



Enrollment Monitoring Report

November 2016

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Executive Summary

Richland Community College continues to face an enrollment challenge. Many across the state's community colleges are facing a similar challenge. There may be many reasons why enrollment across the system has shrunk. Perhaps this is because of changing demographics or changes in the workforce; migration in or out of the state. Or perhaps it is the evolution of community colleges and, indeed, Richland itself. The reason we compile this report is to provide feedback that helps you to understand Richland's enrollment and how it impacts the work we do. There are lot of ways to look at enrollment and several ways in which it is reported. This report will provide that same lens and to distinguish who we report to and why.

Richland's fall enrollment continued to decline, moving into the fifth consecutive year of decline. Over the past 5 years, this represents as 13.2% decline in headcount and 12.6% decline in credit hour generation. When this number is compared to our statewide peers, Richland saw the most pronounced change in the current fall term, however, was squarely in the middle of that decline range (3.2% to 20.3% declines). No college in our peer group saw net growth during the last five years. We are able to compare statewide because of the reports we submit to the Illinois Community College Board (ICCB) both annually and during fall terms.

IPEDS (Integrated Postsecondary Education Data System) uses the data we submit to ICCB in order to see data on a more national scale and to evaluate comparative data from peer institutions nationally. This information can also guide decisions that the College might need to make in order to be in step with national trends and norms. IPEDS primarily looks at full time-first time students, however and some of the information is not as readily useful for institutional comparisons. For example, full time students made up only about 30% of fall enrollment in 2014 (data is reported from the prior year). When comparing that percentage to our peer institutions in the report, we would be behind as there is a 40% full-time attendance going rate.

A review of the need of students in the Richland District is also provided to detail the need of our students as well as how this need has been met. During the fall term of 2016, 1859 received some kind financial aid assistance. This amounted to more than 4.2 million dollars. However, as tuition rises and state funding includes that of the MAP (Monetary Award Program) Grant become increasing unclear, it will be necessary to adjust how the College assist students in affording attendance at Richland. Indeed, the Richland Foundation has continued to match increasing cost with increasing contributions of scholarships and students who are veterans continue to access a number of benefits including some expanded benefits.

Evaluating trends in Richland's enrollment, you begin to see a few things emerge. First, there is an increase in the percentage of students who take at least one online course during the semester. In addition, the number of students who take a dual credit course continues to grow, but the number who enroll at Richland continues to fluctuate dramatically. These changing trends in enrollment also have some impact on who and what students qualify for with regard to financial aid. Among the shifts we have seen is an uptick in the number of auto zero EFC (Expected Family Contribution) (representing the most needy students), and increase in the number of students receiving Campus-based aid and a fluctuating 3-Year loan default rate.

Students perform well after their enrollment. Using first-time, full-time students as a basis, retention (fall to fall enrollment) was 55.56% at the end of Academic Year 14. Persistence (fall to spring enrollment), however, was 81%. While this population of student completes at the same rate as our IPEDS peers for normal graduation time (14%), they are slightly behind (21% v. 23%) on 150% and ahead on completion at 200% (29% v. 27%). Looking more broadly,

Richland signed on to the Complete College America in 2010 that would raise the number of “completers” by 50% over the next ten years. We continue to be ahead of projections adding another 997 graduates during AY16 to bring the total to 6,294 graduates (versus the target of 4,414).

Richland has developed a variety of responses addressing enrollment. It is important that it is addressed in a comprehensive way. We began formally addressing issues related to enrollment in the summer of 2015. At that time, a Continuous Quality Improvement Team was deployed to address enrollment. The team was split into three different foci in order to more succinctly address the issues at hand and to help move enrollment forward. Those three areas were 1) Instructional Delivery and Program Optimization, 2) Student Driven Scheduling and, 3) Enhanced Creative Marketing. There were several recommendations made that would directly impact enrollment across the institution. Areas that were directly impacted by these recommendations included:

1. Enrollment at Clinton Higher Education Center
2. Evening Enrollment
3. Program Prioritization
4. Enhanced Creative Marketing
5. Student Driven Scheduling
6. Late Registration

In addition to these areas, the College is also reviewing its retention strategies for students. This is part of a greater enrollment strategy—keeping the students we have. In addition, the formation of a team to focus on a strategic enrollment management process and plan has been formed. This effort is a direct response to the item listed in Goal 2 of the College’s Strategic Plan.

These efforts will allow the institution to move forward while addresses know gaps and implementing best practices around enrollment. Successful implementation is critical in the success of Richland Community College.

Richland Community College
Enrollment Monitoring Report 2016

Introduction

Richland Community College continues to face an enrollment challenge. Many across the state's community colleges are facing a similar challenge. There may be many reasons why enrollment across the system has shrunk. Perhaps this is because of changing demographics or changes in the workforce; migration in or out of the state. Or perhaps it is the evolution of community colleges and, indeed, Richland itself. The reason we compile this report is to provide feedback that helps you to understand Richland's enrollment and how it impacts the work we do. There are lot of ways to look at enrollment and several ways in which it is reported. This report will provide that same lens and to distinguish who we report to and why.

You may find that there are many questions that are able to be answered because of the information provided. In addition, you may find that more questions are raised as a result of what you see in this report. Both are right.

This report is broken down into six sections: General Enrollment Information, Peer Institutions Comparisons, IPEDS (Integrated Postsecondary Education Data System) Data, Financial Need of Students, Trends in Enrollment, Persistence of our Students and How the College is Responding.

General Enrollment Information

Enrollment in the College can be reported a variety of ways, as indicated in this report. One of the most common ways to see enrollment reported is based on "census day" enrollment or 10th day (literally the tenth day of the term for Richland). When reporting this information to the Illinois Community College Board (ICCB), we use the E1 Report, which represents this

number for the fall term. The ICCB also uses the information submitted in this report to submit to IPEDS (Integrated Postsecondary Education Data System), which is discussed later in the report. A similar record is created for spring and summer reports, but is not required to be submitted to ICCB.

An annual report is also developed, referred to as the A1 report. This report represents the unique students who enroll at Richland Community College in a given year. The academic year is defined as the summer, fall and spring terms (in that order). For example, for Academic Year 2017, this would include summer and fall terms of 2016 and spring term of 2017. Looking back five years, enrollment for Richland was as follows for the fall term. This is the information used to submit to IPEDS.

Dist	College	FA12	FA13	FA14	FA15	FA16	% Change 2012-2016	% Change 2015-2016
537	Richland	3272	3340	3369	3368	2839	-13.2	-15.7

As noted, there was a significant decline in headcount enrollment from fall 2015 to fall 2016 (529 students). While the College has continued to see enrollment bounce around for the fall term, this term is particularly steep. What we can glean from digging deeper into the data is that a significant portion of the decline can be attributed to the suspension of Department of Corrections programs. When you look at the credit breakdown, the decreasing trend is similar, though less pronounced than headcount.

Dist	College	FA12	FA13	FA14	FA15	FA16	% Change 2012-2016	% Change 2015-2016
537	Richland	27259.5	27706.5	27018.5	26662.5	23867.0	-12.4	-10.6

Peer Institutions Comparisons

When determining a comparison group of colleges, there are differences in how they are selected. In the case of IPEDS (The Integrated Postsecondary Education Data System) and ICCB

(Illinois Community College Board), they are predetermined for us. In other cases, we use the “Lands” or colleges within our geographical area to make comparisons of immediate concerns—tuition, fees, enrollment. However, we do have predetermined peer groups that are useful in making comparisons.

When IPEDS established a peer group for us, they focused on medium, public, 2-year colleges, in the Midwestern states, city locale. This comparison group includes 28 institutions.

IPEDS Peer Comparison Group	
Black Hawk College (Moline, IL)	Central Community College (Grand Island, NE)
Chippewa Valley Technical College (Eau Claire, WI)	City Colleges of Chicago-Kennedy-King College (Chicago, IL)
City Colleges of Chicago-Malcolm X College (Chicago, IL)	City Colleges of Chicago-Olive-Harvey College (Chicago, IL)
Clark State Community College (Springfield, OH)	Danville Area Community College (Danville, IL)
Eastern Gateway Community College (Steubenville, OH)	Eastern Iowa Community College District (Davenport, IA)
Hawkeye Community College (Waterloo, IA)	Iowa Western Community College (Council Bluffs, IA)
Kankakee Community College (Kankakee, IL)	Kansas City Kansas Community College (Kansas City, KS)
Kellogg Community College (Battle Creek, MI)	Lake Superior College (Duluth, MN)
Lincoln Land Community College (Springfield, IL)	Moraine Park Technical College (Fond du Lac, WI)
Muskegon Community College (Muskegon, MI)	Northcentral Technical College (Wausau, WI)
Northeast Wisconsin Technical College (Green Bay, WI)	Rochester Community and Technical College (Rochester, MN)
Rock Valley College (Rockford, IL)	Saint Paul College (Saint Paul, MN)
South Central College (North Mankato, MN)	St Cloud Technical and Community College (Saint Cloud, MN)
Western Iowa Tech Community College (Sioux City, IA)	Western Technical College (La Crosse, WI)

The ICCB peer institutions (or cohort group) is one of seven peer groups they set. Richland is represented in the group “located downstate and in urbanized areas.” The other groups are indicated in Appendix A. Richland’s group includes:

- Black Hawk College
- Heartland Community College
- Illinois Central College
- Lincoln Land Community College
- Parkland College
- Richland Community College
- Rock Valley College
- Southwestern Illinois College

When we look at these institutions with respect to enrollment trends, most have experienced a similar decline with only Black Hawk and Rock Valley showing an increase in the last year.

Dist	College	FA12	FA13	FA14	FA15	FA16	% Change 2012-2016	% Change 2015-2016
503	Black Hawk	6,360	6,574	6,307	5,271	5,613	-11.7	6.5
540	Heartland	5,456	5,215	5,286	5,298	5,282	-3.2	-.03
514	Illinois Central	11,125	10,770	10,296	9,704	9,290	-16.5	-4.3
526	Lincoln Land	7,193	7,020	7,066	6,447	5,744	-20.1	-10.9
505	Parkland	8,679	8,437	8,443	8,147	7,569	-12.8	-7.1
537	Richland	3,272	3,340	3,369	3,368	2,839	-13.2	-15.7
511	Rock Valley	8,312	8,150	7,737	7,651	7,699	-7.4	0.6
522	Southwestern	11,938	11,332	10,545	9,943	9,515	-20.3	-4.3
	State-wide	358,562	351,570	336,102	316,155	303,896	-15.2	-3.9

Source: From the ICCB Comparison of Final Fall 2012 -2016 Opening Enrollment Report

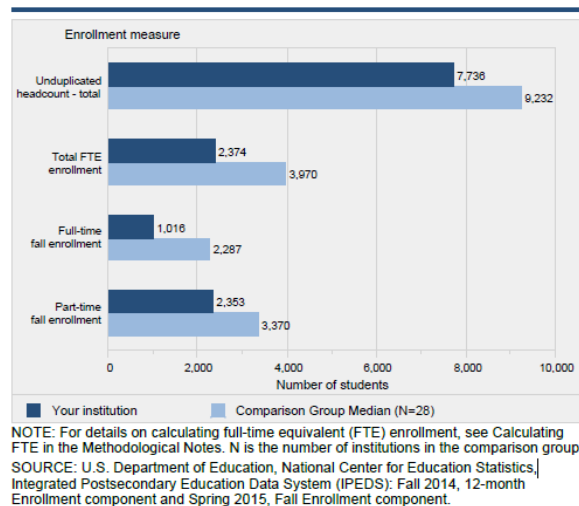
IPEDS (The Integrated Postsecondary Education Data System)

The Integrated Postsecondary Education Data System, or IPEDS, receives data from about 7,500 schools and provides data related to postsecondary education in the United States. This data is institutional data and not individual data. The information collected relates to student enrollment, graduation, tuition, graduation (program completion), faculty, staff and finances. This data is used at the federal and state level to assist in development of policy and educational procedure. On the institutional level, this data provides data points for comparison with other like institutions as well as some insight into what is happening both in the state and across the country. There is more information available about IPEDS at <http://nces.ed.gov/ipeds>.

While this information is useful, it does have some limitations. For example, IPEDS looks especially at first time, full-time students. This, however, is not particularly the population type of student that Richland serves. In fact, according to the IPEDS Data Feedback Report 2015, full time students made up only about 30% of fall enrollment in 2014 (data is reported from the prior year). When comparing that percentage to our peer institutions in the report, we would be behind as there is a 40% full-time attendance going rate.

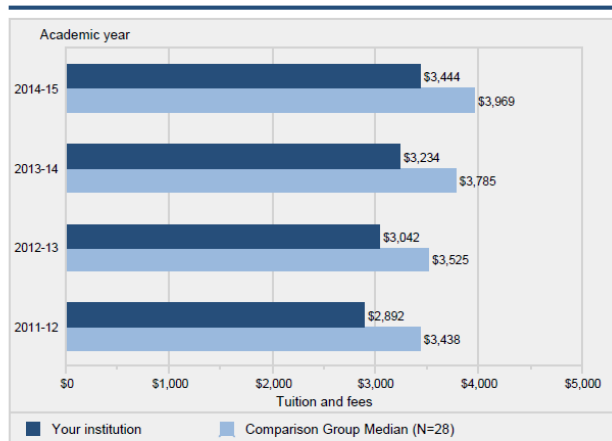
The value of IPEDS, though, is that it does give some perspective nationally, not just regionally or state-wide. This can help add a dimension not normally seen in just institutional data. For example, when comparing our enrollment to others in our IPEDS Cohort, you can see that we are smaller than the other institutions.

Figure 2. Unduplicated 12-month headcount (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)



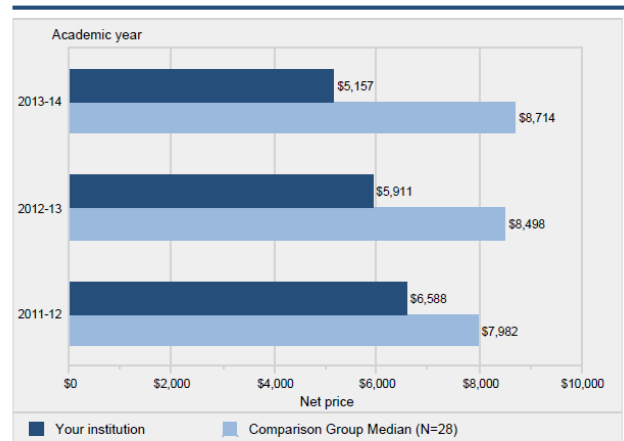
However, when you look at how that compares with tuition, we continue to be below our peers, year-to-year. In addition, we also continue to be more affordable for the first-time, full-time degree/certificate seeking students.

Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Fall 2014, Institutional Characteristics component.

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Fall 2014, Institutional Characteristics component; Winter 2014-15, Student Financial Aid component.

Financial Need of Students

Student Characteristics

Identifying an easy way to look at the population receiving aid from Richland is a complicated process. While each type of aid can be broken down by age, race, gender, or other demographic, it may not serve each program necessarily well to do so. However, an overview of the previous year is included below to provide an example of the population that Richland does serve through its financial aid program. The charts serve to provide a holistic view of all aid provided to Richland students.

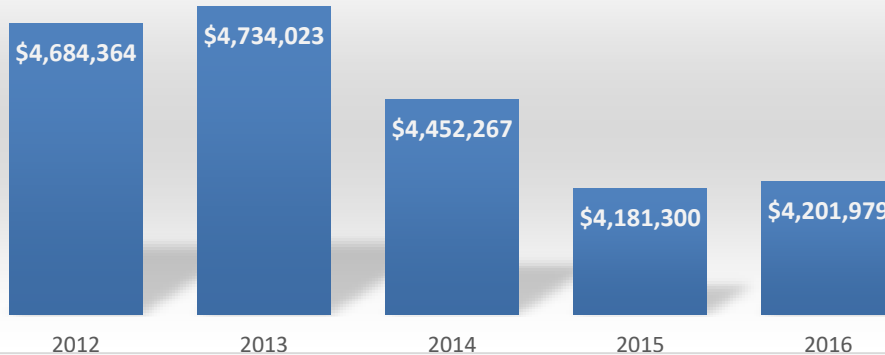
Number of Students Receiving Aid

Source: Argos: Financial Aid/Program Review



Amount of Aid in Fall Term

Source: Argos: Financial Aid/Program Review



The graph below shows the number of contacts in the Financial Aid and Veteran Affairs Office over the past 5 years as indicated by notating Richland on the FAFSA (Free Application for Federal Student Aid). Note that for financial aid, the year is calculated based on a fall, spring, and summer award year. This data becomes important as this is one of the foundational ways that we can learn of student interest in attending Richland.

Students Indicating Richland on the FAFSA	FY12	FY13	FY14	FY15	FY16	FY17*
	3860	4118	4183	3965	3625	583

*Preliminary running total: new financial aid year began Oct 1 this year

Source: Argos: Financial Aid

Impact of no MAP Funding

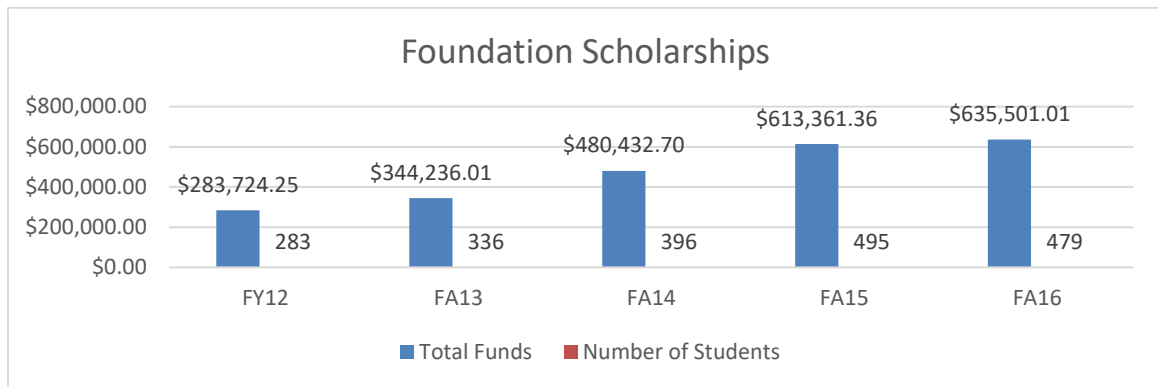
Richland Community College forward funded the Illinois Monetary Award Program (MAP) grants for fall 2015. This award was provided to 291 students at a cost of approximately \$143,000. The award was made in anticipation that Illinois would have passed a FY16 budget covering the anticipated cost of the awards. For spring 2016, it was determined that this would not be a fiscally prudent decision. The College identified approximately 227 students would be eligible for the funding at a cost of \$113,000. Instead of forward funding the grants, College staff worked closely with the Foundation to provide resources for students who would not be able to attend without the funds. A roster was submitted to ISAC, per their request, pending funding for the MAP Grant Program. As part of the stop-gap funding bills, the spring awards were subsequently funded.

Advisors and staff from the Financial Aid Office worked very closely with students to ensure they understood the aid for which they were eligible. Because of a holistic approach to making sure that students were aware of, and understood, their financial aid package, the College also did not see a significant uptick in the number of students who accessed a direct federal loan, though the amount of loan did increase some.

Looking forward, while some students enrollment may be impacted by not receiving the MAP grant, the College must continually monitor student aid to reduce the number of students who might defer to accessing student loan debt to finance college and present them with alternatives. In addition, the College will continue to work closely with its Foundation to ensure that no student has to leave Richland singularly because they did not receive this MAP grant.

Scholarship Recipients (Foundation)

The chart below is a representation of scholarships provided by the Richland Community College Foundation over the last 5 years. As seen, the number of students (unduplicated) who have been able to access scholarships has grown steadily. Effective in FY13, the application for Foundation Scholarships was made electronic. These are awards outside of the Trustee/Honors scholarships and waivers.



Veteran Programs

As Richland’s veteran student population changes, staff have noted a decrease in the number of students using the state’s Illinois Veterans’ Grant (IVG). That decrease began during the 2011 Fall Semester as Public Law 111-377 became effective August 1, 2011, which designated Chapter 33 Post 9/11 GI Bill as the “last payer” of tuition and fees. The greatest impact of the change was for students who had previously been using both IVG and Post 9/11 at the same time. Going forward it was in the student’s best interest to choose just one of the two benefits, and because Post 9/11 offers a monthly housing allowance along with tuition and fee payment and a book stipend, most students choose Post 9/11.

State Veterans Aid	FY12	FY13	FY14	FY15	FY16
IL National Guard	\$25,589.50	\$19,993.00	\$33,910.00	\$28,241	\$20,885
IL Veterans Grant	\$176,816.87	\$125,169.20	\$172,696.00	\$88,574	\$66,263
MIA/POW Scholarship	\$12,499.50	\$19,119.00	\$13,679.00	\$4,690	\$8,235

Total	\$214,905.87	\$164,281.20	\$220,285.00	\$121,505	\$95,383
Total student use	179	167	137	103	73
Unduplicated Count	117	107	89	66	46

Source: Argos

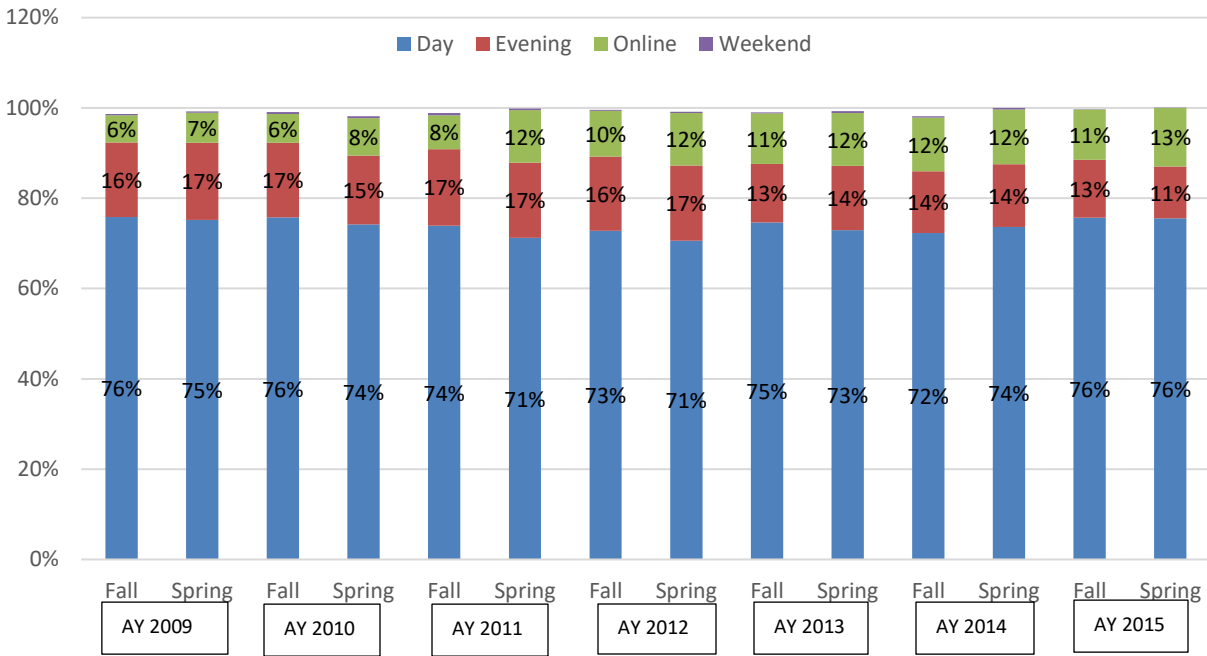
Veterans’ Retraining Assistance Program (VRAP) provided training toward an associate’s degree or certificate that led to employment in a high-demand occupation (as determined by the Department of Labor). This program offered up to 12 months of training assistance to unemployed veterans who were between the ages of 35 – 60 and who were not eligible for any other VA educational benefit program. Richland served 24 students over 5 semesters beginning in fall 2012 and ending March 31, 2014, when the program expired. There is no financial aid information to provide since funds were sent directly to students.

The Post 9/11 GI Bill was signed into law in July 2008. Since that time, Richland has seen increases each year in the number of students using that benefit. In FY10 we started with 30 Post 9/11 students then increased 39% to 49 students by FY14.

Trends in Enrollment

It is important to review how students have enrolled at the College over time. It is also important to understand the specific market segments of students and how they enroll as well. A couple of the significant segments that we look at include online enrollment and dual credit students. The first graph, however, will provide you with an overview of enrollment by how students enroll based on time of attendance.

Credit Hour Generation by Time of Attendance.



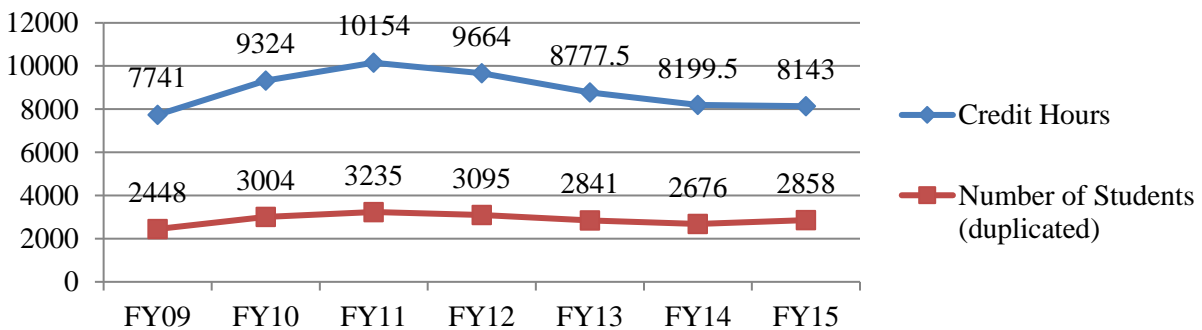
Source: Argos_Student.StudentInformation.OtherInformation.RegistrationInformation.OLAP_RegStatus

Online Credit Hour Enrollment Data

The Chart below shows 10th-day online credit-hour enrollment for Fiscal Years 2009 through 2015. The graph shows the total of online credit hours generated by students taking at least one online course and the total number of students, duplicated, enrolled in online courses. There was a slight peak of credit hour enrollment in FY2011 and generation has since decreased. However, there is an increase in the number of students enrolling in online courses at Richland.

Online 10th-Day Credit Hour Enrollments for Fiscal Years 2009-2015

Source: Argos_Student.StudentInformation.OtherInformation.RegistrationInformation.OLAP_RegStatus

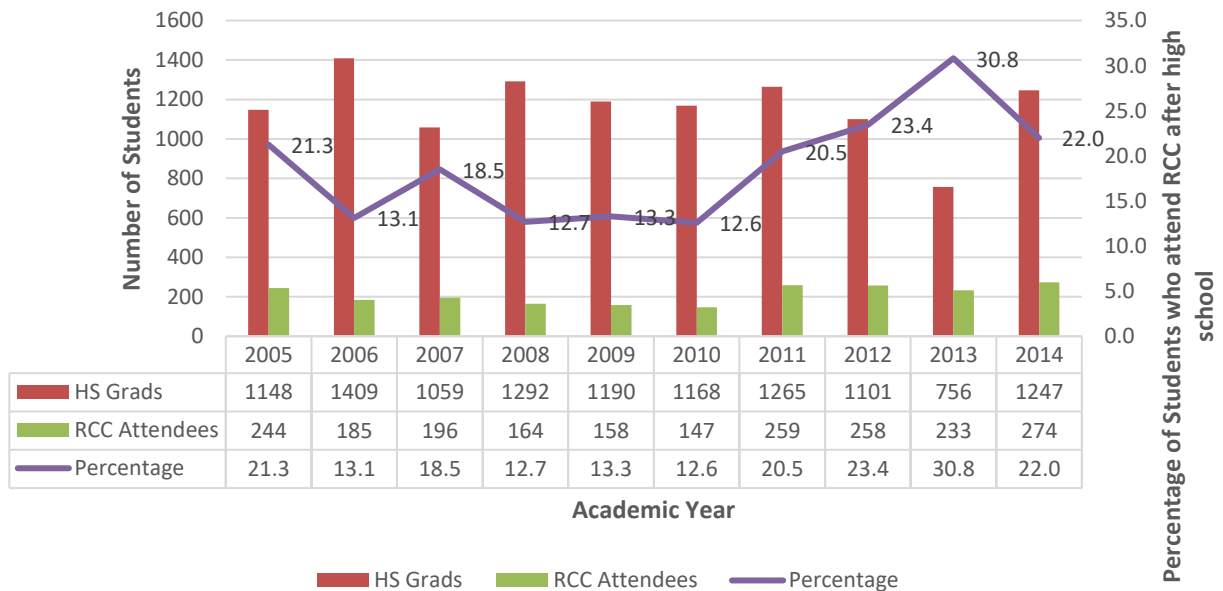


Market Penetration

Below, the graph provides enrollment figures on high school seniors attending Richland the fall semester after graduation. Ten public school districts and one former school district are included in Richland District #537. After AY2012, the Taylorville School District no longer distinguished Stonington students (students in Richland’s District); therefore, Taylorville data is not included in this count. On average from 2000-2014, 19% of graduating seniors attended Richland the fall semester after graduation. AY2012 saw a significant decrease in attendance of graduating seniors (21%). Additionally, since 2000, the District’s K-12 enrollment has declined by nearly 13% from 22,511 to 19,590. We are working to get better data reporting in order to obtain more accurate results.

District High School Graduates Who Subsequently Enroll at Richland

Source: Argos_Student.StudentInformation.OtherInformation.RegistrationInformation.OLAP_RegStatus



Trends in access to finances (Pell, loan, other)

The Office hosted the College Goal Sunday event to assist with FAFSA completion. The event had moderate success but was discontinued 2015. In its place were a series of FAFSA

completion workshops through February and March of each year which helped students complete their financial applications in a timely way. The Office also worked with the Administrative Information System (AIS) staff to get SuccessNet (the early alert program) referral capability in myRichland for Financial Aid staff. This opportunity mirrors the process for advising notes for students except for Financial Aid and Business Services concerns. This allows the staff to understand and analyze issues in the process and common areas in which improvements can be developed.

Campus-Based Amounts - Fiscal Operations Report and Application to Participate (FISAP)

Each year, the College submits the Fiscal Operations Report and Application to Participate (FISAP). This is the foundation for how the College applies for and receives Title IV (federal) funds. This information is also used to access funds from the State (i.e. MAP Grants). Understanding who our students are and what aid they qualify for becomes important in developing messages that will reinforce Richland as an affordable educational opportunity. There are a number of students who will qualify for aid because they are what the Department of Education determines are Auto 0 EFC (or will receive the maximum amount of aid, based on their Expected Family Contribution (EFC)). This is a category for students who will be most dependent on financial aid in order to pay for college.

Auto 0/ EFC totals	FY12	FY13	FY14	FY15	FY16
Total Auto Zero Students	108	92	122	108	132

Community Service-Based Jobs. These are jobs students are placed in where the public also accesses the services (e.g. Project Read, the LRC, Child Care, Erlanson Art Gallery).

	FY12	FY13	FY14	FY15	FY16
Community Service Based Jobs (Federal Work Study)	11	10	11	11	8
Total Funding	\$14,280	\$14,270	\$28,564	\$14,453	\$11,002

Pell Grant Awards. These are Title IV federal funds issued as the Pell grant, a gift aid (students are not required to pay back the aid) program for high need students.

	FY12	FY13	FY14	FY15	FY16
Total Students	1875	1811	1680	1534	1427
Total Pell	\$5,053,926	\$4,823,513	\$4,745,444	\$3,560,070	\$3,339,062

MAP Grant

Funding for the Illinois Monetary Award Program (MAP) is unclear. This is a state program funded entirely through Illinois but eligibility runs parallel with federal qualifications. While the state has funded the program, the amount of funds to students has continued to decrease as well as the eligibility period in which to qualify. The Financial Aid and Admissions Offices have continued to drive the message for students to apply early in order to qualify for these funds. Over the last three years, the funding date has been in February after being released for eligibility January 1 of each year.

	FY12	FY13	FY14	FY15	FY16
Total Students	586	463	504	525	318
Total MAP	\$461,936.00	\$363,881.00	\$420,334.00	\$436,120	\$254,626

Richland students are also eligible for other Title IV programs through the Department of Education. The Supplemental Educational Opportunity grant is provided to exceptionally needy students with low EFCs. Preference is always given to students who are already receiving the Pell grant. In addition, the same population of students might also be eligible for Federal Work-

Study Program, which allows the student to work part-time through the campus to help meet the cost of their education.

Campus-based aid		FY12	FY13	FY14	FY15	FY16
Supplemental Educational Opportunity Grant	Total Students	151	149	194	185	226
Federal Student Work-Study Program	Total SEOG	\$26,859	\$36,064	\$29,812	\$48,627	\$29,927
	Total Students	34	34	29	52	35
	Total FWSP	\$48,746	\$63,240	\$62,155	\$108,297	\$60,827

Student Loans

The Financial Aid Office continues to manage its default rates. First, one person in the Office is assigned to assist students interested in pursuing a student loan. Second, student loans are secondary in the financial aid process. That is, they are not automatically processed as an award but are processed by request of the student. The Department of Education has been shifting in effect to use the three-year cohort default rate as the measure. As a result, going forward, the Office will pay greater attention to this number, though the two-year cohort default number will still be helpful as a performance indicator.

	FY09	FY10	FY11	FY 12	FY13
Two-Year Default Rate*	17.2	13.9	14.1		
Three-Year Default Rate	25.9	23.8	18.0	24.3	25.0

*Phasing out publishing the Two-Year Default Rate

Source: Department of Education; National Student Loan Data System

After FY10, loans were shifted to the Direct Loan program. During the peak years of FY11 and FY12, the numbers grew because of a significant number of students returning to school and record unemployment in the area. Decatur continues to be among the cities with the highest unemployment in Illinois. Loan year cohort default rates are also being closely monitored because of the potential impact significant default could have on the institution. However, solid loan counseling and pre-borrower services have assisted Richland students in understanding

financial impact beyond the short term of paying for school and related expenses. In addition, Richland has a significant level of Foundation scholarship support, which helps to mitigate even higher levels of loan borrowing.

Student Loan	FY12	FY13	FY14	FY15	FY16
Direct Loan (subsidized)	\$1,605,001	\$1,517,418	\$1,291,942	\$898,177	\$913,854
Direct Loan (unsubsidized)	\$795,308	\$758,045	\$627,633	\$547,407	\$898,177
Total loans	\$2,872,083	\$2,275,463	\$1,919,575	\$1,445,584	\$1,812,031
Total Student Borrowers (Duplicated)	716	668	550	576	572

Bank Mobile/Higher One disbursements

Since June 2012, the Financial Aid Office began more effectively implementing the priority date for completion of the financial aid process. In June 2014, Financial Aid started to send e-mails to FAFSA e-mail addresses and Richland e-mail instead of mailing forms. During this period of time, the College also began using Higher One as a third party vendor for disbursement of aid and student refunds. The shift has allowed for ease of access to funds to purchase textbooks and supplies for class as well and better track changes in aid amounts. Beginning with the fall 2016 term, the College began using Bank Mobile, which assumed Higher One operations.

Persistence of Our Students

One of the reasons that understanding enrollment becomes so important is that it is an indication of how well we are performing in other areas. For example, we are able to understand if students are attaining their goals or if we are producing graduates. When and how students enroll can become a key factor in understanding and predicting these trends.

Retention and Persistence

Richland has developed its own definitions for retention and persistence. Retention is defined as a measure of student enrollment, generally applied to the number of percent of students who complete a course in any given semester. A common measure used to report Fall-to-Fall student enrollment. (Source: RCC Knowledge Management Team--KMT). Persistence, then, is defined as a measure of student enrollment generally applied to the number or percent of students who continuously enroll in a subsequent semester or sequential academic year. (Fall to Spring; Spring to Fall) (Source: 2011-2014 Strategic Plan). Preliminary 5-year data is reported below.

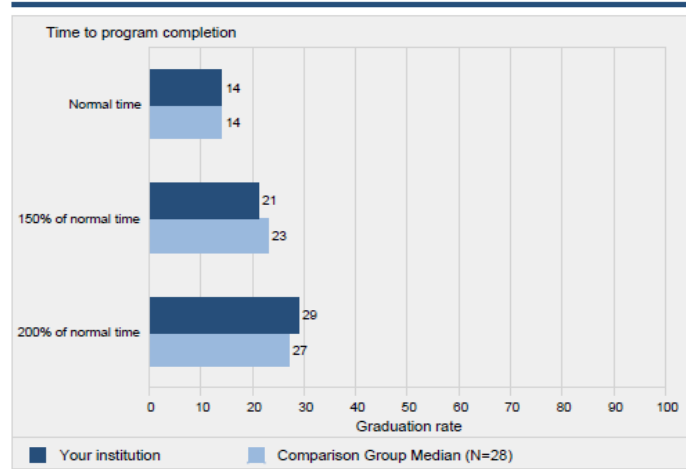
	Definition	AY11	AY12	AY13	AY14	AY15
Fall to Spring Persistence	First-time, full-time student enrolled in Fall and returned as either fulltime or part time in Spring based on 10th day headcount - excludes DOC, ABE, ASE students	79.6%	76.4%	81.0%	78.6%	81.0%
Fall to Fall Retention	First-time, full-time student enrolled in Fall and returned as either full- or part-time in Fall based on 10th day headcount - excluding DOC, ABE, ASE students	55.5%	47.8%	60.7%	55.5%	*

*Unavailable; Source: 2015 Institutional Year Book

Completion Agenda

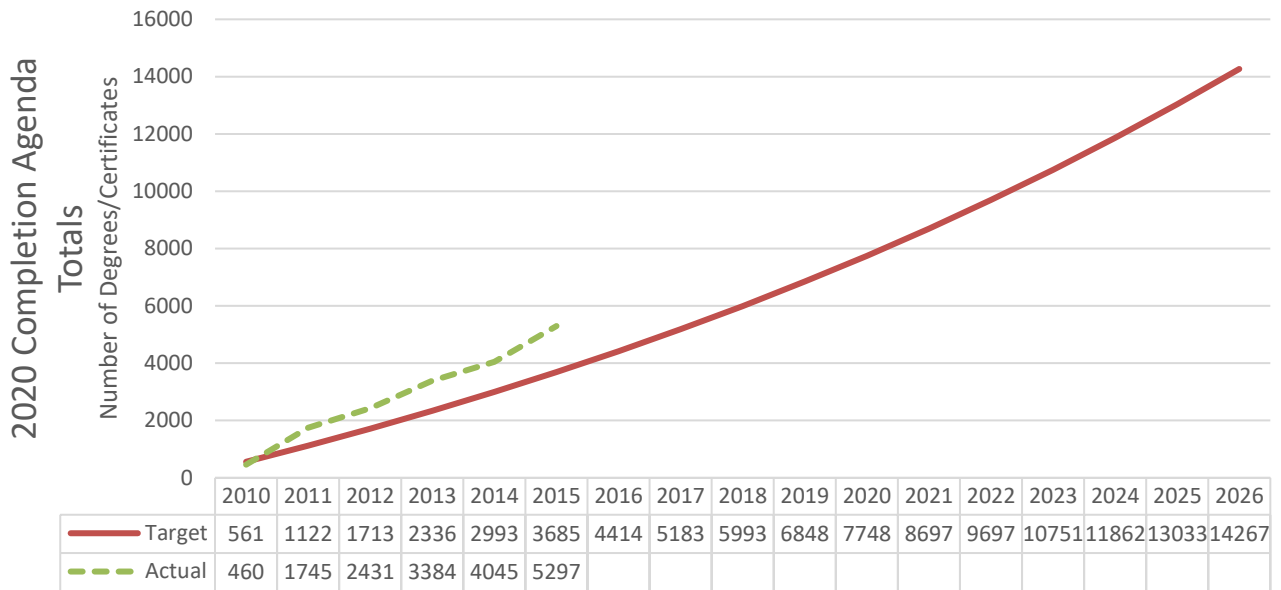
A way to look at completion is to compare Richland's graduation rate with those of our IPED peers. Keep in mind, the IPEDS report is looking specifically at first-time, full-time degree/certificate seeking students. While this population of student completes at the same rate as our IPEDS peers for normal graduation time (14%), they are slightly behind (21% v. 23%) at 150% of time and ahead on completion at 200% (29% v. 27%) of time to degree.

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2010 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, 200% Graduation Rates component.

In the fall of 2010 the Richland Community College Board of Trustees approved a resolution that committed the College to promote the development and implementation of policies, practices, and institutional cultures that will produce 50% more students with high quality degrees and certificates by 2020. The table below shows Richland’s cumulative total of degree and certificates. Currently, Richland is ahead of its annual target.



Source: Jenzabar RCC Grad Record (RCCgrad_rec).*
 *This data is dynamic. Numbers may change when pulling from Jenzabar.

Graduation by Degree/Certificate Type

The cumulative total is disaggregated below by certificate and degree type. In AY2014, there was a noticeable increase in the number of Associate of Science and Associate of Applied Science degrees and Advanced Certificates awarded. The auto-awarding process of certificates, which automatically awards certificates to students completing certificate requirements without any action on the part of the student, began in AY2013.

Total Degrees and Certificates, by Type

DEGREE/CERT (AY)	2012	2013	2014	2015	2016
BC: Basic certificate	60	96	67	109	120
AC: Advanced certificate	16	22	44	34	29
C: Certificate	137	343	201	381	476
AAS: Associate in Applied Science	156	143	201	152	159
ALS: Associate in Liberal Studies	46	27	30	26	32
AES: Associate in Engineering Science	1	4	1	0	1
AA: Associate of Art	129	99	98	74	94
AS: Associate of Science	101	57	83	75	86
AFA: Associate in Fine Arts	1	1	0	0	0

AAT: Associates of Arts in Teaching	5	2	1	1	0
Total	652	794	726	852	997

Source: Jenzabar RCC Grad Record (RCCgrad_rec).*

*This data is dynamic. Numbers may change when pulling from Jenzabar. Pulled June 15 of each academic year.

How the College Is Responding

As a result of all these numbers, one might question what does all this mean? What are we doing? So what? We use information on enrollment and completion to really take a look at what is working and what is not. This information is used to understand our student populations, what their needs are and how we can continue to address them. We began formally addressing issues related to enrollment in the summer of 2015. At that time, a Continuous Quality Improvement Team was deployed to address enrollment. The team was split into three different foci in order to more succinctly address the issues at hand and to help move enrollment forward. Those three areas were 1) Instructional Delivery and Program Optimization, 2) Student Driven Scheduling and 3) Enhanced Creative Marketing. There were several recommendations made that would directly impact enrollment across the institution.

ENROLLMENT AT CLINTON HIGHER EDUCATION CENTER

The past six semesters (since fall 2013) have experienced an overall enrollment increase. In fall 2013 enrollment stood at 25 duplicated students, and currently it is 74. The registrations peaked in fall 2015 with 90 students signing up for classes. The greatest driver of enrollment has been the four dual credit classes (English 101/102, Psychology 110, and Sociology 110) offered there in the morning. In Fall-Spring 2013-14, 100% of the students were dual credit. Over the past five semesters, between 55% and 77% of the enrollees have been high school students. Most of the other classes have struggled to have more than ten students in

them. The great incentive after spring 2014 was the help of the Clinton Foundation which covered the cost of the dual credit classes.

EVENING ENROLLMENT

Starting in fall 2014, the Deans of the former Math/Sciences and CEHFA divisions coordinated the evening offerings, calling it the Night Academy. This included the introduction of three hour courses running from 4:00-5:15 two days a week, right before the traditional 5:30 classes. Overall, it was designed to maximize the amount of coursework that traditional evening students could take in the same semester. After the recommendations of CIP Team 2-15, this practice expanded to the whole college. The December 2015 reorganization expanded the current Math, Science, and Business and Liberal Arts divisions, allowing for expanded course offerings. The remaining divisions coordinate their evening schedules accordingly. For transfer students, course conflicts are minimized, and for AAS students, there are no course conflicts within the same semester of the AAS program guide. The Deans try to schedule evening classes as close to the center of the building as possible, as much as technology and lab spaces will allow. It is unclear if the data shows an increase in evening enrollment, but will continue to be monitored adjustments.

PROGRAM PRIORITIZATION

Using the Program Optimization process, Deans and Vice Presidents examine low-enrolled programs on a regular basis to determine the sustainability of a program. The process includes the following:

- 1) Review enrollment, retention, and completion data for programs
 - a. Are they within the program benchmarks?
 - b. What actions are required?

- 2) Evaluate submitted Program Reviews
 - a. Are any additional data or analyses needed?
 - b. Are program student learning outcomes and results included?

- c. Are evidence-based program improvements included?
 - d. What resources are needed to implement the improvements?
- 3) Review submitted suggestions/requirements from external stakeholders such as advisory committees, accreditation agencies, school districts,
 - 4) Prioritize resources requested/needed based upon analyses using Strategic Plan for guidance.

ENHANCED CREATIVE MARKETING

As a result of CIP Team 2-15C, the College has successfully developed the Enrollment Pipeline, the “I Choose Richland” branding, and defined media vehicles and target markets to accomplish the following:

- Assemble a Comprehensive Communications Calendar to guide the college in its marketing efforts in the areas of Recruitment, Registration, and Retention – where it can measure messages, vehicles, and return.
- Redesign the website to be used as a Recruitment Tool with call to action buttons, video utilization, social media integration, and search engine optimization – a process that is ongoing with the latest change to the programs and degrees page that is currently underway.
- Begin the structure of an Ambassador team with the development of “I Choose Richland t-shirts, social media opportunities for each department, shared stories, and a list of district event.
- Ground work on the Customer Relationship Management tool used to track conversion rates, identify points where contacts can be made, develop a communication process, and report return on investment.

STUDENT DRIVEN SCHEDULING

The process of evaluation schedule and ensuring that they were driven by student needs continue to be reviewed. A significant hurdle in aligning schedules is that the process is highly manual. Divisions also could optimize the schedule within their division but unwittingly undo another program or division’s schedule. Subsequently, the Deans have made a concerted effort to ensure that program sequences are offered when publicized in the

catalog. In addition, they meet regularly to ensure that courses for programs that cross divisions do not conflict unintentionally (e.g. engineering, nursing, or pre-professional programs). While the process is manual, system enhancements and other software related programs continue to be reviewed to determine viability and usefulness in planning both student schedule and managing faculty load/schedule based on those anticipated needs.

LATE REGISTRATION

In evaluating recommendations from previous CIP teams and reviewing information presented to the CIP 2-15 Enrollment team, the determination was made to end the practice of late registration effective with the spring 2017 term. Both internal data and external best practices have suggested that ending this practice will increase student retention and reduce the number of students who fail because they were ill prepared to begin the course and/or semester in which they enrolled.

Other Responses to Enrollment

There are also other things in the works that will have direct impacts on holistic enrollment. There are a number of workgroups that have begun work picking up on gaps that have been identified in enrollment. The work of these teams is aligned with institutional processes and is working to identify what processes continue to work, what might need to be reinvigorated and what best practices need to be instituted at the College. Two focuses of these teams include retention and strategic enrollment management processes. Institutional data showed a gap in how many students were being retained against the number of new students each year. This ration has dropped from a 2:1 to a nearly 1:1 ratio. There are currently two groups working to identify and support best practices regarding retention. There is a focus both within the classroom and services outside of the classroom. While the teams are meeting separately, there is deliberate coordination between the two teams to ensure that

recommendations and best practices can be seamlessly implemented. Even though the focus of each team is different in terms of strategies, coordination of effort will be essential for each to be successful

One other effort that is being implemented that takes a direct look at enrollment is the development of Richland's *Strategic Enrollment Management* (SEM) process. A direct priority from the Strategic Plan, what has become consequential is that there must be an institutional focused effort to affect enrollment. Often academic or service areas or marketing may launch an effort to impact enrollment. However, too often this effort may be done in a vacuum. This is why it is essential that an institutional strategic plan be developed that will cross all areas of the College. In addition, it will ensure that no area is left out and that coordination of effort is deliberate and comprehensive. It allows for the implementation of best practices as well as addresses all areas of enrollment including recruitment, retention, persistence, academic and instructional support and all processes that impact the student during the enrollment process.

One other item to note is that in addressing enrollment more holistically, it requires that the College move away from "people-centered" processes or processes that are driven by a specific person or office to become true student-centered processes. Over time, people change positions, retire, or leave the institution. However, many processes are started by a person and cease to be carried on if they are not driving them. This is not to say that the particular effort was not beneficial to students but to highlight that when changes are made, they have to be made in a way that allows them to continue regardless of who is responsible for implementation.

These efforts will allow the institution to move forward while addressing known gaps and implementing best practices around enrollment. Successful implementation is critical in the success of Richland Community College.

Appendix A

ICCB MIS Manual June, 2013 PEER INSTITUTION GROUPS

Group I: Enrollment less than 3000 headcount - Downstate - Located in or near communities of less than 50,000 population

- Carl Sandburg College
- Shawnee Community College
- Southeastern Illinois College
- Spoon River College
- John Wood Community College

Group II: Enrollment approximately 3,000 to 4,000 headcount - Downstate - Located in or near communities of less than 50,000 population

- Danville Area Community College
- Highland Community College
- Kaskaskia College
- Kishwaukee College
- Rend Lake College
- Sauk Valley Community College

Group III: Enrollment greater than 4,000 headcount - Downstate - Located in or near communities of less than 50,000 population

- Illinois Eastern Community Colleges
- Illinois Valley Community College
- Kankakee Community College
- Lake Land College
- Lewis & Clark Community College
- John A. Logan College
- McHenry County College

Group IV: Located downstate and in urbanized areas

- Black Hawk College
- Heartland Community College
- Illinois Central College
- Lincoln Land Community College
- Parkland College
- Richland Community College
- Rock Valley College
- Southwestern Illinois College

Group V: Enrollment less than 10,000 headcount - Located in Chicago metropolitan area

- Elgin Community College
- Morton College

- Prairie State College
- South Suburban College
- Waubonsee Community College

Group VI: City Colleges of Chicago

- Richard J. Daley College
- Kennedy-King College
- Malcolm X College
- Olive-Harvey College
- Harry S Truman College
- Harold Washington College
- Wilbur Wright College

Group VII: Enrollment greater than 10,000 headcount – Located in Chicago metropolitan area

- College of DuPage
- William Rainey Harper College
- Joliet Junior College
- College of Lake County
- Moraine Valley Community College
- Oakton Community College
- Triton College

