



TVCC ENROLLMENT MANAGEMENT PLAN

TVCC Recruitment Plan (2019-2021)

TVCC Persistence and Retention Plan (2020-2021)

TVCC Recruitment Plan

Treasure Valley Community College, Admissions Office

This plan was created to assist in documenting the planning, efforts and results that are being made to address the Strategic Direction for enrollment, as outlined in the President’s Vision. The detailed President’s Vision for enrollment and program growth can be found [HERE](#).

The President’s Vision in Summary:

- Make TVCC the first choice for students;
- Focus on enrollment growth strategies;
- Increase efforts to promote a positive college public image;
- Advance internal communication and connections
- Cultivate diversity and cultural opportunities; and
- Promote safety and security across campus.

Additionally, the President has identified the goal of increasing TVCC’s Reimbursable FTE by 2% annually off of 2018-2019 Enrollment Numbers through 2025.

It is the goal of this three-year recruiting plan to outline a tactical approach to the activities that must be completed by the staff in the Admissions Office. Data collection is necessary to ensure the Admission Office staff are making informed decisions based on data and that the planning, efforts and assessment of those efforts provide the direction for future years.

It is also acknowledged that the Admissions Office, and other departments on campus, complete other projects and initiatives during the year that may not be specifically outline in this document.

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TARGET MARKET

The TVCC Admissions and Recruiting Office specifically targets students from Oregon and Idaho. In addition, states adjacent to Oregon and Idaho are targeted through other sources of recruitment and inquiry services.

The Traditional Student

The majority of our recruiting efforts are focused on the traditional pre-college student, both first-time and transfer students age 24 and under. Currently, the primary focus on the majority of our recruiting efforts and resources are targeted on this student population.

The Non-Traditional/Transfer Student

Non-traditional students can include first-time and transfer students, 25 and over, who have families, students who have full-time work commitments, etc.

The primary goal of recruiting this student is to market TVCC as the first choice for professional advancement, development and retraining opportunities within the communities we serve.

Student Characteristics

TVCC recognizes the ethnically diverse demographics within the surrounding areas of the communities we serve. Below is the characteristics of our Fall 2018 student population as presented in TVCC's Fall 2018 Integrated Postsecondary Education Data System (IPEDS) report.

Undergraduate Student Characteristics	
Percent of undergraduates who are female	55%
Percent of undergraduates who are full-time	43%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	1%
Asian	1%
Black or African American	2%
Hispanic/Latino	29%
Native Hawaiian or Pacific Islander	0%
White	59%
Two or More Races	4%
Race and ethnicity unknown	3%
Nonresident alien	1%
Percent of undergraduate students by age:	
24 and under	74%
25 and over	26%
Age unknown	0%

ADMISSIONS AND RECRUITING PRIORITIES (1-3 YEAR)

PRE-ENROLLMENT EXPERIENCE

- 1. Review all steps in the pre-enrollment process in order to reduce barriers and enhance satisfaction as prospective students progress from Inquiry > Admit> Registered.**
 - a. Continually analyze the annual admissions funnel and conversion rates. [HERE](#), is the 2018 baseline matriculation funnel from Enrollment RX.
 - b. Analyze results of the annual student survey to identify ways of improving the pre-enrollment process.
 - c. Review automated responses through Enrollment RX and Pardot regarding student progress through admissions, testing, advisement, registration, financial aid, payment, orientation and enrollment (See [Communication Management](#)).
 - d. Present the communication plan in place for prospects campus wide.
 - e. Develop baseline data to illustrate TVCC's recruitment funnel in order to research and identify effective strategies for improving the conversion from one status to the next.
- 2. Increase the involvement of faculty and academic departments in the recruitment process.**
 - a. Increase faculty participation opportunities when recruitment opportunities present themselves.
 - b. Work with faculty to design faculty communication for specific department highlight to potential students and even High School Counselors.
- 3. Increase the satisfaction of the Campus Tour process.**
 - a. Continually analyze the importance of campus tours and matriculation funnels to a registered student. [HERE](#), our campus visit matriculation rates from 1/1/2018 to 8/12/2019 can be found in the supplemental information.
 - b. Assess the ease to register for a campus tour and communication leading up to the registered time.
 - c. Develop, administer and analyze a post-tour survey regarding satisfaction and areas for improvement or to highlight in the future.

RESEARCH

- 1. Develop and sustain tracking data collecting of enrollment patters and trends in order to develop targeted recruitment strategies**
 - a. Development of a Quarter to Quarter Comparison Report of First-Time Transfer Students to predict trends and measure current recruitment impact. [HERE](#), is an example of such report provided by TVCC's Office of Institutional Research.
 - b. Continually analyze enrollment numbers for the previous 3 years sorted by campus and year.
 - c. Work with the Academics to identify future program development.
- 2. Develop a historical profile of high school yields in order to research reasons for yield rates and strategies for maximizing enrollment.**
 - a. Identify local High Schools in Malheur, Washington and Payette County in regards to graduating seniors and the number of those students enrolling. [HERE](#), is an example of such report provided by TVCC's Office of Institutional Research.
 - b. Examine the history of individual High School yields and identify schools where yield has dropped or traditionally low. Focus on bringing the applicant pool up and increasing yield.

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- i. When an individual High School has been identified, the development of an action plan to strengthen the relationship with that High School will be develop on a unique case-by-case scenario.
- 3. Analyze and review annually TVCC's strengths, weaknesses, opportunities and threats, and make recommendations for reactions.**
 - a. Use more focused campaigns for recruiting events and venues in ERX.
 - b. Assess the success of all outreach activities and yield analyses.
 - i. Outreach activities are defined as events or activities TVCC represents itself in that has a specific impact on the on the recruitment of students.
 - c. Utilize the [TVCC Initiative Assessment Form](#) for Campaign Analysis.

THE TRADITIONAL STUDENT

- 1. Focus on and enhance relationships with the High School community.**
 - a. Design more opportunities for prospective High School students to attend and experience campus life through [Signature Campus Admissions Events](#). [HERE](#) is an example of the Annual Signature Campus Events being promoted through the Admissions Office.
 - b. Identify targeted messaging and Faculty who are willing to reach out to prospective High School Students.
 - c. Create and sustain connections with School Administrators and Counselors with TVCC Administration and Professional Staff.
 - d. Provide additional speaking services related to college readiness (i.e. FAFSA Nights, College App Nights, College Engagement and Readiness, etc.)
- 2. Develop strategies to attract a greater number of high academic achievers into the incoming class.**
 - a. GPA Advantages/Incentives
 - b. Promote Scholarships through the Foundation
 - c. Incentivize Summer Registration for incoming Freshman
- 3. Increase the overall yield from Malheur, Washington and Payette County High Schools.**
 - a. Emphasize campus life
 - i. Involve Student Life, Residence Life, Athletics and Other departments presentations and activities.
 - ii. Use [Signature Campus Admissions Events](#) as opportunities to forge stronger links with school districts.
 - b. Develop a TVCC steps to success poster specifically to promote programs of study and enrollment.
 - c. Invite applicants and inquiries to attend [Signature Campus Admissions Events](#).
- 4. Appropriately identify Dual Credit/Col-Credit students currently taking TVCC courses in High School and increasing the yield of those students.**
 - a. Identify and incentivize higher GPA students to finish their Associates Degree or program of interest at TVCC.
 - b. Develop a TVCC initiative and poster regarding steps to completion through the concepts of a general "road-map" to college success, to share with area High Schools and Current TVCC Students.

NON-TRADITIONAL/TRANSFER STUDENT

1. **Expand initiatives designed to develop the perception among adult students of TVCC as the first choice for professional advancement, development and retraining.**
 - a. Continually review and evaluate event times and days in order to accommodate our students who also have current employment.
 - b. Promote resources to targeted adult learners and information on CLEP, Testing, Clubs, community resources, etc.
 - c. Evaluate the expansion of evening and weekend hours, as well as online, for classes and services.

CULTURALLY DIVERSE STUDENTS

1. **Expand special recruitment activities which focus on increasing the diversity of the student body.**
 - a. TVCC will work to leverage our current CAMP and HEP grants to assist in the recruitment of diverse student populations.
 - b. Involve Directors and Coordinators of multi-cultural affairs and services in recruiting activities and opportunities.
 - c. Review opportunities for providing bi-lingual literature.
 - d. Highlight Cultural Awareness events on campus and promote community attendance to those events.
 - e. Integrate a [Signature Campus Admissions Event](#) with opportunities for culturally diverse student populations within TVCC, the community and future education opportunities.
 - f. Increase outreach to prospective international students.

ACADEMICS & CTE PRIORITIES (1-3 YEARS)

In line with the [President's Vision](#) the following Curriculum Development has been identified specifically under the following areas:

- Automated Controls System Enhanced
- Welding (evening and day)
- Computer Technology
- Natural Resources Growth
- Ag-Crops
- Consult with Industry
- Criminal Justice
- Addiction Studies
- Revise Computer Information Systems

Academic Transfer and CTE will affect overall enrollments with the addition of new programs, which include:

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1. Welding in Caldwell. Currently, Welding courses are only offered in Ontario. First-year welding courses will run out of the Caldwell Center, utilizing a partner welding facility. TVCC has provided welding equipment, on loan, to the new charter high school, Elevate Academy. Part of this partnership allows TVCC to use their facilities in the evening. (Expected 1.5 FTE, non-reimbursable).
2. Cybersecurity track for the CIS program. TVCC has completed work to begin a new track, designed to jump start the enrollment for its computer science program. (Expected 0.5 FTE, reimbursable).

Although not an academic program, the new STEP program is anticipating serving 75 distinct students over the course of 2019-20. The focus for enrollments for STEP participants is CTE and Workforce training; however, academic transfer paths are allowable. (Expected 10 FTE, reimbursable)

In addition to new programs, TVCC is also expanding the reach of existing programs, specifically Industrial Manufacturing and Controls program (IMAC), with additional dual enrolled, dual-credit students. This specific expansion began softly in 2018-19, Spring term, when faculty began a partnership with Union HS in Nampa, ID. The Spring term course, Intro to Automation, was introduced at UHS, with 10 students enrolled. Due to the success of the partnership, UHS would like to run a course during Fall, 2019-20, and another course in the series in Spring, with expanded amount of students in both (15-20 students per course). The funding for this model comes from Idaho's Advanced Opportunities program, which pays the rate of \$65 per credit per student. More importantly, the model builds pipeline for the program in the future. (Expected 2 FTE, non-reimbursable).

Finally, Wilder Middle-High School would also like to replicate the Union HS model. The bottleneck to expand this model to Wilder, and any other location, is the availability of qualified adjunct instructors. If TVCC is able to obtain qualified instructors, we will expand this model to Wilder, during 2019-20. (Not expected but would be 0.5 FTE – non-reimbursable).

SIGNATURE CAMPUS ADMISSIONS EVENTS

Over the course of the 2018-2019 academic year, the Admissions Office aggressively developed a number of campus and events and initiatives to address enrollment growth. These initiatives proved successful and involved a high level of interested on and off campus. Building off this interest, the TVCC Admissions Office has developed

a yearly calendar of TVCC sponsored Admissions events, in addition to other important college sponsored initiatives, that can be expected annually, with specific targeted student populations. Adjacently, is an example of the upcoming 2019-2020 Signature Admissions Events being planned and promoted.

*The presented events do not reflect the number of other events TVCC Recruiters and Representatives attended, such as High School and Industry Visits, FASFA Nights, College Application events, College Fairs, etc.

TVCC Admissions Events Calendar

September 16 -27 , 2019	Fall College Choice Registration Two weeks before classes start, high school students have the chance to take reduced price classes at TVCC. Email soester@tvcc.cc to set up an appointment.
November 12, 2019	Experience Campus Day - Fall Our signature showcase event for our Fall 2020 students. Tour the campus, visit a classroom, finish your application, and fill out your FAFSA.
November 18, 2019	Try Out TVCC Informational Session For non-traditional students looking to take their first class at TVCC. Childcare provided.
December 16 - January 3, 2020	Winter College Choice Registration
January 15, 2020	TVCC Foundation Scholarship Deadline Over \$250,000 in scholarships available to TVCC students. Find out more at tvcc.cc/scholarships .
February, 2020	Winter Chukar Spirit Night Date TBA. TVCC Basketball Sophomore Night and Scholarships.
March 16 - 17, 2020	Spring College Choice Registration
March 2020	Spring Experience Campus Day Date TBA. Students who attend receive a tuition free Freshman Seminar class.

It is the policy of the Treasure Valley Community College Board of Education and the College that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, sexual orientation, religion, national origin, age or disability in any educational programs, activities or employment. Lack of English language skills will not be a barrier to admission and participation in career and technical education programs

SUPPLEMENTAL INFORMATION

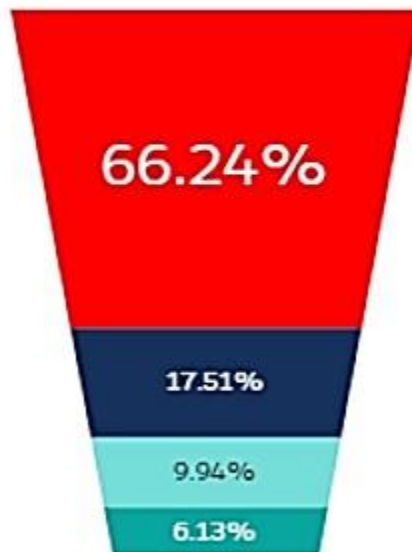
FALL 2018 MATRICULATION FUNNELL

The following represents the number of Inquiries, Admits, Registered, Closed accounts and Other for the Fall 2018 Academic Quarter.

*Note: this report was generated from Salesforce/Enrollment RX and is not directly from TVCC’s Jenzebar Database.

Fall 2018 Matriculation Funnel

Record Count: 4.6k



Admissions Status ■ Inquiry ■ Admit ■ Registered ■ Closed (File Closed) ■ Other

COMMUNICATION MANAGEMENT

Prospective student communication and student contact management refers to the communication process used in the recruitment of a student. The goal of this process is to assist in providing all information needed to further a student’s decision to apply and enroll to Treasure Valley Community College. Once a prospective student shows interest in TVCC they are entered in to our database driven communication plan through Enrollment RX/Pardot managed through the Recruiting Department. The steps below, outline the process.

Recruit/Inquiry Communication Plan

The purpose of the recruit/inquiry communication plan is to drive the inquiry/recruit to submit an application for admission. Once the student has applied to TVCC, they are taken out of the Recruit/Inquiry Communication Plan and they are then added to the Applicant Communication Plan.

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- Step 1: Upon the receipt of an on-line or in-person inquiry form. The inquiry immediately receives an email “Thank you for your inquiry”.
- Step 2: A “Call Inquiry” tasked is created and assigned to the contacts primary contact owner in Salesforce and a follow up call will be placed approximately 5 business days after the delivery of Step 1.
- Step 3: Approximately five (5) days later, the inquiry receives the “Tuition & Fees” email.
- Step 4: Approximately five (5) days later, the inquiry receives the “Apply for Admissions” email.
- Step 5: Approximately five (5) days later, the inquiry receives the “Learning at TVCC” email which encourages inquires to speak with an Academic Advisor if they have questions regarding specific programs.
- Step 6: Approximately five (5) days later, the inquiry receives the “Schedule a Campus Visit” email.
- Step 7: Approximately five (5) days later, the inquiry received the “Student Success at TVCC” email. This covers Student Leadership, Athletics, On-Campus Housing, and other recent things going happening on campus.
- Step 8: Approximately five (5) days later, a call task is assigned to the contact owner to encourage the inquiry to apply.

Applicant Communication Plan

The purpose of the Application Communication plan is to aid the applicant through the admissions process and increase yield from Admit to Registered status. The Recruitment office is always looking for ways to improve our automated driven communication plan.

- Step 1: Application Letter and Personal Contact. Once a student applies they are sent a letter notifying them of their admittance. Along with the letter, our “Next Steps” and College Calendar are mailed to them with the same letter. Once the student has reached Admit status in Enrollment RX, an “Congratulations on your Admission” Email and a personal call from their contact owner within five (5) business days.

From this point further, there are a number of variable communication paths the student may receive automated messages on based on answers within their application and date of submission. The remaining process is an example of a “Traditional” student’s communication Plan who has applied in the Fall of their Senior Year in High School.

- Step 2: Wait twelve (12) days and the “FAFSA” email is sent.
- Step 3: Wait fourteen (14) days and the “TVCC Foundation” email is sent.
- Step 4: Wait fourteen (14) days and the “College Transcripts” email is sent.
- Step 5: Wait fourteen (14) days and the “Placement Test” email is sent.
- Step 6: Wait fourteen (14) days and the “Housing and Meals” email is sent.

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Step 7: Wait fourteen (14) days and the “Student Leadership” email is sent.

Step 8: Wait fourteen (14) days and the “Athletic” email is sent.

Step 9: Wait fourteen (14) days and the “TVCC Resources” email is sent.

(See Strategies for Improving Admit to Registered students)

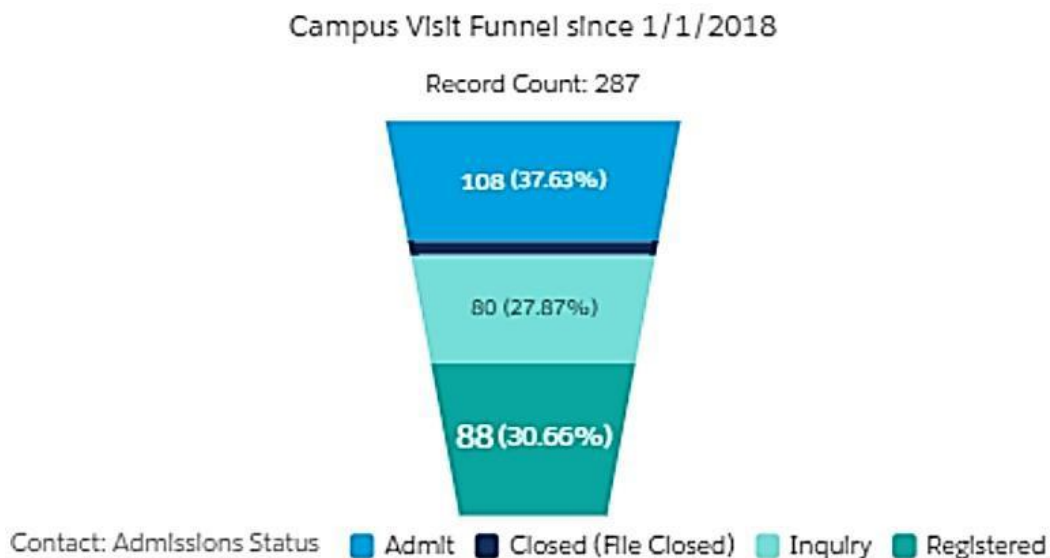
Special Communication Plan and Timeline:

In addition to automated communication’s there are a number of unique communications that are sent to student’s vial mail, call, text and list emails. These unique communications are dependent on the time of year and student’s status. This can include, but are not limited to: Scholarship Opportunities, Degree Specific Information Sessions, Orientations, Advising and Registration, Special Events, etc.

CAMPUS VISIT MATRICULATION FUNNEL

Below is a visual summary of the matriculation of students who have attended a campus visit and their conversion to registered student. As of August 12, 2019, 30.66% of students who attend a campus visit become registered TVCC students at TVCC. Given the timing of this report, we expect this rate to grow once the Fall 2019 quarter has commenced.

*Note: this report was generated from Salesforce/Enrollment RX and is not directly from TVCC’s Jenzebar Database.



TREASURE VALLEY COMMUNITY COLLEGE RECRUITMENT PLAN

NEW DEGREE SEEKERS REPORT

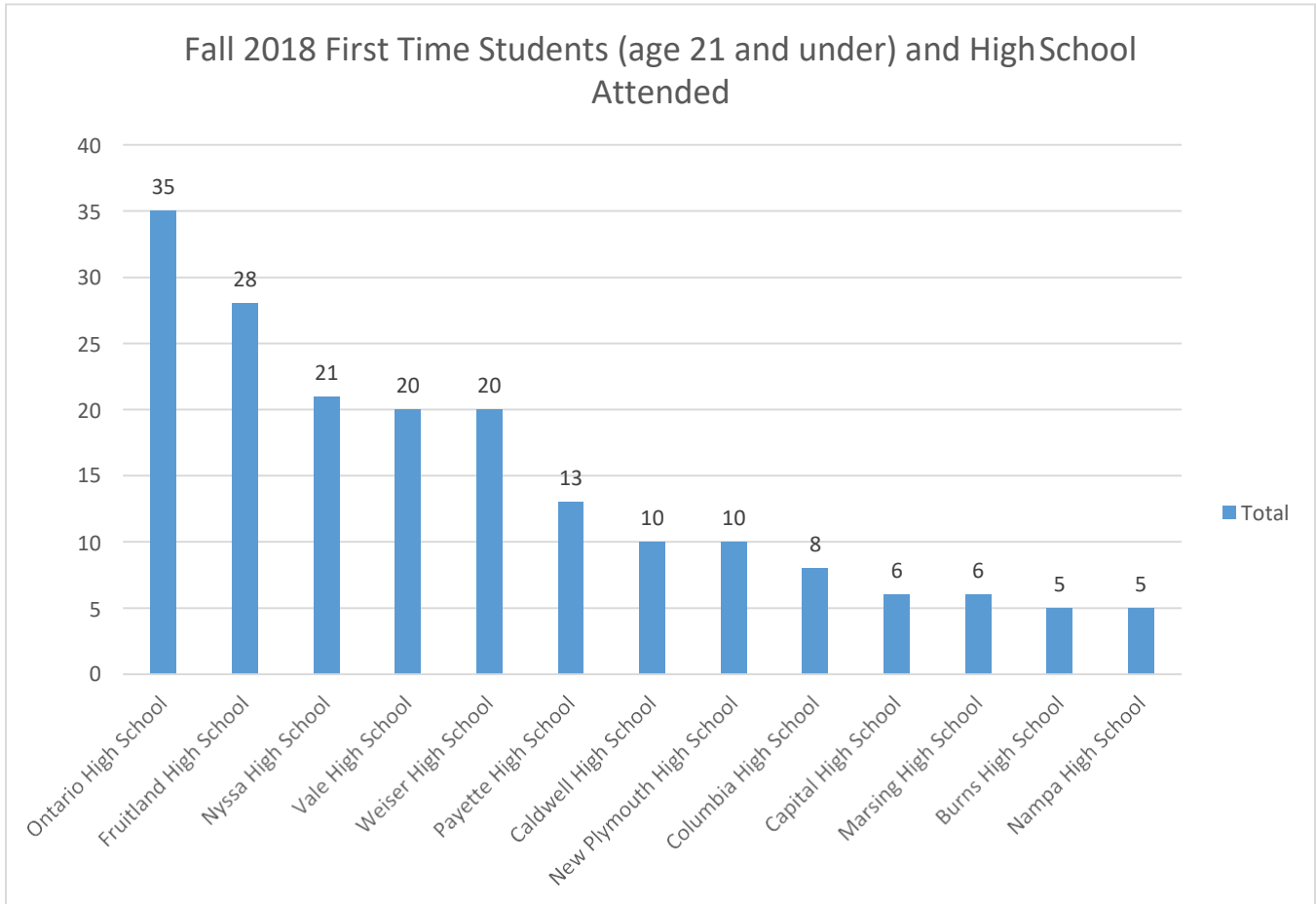
The following is an example of the New Degree Seekers report being utilized to track recruitment efforts of new students. The quarter below is comparing the Summer 2018 quarter to the Summer 2019 quarter as of August 12, 2019.

Entering Year	Entering Status	Credit Load Status	Number of Students
2018	First_Time	Full-time	7
		Part-time	55
		<i>Total</i>	62
	Transfer	Full-time	3
		Part-time	14
		<i>Total</i>	17
	Total		
2019	First_Time	Full-time	11
		Part-time	77
		<i>Total</i>	88
	Transfer	Part-time	16
		<i>Total</i>	16
	Total		

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NEW DEGREE SEEKERS BY HIGH SCHOOL

The following is a visual of TVCC's Fall 2018 first time students (ages 21 and younger) and their correlating High School they attended. By tracking this information, it will allow TVCC to identify our top feeder High Schools and identify High Schools where there may be recruitment opportunities.



TVCC
Persistence and Retention
Plan
2020-2021

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TVCC Vision and Mission Statements

Our Shared Vision

TVCC will be an excellence-driven institution offering quality programs to ensure student success.

Our Mission

TVCC is a comprehensive community college dedicated to promoting student success.

President Young's Vision

Make TVCC the First Choice for students; focus on enrollment growth strategies; increase efforts to promote a positive college public image; advance internal communication and connections; cultivate diversity and cultural opportunities; and promote safety and security across campus.

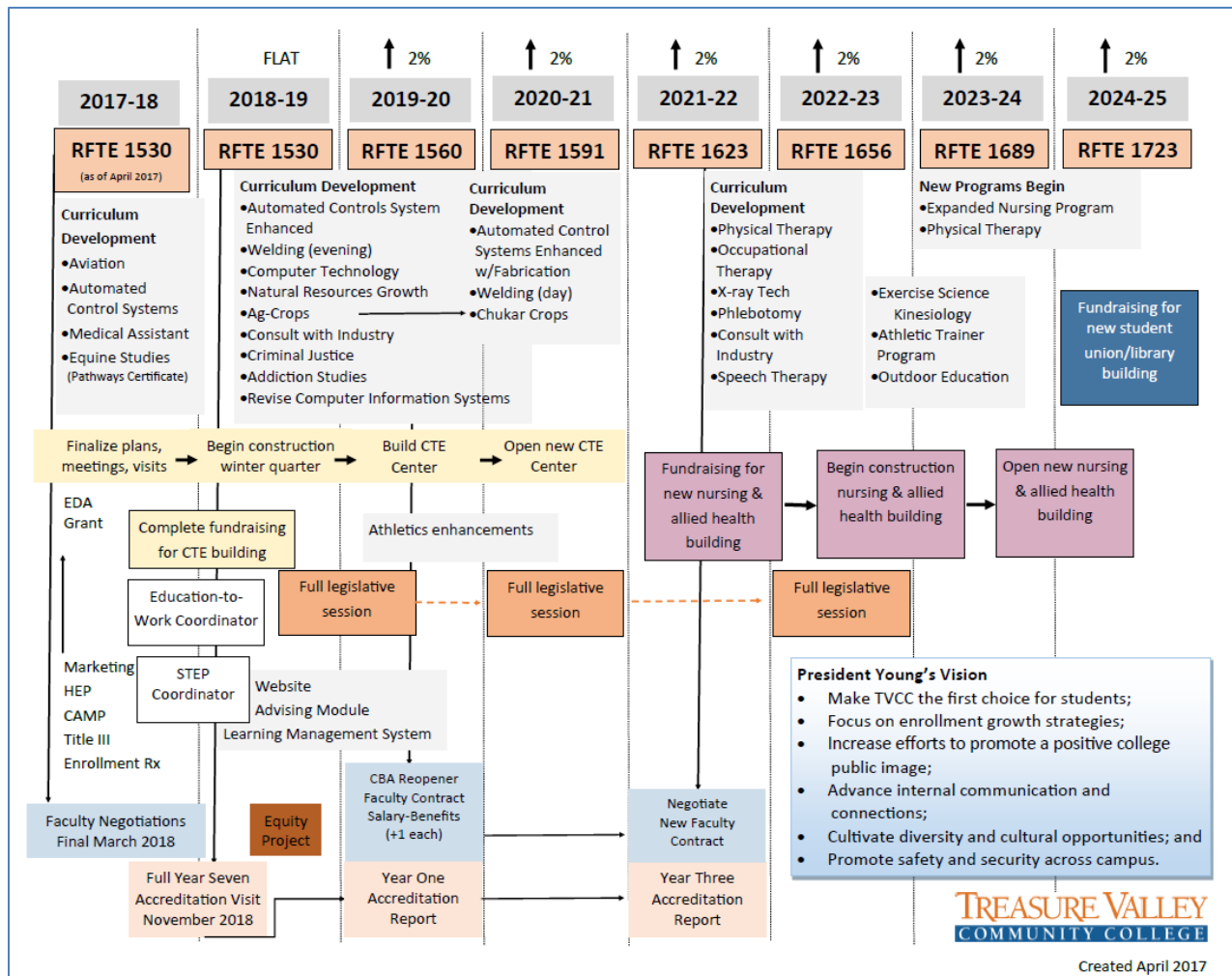


Figure 1. President Young's Vision.

TVCC Persistence and Retention Plan

This Persistence and Retention Plan supports President Young's Vision. In this Vision (see Figure 1), many activities are aligned with an increase in student enrollments. The enrollment objective is to begin increasing the Reimbursable Full-Time Equivalent (RFTE), in 2019-20 by 2%, and an additional 2% each subsequent year, through 2024-25. While these enrollments are likely to come from new students with the building of the new CTE Center and programmatic growth, a portion of the RFTE must come from improvements to retention. As such, this plan assists in this particular objective.

Retention refers to the number of students who enroll for their first year, and then subsequently enroll in the next term (Fall-to-Winter retention) or the next year (Fall-to-Fall retention). Persistence refers to the number of students who continue to pursue their educational goal.

Student Success Definition

TVCC's PRP defines student success as a sequential series of goal attainment, starting with course completion, followed by persistence, retention, and culminating in the student's individual academic goal. The PRP mission is to increase the rates of student completion and/or educational goal attainment at TVCC through a specific, ambitious, and data-informed Student Retention Plan.

TVCC Student Persistence and Retention Team (2020-21)

Eddie Alves – Vice President of Academic Affairs (AA)

Wayne Fischer-Student Success Coordinator (Title III)

Brad Hammond – Vice President of Student Services (SS)

David Koehler – Dean of Career and Technical Education (CTE)

Miguel Lopez – Director of Institutional Effectiveness and Planning (IR)

Travis McFetridge – Director of Admissions and Student Success (SS)

Yumiyo Okuda– Data Analyst (IR)

Faculty Involvement – TBD (Enrollment Committee)

Discussion of Fall-to-Winter Retention Figures

It should be noted that the data visualizations developed for the initial TVCC Persistence-Retention Plan are based on the IPEDs Cohort of students (ten year average of Cohorts: n =354 students). To be included in this Cohort, students must be:

1. First-time in College (no previous experience as a college student, after high-school graduation);
2. Degree- or certificate-seeking;
3. Entering-in-Fall term (cannot have started at TVCC in any term other than Fall or the Summer term preceding their entering Fall term); and
4. Full-time (enrolled for 12 or more quarter credits during their entering Fall term).

A student would be counted as “retained” ONLY IF the student was:

- enrolled for credit in the subsequent Winter term; or
- completed a degree or certificate by the subsequent Winter term.

Fall-to-Winter Retention Figures

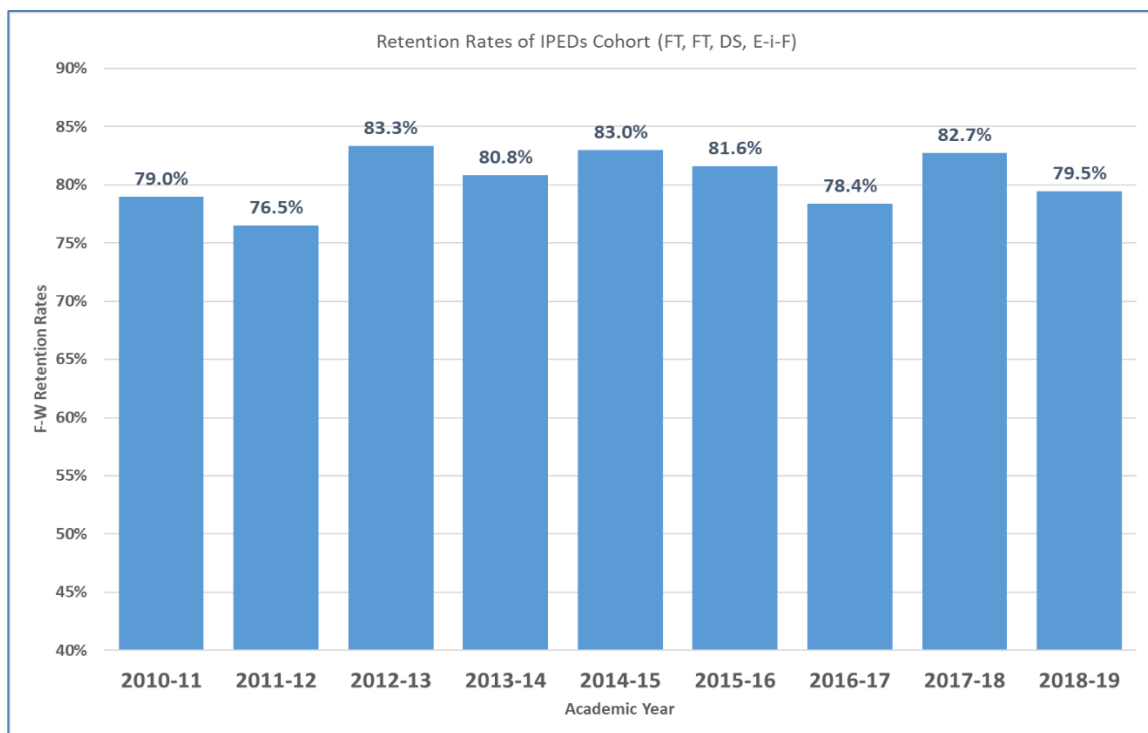


Figure 2. Fall-to-Winter Retention Rates, by Academic Year.

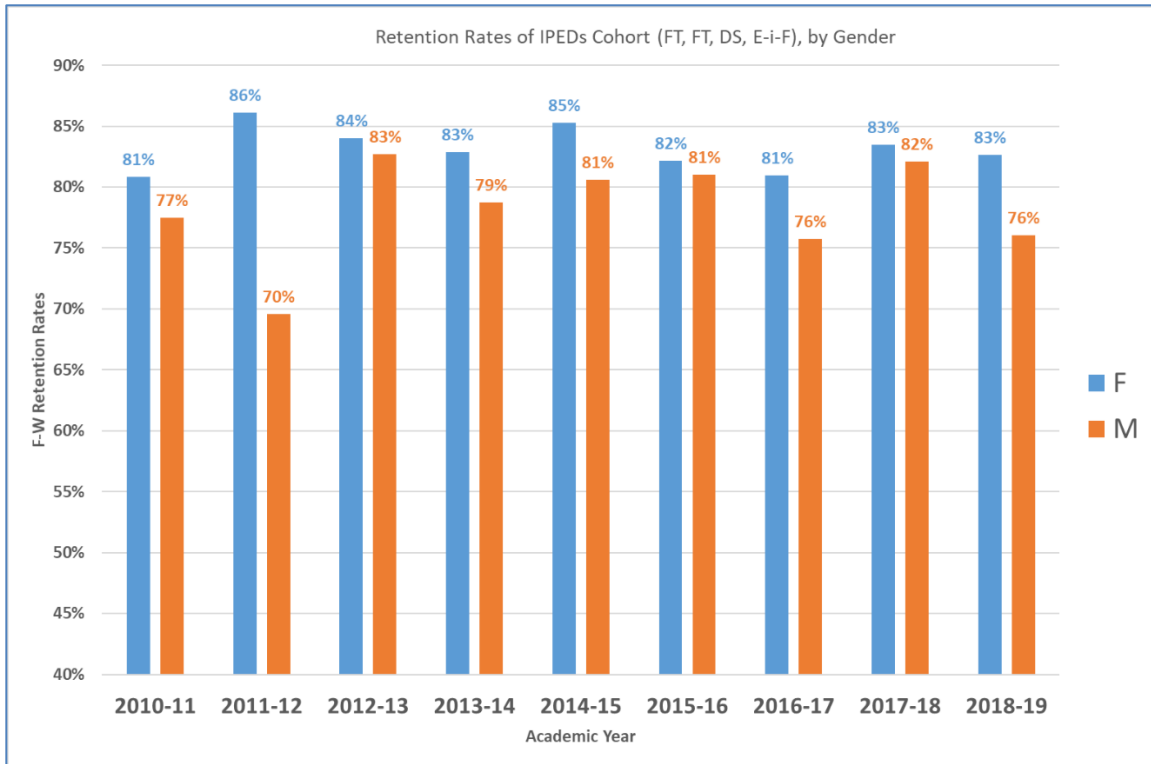


Figure 3. Fall-to-Winter Retention, by Gender and Academic Year

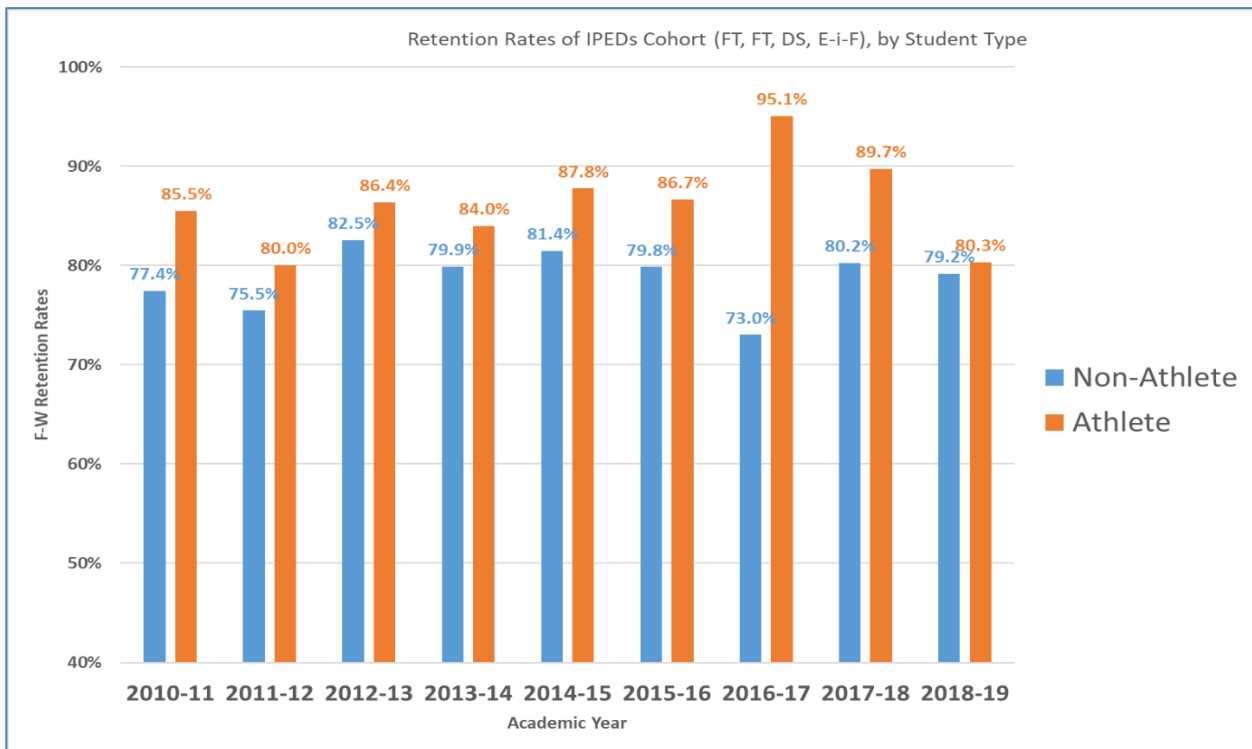


Figure 4. Fall-to-Winter Retention, by Student Athlete and Academic Year

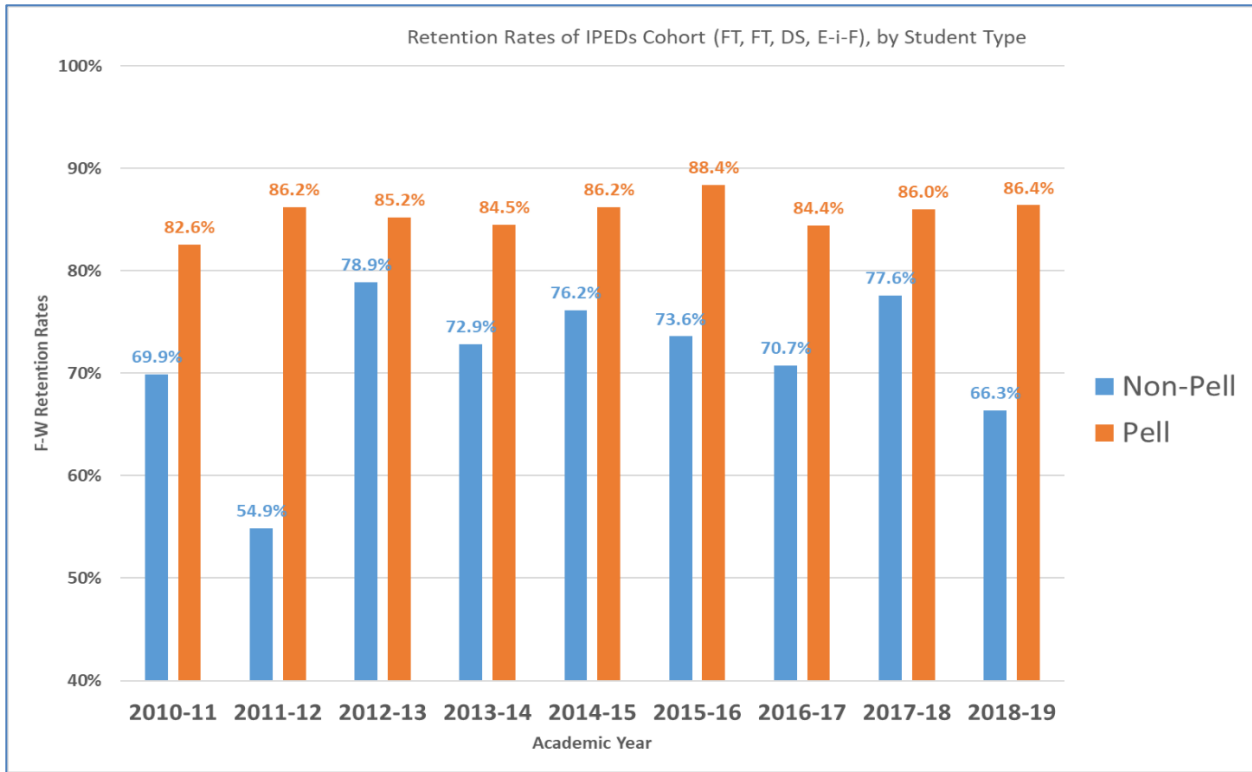


Figure 5. Fall-to-Winter Retention, by Pell Status and Academic Year.

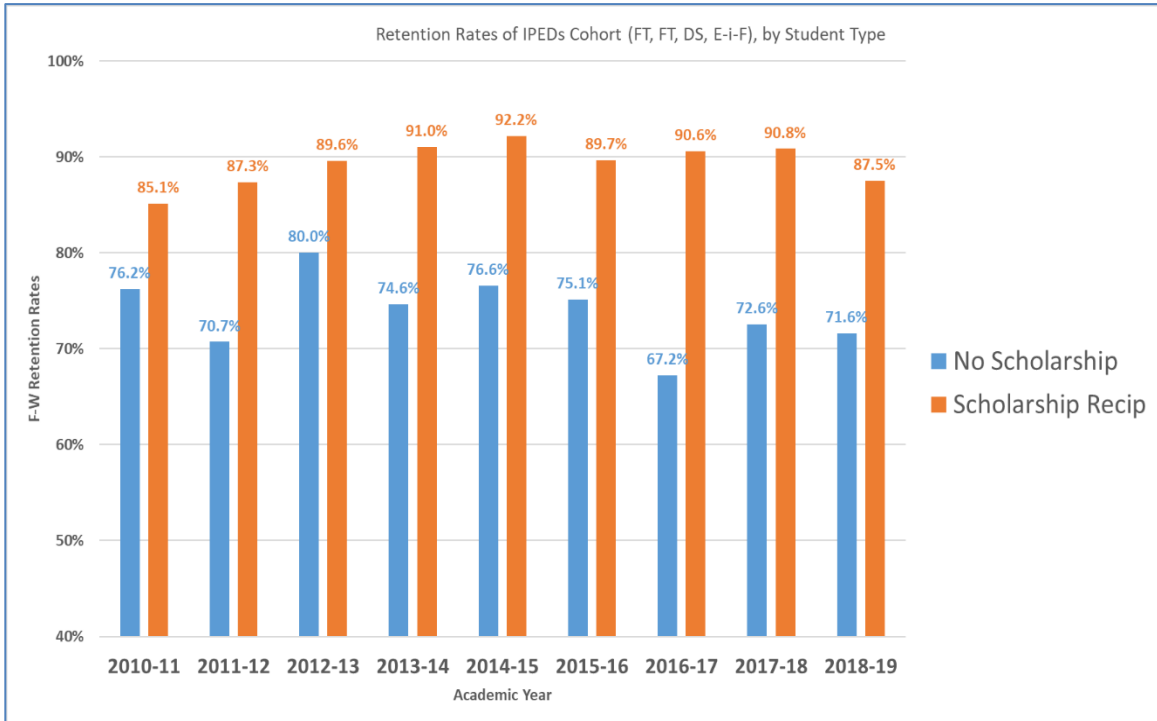


Figure 6. Fall-to-Winter Retention, by Scholarship Status and Academic Year.

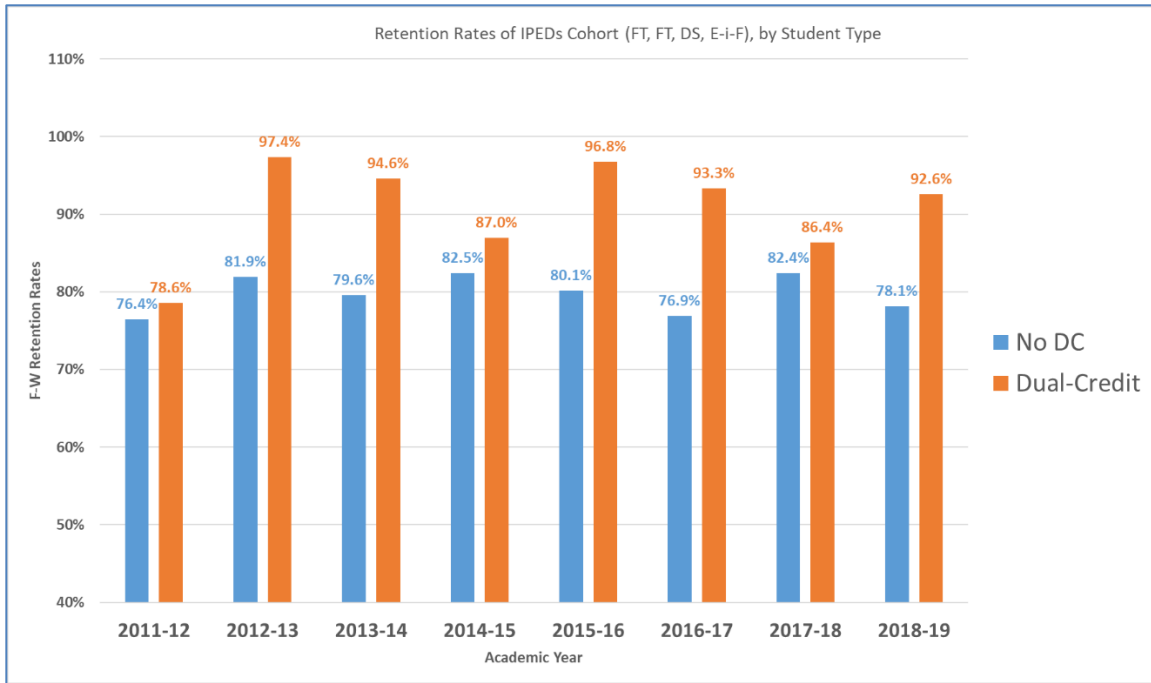


Figure 7. Fall-to-Winter Retention, by Dual-Credit Student and Academic Year.

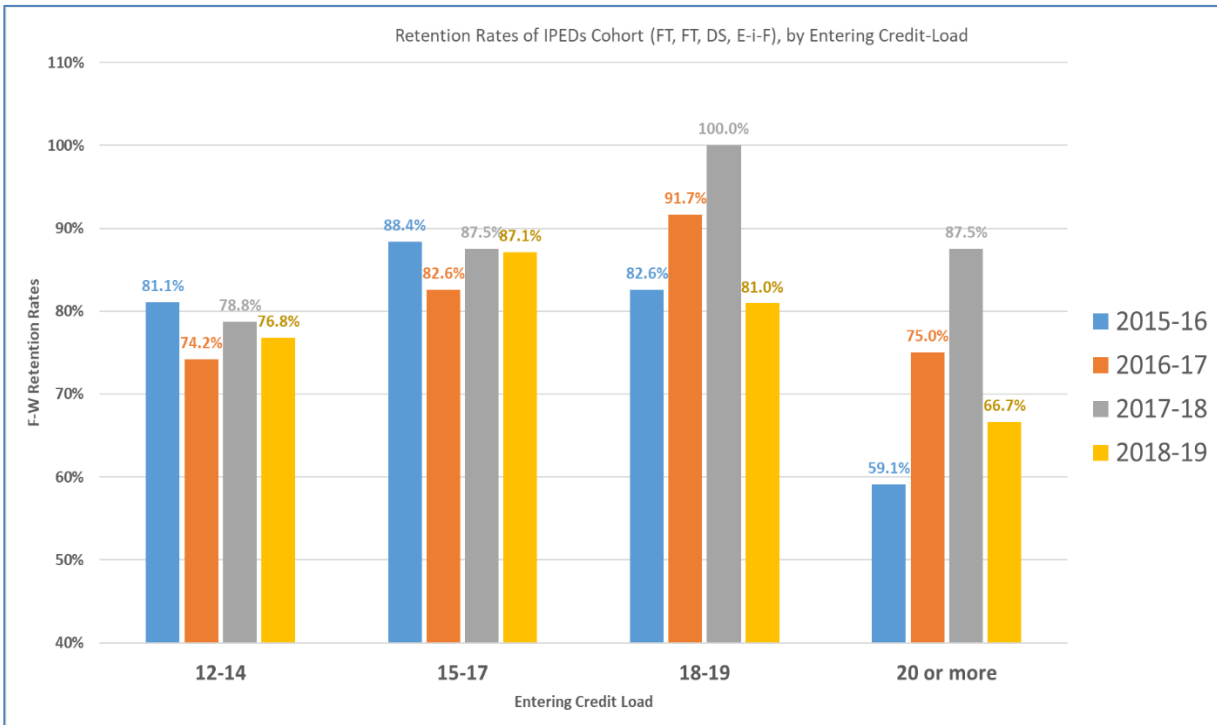


Figure 8. Fall-to-Winter Retention, by Entering Credit Load (Fall) and Academic Year.

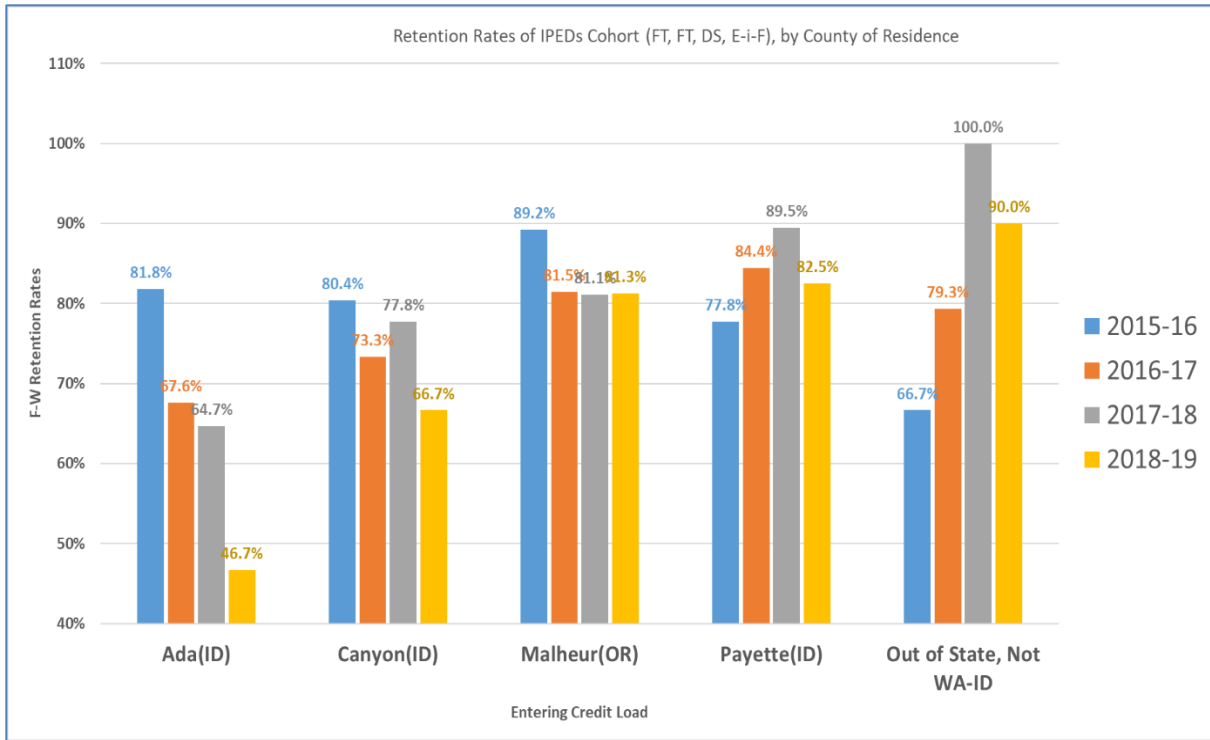


Figure 9. Fall-to-Winter Retention, by County of Residence and Academic Year.

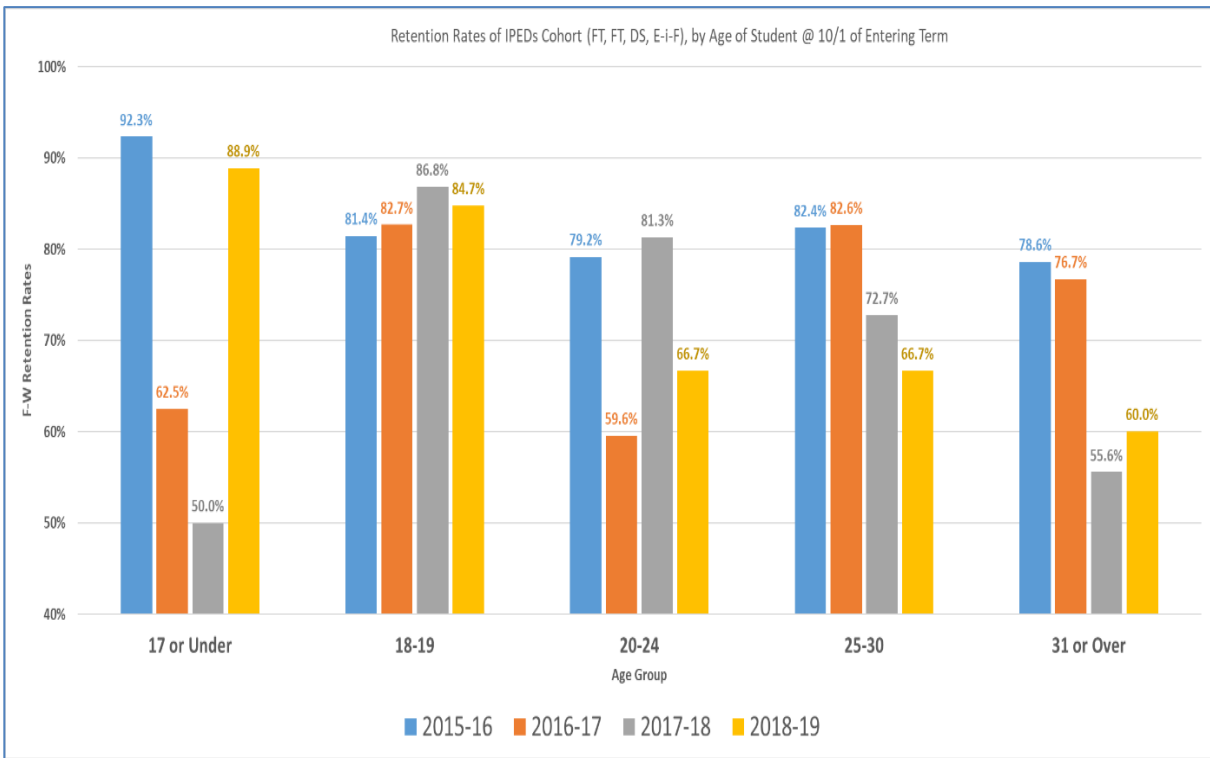


Figure 10. Fall-to-Winter Retention, by Age Group on October 1st of Entering Year and Academic Year.

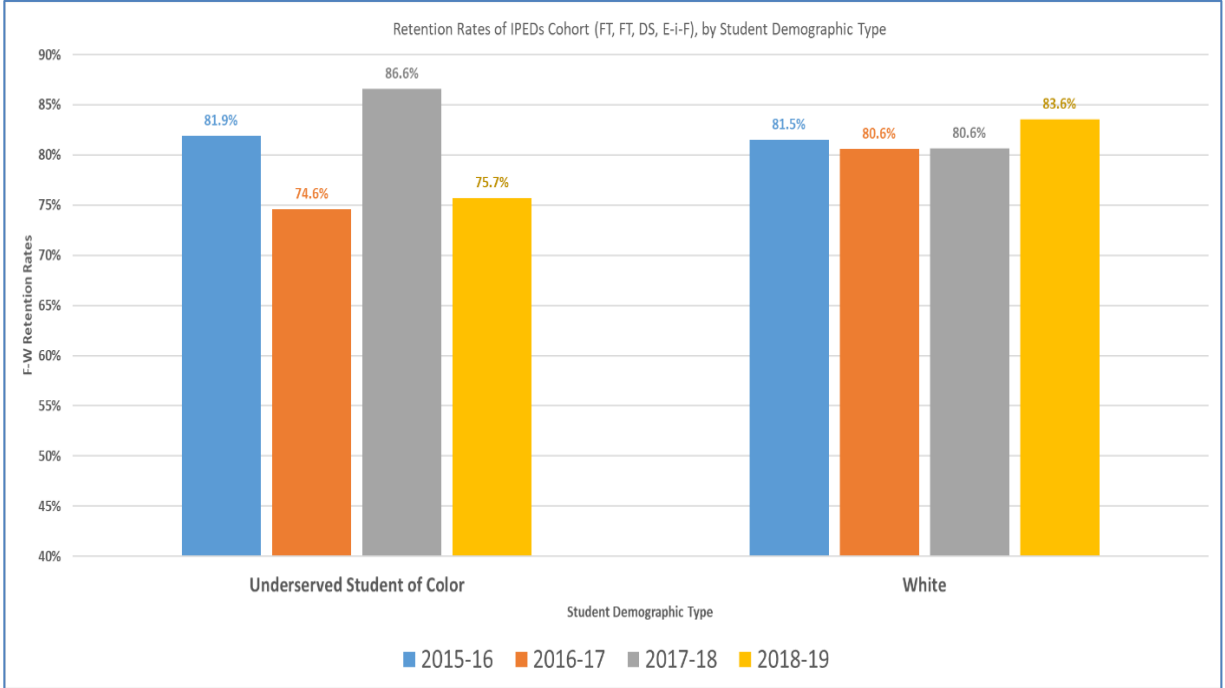


Figure 11. Fall-to-Winter Retention, by Underserved Student of Color vs. White on October 1st of Entering Year.

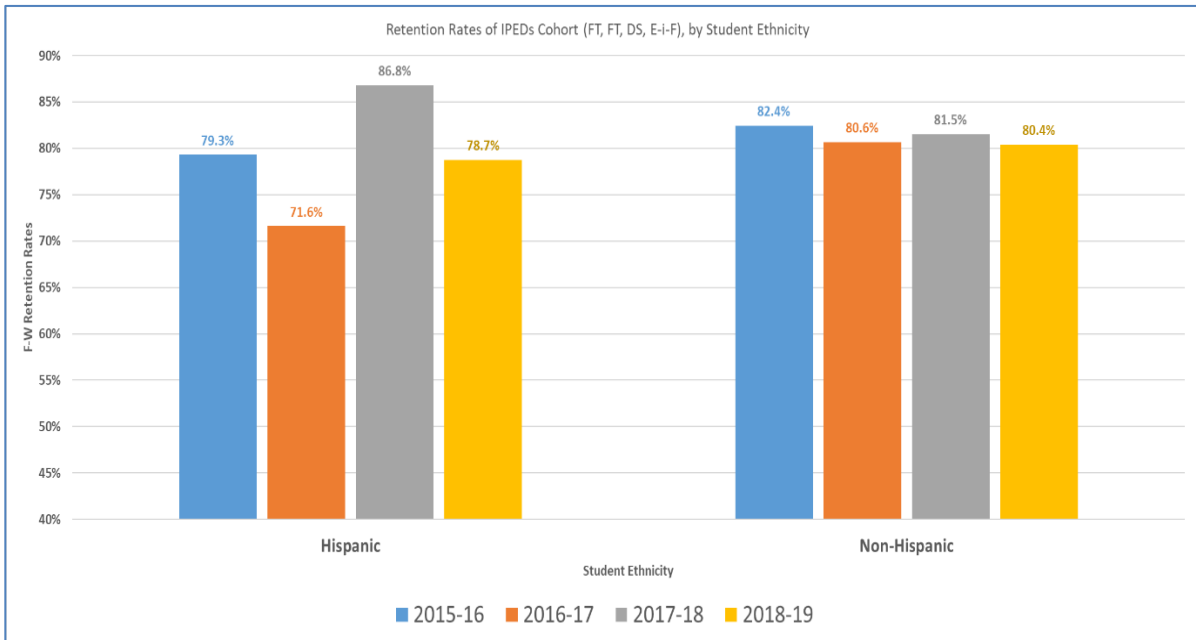


Figure 12. Fall-to-Winter Retention, by Hispanic vs. Non-Hispanic on October 1st of Entering Year.

Fall-to-Winter Retention Analysis Highlights

- Fall-to-Winter Retention has been fairly consistent, over the last nine years, hovering around 80%.
- The most recent year, 2018-19, shows an 80% retention rate for the IPEDs Full-time Cohort, which was down from 83% the prior year, a year-to-year decline of -3.6%.
- Spanning nine years, the 2011-12 academic year had the lowest retention (76.5%), followed by the 2016-17 academic year, which had the second-lowest Fall-to-Winter retention (78.4%).
- The highest retention rate (83.3%) across these nine years was achieved in 2012-13, followed by the second highest at 83.0%, achieved in both 2014-15 and 2017-18.
- Female student in the IPEDs Cohort are generally retained at higher levels than their male counterparts.
- Athletes have typically been retained at higher rates than non-athletes.
- In 2016-17, athletes were retained from Fall-to-Winter, at 95.1%, compared to only 73% for their non-athlete counterparts. This year had the largest disparity in Fall-to-Winter retention rates between the two groups.
- Pell recipients are typically retained from Fall-to-Winter at noticeably higher rates than non-Pell recipients.
- Scholarship recipients are typically retained from Fall-to-Winter at noticeably higher rates than non-scholarship recipients. TVCC needs a deeper-dive into this data, to find out the retention of scholarship recipients by 1) dollar amount; and 2) entering credit load.
- Previous dual-credit students are typically retained from Fall-to-Winter at noticeably higher rates than non-dual-credit students.
- The Fall-to-Winter retention rates are noticeably higher for students who have entering-in Fall credit loads between 15-17 and 18-19, than those students whose Fall credit loads are between 12-14 or 20 or more. The sweet spot seems to be somewhere between 15-19.
- Fall-to-Winter retention has continually declined for students in the IPEDs Cohort who have permanent addresses in Ada County.
- For students in the IPEDs Cohort who have permanent addresses in Malheur and Payette counties, Fall-to Winter retention has been fairly consistent.
- For students in the IPEDs Cohort who have permanent addresses in Canyon County, Fall-to-Winter retention dropped last year, in 2018-19, to its lowest in four years (66.7%).
- For students in the IPEDs Cohort who have permanent addresses outside of Oregon, Washington, and Idaho, the Fall-to-Winter retention rates has increased.

- For students in the IPEDs Cohort who are in the 18-19 age group (on October 1st of their Entering-in-Fall year), these students have the most consistent Fall-to-Winter retention rates. The rates for this group have actually increased a bit over the past four years.
- The 25-30 age group is the next most consistent, although has been trending downwards.
- The Fall-to-Winter retention of Underserved Students of Color has been up and down, over the last four years. The rate for White students has remained consistent. However, 2017-18 saw higher retention rates for Underserved Students of Color than White students. The data shows similar results for Hispanic vs. non-Hispanic students.

Discussion of Fall-to-Fall Retention Figures

It should be noted that the data visualizations developed for the initial TVCC Retention Plan are based on the IPEDs Cohort of students (ten year average of Cohorts: n =354 students).. To be included in this Cohort, students must be:

5. First-time in College (no previous experience as a college student, after high-school graduation);
6. Degree- or certificate-seeking;
7. Entering-in-Fall term (cannot have started at TVCC in any term other than Fall or the Summer term preceding their entering Fall term); and
8. Full-time (enrolled for 12 or more quarter credits during their entering Fall term).

A student would be counted as “retained” ONLY IF the student was:

- enrolled for credit in the subsequent Fall term, the following academic year; or
- completed a degree or certificate by the subsequent Fall term.

Fall-to-Fall Retention Figures

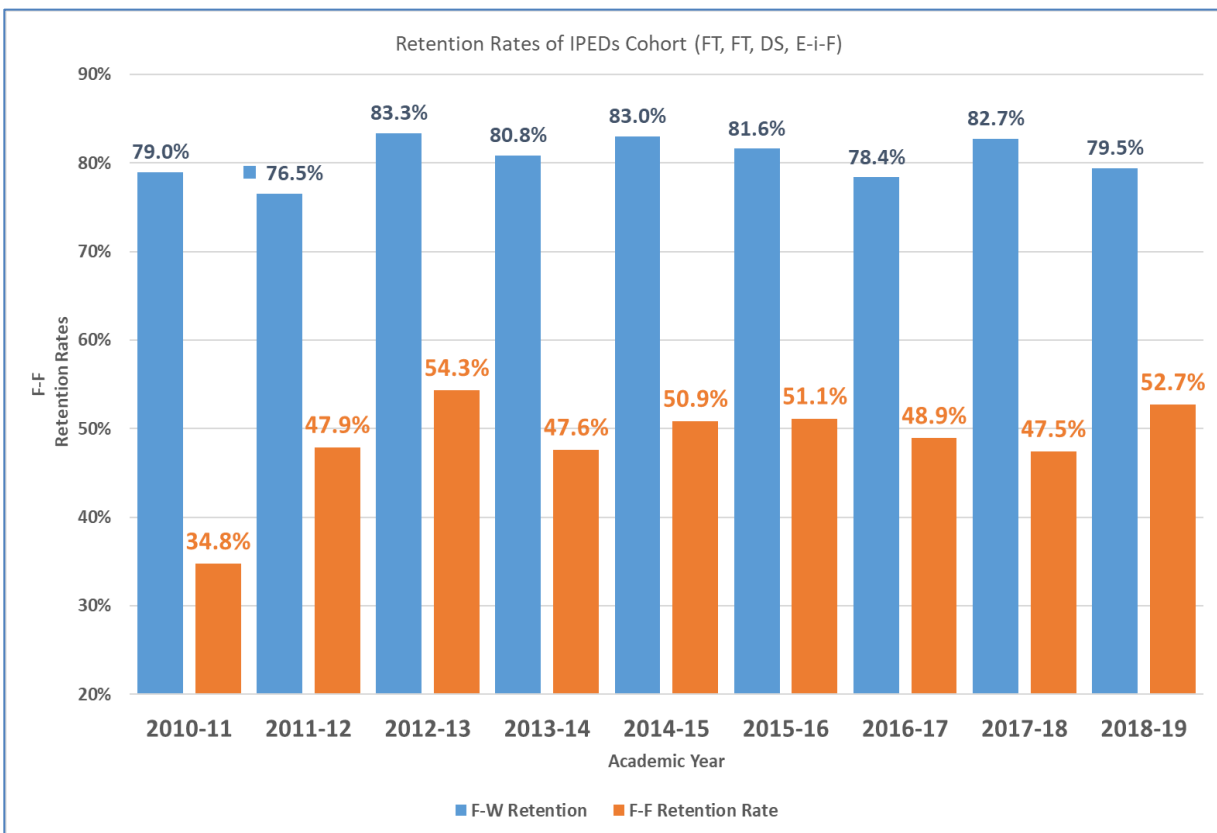


Figure 13. Fall-to-Fall Retention Rates, by Academic Year.

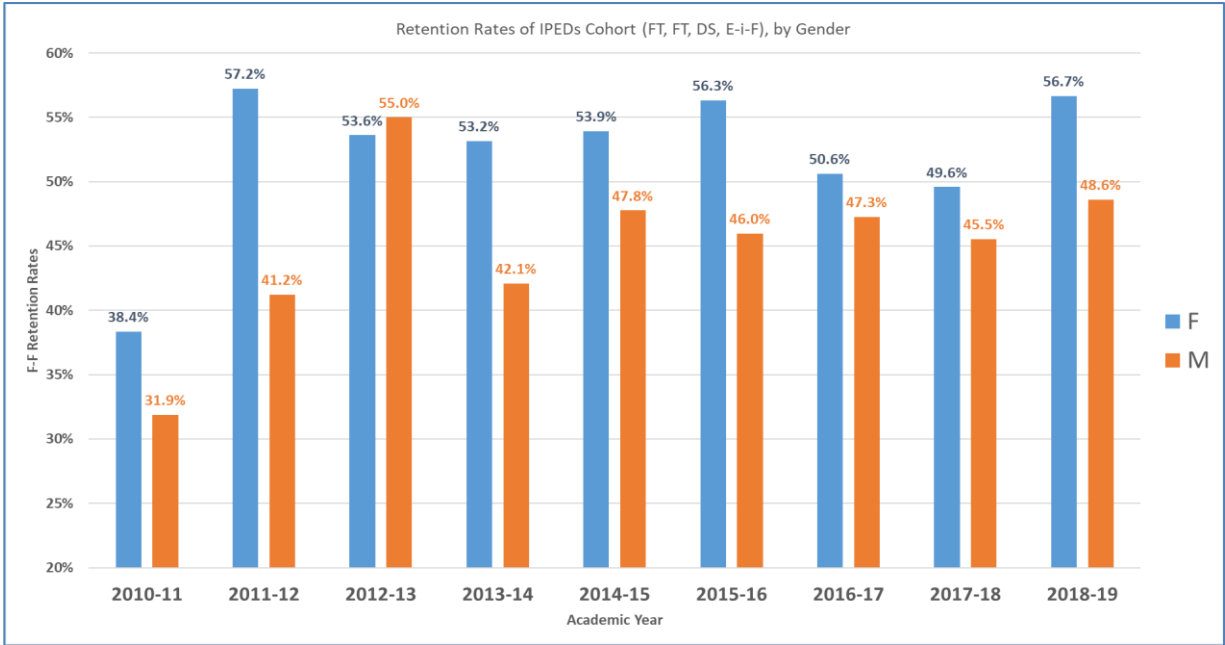


Figure 14. Fall-to-Fall Retention, by Gender and Academic Year.

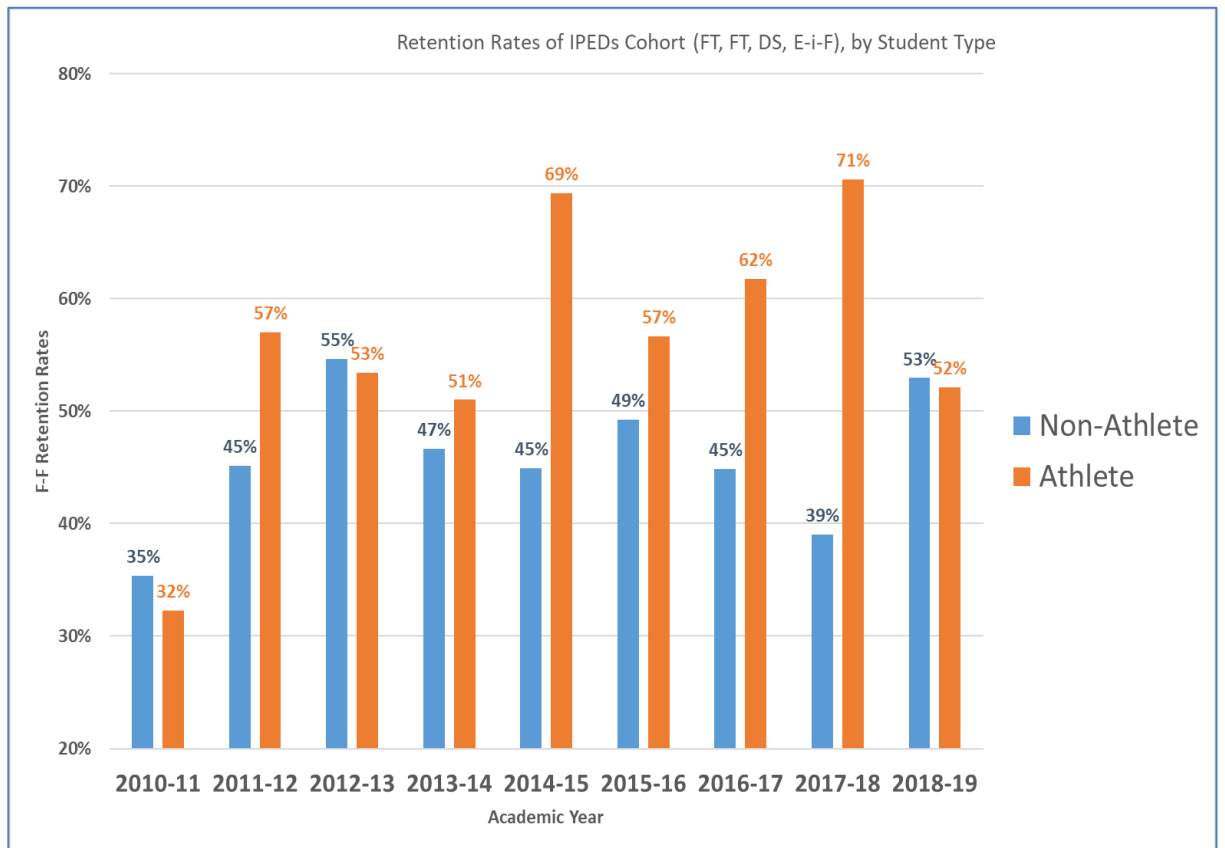


Figure 15. Fall-to-Fall Retention, by Student Athlete and Academic Year

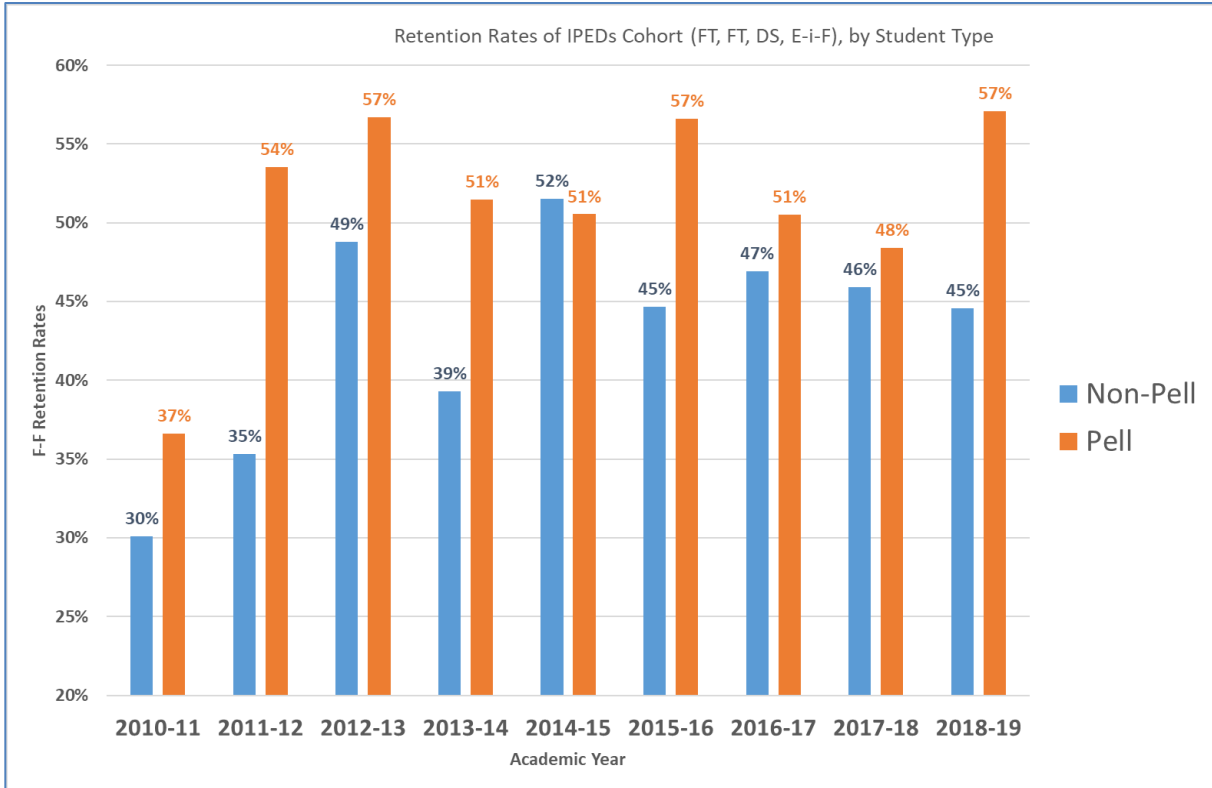


Figure 16. Fall-to-Fall Retention, by Pell Status and Academic Year.

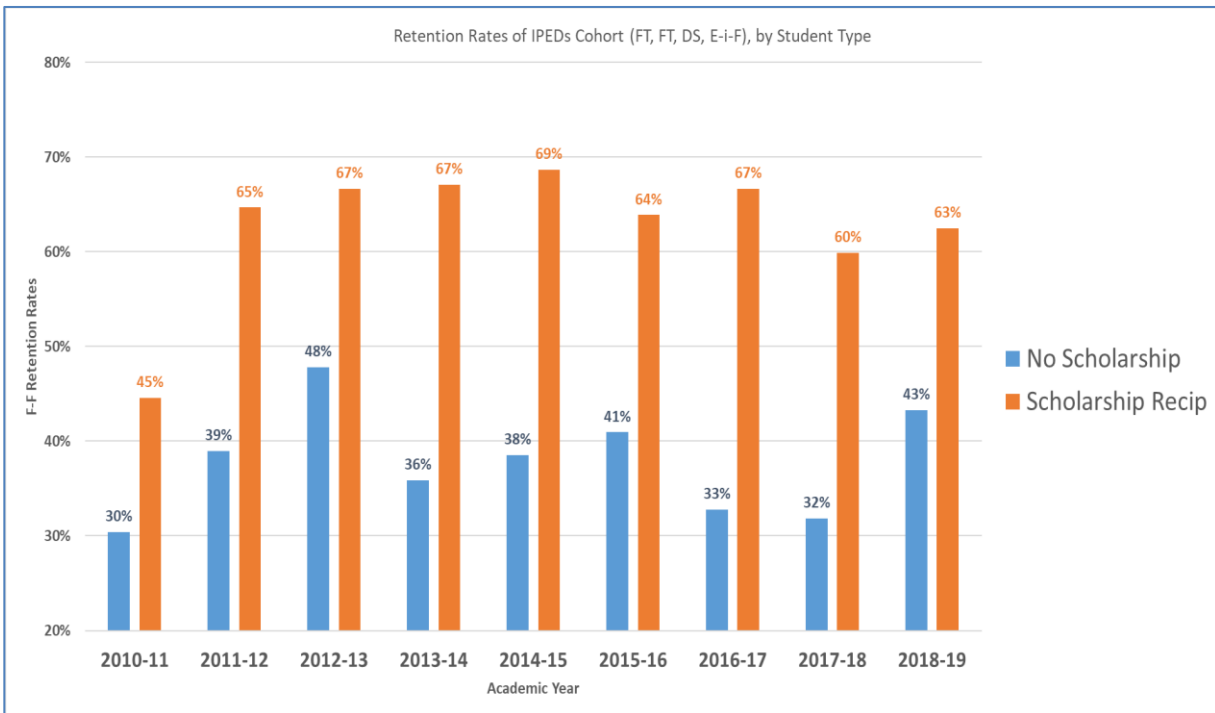


Figure 17. Fall-to-Fall Retention, by Scholarship Status and Academic Year.

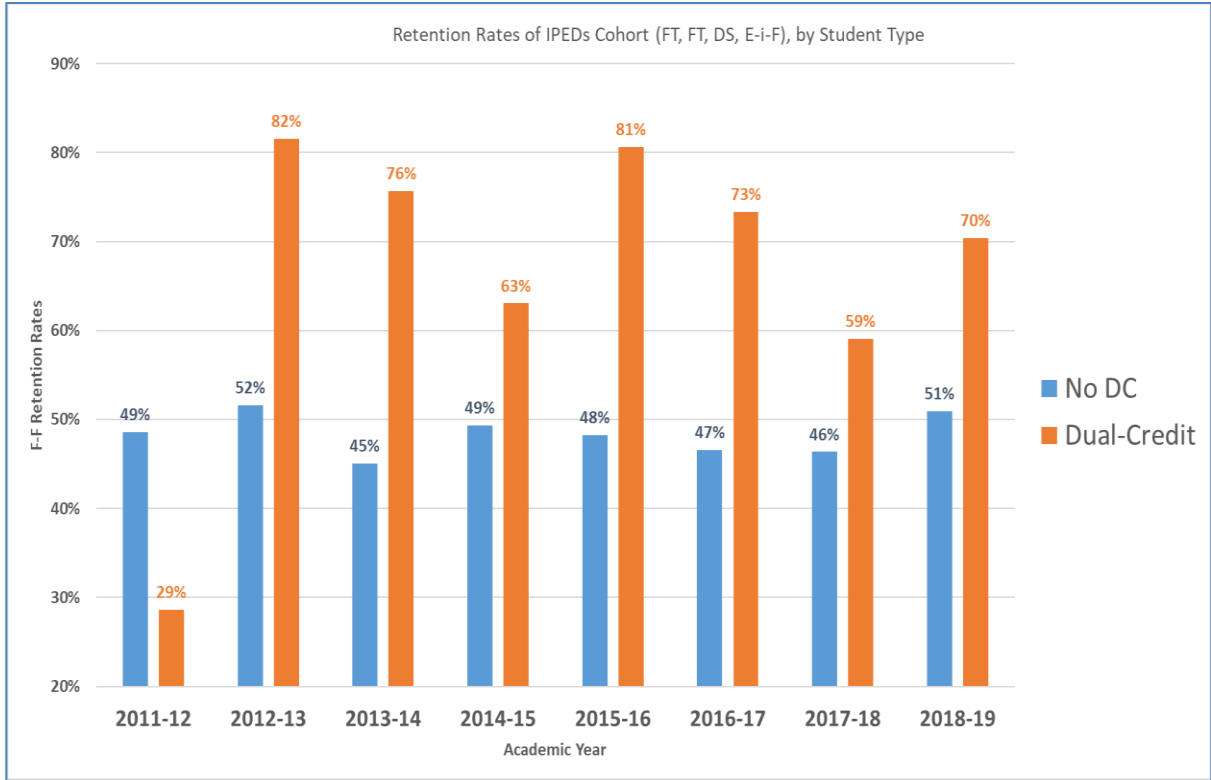


Figure 18. Fall-to-Fall Retention, by Dual-Credit Student and Academic Year.

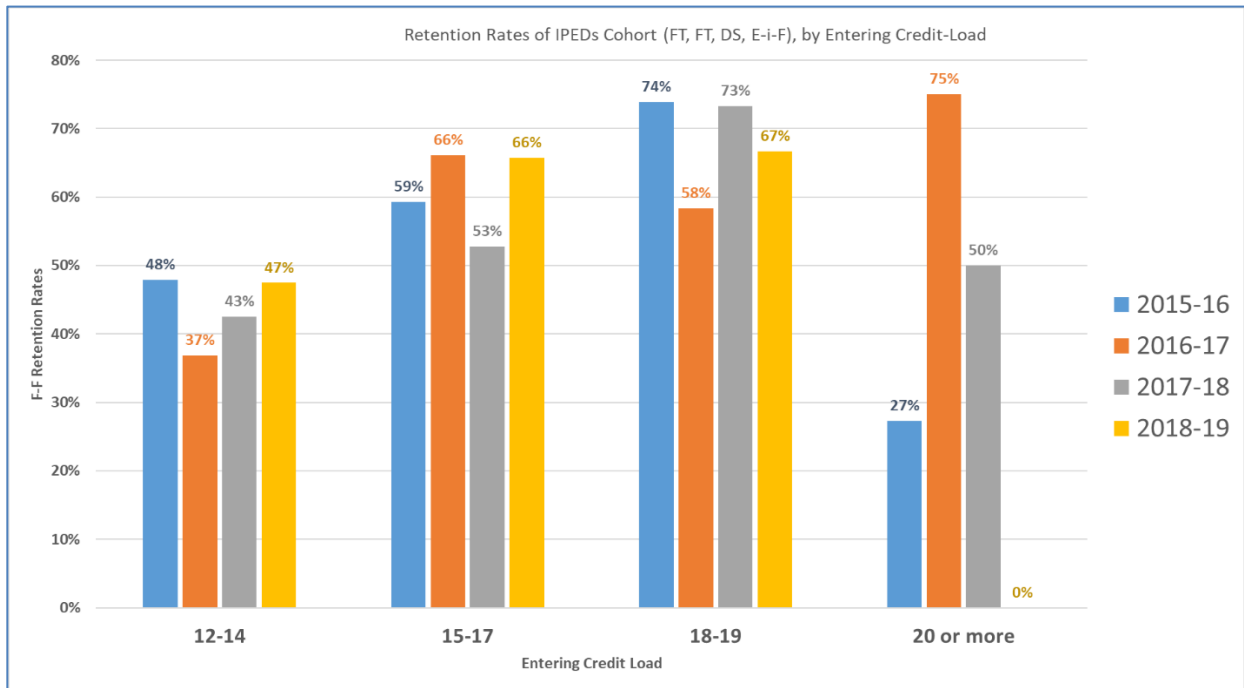


Figure 19. Fall-to-Fall Retention, by Entering Credit Load(Fall) and Academic Year.

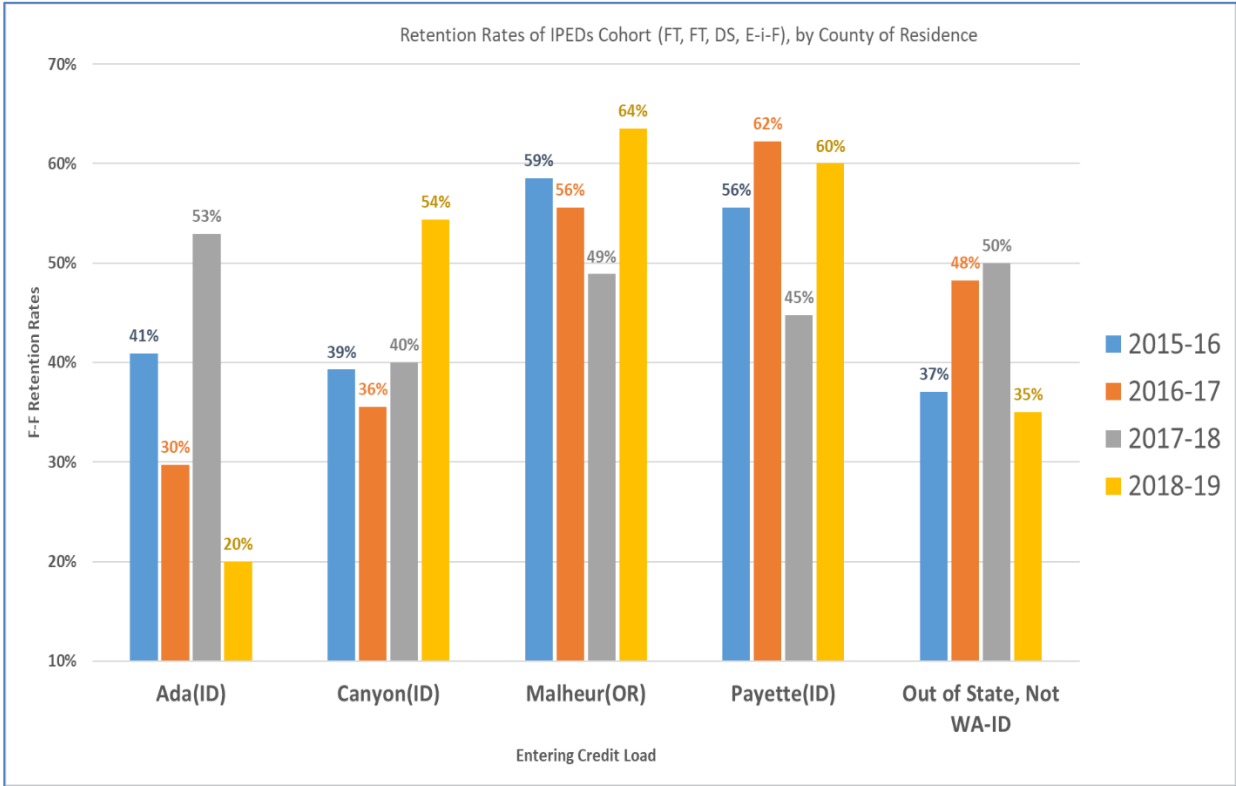


Figure 20. Fall-to-Fall Retention, by County of Residence and Academic Year.

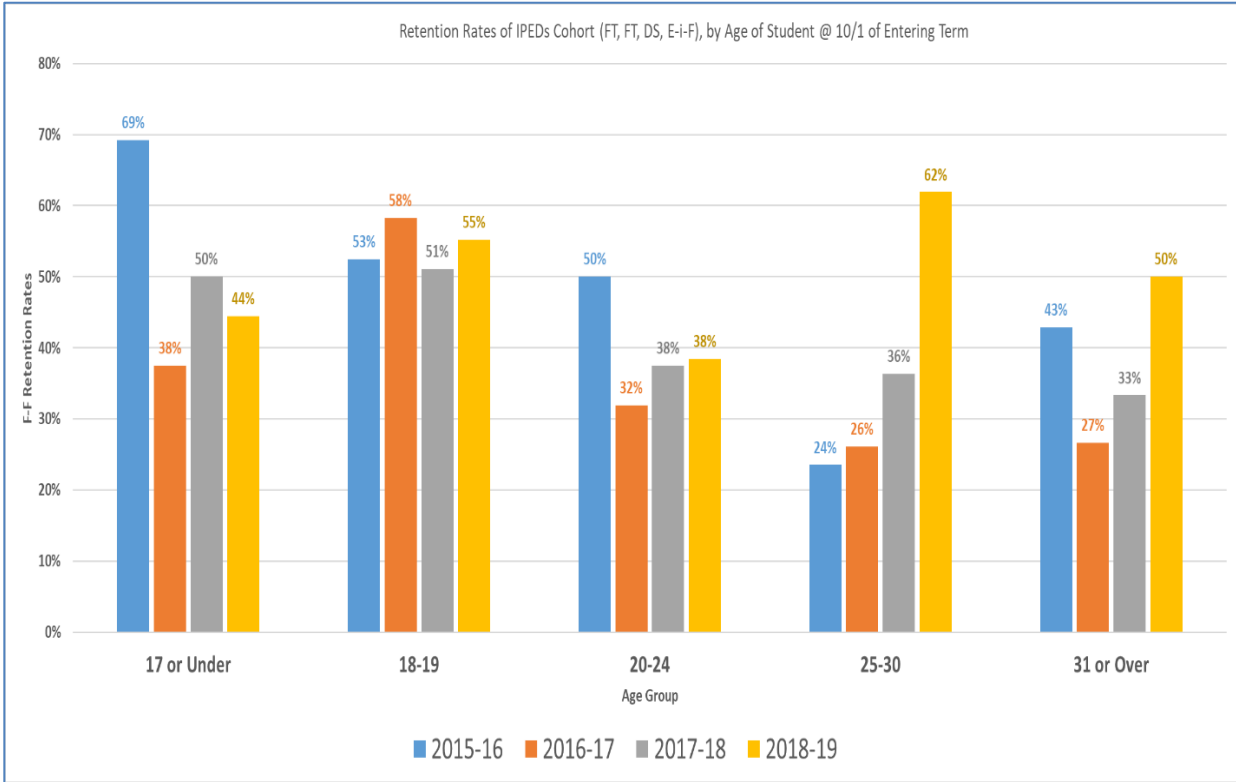


Figure 21. Fall-to-Fall Retention, by Age Group on October 1st of Entering Year and Academic Year.

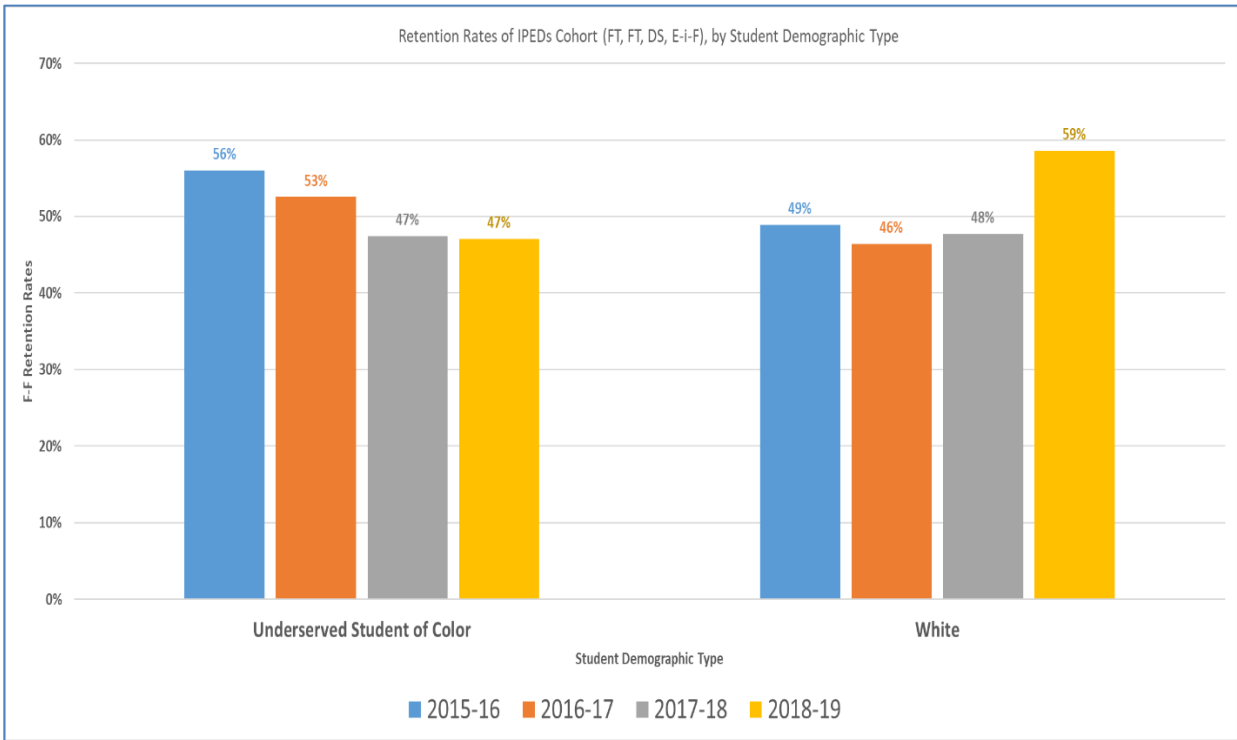


Figure 22. Fall-to-Fall Retention, by Underserved Student of Color vs. White on October 1st of Entering Year.

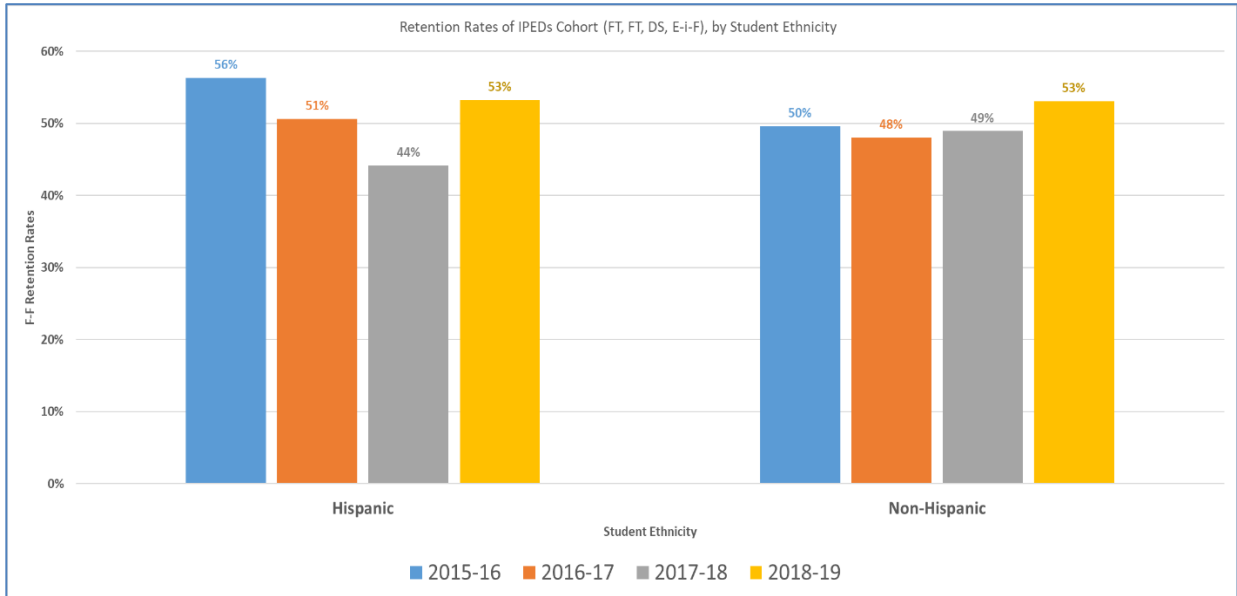


Figure 23. Fall-to-Fall Retention, by Hispanic vs. Non-Hispanic on October 1st of Entering Year.

Fall-to-Fall Retention Analysis Highlights

- The Fall-to-Winter Retention Rate is much higher than the Fall-to-Fall Retention Rate, so we may need to review the Fall-to-Spring rates. A cursory view of the Fall-to-Spring rates show a 10-15% drop.
- An average GPA of students has not been tracked for each term for each cohort of interest. We may want to include this in future data dives.
- Fall-to-Fall Retention has been fairly consistent, over the last nine years, hovering around 50%.
- The most recent year, 2018-19, shows a 52.7% retention rate for the IPEDs Full-time Cohort, which was the highest Fall-to-Fall rate since 2012-13.
- Spanning nine years, the 2010-11 academic year had the lowest retention (34.8%), followed by the 2017-18 academic year, which had the second-lowest Fall-to-Fall retention (47.5%).
- The highest retention rate (54.3%) across these nine years was achieved in 2012-13, followed by the second highest at 52.7%, achieved in 2018-19. Title III grant (focused on retention) began in 2016-17.
- Female students in the IPEDs Cohort are generally retained at higher levels than their male counterparts, following Fall-to-Winter retention rates.
- Athletes have typically been retained at higher rates than non-athletes. However, in 2018-19, athletes were retained at about the same rate.
- Pell recipients are typically retained from Fall-to-Fall at noticeably higher rates than non-Pell recipients. Again, this follows Fall-to-Winter rates.
- Scholarship recipients are typically retained from Fall-to-Fall at noticeably higher rates than non-scholarship recipients. **In fact, the data shows that the retention discrepancy between scholarship recipients and non-recipients is greater in Fall-to-Fall than Fall-to Winter.** TVCC needs a deeper-dive into this data, to find out the retention of scholarship recipients by 1) dollar amount; 2) entering credit load, and 3) continuing credit load.
- Previous dual-credit students are typically retained from Fall-to-Fall at noticeably higher rates than non-dual-credit students. **In fact, the data shows that the retention discrepancy between prior dual-credit students and non-dual credit students is greater in Fall-to-Fall than Fall-to Winter.**
- The Fall-to-Fall retention rates are noticeably higher, and noticeably more consistent, for students who have entering-in-Fall credit loads between 15-17 and 18-19, than those students whose Fall credit loads are between 12-14 or 20 or more. The sweet spot seems to be somewhere between 15-19.
- Fall-to-Fall retention has continually declined for students in the IPEDs Cohort who have

permanent addresses in Ada County, with the exception of 2017-18.

- For students in the IPEDs Cohort who have permanent addresses in Malheur and Payette counties, Fall-to-Fall retention has been fairly consistent. 2017-18 was lower for these two counties.
- For students in the IPEDs Cohort who have permanent addresses in Canyon County, Fall-to-Fall retention increased last year, in 2018-19, to its highest in four years (66.7%). This is contrary to the Fall-to-Winter rates for those students who have permanent addresses in Canyon County.
- For students in the IPEDs Cohort who have permanent addresses outside of Oregon, Washington, and Idaho, the Fall-to-Fall retention rates has increased, with the exception of 2018-19. This follows the same pattern of the student athletes vs. non-athletes.
- For students in the IPEDs Cohort who are in the 18-19 age group (on October 1st of their Entering-in-Fall year), these students have the most consistent Fall-to-Fall retention rates, similar to the Fall-to-Winter consistency.
- The 25-30 age group, contrary to the Fall-to-Winter retention for this group, has been trending upwards.
- Fall-to-Fall retention has decreased, slightly, for Underserved Students of Color, over the last four years. Over the last four years, Underserved Students of Color were retained, Fall-to-Fall, at higher rates than White students, in 2015-16 and 2016-17. The last two years (2017-18 and 2018-19), White students were retained higher than Underserved Students of Color. The same pattern is true for Hispanic vs. non-Hispanic students.

Student Retention Priorities Overview

Visibility and Teamwork

Priority 1.0: Retention, completion, and student success initiatives are prioritized within the college community. Faculty, staff, and students value student success and are engaged in a continuous process of data-informed improvement to meet shared goals.

- Include in TVCC's data dashboard system, retention rates of different student groups.
- Include in TVCC's data dashboard system, completion rates of gateway courses.

Learning-Centered Policies and Practices

Priority 2.0: Revise and/or create learning-centered policies which align with institutional goals of student success and goal/degree completion.

- "15-to-Finish": Implement a practice of Academic Advising so that the entering credit-load of students is between 15-18 credits for full-time, entering-in-Fall, first-time college students.

Targeted Interventions

Priority 3.0: Existing resources will be strategically deployed using a data-informed decision making process, and in the absence of resources in the face of student need, new interventions to support students will be developed.

- Increase communication of offerings to High School students AND increase recruitment of these students (informs the recruitment mgmt. plan).
- Targeted recruitment and retention messaging for first-generation college students and Pell-grant recipients and students, such as financial literacy components and FAFSA workshops (informs the recruitment mgmt. plan)

Motivational Communications

Priority 4.0: Intentional communications with students maintain and support continuous enrollment and student success.

- Develop and share retention and success data/factors to students so that their first-year experience emphasizes connected learning and encourages student engagement.

Curriculum and Instruction

Priority 5.0 Faculty will have the opportunity to redesign curriculum and instruction to integrate Active Learning Strategies and Student Success Skills that engage students in the learning process and improve student retention.

- TBD. This will be updated by individual faculty and academic departments during the year, to document such initiatives, and to be used in future iterations of the plan.

Next Steps for continued development of Retention & Persistence Plan

Future iterations of this Retention Plan will consider adding additional cohorts of students, in order to better track retention at TVCC. For example, we would like to include:

- Entering-in-Fall-at-TVCC students who are enrolled for 6 or more quarter credits (next year's plan).
- Cohorts from the Voluntary Framework for Accountability (VFA), a reporting system that is designed specifically for two-year colleges (IPEDS was originally designed to track completion rates at four-year institutions). As such, the VFA uses a different definition for the cohorts that are tracked (future retention plans).

In addition to the expanded cohorts to view retention at TVCC, future Retention Plans will also expand the data visualizations, to include analyses of:

- retention by program (next year);
- retention of students passing gateway courses, such as Math and Writing (next year);
- retention of first-generation college students (next year);
- retention of future transfer students (future years);
- retention of non-degree students (future years); and
- retention of students in transition (future years).

Finally, we would like to increase faculty involvement for the retention plan.

TVCC Student Persistence and Retention Initiatives and Goals

	Strategic Objective Addressed				Target Completion Date	Completed?
	1.0 Visibility and Teamwork	2.0 Learning-Centered Policies and Practices	3.0 Targeted Interventions	4.0 Motivational Communications		
Strategic Retention Initiatives/Goals						

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