**Unit Strategic Plan**

**2021-2023**

Every two years, during the spring semester, programs/departments/service units are asked to develop Unit Strategic Plans. These plans need to be closely aligned with the Institutional Action Priorities, the College's Long-Range Goals, and the College's Five-Year Strategic Plan. The Strategic Plans incorporate and reflect the operation of that unit at all campuses. Each unit's budget needs to reflect the fiscal implications associated with the unit's identified goals and objectives.

**Name of Program/Department: Enrollment Services**

**Mission Statement**

The Enrollment Services unit supports the mission of the College to serve, engage, and enhance our communities by providing access to quality education. The unit is committed to providing accurate information to prospective and current students, faculty and staff, and all other constituents of the College. The unit advances its mission by providing a caring, supportive, and professional environment to enhance student confidence and success. The Enrollment Services Department is committed to staff development and the utilization of current and innovative technology to achieve the mission and goals of the College. Additionally, Enrollment Services is dedicated to supporting student learning and success by providing quality student-centered services that engage and support students in the following areas: Academic Advising, Career Coach, Dual Enrollment, International Students, Recruiting, Student Support and Retention, and New Student Orientation.

The unit is committed to the following to sustain the mission of the College:

* Provide effective and quality services and educational opportunities to students, which include maximizing the effectiveness of our recruitment process and programs and facilitating the dissemination of accurate information to prospective students and their families.
* Interact with the Media Relations office to develop a College-wide Marketing Plan that influences student recruitment, enrollment, and retention.
* Provide comprehensive academic advising, coaching support, and guidance to assist students in achieving their educational goals.
* Maintain and implement specific admissions guidelines for nursing, radiologic technology, and respiratory therapy programs.
* Offer wide-ranging communications regarding the College’s programs and services via electronic access.
* Provide detailed information to international students, maintain compliance with federal and state regulations, and reporting requirements for this population of students.
* Promote college programs and career preparation for qualified high school students through both the traditional and career and technical education (CTE) programs of Dual Enrollment.
* Build partnerships and relationships with school personnel, students, families, and other stakeholders in the College's four-county service area.
* Supporting the College’s efforts to introduce students to collegiate experiences, campus activities, and resources such as student organizations and career development.
* Develop a successful retention program with initiatives that lead to semester-to-semester and fall-to-fall retention and degree completion.
* Expanding support services offered by the JeffCoach Program to all students.

**Summary of Access, Productivity, and Effectiveness (including, but not limited to, program load, success rate, retention rate, completion rate, employer surveys, student surveys):**

**Access**

The Enrollment Services unit currently provides virtual and in-person service during regular office hours Monday through Friday from 8:00 a.m. to 4:30 p.m. The unit offers extended hours during peak registration periods. In response to the COVID-19 Pandemic, access to services became more important than ever. Enrollment Services was compelled to innovate and collaborate to more effectively ease the impact of this pandemic on our student population. As a result, the unit created ways to engage students and deliver services in a safe environment for both students and staff. Multiple communication strategies were implemented to ensure services were accessible and available to every student. These key strategies were also designed to increase enrollment and sustain student engagement.

Furthermore, Enrollment Services was challenged to continue to meet student needs in a completely virtual environment, which led to a partnership between Enrollment Services and the JSCC Libraries. As a result, each department in Enrollment Services worked with the Director of Learning Resource Centers to utilize the Springshare technology suite to create the webpages and interactive features available on the website. Academic Advising, New Student Orientation, Campus Tours, the JeffCoach Team, the Student Support and Retention Office, and the Career Coach maximized access for students by utilizing the interactive Springshare technology suite to engage students virtually through a variety of functional and engaging services.

**Academic Advising**

Academic Advising collaboration led to creating an interactive website for the Advising Center, which allowed Academic Advisors to work with students in a mobile-friendly environment to access using any device: smartphone, tablet, laptop, or desktop computer.

The **Lib Cal** **Appointments** module was configured to allow students to schedule one-on-one appointments with Advising staff virtually using Zoom, by phone, and in person. The availability of Advising Staff was configured to browse via an online booking page where students can schedule an appointment. The customized appointment registration system also provides relevant student information to the advisor prior to the appointment. LibCal auto-generates all confirmation emails, reminder emails, and follow-up emails received by the student. Advisors can easily make changes to a specific follow-up email the student receives to include personalized information. Lib Cal also generates the necessary Zoom links for online meetings, which are automatically included in all email correspondence.

Advisors are also able to view and manage all appointments within the LibCal Dashboard. The LibCal Dashboard also provides options for internal notes regarding appointments. All data is retained and can be easily exported into Excel spreadsheets as needed. Advisors can search past, present, and future appointments using student names or email addresses. The LibCal system also generates detailed statistics on all appointment activities such as attendance. LibCal also provides Outlook / Exchange integration so that advisors can easily keep track of all of the upcoming appointments using their JSCC email.

LibCal also allows online event registration and management for advisors providing group advising sessions. Advisors provide information for the custom event registration forms. Students can register online for the various sessions and receive automated email confirmations with Zoom links, reminder emails, and follow-up emails. The software also allows for tracking attendance at these sessions. The data is exported into Excel spreadsheets and shared with the Associate Dean, Directors, and Academic Advisors for follow-up contact efforts.

The Enrollment Services unit, in conjunction with the Director of Learning Resource Centers, also created Live Chat. LibAnswers was used to develop the chat widget for the Advising Center. Current and prospective students receive immediate assistance regarding all enrollment concerns, and the chat operator directs the student to the advising appointment schedule or other services as necessary. The live chat provides a personalized mechanism to engage students in one-to-one conversation resulting in greater student engagement.

**Student Support and Retention**

A Student Support and Retention webpage was developed to collect student support resources in one place. The page includes the Office of Student Support and Retention mission and a link to the JeffCoach page, the student success seminar page, and the Early Alert Intervention program page. Resources outside of the Office of Student Support and Retention are also listed.

While enhancing the use of technology to support students has been a goal of the JeffCoach program, the COVID-19 Pandemic that began in early 2020 accelerated the need to do so when on-campus support was temporarily suspended. The JeffCoach webpage was enhanced to include interactive features such as an event scheduler and an appointment scheduling form. The event scheduler allows JeffCoaches to publish the dates and times of student success seminars so that students may register online easily. The scheduler also allows JeffCoaches to access a list of registered students and to track attendance easily. As a result of the Pandemic, JeffCoaches began to offer student success seminars virtually using Zoom allowing sessions to be made available to the entire student population.

Additionally, several seminars were recorded and published on the website to allow increased access to students. As a result, the number of seminar attendees increased from 144 in the 2019-2020 academic year to 334 in 2020-2021. In addition to accessing the student success seminars, students may also use the interactive JeffCoach page to request more information about the program or make an appointment with a JeffCoach. As a result, students participating in the program increased from 125 to 156. Although campuses have reopened, JeffCoaches are still available virtually through the interactive website.

The Early Alert Intervention Program web page states the purpose and goals of the program and outlines the process. It also provides faculty access to the password-protected interactive electronic reporting form used to refer students needing additional academic support. The process was tested in the Spring of 2021 by three English and three math instructors, and 41 students were referred to the program and received support. In the Fall of 2021, all instructors of ENR 098, ENG 101, ENG 102, MTH 098, MTH 100, MTH 110, MTH 112, and corequisite courses were invited to participate in the program.

**Dual Enrollment**

The Dual Enrollment office improved the use of technology to reach and communicate with dual enrollment stakeholders. The newest technology being used by the dual enrollment office include Zoom, the library software, and FME.

The dual enrollment office has used Zoom to conduct the following:

* Interest sessions for specific schools.
* Open interest sessions for parents and students.
* Advising sessions for students.
* Open sessions for students to receive assistance with logging into the myJSCC student portal or Blackboard, making online payments, and asking questions about dual enrollment policies and procedures.
* New student orientations.
* Meeting with counselors.
* Staff meetings.

The Dual Enrollment office also uses the library software for new student orientation registration, appointment scheduling, and academic alert implementation. This software allows the Dual Enrollment office to track registrations and attendance and send follow-up emails. Finally, the Dual Enrollment office uses FME messaging to alert students regarding unpaid balances, event registrations, and the first day of class instructions.

**Career Coach**

**Recruiting**

**New Student Orientation**

Overall, Enrollment Services virtually increased student access to many of its available services and researched additional methods to create tools for remote and in-person access to enrollment services. To provide consistent services, the department meets monthly to collaborate on current methods for offering services, review policies, address student and staff concerns, and stay abreast of new trends.

The unit makes every attempt to ensure that current and prospective students have continuous access to these services. The department also seeks to meet the needs of students who require services outside of typical business hours through email correspondence. The unit offers continuous access and opportunities for both current and prospective students to access via email to admissions@jeffersonstate.edu, records@jeffersonstate.edu, advising@jeffersonstate.edu, dualenrollment@jeffersonstate.edu, tours@jeffersonstate.edu, and recruiting@jeffersonstate.edu. An auto-response is provided, and emails are responded to within 24 hours except for weekends and when the College is officially closed. Both on-campus, virtual, and online access to services is continuously evaluated to ensure that students are engaged and serviced through enhanced communication, accurate information, and timely response to inquiries.

**Productivity and Effectiveness**

The department's productivity and effectiveness increased due to (1) staffing all vacant positions and (2) developing new staff positions. A fully-staffed unit will allow greater efficiency in promoting the mission, vision, and purpose of Jefferson State to current and prospective students. The Enrollment Services staff works closely with current faculty and staff to maintain the enrollment of current students while helping to increase enrollment, student engagement, retention, and graduation rates. Increasing high school and community visits, open houses, financial aid workshops, career and allied health fairs, and preview days result from active roles from the entire staff.

After careful evaluation of available recruitment and student engagement data, a review of the current state and national student enrollment and engagement trends, the Enrollment Services unit collaborated with the Vice-President to reorganize the recruiting office. This reorganization included creating a Director of Student Activities whose supervision includes athletics, student activities, and student recruitment. With a director in place and two full-time recruiters, the unit will begin earlier recruiting through improved personal and electronic communications strategies. In addition, the director will promote and enhance student engagement through the development of a comprehensive and competitive intercollegiate and intramural athletics program.

The Recruiters will work closely with current faculty and staff to maintain the enrollment of current students while helping to increase enrollment, retention, and graduation rates. The Recruiting office will be critical to enrollment growth by increasing high school visits, open houses, financial aid workshops, career and allied health fairs, and preview days.

Another source of increased student enrollment is the Career and Technical Education (CTE) Dual Enrollment Scholarship Program, which benefits from the Alabama Future Workforce Initiative (AFWI). The CTE programs lead to high-demand, high-wage jobs in the state and country. Funding for tuition and books is provided for Dual Enrollment students who participate in CTE programs. The Dual Enrollment (DE) office is supervised by the DE Coordinator and includes a DE Processor. A new position, Instructional Specialist for Dual Enrollment, was developed to increase personnel to facilitate the overall productivity and efficiency of the department's daily operations. More importantly, this position allows consistency in implementing academic policies and procedures while ensuring compliance with SACSCOC, ACCS, and Jefferson State regulations.

The Student Success and Retention Specialist supports the College's strategic goals of increasing student retention and developing student success strategies to support students through completing a credential at Jefferson State.

**Unit Performance Data**

**Table 1.**

**Interactive LibGuides for Academic Advising**

|  |  |
| --- | --- |
| **Web Guide Name** | **Total Views** |
| Advising | 31,144 |
| Advising FAQs | 952 |
| Advising for Pre-Nursing, Pre-Radiologic Technology, Pre-Respiratory Therapy | 7,657 |
| Chilton Campus Advising | 1,713 |
| International Student Advising | 440 |
| Jefferson & Shelby Campus Advising | 11,787 |
| St. Clair Campus Advising | 1,050 |
| New Student Orientation | 7,580 |
| **TOTAL** | **62,323** |

The Enrollment Services unit encounters and engages a vast population, and its constituency includes both currently enrolled and prospective students. To determine the effectiveness of the services provided, Enrollment Services utilizes student feedback by administering the Student Satisfaction Survey and the New Student Orientation (NSO) survey. Since these surveys may not represent the entire student population, they are used for limited informational purposes. The Student Satisfaction Survey and the Student Experience Survey were comparable in the information they sought regarding admissions, registration, and academic advising. However, the Student Experience Survey is administered online and reaches a larger population of students. After consulting with the Institutional Research, Information, and Records (IRIR) office, the unit decided not to administer the Student Satisfaction Survey beginning with the 2014-2015 academic year. IRIR also provides crucial student feedback. The department plans to work with IRIR to develop more inclusive surveys to solicit greater feedback from all who utilize the department's services.

**Student Experience Survey Results**

IRIR first administered the Student Experience Survey to students in the Fall of 2014. The survey areas specific to the Enrollment Services unit include student opinions on the admissions process, registration process, and academic advising process.

**Fall 2014 Student Experience Survey**

* Of the 2,657 respondents to admissions process satisfaction, 91% were satisfied or very satisfied.
* Of the 2,657 respondents to registration process satisfaction, 92% were satisfied or very satisfied.
* Of the 2,657 respondents to academic advising process satisfaction, 83% were satisfied or very satisfied.
* Of the 2,657 respondents to academic advisors’ availability, 84% were satisfied or very satisfied.
* Of the 2,657 respondents to the advisors’ knowledge of program requirements, 84% were satisfied or very satisfied.

**Fall 2015 Student Experience Survey**

* Of the 1,995 respondents to admissions process satisfaction, 82.2% were satisfied or very satisfied.
* Of the 1,995 respondents to registration process satisfaction, 84.2% were satisfied or very satisfied.
* Of the 1,995 respondents to academic advising process satisfaction, 76.2% were satisfied or very satisfied.
* Of the 1,995 respondents to academic advisors’ availability satisfaction, 76.8% were satisfied or very satisfied.
* Of the 1,995 respondents to advisors’ knowledge of program requirements satisfaction, 77.9% were satisfied or very satisfied.
* Of the 1,995 respondents to student organizations (clubs and SGA) satisfaction, 67% were satisfied or very satisfied.
* Of the 1,995 respondents to overall satisfaction with out-of-class student activities, 69.5% were satisfied or very satisfied.
* Of the 1,995 respondents to new student orientation satisfaction, 78.5% were satisfied or very satisfied.
* Of the 1,995 respondents, 28.1% take the majority of their classes at the Jefferson campus.
* Of the 1,995 respondents, 42.8% take the majority of their classes at the Shelby campus.
* Of the 1,995 respondents, 8.3% take the majority of their classes at the St. Clair Center campus.
* Of the 1,995 respondents, 8.7% take the majority of their classes at the Chilton Clanton campus.
* Of the 1,995 respondents, 12% take the majority of their classes via Internet or Distance Delivery Methods.
* Of the 1,995 respondents, 50.9% are enrolled full-time.
* Of the 1,995 respondents, 49.1% are enrolled part-time.

**Fall 2016 Student Experience Survey**

* Of the 1,633 respondents to admissions process satisfaction, 85.6% were satisfied or very satisfied.
* Of the 1,633 respondents to registration process satisfaction, 86.8% were satisfied or very satisfied.
* Of the 1,633 respondents to academic advising process satisfaction, 78.2% were satisfied or very satisfied.
* Of the 1,633 respondents to academic advisors’ availability satisfaction, 77.8% were satisfied or very satisfied.
* Of the 1,633 respondents to advisors’ knowledge of program requirements satisfaction, 78.3% were satisfied or very satisfied.
* Of the 1,633 respondents to student organizations (clubs and SGA) satisfaction, 73.4% were satisfied or very satisfied.
* Of the 1,633 respondents to overall satisfaction with out-of-class student activities, 73.8% were satisfied or very satisfied.
* Of the 1,633 respondents to new student orientation satisfaction, 80.2% were satisfied or very satisfied.
* Of the 1,633 respondents to published class schedule satisfaction, 84.9% were satisfied or very satisfied.
* Of the 1,633 respondents to Jeff State email account satisfaction, 80.9% were satisfied or very satisfied.
* Of the 1,633 respondents to Online Services satisfaction, 87% were satisfied or very satisfied.
* Of the 1,633 respondents, 29.8% take the majority of their classes at the Jefferson campus.
* Of the 1,633 respondents, 43.1% take the majority of their classes at the Shelby campus.
* Of the 1,633 respondents, 9% take the majority of their classes at the St. Clair Center campus.
* Of the 1,633 respondents, 8.5% take the majority of their classes at the Chilton Clanton campus.
* Of the 1,633 respondents, 9.6% take the majority of their classes via Internet or Distance Delivery Methods.
* Of the 1,633 respondents, 50.2% are enrolled full-time.
* Of the 1,633 respondents, 49.8% are enrolled part-time.
* Of the 1,633 respondents, 19.6% have been enrolled for one term.
* Of the 1,633 respondents, 40.1% have been enrolled for two-three terms.
* Of the 1,633 respondents, 40.2% have been enrolled for four or more terms.

**Fall 2017 Student Experience Survey**

* Of the 1,633 responses to the admissions process, 85.6% were satisfied or very satisfied.
* Of the 1,633 responses to the registration process, 86.8% were satisfied or very satisfied.
* Of the 1,633 responses to business office services, 82.6% were satisfied or very satisfied.
* Of the 1,633 responses to placement testing, 79.7% were satisfied or very satisfied.
* Of the 1,633 responses to the academic advising process, 78.2% were satisfied or very satisfied.
* Of the 1,633 responses to the academic advisors’ availability, 77.8% were satisfied or very satisfied..Of the 1,633 responses to the advisors’ knowledge of program requirements, 78.3% were satisfied or very satisfied.
* Of the 1,633 responses to student organizations (clubs and SGA), 73.4% were satisfied or very satisfied.
* Of the 1,633 responses to overall satisfaction with out-of-class student activities, 73.8% were satisfied or very satisfied.
* Of the 1,633 responses to the helpfulness of financial aid, 77.7% were satisfied or very satisfied.
* Of the 1,633 responses to the accuracy of information provided by financial aid personnel, 79% were satisfied or very satisfied.
* Of the 1,633 responses to the availability (time and place) of financial aid services, 78.5% were satisfied or very satisfied.
* Of the 1,633 responses to the financial aid office overall services, 78.6% were satisfied or very satisfied.
* Of the 1,633 responses to career and job-resource services, 78.2% were satisfied or very satisfied.
* Of the 1,633 responses to the electronic access to learning resources, 86.4% were satisfied or very satisfied.
* Of the 1,633 responses to the tutorial services/learning assistance, 80.5% were satisfied or very satisfied.
* Of the 1,633 responses to the services for disabled students, 80.6% were satisfied or very satisfied.
* Of the 1,633 responses to new student orientation, 80.2% were satisfied or very satisfied.
* Of the 1,633 responses to the college catalog, 82.8% were satisfied or very satisfied.
* Of the 1,633 responses to the published class schedule, 84.9% were satisfied or very satisfied.
* Of the 1,633 responses to the college bookstore, 80.9% were satisfied or very satisfied.
* Of the 1,633 responses to ADA accommodations, 80.7% were satisfied or very satisfied.
* Of the 1,633 responses to the accessibility and use of Blackboard, 86.8% were satisfied or very satisfied.
* Of the 1,633 responses to the Jeffstate email account, 80.9% were satisfied or very satisfied.
* Of the 1,633 responses to Helpdesk for technical help, 79.8% were satisfied or very satisfied.
* Of the 1,633 responses to online services (registration, grades, paying fees), 87% were satisfied or very satisfied.

**Fall 2018 Student Experience Survey**

* Of the 1,119 responses to the admissions process, 84.6% were satisfied or very satisfied.
* Of the 1,119 responses to the registration process, 86% were satisfied or very satisfied.
* Of the 1,119 responses to business office services, 83.5% were satisfied or very satisfied.
* Of the 1,119 responses to placement testing, 80.8% were satisfied or very satisfied.
* Of the 1,119 responses to the academic advising process, 78.9% were satisfied or very satisfied.
* Of the 1,119 responses to the academic advisors’ availability, 78% were satisfied or very satisfied.
* Of the 1,119 responses to the advisors’ knowledge of program requirements, 79.3% were satisfied or very satisfied.
* Of the 1,119 responses to student organizations (clubs and SGA), 71.8% were satisfied or very satisfied.
* Of the 1,119 responses to overall satisfaction with out-of-class student activities, 70.1% were satisfied or very satisfied.
* Of the 1,119 responses to the helpfulness of financial aid, 76.9% were satisfied or very satisfied.
* Of the 1,119 responses to the accuracy of information provided by financial aid personnel, 77.3% were satisfied or very satisfied.
* Of the 1,119 responses to the availability (time and place) of financial aid services, 78.1% were satisfied or very satisfied.
* Of the 1,119 responses to the financial aid office overall services, 76.9% were satisfied or very satisfied.
* Of the 1,119 responses to career and job-resource services, 75.6% were satisfied or very satisfied.
* Of the 1,119 responses to the electronic access to learning resources, 85.7% were satisfied or very satisfied.
* Of the 1,119 responses to the tutorial services/learning assistance, 80.2% were satisfied or very satisfied.
* Of the 1,119 responses to the services for disabled students, 76.8% were satisfied or very satisfied.
* Of the 1,119 responses to new student orientation, 80.3% were satisfied or very satisfied.
* Of the 1,119 responses to the college catalog, 79.3% were satisfied or very satisfied.
* Of the 1,119 responses to the published class schedule, 84.8% were satisfied or very satisfied.
* Of the 1,119 responses to the college bookstore, 79% were satisfied or very satisfied.
* Of the 1,119 responses to ADA accommodations, 77.3% were satisfied or very satisfied.
* Of the 1,119 responses to the accessibility and use of Blackboard, 83% were satisfied or very satisfied.
* Of the 1,119 responses to the Jeffstate email account, 85.9% were satisfied or very satisfied.
* Of the 1,119 responses to Helpdesk for technical help, 77.2% were satisfied or very satisfied.
* Of the 1,119 responses to online services (registration, grades, paying fees), 86.5% were satisfied or very satisfied.

**Fall 2019 Student Experience Survey**

* Of the 834 responses to the admissions process, 80.% were satisfied or very satisfied.
* Of the 834 responses to the registration process, 81.9% were satisfied or very satisfied.
* Of the 834 responses to business office services, 76.7% were satisfied or very satisfied.
* Of the 834 responses to placement testing, 76.1% were satisfied or very satisfied.
* Of the 834 responses to the academic advising process, 74% were satisfied or very satisfied.
* Of the 834 responses to the academic advisors’ availability, 73.2% were satisfied or very satisfied.
* Of the 834 responses to the advisors’ knowledge of program requirements, 75.6% were satisfied or very satisfied.
* Of the 834 responses to student organizations (clubs and SGA), 95.1% were satisfied or very satisfied.
* Of the 834 responses to overall satisfaction with out-of-class student activities, 93.5% were satisfied or very satisfied.
* Of the 834 responses to the helpfulness of financial aid, 85.9% were satisfied or very satisfied.
* Of the 834 responses to the accuracy of information provided by financial aid personnel, 86% were satisfied or very satisfied.
* Of the 834 responses to the availability (place and time) of financial aid services, 65.7% were satisfied or very satisfied.
* Of the 834 responses to the financial aid office overall services, 76.9% were satisfied or very satisfied.
* Of the 834 responses to career and job-resource services, 73.3% were satisfied or very satisfied.
* Of the 834 responses to the electronic access to learning resources, 84% were satisfied or very satisfied.
* Of the 834 responses to the tutorial services/learning assistance, 76.18% were satisfied or very satisfied.
* Of the 834 responses to the services for disabled students, 74.9% were satisfied or very satisfied.
* Of the 834 responses to new student orientation, 76.6% were satisfied or very satisfied.
* Of the 834 responses to the college catalog, 77.5% were satisfied or very satisfied.
* Of the 834 responses to the published class schedule, 79.8% were satisfied or very satisfied.
* Of the 834 responses to the college bookstore, 74.6% were satisfied or very satisfied.
* Of the 834 responses to ADA accommodations, 75.2% were satisfied or very satisfied.
* Of the 834 responses to the accessibility and use of Blackboard, 80.9% were satisfied or very satisfied.
* Of the 834 responses to the Jefferson State email account, 86.4% were satisfied or very satisfied.
* Of the 834 responses to Helpdesk for technical help, 75.6% were satisfied or very satisfied.
* Of the 834 responses to online services (registration, grades, paying fees), 80.5% were satisfied or very satisfied.

**Fall 2020 Student Experience Survey**

**(*Not Available per Institutional Effectiveness Office)***

**Spring 2021 Student Experience Survey**

* Of the 1205 responses to the admissions process, 90.4% were satisfied or very satisfied.
* Of the 1205 responses to the registration process, 91.3% were satisfied or very satisfied.
* Of the 1205 responses to business office services, 78.6% were satisfied or very satisfied.
* Of the 1205 responses to placement testing, 63.9% were satisfied or very satisfied.
* Of the 1205 responses to the academic advising process, 75.5% were satisfied or very satisfied.
* Of the 1205 responses to the academic advisors’ availability, 76.5% were satisfied or very satisfied.
* Of the 1205 responses to the advisors’ knowledge of program requirements, 77.5% were satisfied or very satisfied.
* Of the 1205 responses to student organizations (clubs and SGA), 57.2% were satisfied or very satisfied.
* Of the 1205 responses to overall satisfaction with out-of-class student activities, 56.2% were satisfied or very satisfied.
* Of the 1205 responses to the helpfulness of financial aid, 72.5% were satisfied or very satisfied.
* Of the 1205 responses to the accuracy of information provided by financial aid personnel, 72.4% were satisfied or very satisfied.
* Of the 1205 responses to the availability (time and place) of financial aid services, 70.1% were satisfied or very satisfied.
* Of the 1205 responses to the financial aid office overall services, 72.4% were satisfied or very satisfied.
* Of the 1205 responses to career and job-resource services, 61% were satisfied or very satisfied.
* Of the 1205 responses to the electronic access to learning resources, 78.3% were satisfied or very satisfied.
* Of the 1205 responses to the tutorial services/learning assistance, 63.6% were satisfied or very satisfied.
* Of the 1205 responses to the services for disabled students, 48.5% were satisfied or very satisfied.
* Of the 1205 responses to new student orientation, 65.7% were satisfied or very satisfied.
* Of the 1205 responses to the college catalog, 66.5% were satisfied or very satisfied.
* Of the 1205 responses to the published class schedule, 77.4% were satisfied or very satisfied.
* Of the 1205 responses to the college bookstore, 64.3% were satisfied or very satisfied.

**New Student Orientation Survey**

Students attending New Student Orientation (NSO) are given a survey during the program. The results are utilized to measure the effectiveness of NSO and make necessary adjustments to the program to ensure the overall presentation is more beneficial for students. The number of sessions increased, as did the number of students. There were slight declines in students attending NSO in years 2013-2014, and 2014-2015, with a slight increase for the 2015-2016 year and a significant increase for 2016-2017 and 2018-2019. There was a clear pattern of decreased satisfaction in 2015, but satisfaction has increased overall in 2017-2018 and 2018-2019.

**Table 3.  New Student Orientation Survey Results**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MEASURES** | **16/17** | **17/18** | **18/19** | **19/20** | **20/21** |
| Fall New Student Orientation Sessions | **7** | **9** | **9** | **11** | **35** |
| Spring New Student Orientation Sessions | **4** | **4** | **4** | **4** | **22** |
| Summer New Student Orientation Sessions | **4** | **4** | **4** | **4** | **12** |
| Students attending New Student Orientation | **1417** | **1378** | **1493** | **1127** | **2639** |
| Students satisfied with New Student Orientation | **93.2%** | **96.7%** | **94%** | **91.8%** | **NA** |

**Internal Conditions:**

1. **Technology**

Technology is integral to the successful completion of enrollment processes and the recruitment and retention of students to the College's programs. The COVID-19 Pandemic played a critical role in moving many of the unit’s services to a virtual environment. The sudden move to virtual instruction in the 2020 Spring Semester accelerated and embraced technological innovations that will likely remain long after the pandemic has abated.

An essential enhancement for the College is virtual advising. Virtual advising was used as an alternative service to support students without in-person meetings with academic advisors. This strategy functioned similarly to the traditional 30-minute, in-person advising appointment sessions. Virtual advising supported students who were unable to connect to the College during the 2020 spring shutdown. Virtual advising continued into the 2021 academic year and provides a unique opportunity for supporting student success going forward.

The unit collaborated with IT and the Registrar's Office to implement ACCS Banner INB in the Fall of 2019.

The department plans to utilize the College's website to create improved functionality and access to its programs. The unit will continue to collaborate with Media Relations to develop and update web pages specific to the needs of Dual Enrollment, Recruiting, Retention, Advising, and International Students. Additionally, the unit will work with Media Relations to develop and implement extensive online video tutorials, campus announcements, and support opportunities available on the College's website. TV monitors have been placed in Enrollment Services at each campus and in lobby areas of other buildings on campus to display current information and announcements.

With the onset of the COVID 19 pandemic, the Student Activities office developed an interactive online New Student Orientation (NSO) for students. This interactive virtual orientation allows greater flexibility for all students as in-person orientations ceased. The caveat of the virtual sessions of NSO is that an opportunity was provided to ensure that all students, regardless of location, received a welcoming and informative introduction to Jefferson State. The Student Activities office, in collaboration with the Associate Directors of Admission and Retention and Associate Deans, will continue to offer virtual NSO sessions in addition to on campus NSO sessions following necessary social distancing protocols.

Technology is integral to completing the enrollment processes and the outreach and recruitment of students to our programs. We have seen increased enrollment since implementing the online dual enrollment application.

Over the last two years, Google Drive has streamlined communication with counselors and shows them real-time registration updates to their students' registration statuses. We have received positive feedback regarding the implementation of this free resource.

We are utilizing the LibGuides software through the Library with Barbara Goss' support. LibGuides has allowed us to create a counselor portal on our website that includes a "dropbox" feature for counselors to electronically upload their students' admissions items and receive a record of their upload. This technology has been valuable because it creates an electronic archive for documents that we can return if required.

The Retention and Support Specialist will utilize the College's website for communication and access to related programs. The position will work with Media Relations to improve and maintain web pages related to student success and the JeffCoach program. In addition, the position will assist with the review and revision of online video tutorials that are available on the College's website and will be available on TV monitors, which will be stationed in Enrollment Services at each campus. Tegrity software may be used to create tutorials and internal training videos between faculty and staff.

The Recruiting and Student Activities office continues to use technology to support prospective students. The recruiters have begun using electronic information scanners at all NACAC and ALACRAO events. These scanners enable more efficient collection and storage of comprehensive prospective student data than lead cards or sign-in lists. They also allow student data to be easily imported into a recruiting CRM, which can then integrate student data with Banner.

**Recruiting**

Due to the Banner conversion and migration to ACCS, the Fall 2019 New Student Orientation had to be moved back two weeks. Unfortunately, many students had already registered for a session to attend and were not able to attend at the rescheduled time. Several who were still able to attend nonetheless expressed their frustration at the delay. We believe this may be a part of the reason for the lower satisfaction rating.

With the pandemic and the challenges of creating a fully-online New Student Orientation experience for students (as well as providing so many more orientation opportunities), we did not include surveys in the 2020-2021 academic year. We have rectified that omission for 2021-2022.

1. **Budget. Cell phones will be purchased so that the Recruiting Coordinators can scan prospective student information at college fairs and other recruiting events.**

The budget for office supplies is sufficient. Following the College's Copy Policy Plan, printers, scanners, and fax machines have been evaluated. Major equipment purchases include two scanners for the Shelby-Hoover Campus and Jefferson Campus, and TV monitors for the Enrollment Services lobby at each campus. The funding requests are listed below.

* Tablets are requested for Recruiting. Tablets would enable the recruiters more flexibility while visiting schools, meeting with counselors, and giving presentations at college events. They would also enable prospective students to enter their information directly into our system instead of requiring them to fill out interest cards or paper applications.
* JSCC Viewbooks will provide prospective students with current and accurate data and information about the College in an attractive layout.
* Counselor and Dual Enrollment Appreciation Luncheons and events will play an extremely vital and significant role in providing accurate information to high school counselors as well as building and developing these relationships. This is an opportunity to express our appreciation for their continued loyalty and support of the College's programs.
* Portable scanners to scan identification documents, which are required for admission, are needed. The department currently makes a copy of the document and then scans and indexes the document into BDMS. Portable scanners will eliminate paper copies and increase the efficiency of this process.
* College paraphernalia and promotional materials are needed for Recruiting, New Student Orientation, Dual Enrollment orientation, JSCC Preview days, Find Your Place Days, and other ad hoc events. These materials include view books, t-shirts, brochures, pens, pencils, water bottles, wristbands, and other items.
* Continue to sustain/increase budgeting to specifically support international recruitment to try utilizing web-based recruitment tools; payment for matriculated agent referrals. Reach out to SEVIS approved High Schools (accepting F1 students) in the Central Alabama Region for recruitment opportunities. Utilize recruitment opportunities through Study Alabama.
* Funding to create and print DE recruitment materials. We will be launching a new brand and will require marketing materials to promote our launch. We will be supplying a Policies and Procedures guide and will require funds to print high-quality guides. Funding for increased marketing and outreach will be needed, along with new DE student orientation sessions. We will be bringing certain dual enrollment classes to campus to expose these students to Jefferson State. We will require funding for promotional items, food, and other event expenses.
* Funding for tabletop pop-ups, paraphanellia for on and off-campus recruiting events.

1. **Staffing**

The staff continues to promote consistency in implementing policies and procedures across offices and campuses. The unit conducts information sessions for the admissions and records staff and the academic advisors for interdepartmental training. Continuous training is necessary to build in-depth knowledge and remain current in new and current technology endeavors such as BANNER procedures, Target X, DegreeWorks, and ever-changing state policies such as Title-IX. Additionally, the staff is encouraged to participate in professional development activities sponsored by the department. These activities include the opportunity to develop best practices and gain professional knowledge of job-related topics and strategies such as FERPA, recruiting, enrollment advising and coaching and retention, records maintenance, scanning and indexing of documents, and other admissions, advising, and records practices. Academic Advising would benefit from the support of additional JeffCoaches to support academically underprepared students.

1. **Resources**

The essential services of recruiting students, providing new student orientation, registering students, advising students, retaining students and offering support services, and maintaining federal reporting and record-keeping requirements for international students remain constant and independent of the resources allocated to the division. All services to students, faculty, staff, and other stakeholders are considered essential and held to the highest customer service standards and accountability. Professional development resources significantly increase the extent to which student satisfaction and customer service are realized. Additionally, these resources afford access to "Best Practices," assisting the department in establishing benchmarks to provide "excellent customer service" in the recruiting, admssions, advising, and registration of all students and in our interaction with faculty, staff, and all other stakeholders. Enrollment Services staff should continue to utilize the professional resources available through local, regional, and national organizations and affiliations for continued knowledge of current practices. These resources allow continued professional growth, networking opportunities, and access to multiple listservs for the staff. The wide range of resources listed below enhances the department's core skills and knowledge of higher education necessary to assist students in their college transition and matriculation.

Enrollment Services currently holds institutional membership in the following organizations:

American Association of Collegiate Registrars and Admissions Officers (AACRAO);

Southern Association of Collegiate Registrars and Admissions Officers (SACRAO);

Alabama Association of Collegiate Registrars and Admissions Officers (ALACRAO);

Alabama Banner User Group (ALBUG);

Ellucian Live (National conference for Banner);

National Association of Academic Advising (NACADA);

Alabama Student Success Organization (ALSSO);

National Alliance of Concurrent Enrollment Partnerships (NACEP); and

Association of International Educators (NAFSA).

In addition, The Dual Enrollment Coordinator became a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). This organization offers training and resources on the best practices to professionals who work with concurrent/dual enrollment students.

Affiliation in these organizations also assists staff in fostering leadership opportunities and provides the opportunity to showcase and present how the area positively impacts student success at Jefferson State. Professional development provides the ability to define goals and ideas and enables a greater understanding of the challenges and solutions in the changing landscape of higher education.

1. **Enrollment**

The following tables provide data on the College's enrollment trends. According to the US Department of Education and the National Student Clearinghouse, there continues to be a nationwide decline in community college enrollment. However, Jefferson State's enrollment has shown only a slight decrease in recent years. However, with more recruiting staff in the Student Activities/Recruiting Office, and the dual enrollment coordinator, the department has established goals to increase enrollment and retention at Jefferson State.

**Table 2. Credit Headcount**

**Fall 2011 to Fall 2020**

|  |  |
| --- | --- |
| **Academic Year** | **Unduplicated Credit Headcount** |
| Fall 2011 | 9,466 |
| Fall 2012 | 8,887 |
| Fall 2013 | 8,551 |
| Fall 2014 | 8,518 |
| Fall 2015 | 8,826 |
| Fall 2016 | 8,943 |
| Fall 2017 | 8,842 |
| Fall 2018 | 9,082 |
| Fall 2019 |  |
| Fall 2020 | 8,530 |
| Fall 2021 | 8,521 |

**Dual Enrollment Students**

The following tables compare the enrollment and credit hours from Fall 2016-Fall 2019 for the Dual Enrollment programs.

**Career and Technical Dual Enrollment**

|  |  |  |
| --- | --- | --- |
|  | **CTE Dual Enrollment Students** | **CTE Hours Enrolled** |
| **Fall 2016** | 264 Students | 1512 Hours |
| **Fall 2017** | 219 Students | 1358 Hours |
| **Fall 2018** | 346 Students | 2147 Hours |
| **Fall 2019** | 280 Students | 1492 Hours |
| **Fall 2020** | 215 Students | 1012 Hours |
| **Fall 2021** | 173 Students | 848 Hours |

**All Dual Enrollment Students**

|  |  |  |
| --- | --- | --- |
|  | **Dual Enrollment Students** | **Hours Enrolled** |
| **Fall 2016** | 1507 Students | 5650 Hours |
| **Fall 2017** | 1643 Students | 6217 Hours |
| **Fall 2018** | 2002 Students | 7824 Hours |
| **Fall 2019** | 2020 Students | 7883 Hours |
| **Fall 2020** | 2201 Students | 8520 Hours |
| **Fall 2021** | 2219 Students | 8773 Hours |

**International Students**

**Figure 1. Total Number of International Students**

**Figure 2: International Enrollment – F1 Student Population**

The overall number of International F-1 students fell slightly in 2020-2021. Four students transferred out, and three changed to Permanent Resident, so they no longer count in the international student numbers. An exciting trend is the rise of international students originating from overseas, non-transfer. We have five enrolled students who came directly overseas to Jefferson State and three currently studying overseas online who plan to come for Spring 2021, which is a considerable increase over 2 in 2019-2020. Efforts with the promotion of Jefferson State through Study Alabama and participating in Education USA programs may be contributing to the impact of these numbers. Anecdotally, several of the students indicated they are referrals from former or current students. There are eight students currently under Optional Practical Training, which is a 57% increase over previous years, and these students are successfully moving into Bachelor’s level programs.

**Facilities**

Under the leadership of the President and the Vice-president of Student Affairs, the Enrollment Services area at the Jefferson Campus has been completely renovated. This renovation has created a more collegiate environment and highlights our dedication to better serving students. Additionally, the newly completed area greatly enhances student experiences while providing a comfortable and appealing environment for students to submit admissions and records documents and meet with academic advisors. Navigating the enrollment process can be challenging, especially for first-time students. As the unit strives to be more student-centered, the renovation positively impacts the College experience for students and their families.

At the Shelby Campus, the General Studies Building has dramatically improved productivity and created a more inviting and spacious waiting area for students. However, this area still needs a more collegiate look that appeals to both prospective and current students. The administration supports continued updating in the Enrollment Services area.

Finally, creating new staff positions requires the unit to locate appropriate office space at the Jefferson and Shelby campuses. The Associate Dean will work with supervisors to restructure the current space at each campus to meet the physical needs of each department.

**Equipment**

In order to ensure that the unit's procedures are both efficient and effective, it is necessary to evaluate equipment needs for the unit regularly. Computers, printers, and scanners are rotated according to the refresh cycle as designated by IT before justification for new equipment is made. Additional requests for equipment are based on the external roles of staff within the College's service area.

Additional computer needs at the Shelby-Hoover Campus include replacement computers for the general academic advisor and the Jeff Coach office as the recommended replacement date has expired. Once replaced, these computers can be recycled to the student area, as all of the five computers housed in this area are at least ten years old. Furthermore, laptops should be purchased for the Associate Director of Admissions and Retention.

TV monitors are now located in Enrollment Services at each campus and will provide electronic information and messages to inform students of campus announcements, registration dates, program admission deadlines, and general information to assist students in the enrollment process. The unit should continue to work with the Media Relations and IT departments to ensure that messages are effectively streamed.

**External Conditions (such as state funding, accrediting agencies, advisory committees, postsecondary policy changes):**

The unit must continue to ensure that all local policies are implemented in accordance with the Alabama Community College System and other federal, state, and national policies. The department collaborates with Financial Aid, Articulation, and IT to ensure that federal regulations regarding Gainful Employment and other federal regulations are accurately implemented. A monthly/bi-weekly meeting will provide opportunities for collaboration and feedback regarding new processes and ongoing concerns and issues faced by the various departments, including IT, the Business Office, Human Resources, and Financial Aid.

Enrollment Services must continue to foster collaboration with ACCS and the IT department to ensure that student data has migrated correctly as the transition to one system continues. Technical and functional concerns should be addressed with IT and with the functional users in the unit, so that appropriate information is relayed to the staff. The unit will continue to train and cross-train as new ACCS procedures are available. All new processes and procedures from the ACCS must be updated and placed in the current user's Admissions and Records Manual.

Enrollment Services will continue to work with FME to implement an early alert intervention program for students until the implementation of the ACCS CRM, Target-X. Target-X training has begun, and full implementation at Jefferson State is expected in

Spring 2022.

The unit also provides enrollment and graduation reports to the Department of Education via the National Student Clearinghouse. In addition, the department ensures the accuracy of its data through Discrepancy Reports generated by the Information Technology Department and the Institutional Effectiveness Office. The unit collaborated with the Vice-President of Student Affairs, Institutional Effectiveness Office, and the Registrar's Office to purchase the Postsecondary Data Partnership (PDP) through National Student Clearinghouse. The PDP will be implemented in the Fall of 2021.

Furthermore, funding through the Alabama Future Workforce Initiative will continue to significantly impact the number of students who participate in DE, and it will also affect the types of students participating. Before this funding, only students who could afford to pay for DE participated. Research has not yet been completed, but the AFWI funding has likely allowed more first-generation college students to participate in DE. Funding for participation in a CTE program is a great benefit to students and could lead to full-time enrollment at the College once the student graduates from high school. Students who participate in DE are more likely to be successful in College and complete their degree.

Students avail themselves of at least one service provided by the department regardless of the demographic or other characteristics of the students. The most significant external factor that has affected the Enrollment Services has been the rapid expansion of its services. The overall effect has been an increase in the volume of admissions applications, admissions documents, residency requests, enrollment verifications, transcript requests, and other petitions and processes. The national, regional, and state membership in AACRAO, NACADA, NOSS, and NACAC provide valuable assistance in assuring the unit is aware of current "best practices" and updates in higher education.

Changes in the Alabama Community College System (ACCS) policies over the last few years at the state level have had a significant impact on the daily workload of Enrollment Services. Significant changes in the admissions policy required additional training and updates in the daily processing of admissions documents. Enrollment Services must continuously review its daily operational procedures and local policies to align with College and ACCS policy.

There seems to be a lack of awareness in the community about Jefferson State's offerings for international students and the multicultural population. A concentrated campaign to reach out to local/regional multinational groups and organizations about academic offerings at Jefferson State, including English as a Second Language (ESL). These include contacts within Jefferson, Blount, Shelby, and St Clair County school systems; international high schools in the region; English Language Institutes; and community groups dealing with multinational and refugee populations.

The rescinding of the Deferred Action Law impacted the DACA students who enrolled during the 2017 fall semester. These students have varying ending dates to their status. However, all students that are eligible for renewal were able to do so through 2018. The international office will continue to track federal updates on the impact of the DACA changes on our students.

In addition to the TOEFL and IELTS English Proficiency exams, ACCS (800 Series Policy) added the STEP EIKEN as an acceptable test with at least a 2A score. This addition increased the tests acceptable to prove English proficiency. The international office has updated the website and all printed materials.

The College is currently in its re-certification period for the F1 program. The unit is working on this renewal with the Department of Homeland Security. The following programs have been updated: Welding, Clinical Laboratory Technology, Medical Laboratory Technology, and the AAS Nursing accreditation. The international office is monitoring students’ end dates in Banner through the expiration hold. These are case-by-case basis renewals.

**Accomplishments: 2019-2020**

1. The 5th Annual International Student Transfer College Fair was held virtually on October 12, 2020. Fourteen schools participated in this event. Forty-seven students participated. The next one will be on October 6, 2021, with 16 institutions. As always, we have invited all the international, DACA, non-resident alien, and permanent resident students to this fair. This is also advertised to the ACCS and is open to any student in the ACCS.
2. Annual Cultural Retreat – Will be held on October 16 at Oak Mountain State Park. This is a joint cultural program with Jefferson State and seven other colleges in the region to provide international students and US students interested in multicultural interaction a chance to come together. Samford University is the primary host this year. The 2020 event was canceled due to Covid19.
3. International Education Week 2020 was held virtually on a Japanese theme with Global Lecture series including the Honorary Consul of Japan, Mark Jackson; Jolie ThereVauth of the Japanese American Society of Alabama.
4. International Education 2021 will be on a World Games Theme, including a panel by the organizers of the World Games on what it means to Birmingham economically and the origins of the games. The MSA will host an outdoor Sports Day at Shelby or Jefferson.
5. Global Lecture Series – two former Fulbright Scholars who visited did a webinar in March 2020 on the status of Covid 19 in Nigeria and Pakistan.
6. Global Studies Institute – 50 students applied to participate in the Summer 2020 program, which included a 30-hour cross-cultural program on Global Perspectives through the Narratives of Ireland and eight weekly workforce seminars on working in a Global Context. Twenty students were sponsored through scholarships from the Institute of Study Abroad Ireland, the Consulate of Ireland – Atlanta, and the Birmingham Multicultural Association.
7. The JeffCoach program developed and implemented monthly Student Success Seminars at all campuses.
8. JeffCoaches piloted a peer mentoring program. Due to its success, the program will be expanded to support academically underprepared first-year students with peer encouragement and provide an additional point of contact.
9. The Career Coach collaborated with the Director of Media Relations and Allied Health Program Coordinators to host JSCC's 1st annual Health Sciences Career Fair.
10. Completion of EMSI Website training and promotion of Career Coach Development and Assessment. Assisted in the incorporation of Career Coach information.
11. Collaborated with Media Relations to develop the “The Pioneer Your Career” webpage on the College website.
12. Partnered with Jefferson County Board of Education to host a Skills USA competition judged by Jefferson State Faculty. The competition included 276 Jefferson County High School Students in various career and technical education programs.
13. Collaborated with Financial Aid to develop bridge scholarships for CTE DE students to continue their program at Jefferson State.
14. Increased recruiting leads from 1,341 in 2017-2018 to 1,931 in 2018-2019, which is an 8.1% increase.
15. Two staff attended SACRAO and were selected to participate on the Records & Registration Committee and serve on the SACRO Journal Editorial Board and the Executive Committee for Nominations.
16. Two staff presented sessions at ALACRAO.
17. Staff attended ALBUG.
18. The JeffCoach program developed and implemented monthly Student Success Seminars at all campuses.
19. Completion of EMSI Website training and promotion of Career Coach Development and Assessment. Assisted in the incorporation of Career Coach information.
20. The Multicultural Students Association won the Presidents Cup for Outstanding Student Group 2019-2020
21. We have several initiatives that make the College game-changers for our students and reflect the strategies discussed at the conference. For Complete College America (CCA), we implemented the 15 to Finish in the Fall of 2019. We initially started this campaign with signs and flyers across campuses. Advisors encourage completing 30 hours per year to finish in two years with an alternative option as 12 hours in fall, 12 hours in spring, and 6 hours in summer. We promote the 30 to Finish at NSO.
22. Inaugural meeting of the revamped Recruitment and Retention Committee, which included representation from across multiple campuses. Jefferson State formed the Recruitment and Retention Committee to analyze current retention strategies and practices, review research on effective retention strategies, and recommend retention strategies for implementation. This standing committee is comprised of faculty and staff from across the College.
23. Piloted the Summer Melt Communication Plan utilizing Full Measure Engagement.
24. Developed the Early Alert campaign includes registration reminders, study tips, student success seminar reminders, a mid-semester check-in survey, campus resources information, and an end-of-semester review survey.
25. Developed and implemented the Admitted First-Year Experience survey, which affords students the opportunity to provide the College with information about their needs and feedback about their enrollment experience.

**Accomplishments: 2020-2021**

1. The JeffCoach program developed and hosted virtual Student Success Seminars at all campuses and increased participation numbers.
2. The Career Coach collaborated with the Director of Media Relations and Allied Health Program Coordinators to host JSCC's 2nd annual Health Sciences Career Fair.
3. Completion of EMSI Website training and promotion of Career Coach Development and Assessment. Assisted in the incorporation of Career Coach information.
4. Collaborated with Financial Aid to develop, revise and implement additional scholarships for Dual Enrollment students to continue their program at Jefferson State.
5. Increased recruiting leads from 1,341 in 2017-2018 to 1,931 in 2018-2019, an 8.1% increase.
6. Two staff attended SACRAO and were selected to participate on the Records & Registration Committee and serve on the SACRO Journal Editorial Board and the Executive Committee for Nominations.
7. ALACRAO.
8. Jefferson State has been hosting an ESL Grammar and Writing for students transitioning to College. This course is taught in collaboration with the UAB School of Education – MA TESOL program and the Literacy Council of Central Alabama. This will be held from May 31 through August 2. This year Jeff State helped with program promotion while the program was taught virtually.
9. Purchased the Postsecondary Data Partnership (PDP) through National Student Clearinghouse. The PDP will be a gamechanger for Enrollment Services to track students and target various populations of students, which will be implemented in October of this year. Complete implementation will take place in the Fall of 2021 following Session II registration.
10. Created the Strategic Enrollment Management Plan (SEM), which is scheduled to be implemented in Fall 2021.
11. Developed the ACCS ASPIRE 2030 for Student Success.
12. Developed the Chancellor's Challenge Communication Plan.
13. Associate Dean, as a judge, and Associate Directors of Admission, as Advisors, participated in the ACCS Title-IX training.

**Considerations for Development of Unit Strategic Plans:**

**What can be done to improve the operation of the unit?**

The ENROLLMENT SERVICES staff has a group of dedicated, hardworking staff who take pride in offering students individual attention and support. The unit is committed to meeting the increased demands of students, providing excellent service to our stakeholders, and developing new methods to improve service continually.

The aptitude and attitude to seek and implement technological improvements to better serve every campus and all students are critical factors to the successful operation of this unit. A continuous review of current and proposed technological software and hardware programs that will improve the efficiency of admissions and records delivery systems is necessary to improve unit operations.

Improvements to the College's website to enhance information on the enrollment process will assist in improving the operations of the unit. Providing clear, specific, and helpful information on the home page for each area in ENROLLMENT SERVICES will provide easier access. This would also reduce calls and emails, thus increasing productivity.

The unit must continue to research and establish best practices to develop training to ensure the staff at every campus is knowledgeable of all policies and can implement those policies effectively and efficiently.

To prepare for the future and manage current processes and applications, it will be necessary for the director and the staff to anticipate and adapt to higher levels of technical proficiency. This can be completed through debriefing meetings after each registration period and internal auditing of the department's processes.

The unit must continue collaborating with the Registrar and the ACCS to ensure that Reverse Transfer data received from the National Student Clearinghouse can be effectively uploaded into Banner. This will ensure that students meet the associate degree criteria.

Moving to fully electronic processing on all international documents and records and developing a more formal brochure development for international recruitment will also increase the effectiveness and efficiency of the International Student Office.

**What are the desired Student Learning Outcomes/Program Learning Outcomes/Service Unit Outcomes for each unit?**

The Enrollment Services unit will operate in full compliance with the Alabama Community College System policies and guidelines. Accurate processing of all student documents and records will be completed promptly to support all reporting and audit requirements. Information is distributed to prospective students at high school visits, career and college fairs, and community events. Students will be made aware of the many program offerings at Jefferson State Community College.

**Academic Advising**

* The Enrollment Services unit will provide students with the knowledge to complete the registration process. Students will be informed and prepared to complete the enrollment process. Students will receive academic advice regarding course selection for their prospective major. Academic advising is designed to boost fall-to-fall retention of students and foster relationships that lead to student success. Advisors play a vital role in retaining students by helping them define and reach their career goals through academic planning.

Additionally, advisors provide degree audits that assist students in completing transfer and career pathways. They also help students identify appropriate courses, select majors and transfer institutions, and guide students who have admissions, transcripts, records, and financial aid questions. Finally, the advisors assist with academic problems while directing students to various academic support and resources. Career and Technical Education program coordinators provide additional advising to ensure accurate term-to-term progression towards a degree and certificate completion in the student's chosen field of study.

Complete College America/Alabama Intrusive Advising must continue to be a significant focus as its objectives lead to student success and completion of credentials. Intrusive advising will allow building relationships and vested ownership of the advising process for both the student and the advisor. This type of proactive advising program will lead to increased advising loads; however, careful and advanced planning and reconstructing the current advising process can also result in positive outcomes.

**Student Support and Retention (JeffCoach)**

* The Student Support and Retention office supports the college-wide student support and retention efforts. The JeffCoach program supports the retention of academically underprepared students. *S*tudents who participate in the program build a strong foundation for college success through mentoring, skills development, and encouragement. Six part-time JeffCoaches provide students with individualized academic advising, coaching, and mentoring. The JeffCoaches invite all Jefferson State students to join them for weekly interactive student success seminars on goal setting, time management, notetaking, active reading, communication, test-taking, test anxiety, and final exams.

**Dual Enrollment**

* The Dual Enrollment program will operate in full compliance with the Alabama Community College System policies and guidelines. All student documents and records will be processed promptly to support all reporting and audit requirements. Information on the DE program and admission requirements will be distributed to prospective students at high school visits, career and college fairs, and community events. Students will be informed and prepared to complete the DE process. The DE program will provide students, parents, and high school counselors with instructions on completing the application, registration, and payment processes. Improvements to the DE website and development of marketing materials, as noted in the Technology and Budget items, are key to the success of this unit. DE must be easily accessible to students, parents, and high school counselors, with a strong web presence. Providing clear and helpful information on the website attracts more prospective students, but it can also reduce calls and emails, which increases productivity. Maximizing the available technologies will improve operation. Additional staff would allow the operation of the DE unit to expand and most effectively manage the growth within the DE department.

**Recruiting**

* Information on all programs and services offered by the College will be distributed to prospective students through high school visits, career and college fairs, and community events. Recruiting staff will maintain a list of prospective students from these events and contact them through the school year via email, telephone, and follow-up visits to the schools. Prospective students will utilize the Career Coach to assist with career exploration to understand the connection between major and career. In conjunction with the QEP, this step would be required for all first-time students before attending New Student Orientation.

**International Office**

* The International Office will continue to expand the programming/outreach opportunities through the Multicultural Students Association; Training/Staff Resources regarding Multicultural students; offering overseas learning opportunities available through 4-year universities and academic departments for Study Abroad partnerships; expand programming year-round on international topics and International Education week at all four campuses.

**What equipment/resources are needed to accomplish the unit’s goals and objectives?**

* As the academic role, a laptop computer for the International Coordinator and the Associate Director of Admissions and Retention will allow access to student information more effectively.
* Multimedia tablets for all recruiters would enable them to be more productive while visiting high schools and participating in other recruiting events.
* International Office Resources Funding - $500 to sustain membership with Student Alabama, which gives us a web presence with the US Department of Commerce; the US Department of Education; and the OSEAS offices internationally and access to events that can expand our international reach for recruitment.
* Webcam/Headphone with Microphone – Add ability to Skype and Speak through Computer with international applicants.

**Are there any goals or objectives that were not completed from previous years that should be included in the new plan?**

Several objectives in the 2019-2021 goals were not met due to the Covid 19 pandemic, which began during the 2020 Spring Semester. The unit's focus pivoted to facilitating student services in the virtual environment and utilizing digital platforms to engage students. The Pandemic highlighted the unit's shortcomings and helped identify technologies that will help engage students virtually. Furthermore, because of the nature of the work in this unit, many of the goals are similar, with the objectives and assessment continually evolving**.**

1. **Can professional development address the performance of the unit?**

The Enrollment Services unit offers a wide range of professional development opportunities for staff through participation in conferences, webinars, and training sessions hosted by local, state, and national organizations. These opportunities are essential to equip the staff with knowledge of up-to-date resources, including data, best practices, and current trends.

In addition, the performance of the unit can be addressed by professional development. Productivity and efficiency could be improved if the staff was provided with more opportunities to develop their computer skills and receive formal and advanced training in emerging applications and policies in the admissions, records, and advising areas. Additionally, continuous training is necessary to build a comprehensive knowledge of job-related policies. Interdepartmental training with the Financial Aid Office and the Office of Articulation could be beneficial in promoting consistent application of policies and procedures across offices, which are closely linked in assisting students**.**

**Strategic Plan Goals for 2021-2023**

**Goal 1: To increase student enrollment by providing accurate and reliable information to prospective Jefferson State students at high schools, college fairs, and community events in our service area.**

**Objectives**

1. Train the recruiting staff in the new TargetX CRM system.
2. Increase the number of visits to high schools, college fairs, and community events in the Jefferson State service area.
3. Conduct an appreciation luncheon for high school counselors in all school systems in our service area.
4. Create a counselor information page on the website to supplement information packets which will be distributed to counselors and other high school staff.
5. Provide counselors with updated information on changes to transfer and career programs at Jefferson State.
6. Provide counselors with monthly reports on students who have applied to Jefferson State and outstanding requirements for admission.
7. Maintain our in-house computer system to help our recruiters better track and respond to potential Jefferson State students and their enrollment interests.
8. Develop community service activities and provide outreach opportunities to the constituents in our service area.
9. Collaborate with Financial Aid to host College Knowledge/College Prep days for middle and high school students both on campus and in the community.
10. Use technology to recruit, communicate with, and enroll students at Jefferson State.
11. Increase the number of campus tours offered to potential students.
12. Continue the Jefferson State Spring Preview Days on each campus in the Spring.
13. Coordinate with other departments on campus to host open house and campus visit events on each campus in the Fall.
14. Develop the Recruiting webpage and social media sites, so that future students will be more able to receive college information wherever they are.
15. Develop a New Student Orientation guidebook to supplement our online resources and give students a useful physical reference.
16. Ensure that Jefferson State participates in high school fairs, college fairs, and community events and provides potential students with accurate information and Jefferson State paraphernalia (shirts, pens, pencils, wristbands, etc.).
17. Develop reports which will enable us to contact students who applied for admissions but did not enroll in courses.
18. Send monthly emails to prospective students about upcoming events at the college.
19. Contact students through text messaging and social media.
20. Send annual letters to prospective students’ parents or guardians.
21. Continue to use Ambassadors, alumni, and other student organizations to assist with recruiting efforts.

**Method of Assessment**

1. Survey counselors to determine the needs of the constituents in the College’s service areas.
2. Monitor the number of completed applications for each term and follow up with potential students accordingly.
3. Monitor the number of potential students at high school, college fairs, and community events who filled out interest cards, as well as leads gained through phone calls, emails, and walk-ins.
4. Monitor ARGOS reports for our service area monthly to view applications and completions by high school.
5. Use IRIR data to track student registration and enrollment to the college.

**Additional Funding Requests**

1. Funding of $20,000 is necessary to update the JSCC viewbooks and new student guidebooks.
2. Funding is requested to host the Counselor Appreciation luncheon for all counselors in the College’s service area.
3. Funding of $30,000 is requested for promotional items, recruiting, and retention events. This includes NSO, Dual Enrollment, and Find your Place Days.
4. Funding of $4,000 for Jefferson State College Preview Day at all four campuses in the Spring.
5. Funding of $4,000 for other Open House events at all four campuses in the Fall.

**Goal 2: To increase the number of complete admission applications.**

**Objectives**

1. List clear and concise admission requirements for each admission type on the department’s landing page on our website.
2. Reduce the number of links from our website to our admission application.
3. Revise content in our current communication plan to include clear and concise admission requirements for each admission type in print and electronic correspondence with students
4. Create video walkthroughs of the application process to ensure students have access to application information in multiple forms.
5. Develop a frequently asked question (FAQ) page on our website to enhance student understanding of our admission process.

**Method of Assessment**

1. Monitor the number of complete admission applications each term.
2. Monitor types of student inquiries made by phone, e-mail, or walk-in.
3. Evaluate results of Student Satisfaction Survey as they relate to Admissions.

**Goal 3: To create tutorial videos available on our webpage to assist students as they navigate through the Enrollment Services process.**

**Objectives**

**a.** Provide videos to explain the application process.

**b.** Provide videos to explain services available in Self Services Banner, such as how to check grades, how to request a transcript, and how to apply for graduation.

**c.** Provide videos to explain the Degree Works audit system.

**d.** Share the links to these videos with students through social media and the direct contact system.

**Method of Assessment**

1. Feedback from students, faculty, and staff.
2. Analyze view/click data on YouTube and the college website.
3. Compare log of calls from previous months/years to see if there is a reduction.
4. Include information about videos in a student satisfaction survey.
5. Create a completion certificate for students who view the online new student orientation and create a survey for these students to complete.

**Additional Funding Requests**

1. We have resources and staff who can create videos. Funding would be necessary if we utilize outside professionals to make videos.

**Goal 4: To provide effective communication between the college and current and prospective students to enhance and increase students’ knowledge of college policies and procedures.**

**Objectives**

1. Provide personalized communication to enhance the transition to JSCC through both the Admissions and Recruiting offices
2. Provide electronic messages to students to ensure students are aware of changes in policies and other important information.
3. Provide a continuous flow of information to students visiting Enrollment Services at each campus.
4. Provide 24 hour and online access to the department’s services and forms.
5. Collaborate with FME and TargetX to enhance communication and knowledge of the college to current and prospective students via texting, smartphones, and social media.
6. Collaborate with the Summer Melt initiative

**Method of Assessment**

* + 1. Students will have access to Jefferson State from their smartphones through the JSCC mobile app.
    2. Current and prospective students will receive timely push notifications and reminders on their mobile devices.
    3. Students will be able to submit admissions documents through the mobile app.
    4. The admissions processes will be streamlined.
    5. Feedback from Student Experience Survey.
    6. Feedback from students, faculty, and staff.
    7. Review of advising, admissions, records, and recruiting email responses

**Goal 5: Equip new students with the knowledge to become proficient in the use of Jefferson State resources and ease their transition to college.**

**Objectives**

* 1. Transition from a voluntary (but recommended) New Student Orientation (NSO) to a mandatory version with intrusive advising.
  2. Update the new student guide to college resources in both a digital and physical format. Include all the college's services and instructions on accessing these resources, whether online or in person.
  3. Promote opportunities to become a part of the JSCC campus activities and organizations.
  4. Provide academic advising for every student attending NSO, both online or on-campus.
  5. Provide instruction on the navigation of the ACCS system, TouchNet payment system, and Blackboard.
  6. Identify student rights and responsibilities as outlined in *Jefferson State Community College Catalog and Student Handbook.*
  7. Provide a welcoming atmosphere for students and their families to meet faculty, staff, current students, and other new students.

**Method of Assessment**

1. Students will understand the importance of registering for and attending NSO.
2. Students will be introduced to college services that support their academic goals (Example: library, student services, security, and bookstore).
3. Students will be familiar with campus organizations and clubs.
4. Students will understand the purpose of academic advising and course selection.
5. Students will understand how to navigate BANNER and the registration process.
6. Students will know how to access the college policies and procedures.
7. Students and their families will feel welcome and excited about their decision to attend Jefferson State.
8. Review Student Experience Survey.
9. Review New Student Orientation Survey.
10. Use ARGOS data to track the retention, persistence, and success of students who attended NSO in comparison to those who did not.

**Additional Funding Requests**

Funding estimate to provide students with refreshments and college paraphernalia (Example: JSCC t-shirts, cups, pencils). Funding is requested in Goal 1.

**Goal 6: To implement an effective communication plan for prospective and current DE students.**

**Objectives**

1. Provide high school counselors with a DE handbook, including information on the policies and procedures for DE admission.
2. Conduct a Counselor Workshop to review DE policies and procedures and highlight any changes from the previous year.
3. Implement a follow-up to the Counselor Workshop with counselors who are working with Dual Enrollment for the first time or in the last three years.
4. Mail physical letters to applicants/parents at various stages of the application/registration process.

**Method of Assessment**

1. E-mail a survey to high school counselors to assess their understanding of DE policies and procedures, as well as their level of satisfaction.
2. Mail surveys to parents of DE students to assess their understanding of DE policies and their level of satisfaction.
3. Conduct an in-class survey of DE students to assess their level of satisfaction with the program.

**Additional Funding Requests**

1. Funding is needed to develop and print new information materials for DE, including the handbook and marketing materials (estimated cost $10,000).
2. Funding is also needed for printing and mailing paper surveys to parents (estimated cost $1,500/semester).

**Goal 7: To strengthen the use of technology for processing and marketing purposes.**

**Objectives**

1. Work with Media Relations to identify e-media platforms for outreach to DE students.
2. Determine systems that are not able to access Google Drive and used shared Excel spreadsheets with them.

**Method of Assessment**

1. Use website statistics to monitor response to e-media outreach to DE students.
2. Use website statistics to determine the number of students who click a link from the auto-reply email.

**Additional Funding Requests**

1. Funding may be necessary to expand the use of Google Drive ($15/month increased storage).
2. Funding may be necessary to utilize new e-media platforms (estimated cost $1,000/year).

**Goal 8: To increase DE student retention and success.**

**Objectives**

1. Expand the New Student Orientation (NSO) program for DE students to include on-campus and at the high school session options in addition to the sessions conducted via Zoom.
2. Include NSO session on academic success in college with information on-campus resources.
3. Provide students with information on deadlines and procedures for dropping/withdrawing from a course.
4. Explain how the college credits earned through DE are the beginning of students' college transcripts.
5. Expand the Academic Alert to include an option for students to self-report problems they are experiencing.

**Method of Assessment**

1. Students will complete a satisfaction survey at the conclusion of NSO and each individual session, preferably an e-survey that can be accessed on their mobile devices.
2. Assess student understanding of the information shared through quick in-session quizzes.
3. Email instructors an academic alert form at pre-determined checkpoints and ask them to identify DE students at risk of not completing the class successfully.
4. E-mail students for whom an academic alert was submitted. Also, email the counselors if any of their students are reported.

**Additional Funding Requests**

1. Development of NSO for DE students will require funding for promotion and session materials, as well as refreshments and college paraphernalia (JSCC t-shirts, cups, pencils, etc.) (estimated cost is $10,000).

**Goal 9: Implement needs assessment of multicultural/international students.**

**Objectives**

1. Continue outreach to programs to local and state community groups to establish Jefferson State as a resource for the multicultural community.
2. Continue to work on infrastructure support for retention and support of international and multicultural populations.
3. Expand recruitment connections with High Schools with significant international student populations.

**Method of Assessment**

1. Evaluate growth and maintained enrollment numbers of international students and multicultural students.
2. Developing Student Survey for needs assessment of Multicultural/Diversity. Set expectations and outcomes and do post-event/seminar evaluations.

**Additional Funding Requests**

1. Expand recruitment connections with High Schools with significant international student populations
2. Establish partnerships with recruitment sites for prospective international student leads both in domestic and international markets. Consider cost-effective recruitment trips, including joint trips with four-year universities or with other ACCS schools.

**Goal 10: To increase student retention**

**Objectives**

1. Develop a retention plan which includes successful retention strategies.
2. Expand early alert and intervention processes to include more instructors, courses, and resources.
3. Identify and monitor at-risk student groups in need of intervention.
4. Collaborate with faculty and JeffCoaches to determine JeffCoach students’ progress at mid-term.
5. Collaborate with media relations to utilize social media to continue promoting CCA campaigns “Think 30” and “15 to Finish.”
6. Collaborate with the Career Coach and the Career Center to increase career exploration and decrease major changes.
7. Support college efforts to introduce students to experiences and resources such as student organizations and study abroad.
8. Collaborate with JeffCoaches to develop additional strategies for student success and utilize strategies with other at-risk student populations.
9. Increase coaching for targeted populations of students
10. Increase freshman registration in Orientation 101.

**Method of Assessment**

1. Review current professional research and reports and write the plan.
2. Examine retention rates of students referred to Early Alert and Intervention.
3. Utilize the Institutional Effectiveness data and student surveys to determine at-risk student populations.
4. Request attendance and grade reports from participating faculty.
5. Track student interactions with posts.
6. Track number of major changes.
7. Track results of student feedback forms.
8. Notes were taken at JeffCoach team meetings.
9. Institutional data will be reviewed and evaluated.
10. Track the number of orientation courses offered and completion numbers for orientation courses.

**Additional Funding Request**

1. $29,640 to hire two additional JeffCoaches to staff the Early Alert and Intervention Program and to allow program expansion to include additional courses and increase student support.
2. $400 for end of year reception for JeffCoach students on all campuses.
3. $457 Statewide Education Summit, Mobile, AL.
4. $1700 National Research Center’s Institute on First-Year Student Success in the Community College at USC.

**Goal 11: To increase the number of students completing a degree, certificate, or credential**

**Objectives**

1. Collaborate with the graduation office and registrar to develop strategies to increase completion rates.
2. Collaborate with faculty and staff to map clear paths to timely completion.
3. Examine the academic and social supports available to enable students to take, persist, and pass critical program courses in their first year of college.
4. Increase student momentum to completion as measured by college-level credits earned in the first semester and year, successful completion of college-level math and English in the first year, and student enrollment intensity.
5. Utilize data to track the availability of courses and schedules to meet student needs and degree requirements.
6. Communicate with students with at least 45 earned hours who choose to leave the university prior to graduation.
7. Collaborate with the graduation office to develop reports which will enable us to contact students who did not apply to graduate

**Method of Assessment**

1. Review current professional research and reports and compare successful institutions’ strategies and results.
2. Developed degree maps.
3. Collaborate with programs and departments to create a list of critical courses for majors and related support resources.
4. Monitor semester to semester retention and momentum data.
5. Report developed.
6. Number of students called, texted, and emailed.
7. Report created.

**Additional Funding Requests**

1. $1500 Complete College America annual conference registration.

**Goal 3: To develop and implement effective communication plans for targeted populations**

**Objectives**

1. Develop a Student Success and Retention JeffNet page for faculty and staff with information related to topics such as early alert processes and the JeffCoach Program.
2. Increase communication with students in targeted populations to support student success, retention, and completion.
3. Collaborate with faculty to develop CCA and graduation presentations for ORI 101 courses.

**Method of Assessment**

1. Page will be published.
2. Record the number of student communications.
3. Created presentation.

**Additional Funding Requests**

1. $700 for marketing and informational materials related to retention and completion and Complete College America.

**Goal 12: To strengthen the use of technology for retention and completion purposes**

**Objectives**

1. Support a redesign of the website for better flow of information specific to degree plans and graduation.
2. Receive training and use CRM software to communicate with and track students.
3. Assist in reviewing and revising tutorial videos available on our webpage.
4. Assist in the evaluation of interactive web-based NSO programs.
5. Equip JeffCoaches with technology to be more flexible and responsive to student needs on a variety of platforms in a variety of campus spaces.

**Method of Assessment**

1. Survey groups students, faculty, and staff to review the website and adjust according to their feedback.
2. Track student communications using vendor products.
3. Survey groups of students, faculty, and staff to review the tutorial videos and provide feedback.
4. Survey of incoming students.
5. JeffCoaches will use new technology to serve students.

**Additional Funding Requests**

1. Funding estimated to purchase computer (6 @ 1,500.00 each)

**Goal 13: To increase student engagement and connection**

**Objectives**

1. Research high impact practices for student engagement
2. Collaborate with International Student Coordinator and International Studies
3. Collaborate with Director of Athletics and Student Activities

**Method of Assessment**

1. Create a list of high impact practices
2. Meeting notes
3. Meeting notes

**Additional Funding Requests**

No additional funding is necessary.

**Goal 14: Our advising staff will support the QEP initiative, which includes a restructured advising process called Pioneer Pathways.**

**Objectives**

1. Academic advisors will serve on the QEP Advisory Board as assigned.
2. Advisors will participate in the QEP Pilot for Fall 2021 and provide feedback.
3. Advisors will help develop Trail Maps for each college major.
4. The advising staff will provide Advising Training Sessions to educate all advisors on the QEP advising strategies.
5. NSO will be redesigned based on meta-majors.

**Method of Assessment**

1. Attend and participate in QEP Advisory Board meetings.
2. Follow the QEP Pilot plan and record student contacts.
3. Collect attendee data from training sessions.
4. The NSO Committee will collaborate to provide academic advising at NSO that supports the QEP goals.
5. Review Retention Rate data trends.
6. Review Graduation Rate data trends.

**Additional Funding Request**

None is needed.