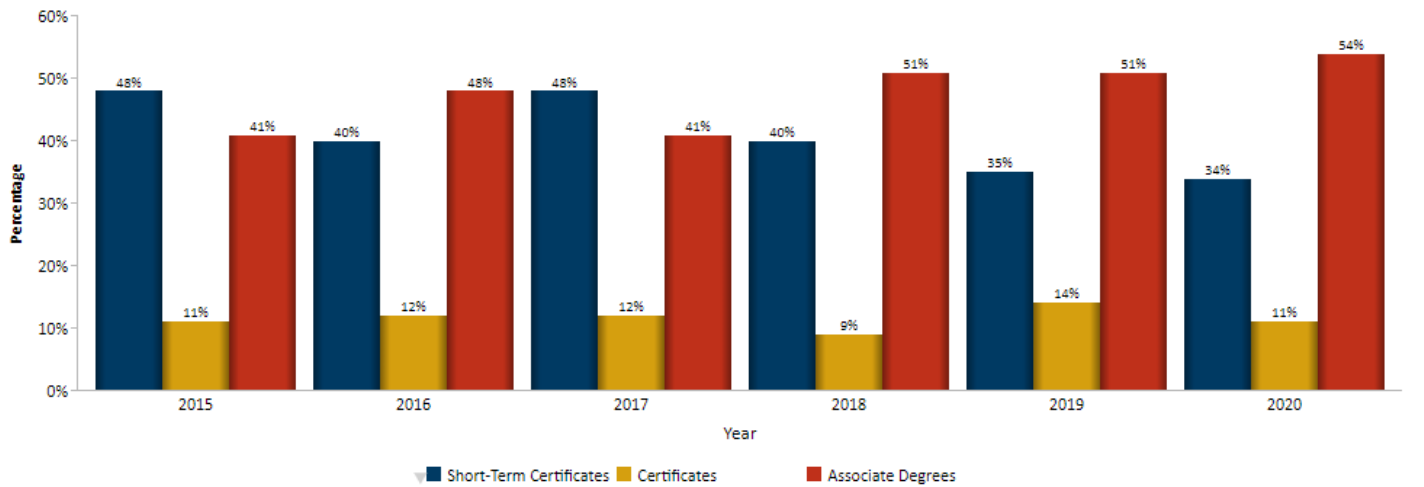
Source: KHEDS Academic Year Collection

Credentials Summary
 Academic Years 2015 - 2020
 Labette Community College



Source: KHEDS Academic Year Collection

Percentage of Credentials by Award Type
 Academic Years 2015 - 2020
 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	12.1%	6.2%	0.3%	11.2%	10.9%	8.7%	49.4%
2009	16.3%	14.4%	1.4%	8.3%	14.3%	6.4%	61.1%
2010	13.5%	11.7%	1.5%	9.8%	13.8%	6.8%	57.1%
2011	24.1%	10.7%	0.7%	8.1%	9.4%	6.2%	59.2%
2012	24.1%	7.8%	0.6%	8.4%	10.1%	9.5%	60.5%
2013	26.2%	4.6%	0.5%	6.7%	7.9%	8.1%	54.0%
2014	24.5%	3.5%	1.3%	6.6%	10.1%	12.6%	58.6%
2015	23.8%	4.8%	1.0%	9.9%	7.3%	10.6%	57.4%
2016	20.2%	5.9%	1.3%	9.9%	9.1%	8.3%	54.7%
2017	24.4%	8.4%	1.8%	7.2%	6.6%	7.0%	55.4%

Sources: KHEDS Academic Year Collection, National Student Clearinghouse

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

Internal Data Examined:

1. Tuition and Fees Schedule
2. Enrollment Residency Report
3. Residency Demographics FY20
4. Students by county and state and AY

External Data Examined:

1. The ACT Profile Report—National for Graduating Class 2020
2. Kansas State High School Activities Association School Classifications for 2020 (enrollment in 9th-12th per school)
3. KASB Comparing Kansas 2019 report on Student Outcomes
4. Kansas Talent Enterprise
5. The Center for Community College Student Engagement report: The Intersection of Work and Learning: Findings from Entering Students in Community Colleges
6. Comprehensive Regional Needs Assessment for Independence Region from KBOR
7. Labor Data for Independence Workforce Center Region

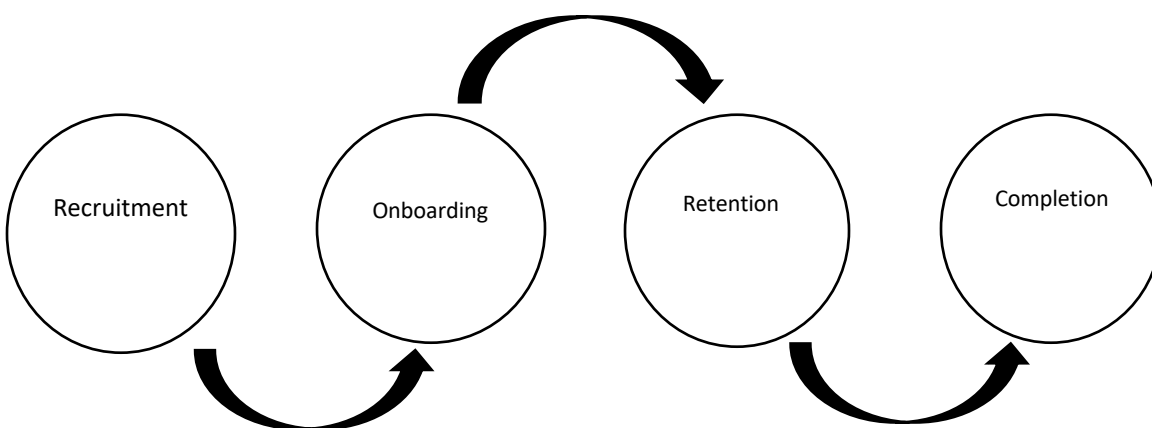
At Labette, we believe that enrollment growth can be strategically influenced by internal actions when these actions are tightly coupled with the Strategic Enrollment Management Plan. This plan will allow us to use marketing, scheduling, staffing, budgeting, etc., in a strategic manner to enable us to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

This strategic enrollment planning process enables Labette faculty and staff to create action plans that turn our vision and concepts 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 obtain employment

Enrollment Management Overarching Goals

1. Increase unduplicated headcount by 5% in three years with AY2020 (KBOR) as the base data point: 2,394 students.
2. Increase Fall to Fall Retention by 5% in three years over the 3-year average (2019-2021) of 532 students.
3. Increase Fall to Spring Retention by 5% in three years over the 3-year average (2019-2021) of 893 students.
4. Increase enrollment in specific academic programs
5. Increase the number of completions by 5% in three years over the 5-year average (2016-2020) of 368.
6. Monitor the changing demographic and economic state of the region.
7. Develop a clear, cohesive and comprehensive advising process for new and continuing students that will provide them with a clear plan for graduation.
8. Make the Strategic Enrollment Management Committee permanent with the charge of assessment of the implementation of this plan and to revise the annual enrollment targets when necessary. This committee will monitor and share with the President and President's Council on the updated progress.

Performance Assessment

1. The Strategic Enrollment Management (SEM) Committee will develop a set of enrollment management dashboard indicators to monitor goal progress by the end of April 2022.
2. Each subcommittee (Recruitment, Onboarding, Retention, and Completion) will provide quarterly assessment of the strategic enrollment management plan and report it to the SEM Committee.
3. The SEM Committee will identify and make necessary adjustments to processes and practices before the next registration cycle begins.
4. 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.

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.