



## I. Recruitment:

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

Freshman Students:  
Overview:



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

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

31.7% were Hispanic, 16.3% Black, and 15.2% were White.  
91.3% were 19 years of age or younger

55.4% were male and 44.6% female  
57% graduated with a GPA greater than 75, while 42.4% of students graduated with a GPA less than 75.

Comparatively, there were 618 students from KCC's feeder school roster that were not enrolled anyw F

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		<p>Implemented the Accepted Students Information Session to update newly accepted students on resources and next steps. Preliminary conversations with high schools on high interest majors so we can tailor information sessions and group tours around them. The use of Hobsons helps in keeping track of students engaged in recruitment events so we can communicate with them for upcoming opportunities.</p>	
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Develop a plan to inform strategic communication & marketing efforts that support recruitment initiatives outlined above through mediums such as:  
 College presentations (Enrolment Chats, College Council, Convocation, Weekly and Monthly Reports)  
 Social media







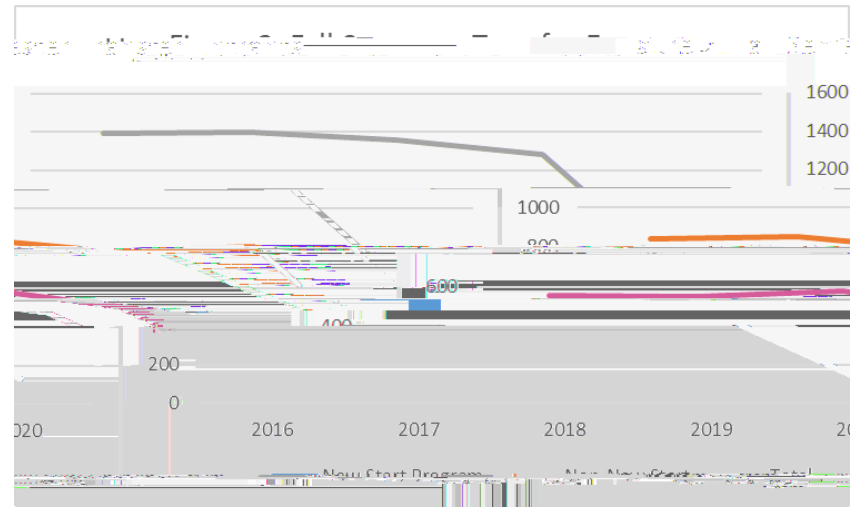
## Transfer Students:

### Overview:

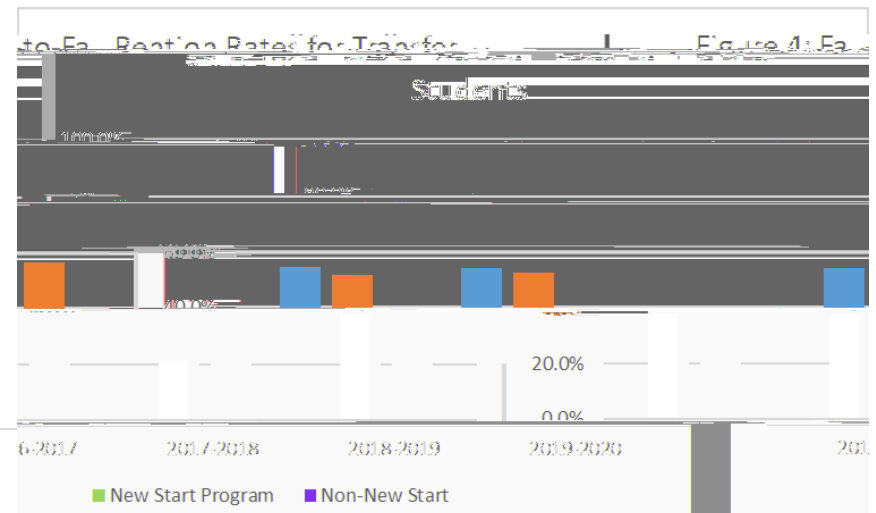
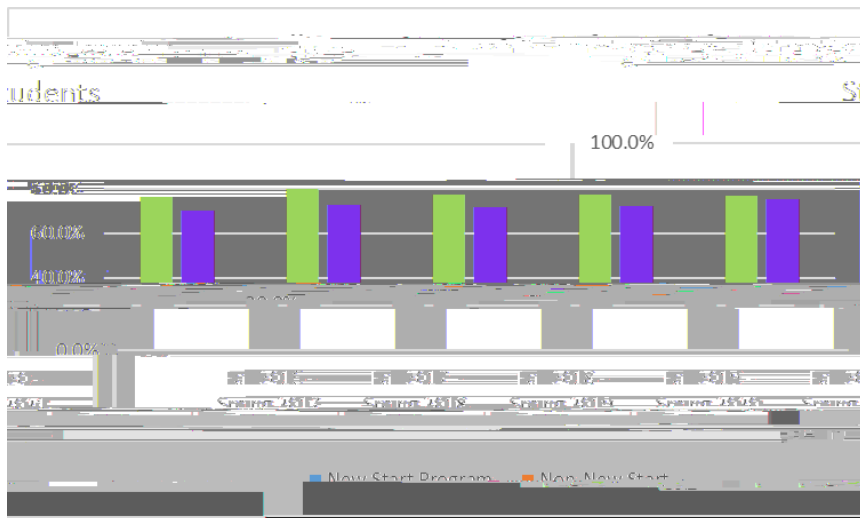
The following overview of recent transfer entrants at KCC examines trends in enrollment, retention, GPA, and credit accumulation for New Start program transfers, which is a program designed to assist students who have had academic difficulty at certain cooperating senior colleges and non-New Start program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

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

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



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



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

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

GPA Range	#	Non-Start	New Start
3.0 - 4.0	134	10	124
2.0 - 3.0	1,175	101	1,074
1.0 - 2.0	1,011	348	663
0.0 - 1.0	1,502	208	1,294

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







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

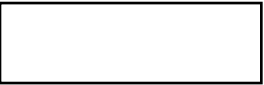
Strategies	Timeline	Status	Responsible
<p>Update Readmission policy to keep students active for two semesters instead of one, to allow for a more streamlined re-enrollment process.</p> <p>Update forgiveness policy.</p> <p>Decreased amount of time required for students to sit out from 5 years to 3 years.</p>		<p>Completed. CUNY is also considering a university wide adjustment to readmission policies to allow for students to remain active for up to years.</p>	<p>Registrar, Vice President of Enrollment Management</p>
<p>Increase time and effort spent on recruitment: personalized attention to students who have only been out 1-3 semesters.</p>		<p>Collaboration between Registrar, FLEX (2.0+ GPA with 15-60 credits) and CEWD (&lt;1.9 GPA with BUR stops) to recruit stop out students</p>	<p>Registrar KCC Flex CEWD</p>
<p>Analyze yield data of students that apply for readmission but do not enroll to identify who these students are and begin to address specific barriers they may face.</p>			<p>Registrar, Enrollment Management, Admissions, Institutional Research</p>



Adult Learners:

Strategies	Timeline	Status	Responsible
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Partnership with InStride  
who works with Piston  
Group & American Express to  
offer employees tuition  
benefits.

Develop marketing &  
recruitment strategies to  
attract students from these  
partnerships.

# of Credits: 6 credits

Non-Credit Program:  
Credentialed Alcoholism and  
Substance Abuse  
Counselor (CASAC)  
Credit Program: Allied

Non Credit Course:

## GED Recipients

### Overview:

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



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

Strategies	Timeline	Status	Responsible
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Black & LatinX Students:



Strategies	Timeline	Status	Responsible
Target NYCHA addresses with postcard outreach to promote KCC.			Communications & Marketing, Admissions & Recruitment
Concentrate recruitment efforts in specific neighborhoods with high LatinX & Black student populations. Leverage admissions ethnicity data for targeted communication to applicants.			Recruitment, Admissions
Launched KCC LatinX website mirroring CUNY Es Familia website. Created a video with several staff members speaking to students in Spanish & English for website.		College website updates such as the Suenos Empiezan Aqui, targeting our LatinX students.  _____	Communications & Marketing, Recruitment, Enrollment Management

Evaluate and enhance existing programs and support services for Black & LatinX students.

## II. Retention:

Retention through student success is the focus of all efforts across the college as all areas contribute to the experiences of students. Key areas outside of the classroom that impact student retention focus on supporting students in clearly identifying their goals and creating pathways to follow to achieve set goals. Creating a sense of be

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

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

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

Preliminary Retention Data for 2021-2022 and Projections:

Freshman fall-to-spring retention will remain at the high level of 82.5% in 2021-2022.

Preliminary data indicate that freshman fall-to-fall retention fell from 69.3% to 60.6% in Fall 2021. We expect that it will return to the higher level in the years to come.

Fall 2020 FTF retained in SP 2021 was 71%.

Fall to Fall one-year retention one-year retention for Fall 2020 FTFT is 60.8%

Preliminary data for FTFT freshmen starting in Fall 2021 and retained in SP 2022 is 74.3%, an increase of 3.3 percentage points over the previous year; however, it is still much lower than the pre-COVID rates for Fall 2019 students of 82.5%. We are projecting a 1 percentage point increase in fall to spring retention rates for Fall 2022 students to 75.3%.

Fall to Fall one-year retention for Fall 2020 FTFT is 60.8%. We are projecting a slight increase to 62% for Fall 2021 students.

Key Initiatives:

Strategies	Responsible
Improve quality and use of tutoring resources to increase	

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

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

### IV. Resources Associated with the SEM plan

Many of the strategies identified