JOHN A. LOGAN COLLEGE

FY24 - FY27

STRATEGIC ENROLLMENT MANAGEMENT PLAN

GOAL 4%

Credit Hours and Headcount • Student Persistence and Retention • Program Completion and Graduation Rates • Course Retention •

Increase in Enrollment by Fall 2025

JALC

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Task Force Summary

John A. Logan College's (JALC) institutional mission is to enrich lives through learning and community engagement. From a recruitment and retention perspective, this means offering strong academic programs to meet the needs of local industry and students and providing support throughout the educational process to promote student success. This summary provides an overview of the FY24 - FY27 Strategic Enrollment Management (SEM) Plan and details of how the SEM aligns with the College's mission. **The overarching enrollment target of the SEM Plan is to increase student headcount and credit hours by 4% using Fall 2022 data as the benchmark.** The SEM Plan has established four goals, each with their own tactics, to provide guidance for reaching the four percent increase in enrollment. The goals are outlined below.

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The full report provides detailed information regarding the implementation of these tactics, measurable goals to determine the process for tracking and/or success of each tactic, and previous data to highlight the enrollment, persistence, retention, and completion trends at JALC. Because this is a four-year plan, some tactics will be initiated and completed within the first year or two, while some will require the full four-year cycle for completion, and others may need to be carried forward to the next plan. To maintain accountability in the completion of these initiatives, and provide periodic updates, an annual report will be produced at the end of each calendar year, with the first report available by June 30th, 2024.

The SEM Plan was created as a collaborative effort involving faculty, staff, and administrators from across the College. A SEM Taskforce was created to compile the information and formulate the final document. The members of the taskforce include:
Chair: Rachel Sveda-Webb, Director of College Readiness
Co-Chair: Christy Stewart, Assistant Provost for Student Affairs
Member: Esmarie Boyles, Assistant Professor of Biology
Member: April Martinez, Manager of Recruitment & Student Life
Member: Jordan Mays, Assistant Vice-President of Institutional Effectiveness & Research
Member: Emily Monti, Associate Manager of Curriculum & Instruction
Member: Connie Robinson, Instructor of Cosmetology
Member: Staci Shafer, Asst. VP of Advancement & Executive Director of the JALC Foundation
Member: Kaylee Smith, Associate Manager of Admissions & Records
Member: Karla Tabing, Director of Adult Education

Goal 1: Increase Student Headcount and Credit Hours by 4% (with a focus on underrepresented minority and adult learners)

John A. Logan College is committed to serving the Southern Illinois region. The College recognizes the important role it plays in providing access to quality education to all individuals within the district. However, the SEM plan places a focus on a targeted group of students that encompass a variety of gender, race/ethnicity, and age range populations. Based on figures from the Fall 2022 semester, the targeted group represents only 55% of the total enrollment headcount at the College. However, the targeted group accounts for over 76% of the total credit hours. For the purpose of the SEM the targeted group is defined as students enrolled in six or more credit hours, excluding dual credit/early college, workforce education, and adult basic education.

The targeted group of students is referred to as the SEM Plan Cohort on the data visualizations and tables throughout the plan. Additionally, the cohort is broken down into three distinct sub-cohorts:

1. Student age range: traditionally aged students under the age of 25 and non-traditionally aged students who are 25 years or older.
2. Underrepresented students: this population consists of students from any race/ethnicity that are not white, Asian, or unknown, students listed as having a disability, or being a Pell recipient. For comparison, the group of non-underrepresented students is also listed on the SEM data breakdowns.

3. Underrepresented minority students: this group includes students with a race/ethnicity classification that is not white, Asian, or unknown. For comparison, the white/Asian/unknown group is also listed on the SEM data tables.

Based on enrollment trends from the past three years and overall enrollment targets from JALC administration, the primary goal of the SEM plan is a four percent increase (from Fall 2022) for the SEM Plan Cohort by Fall of 2025. The four percent increase is represented in both the headcount and credit hours of the SEM Plan Cohort.

The following tactics will be implemented over the course of the four-year plan to increase headcount and credit hour generation:

1.1   Pathways for Adult Learners
1.2   Community Outreach
1.3   College Bridge Grant
1.4   Academic Programs That Are Responsive to Community Needs
1.5   Outreach to Previous Student Who Did Not Graduate

An in-depth description of each tactic; including initiatives, strategies, and measurable goals are provided in the following pages.

Tactic 1.1: Logan Spotlight, Alumni Relations, and Strong Pathways for Logan Academy Students

Tactic Description
While the JALC district has a large population of non-traditional learners (individuals who are 25 or older) who have not obtained a college degree, the College has often focused recruitment efforts on district high school students because the established partnerships make them easier to target. To meet the needs of the entire community, efforts to recruit students must be as diverse as the populations served by the College. Additionally, an "enrollment cliff" is anticipated between 2025 to 2029 due to a decline in birth rates nationwide that will result in a smaller number of high school graduates during those years. To sustain enrollment, and meet the needs of the community, the College must refocus efforts to recruit non-traditional learners.

The College offers several established programs to target adult learners, with strategies and initiatives aimed at expanding these programs. The Adult Education Grant has existed at JALC for over 35 years. This grant assists students in obtaining their High School Equivalency-GED. During its early years, the goal was only to assist students in obtaining the GED. In the past 20 years, the goal has expanded to assist students in obtaining the GED and then transitioning to employment or post-secondary education opportunities. The Adult Education Program (recently renamed Logan Academy) now offers students transitional programming such as the College Career Night. Grant staff also actively work with students in the program who are interested in transferring to JALC to continue their education.

To assist with these goals, the JALC Foundation has established the JALC Alumni & Friends Association in an effort to strengthen the quality and frequency of alumni and friends'

involvement with the College and current students. The association aspires to establish bonds by connecting alumni, students, faculty, staff, and others by providing networking and philanthropic opportunities. This initiative will also assist in establishing stronger relationships with local industry as many JALC alumni eventually become business owners or executive leadership in local organizations. The goal is to provide more opportunities for prospective and current employees (many of whom are adult learners) to be trained and/or earn credentials through JALC to help them advance in their careers.

Initiatives and Strategies
The College Readiness Office has actively collaborated with Logan Academy over the last year to bring students to campus for events and presentations, provide campus tours, and visit GED classes to present information. The College plans to begin hosting a Logan Spotlight featuring academic programs, support services, and employers, and College staff worked with Logan Academy staff to ensure the date and time were mutually convenient. The first event is scheduled for the evening of October 24, 2023, to ensure prospective students who work during the day are able to attend. While any prospective student is invited to participate in this event, its focus is adult learners.

The graduating class of 2023 will be the inaugural members of the new Foundation Alumni Association. Each graduate received a membership card in their diploma, and the Foundation plans to host quarterly events/membership drives to reach out to JALC Alumni and give them the opportunity to join the Association. Alumni Association events for existing members will also be planned to continue building the relationship between the College and its alumni.

Measurable Goals
1. Matriculate 31% of Logan Academy students after the completion of their GED.
2. Track attendance at the Logan Spotlight and demographics for attendees to determine which populations are being served by the event.
3. Enroll 75 alumni in the Alumni Association.
4. Identify 10 new donor prospects through the Alumni Association.

Tactic 1.2 Community Outreach

Tactic Description
It is vital for the College to build strong community relations to better serve our district and recruit students. JALC is not viewed as inclusive to all populations in certain communities within our district. The best way to showcase who we are as an institution and our willingness to listen to ways we can improve to better serve our entire district is to look for opportunities to engage and build relationships.

Initiative and Strategies
To improve outreach with our community, JALC staff has started to partner with local organizations, such as the Boys and Girls Club, Survivor Empowerment Center, and Carbondale Warming Center. These partnerships have two goals:

1. Community Service

2. Recruiting Students

The first goal is to participate in community events and partner with organizations for the sole purpose of providing service to the communities in which JALC employees live and work. JALC should be a visible presence at events where we are not trying to actively recruit students or engage in official college business. Inherently, volunteering at events and being present in our communities will provide opportunities to connect with individuals and better understand how we can improve how we do business to become a more useful resource within our district.

The second goal is to partner with organizations and businesses to provide training and education where and how it is needed. For example, the Boys and Girls Club identified a need for FAFSA completion workshops at their facility because parents who are reluctant to provide income and other sensitive information would likely feel more comfortable doing so if a connection is made between their organization and our staff. Another example is a partnership with the Survivor Empowerment Center where we discuss training and educational opportunities for individuals in their transition program who will be expected to find gainful employment and their own housing in the future.

Measurable Goals
1. Volunteer with 10 new community or educational institutions/organizations for community service.
2. Partner with 10 new organizations/businesses to identify needs for training and educational programs.

Tactic 1.3 College Bridge Program

Tactic Description
The College Bridge program is an ICCB, grant-funded "high school to college" transition program whose aim is to recruit a cohort of traditionally underserved students from Logan-district high schools and, by means of a variety of tactics, help them successfully transition to John A. Logan College from their high school. While any student seeking help transitioning to JALC has been included in many "Bridge" activities, it is our first-gen students, minority students, and lower income (Pell-eligible) students in particular whom the program seeks to support and empower with college readiness experience and "know-how."

The Bridge program began on July 1, 2022, and will conclude on June 30, 2023. It consists of two phases:

1. From late October 2022 until the end of May 2023, College Bridge staff maintained a regular presence in 14 district high schools, recruiting and advising the College Bridge cohort and helping them complete enrollment tasks.
2. From June 20-29, 2023, qualifying students will participate in an intensive "Summer Bridge" orientation course, modeled after ORI 100: College 101. The Summer Bridge is a two-week, tuition-free, freshman-required course, including a monetary stipend, laptop, and other educational/financial resources.

Initiatives and Strategies

College Bridge staff (one full-time and two part-time employees) maintained a regular presence in the high schools, leading application workshops, FAFSA workshops, workshops to help students overcome obstacles, and weekly one-one-one "College Bridge" counseling sessions with students. The purpose of these activities is not only to ensure students complete necessary enrollment steps but also to build relationships with the students—as mentors and college liaisons—to not only discuss with students their college future but to spark students' passion about that future and the role that higher education at JALC will play in helping them to realize their academic, career, and personal potential.

College Bridge staff are collecting both *quantitative* data on college bridge participants, including race, gender, first-generation status, Pell status, etc. and *qualitative* data, including the participants' stated concerns and challenges they anticipate encountering during their first year in college.

The Summer Bridge course will entail a comprehensive, hands-on college preparedness curriculum, which will feature those college readiness concerns and challenges reported by our cohort.

Measurable Goals
1. Enroll between 150 to 200 students into the College Bridge.
2. Enroll at least 80 qualifying students into the Summer Bridge ORI 100 course.
3. Graduate 100% of the Summer Bridge participants from ORI 100.
4. Retain 90% of the Summer Bridge cohort into the fall 2023 semester.
5. Track outcomes of the College Bridge students into the fall 2023 and spring 2024 semesters to determine common student barriers and needs and form a long-term sustainable plan for engaging future minority, low-income, and/or first-generation college students throughout their senior year and to increase matriculation rates in the fall semester.

Tactic 1.4 Create Academic Programs that are Responsive to Community Needs

Tactic Description
Students face multiple challenges in completing certificates and degrees to become career and transfer ready. The College recognizes the importance that education and training serves, in various communities throughout the district, to drive student success and meet employer needs.

Initiatives and Strategies
1. The College will offer multiple scheduling options, in addition to traditional 16-week offerings, to include 12-week, 8-week, 5-week, and 4-week course offerings and *Fast Tracks* toward success. Offering flexibility of course scheduling options, course groupings/collections, and modalities help to:
   - Recognize student burnout, usually occurring near week 10 (or 60% of course completion);
   - Reduce students being overwhelmed by allowing them to take fewer courses concurrently and stacking courses sequentially;

- Allow students to stop-out briefly, if needed/desired, and resume learning as needed/desired;
- Allow students to withdraw from a course, for which they feel unprepared or because a life event precludes completion, and enroll in the same, or an alternative, course within the same semester;
- Provide an alternative to the traditional 16-week start date.

Multiple course length (*Fast Track*) options will be offered each semester starting in fall 2023:
- **12-week:** 6 offerings, including ART 111, ENG 101, BIO 225, COM 115, HIS 104
- **8-week:** 5 first-block offerings, including ENG 101, LIT 280, MUS 105, SOC 133 and 4 Second-block offerings; including ENG 102, PSY 132, SCI 111, SOC 133
- **4-week:** 4 offerings; including COM 115, ENG 101, ART 111, PSY 132
- **4-week winter session:** 2 offerings, including PSC 131 and LIT 280
- **Evening and/or weekend course programming:** CIS 200 and CIS 230 will be offered in a hybrid format with evening meetings on campus

Explore HyFlex (hybrid-flex) modality: Students attend classes face-to-face or online synchronous based on availability of transportation, childcare, etc.

Explore alternate learning locations, such as community centers and high schools. Examples include:
- Carbondale Public Library, Carbondale High School, or Erma Hayes Center
- Murphysboro High School or Murphysboro Youth and Recreation Center
- Trico High School

2. The College will develop new and innovative programs.
   - Create new degrees and/or certificates:
     - Media Arts (AA)
     - Digital Media Technology (AAS)
     - Hospitality Management (AAS)
     - Hospitality Management Operations (Certificate)
     - Esthetician (Certificate)
     - Personal Training (Certificate)
     - Pharmacy Technician (Certificate)
     - Phlebotomy Technician (Certificate)
     - Solar Energy (Certificate)
     - Speech Language Assistant (Certificate)
   - Create five stackable credentials within existing degrees and/or certificates:
     - Heating and Air (Certificate)
     - Computer Forensics (Certificate)
     - Criminal Justice Security (Certificate)
     - Microsoft Office (Certificate)
     - Small Business (Certificate)

- Refocus on Healthcare credentials by developing new or previously available programs:
  o Massage Therapy (program not offered FY23)
  o Medical Laboratory Technician (bring from SICCM to JALC campus)
  o Pharmacy Technician (develop certificate)
  o Phlebotomy (develop certificate)
  o Surgical Technology (bring from SICCM to JALC campus)
- Research and explore advanced methods of learning and pedagogy for a neurodivergent student population. Some areas of focus may include:
  o Automotive Technician
  o Construction
  o Customer Service
  o Hospitality
  o Internet Technology
  o Medical Lab Technician
  o Office Aide

3. The College will serve community needs through expanding Workforce Development and Community Education classes (such as those listed below) which allow students to receive a specialized certification by creating 20 new workforce education courses to serve local business and industry needs. Three identified examples include:
- Boat Repair
- RV Technician
- Motorcycle Technician

4. The College will expand apprenticeship placements for students to explore career opportunities.
- Create a full-time apprenticeship position to expand student placement
- Work with dual credit to create pre-apprenticeship placements for trade programs

Measurable Goals
1. At the end of the four-year cycle, courses will be offered in the length, modality, and location options described above and listed below with the goal of a minimum class enrollment of 11 students by the first required census collection.
- Course Lengths (*Fast Track*, 16-, 12-, 8-, 5- and 4-week)
- Evenings
- Weekends
- Modalities (HyFlex)
- Alternative locations
2. At the end of the four-year cycle, new and innovative programs and programming, as indicated above and listed below, will be developed and implemented.
- New degrees
- New certificates
- Stackable credentials
- Community training
- Neurodivergent pathways

- Apprenticeship opportunities

Tactic 1.5 Outreach to Previous Students with Some College and No Degree

Tactic Description
The JALC district has a large population of residents who have completed some college but have no degree. Many of these individuals have previously attended the College, many within the last three years, but they did not earn a credential. As their circumstances may have changed since they last attended JALC, an effort to reengage these students may be successful in helping students easily transition back to the College to complete their previous or a new program of study.

Initiative and Strategies
Institutional Effectiveness and Research will run a report to identify previously enrolled students. The initial plan is to start with students who have completed 30 or more credit hours and attended within the last three academic years. This targeted outreach will be possible through J1 Communication. After the initial round of outreach is complete, it may be expanded beyond the three years and/or to students who did not complete at least 30 credit hours.

Measurable Goals
1. Enroll at least 10% of these students within the next three academic years.
2. Track outcomes for students who return to the institution.

Goal 2: Increase Course Retention

Ensuring the College is meeting the needs of its community extends far beyond providing relevant programs and opportunities for skill development. The College must also work to ensure students have the tools needed to start the semester fully prepared and to receive timely information regarding their progress throughout the semester.

For the purposes of the SEM Plan, course retention is defined as continued enrollment in a course through the end of the semester. Drops and withdrawals (both administrative and student-initiated) count against the College's course retention rate. For the SEM Cohort during the fall 2021 semester, 2,205 courses and 6,776.5 credit hours were lost to drops and withdrawals making the overall course retention rate 73.2%. The course retention rate was lowest for the underrepresented minority group at 62.9%. During the fall 2022 semester, the course retention rate for the full cohort was 83.8%. While the gaps narrowed significantly, the underrepresented minority group still had the lowest course retention rate at 76.8%. Complete information regarding course retention can be found in Table B.

The five tactics selected to improve course retention include:

2.1   Early Alerts
2.2   Updated Withdrawal Reasons
2.3   Timely and Targeted Outreach through J1 Communications
2.4   Weekly Attendance Tracking in D2L and Midterm Grades

2.5   Affordable and Accessible Course Materials

In-depth descriptions of each tactic including initiatives and strategies and measurable goals are provided in the following pages.

Tactic 2.1 Early Alerts

Tactic Description
While the overall goal description for increasing course retention describes the number of courses and credit hours lost to withdrawal, a more in-depth look at the data shows that there are certain times of the semester when students are more likely to withdraw. Tables E and F show the drops by week and point in the semester. One of the most vulnerable times for students is during the first two weeks of the semester.

In the College's ERP system, there is an Early Alert module that allows faculty to submit alerts if they have concerns regarding students' attendance, grades, behaviors, etc. Advisors would then reach out to those students to help identify and resolve issues preventing them from succeeding in their courses. A common theme in higher education right now is that early alerts can be very helpful in improving student performance, but the impact of the alerts diminishes significantly if they are not early enough. Based on all of this information, the College relaunched the Early Alert System during the Spring 2023 semester but slightly altered the implementation.

Initiatives and Strategies
During the first few days of the Spring 2023 semester, faculty were encouraged to identify students who did not show up for the first in-person class or did not log in to their online or hybrid course(s). Faculty were then encouraged to reach out to these students via email/phone, and if no response was received, submit an early alert via the "My JALC" Retention tab. A workshop with instructions on how to do this was provided for all full-time faculty. The student's primary advisor then also tried to reach the student via a personal email/phone number to assist in navigating any potential educational/personal obstacles. If possible, the early alerts were cleared, and the instructor notified via email. Additionally, staff ran a learner engagement report through D2L that identified students who had never logged in to D2L or had not logged in since the start of the spring semester. Those students were emailed and encouraged to log in and start participating in their courses as soon as possible.

While a complete analysis of spring 2023 drops and withdrawals in incomplete, an initial review of the data shows that there was a difference in the percentage of drops that occurred by the end of week 2 between the fall 2022 and spring 2023 semesters. The cumulative percentage of drops that occurred by the end of week 2 for the fall 2022 semester was 18.25% of the total amount of drops and withdrawals that occurred that semester. For spring 2023, it was 13.22%.

Once J1 Communication is available, we would also like to add the following proactive steps:

- Outreach to both online/in-person students by sending a reminder one week before classes starts to remind them of the semester start date, where to find their current schedule and classroom locations, and how to complete the D2L orientation

- Expand outreach beyond "no-shows" to include low grades, excessive absences, etc. throughout the semester (part of tactic 2.3)
- Create a "template email" for faculty to save time when multiple students need to be contacted early in the semester
- Clear communication between support staff and faculty to "close the loop" after responding to early alerts
- Identify tools and follow up suggestions to foster a cooperative team effort between faculty, administrators, and support staff.

Measurable Goals
1. Reduce the number of students enrolled in online/hybrid courses who have not logged into D2L by the end of the third day of the semester.
2. Reduce the number of students who do not attend class during the first week of the semester.
3. Reduce the number of course withdrawals and student withdrawals prior to the 10th day of the semester.

Tactic 2.2 Withdrawal Process and Reasons

Tactic Description
Admissions and Records is currently only recording a withdrawal reason for students who withdraw from all classes. In addition, the current withdrawal reasons do not adequately depict student barriers, and many course withdrawals are recorded as blank or "other good cause." During fiscal years 2018-2022, 89.3% of student withdrawal reasons were left blank while the vast majority of reported reasons were "other good cause." Due to the lack of data regarding student withdrawals, the College cannot begin to implement or create new course retention strategies that may increase successful course completion each semester.

Initiative and Strategies
The College plans to update the withdrawal process and reasons for withdrawal along with ensuring a reason is recorded. The old reasons were repetitive and did not define all barriers students face, such as lack of or change in childcare, loss of transportation, and unexpected financial hardship. The College will begin to track reasons for withdrawal each semester to determine new course retention strategies that target these leading causes of student withdrawals.

The new withdrawal reasons are imbedded within the College's current ERP system and will be recorded upon each withdrawal request. The new reasons include:

- Administrative withdrawal
- Change in student's work schedule
- Transportation issues
- Course material too advanced or failing course
- Personal illness, injury, or debilitating condition
- Childcare issues
- Responsible for or care of sick or injured family member; death of family member
- Relocating out of the area
- Financial hardship
- Instructor issues

- Family member or self-called to active duty
- Disciplinary withdrawal
- Did not specify/other good cause

The above reasons will be added to the online [Request to Drop Course(s)](#) form under Forms, Policies and Information on the Admissions and Records webpage. Once submitted, the form is sent directly to Admissions and Records for processing. If a student requests to withdraw from a course in-person, the student will fill out the paper form at Admissions and Records or Academic Advisement and record their reason. After the withdrawal is processed, the form will be scanned into the document management system under the student's unique identification number.

Measurable Goals
1. The College plans to record and track the new withdrawal data each semester and compare it to past fiscal years 2018-2022. The main goal is to reduce the number of reported blanks and "other good cause" during the withdrawal process. By the end of the four-year cycle, the goal is for no more than 20% of reported reasons to fall into these two categories.

Tactic 2.3 Timely and Targeted Outreach through J1 Communication

Tactic Description
With the current communication strategies at the College, we often send all emails and messages to all students, such as information about tuition due dates, applying for graduation, registration, events, etc. This has resulted in students receiving emails and texts regarding tasks they have already completed and/or do not apply to them. This can also lead students to pay less attention to the information sent out by college departments as students receive such a large amount of correspondence. This becomes problematic when instead of general announcements, the information we are trying to provide to students is time sensitive or meant specifically for them, but it appears to be generic outreach sent to all students. Lack of response to outreach regarding payment due dates, class attendance, and academic progress has impeded our ability to assist students in continuing their enrollment and succeeding in their coursework.

Initiative and Strategies
A communications system available through the College ERP system, called J1 Communication, will allow us to quickly and efficiently reach out to specific groups of students to promote campus programming and request action regarding form/application completion, class and event participation, utilization of campus resources, etc. J1 Communication will also allow the College to develop written communication templates to communicate important Academic and Student Affairs dates and deadlines. The templates will further streamline our outreach to students as we will not have to draft regular correspondence each semester or year it is sent out.

College staff in IT and College Readiness are currently participating in training to learn how to best utilize the system. Decisions still need to be made regarding who has access to the system, what communication groups need to be established, and what types of communication are the priority for implementation. The goal is to have the system in place during the 2023-2024 academic year.

Measurable Goals
1. Full implementation of the J1 Communication module.
2. Track the response rate for targeted communication requesting action by the student.
3. Reduce the number of student withdrawals throughout the semester.
4. Reduce the number of failing grades earned by JALC students after each semester.

Tactic 2.4 Implement Weekly Attendance Tracking in D2L and Calculating Midterm Grades

Tactic Description
The College recognizes that federal and state guidelines continue to move in the direction of requiring regular attendance of all students enrolled at the institution. This is especially critical in awarding federal financial aid and ICCB reimbursement calculations to document student attendance and participation throughout the course of each semester. Additionally, with a focus on retention of students, it is also important to change the current policy of awarding pass/fail grades at midterm to faculty calculating actual midterm letter grades.

Initiatives and Strategies
Given the need for the institution to maintain accurate attendance records, it is critical that weekly attendance reporting be implemented for all credit-bearing courses. Weekly attendance that is stored in D2L and transferred to the College ERP system will provide the data needed to accurately report student attendance and participation for federal financial aid and ICCB SUSR reports. This will also aid the College in audits of services and mandatory reports.

Requiring midterm letter grades will provide students a much clearer picture of how they are doing in each course. This feedback will allow students, faculty, and staff to recognize concerning grades and address them at the mid-point of the semester. Students can then access tutoring, work with faculty, and access other resources at the College to improve their academic standing prior to the end of the term.

Measurable Goals
1. Implement a weekly attendance reporting system in D2L.
2. Analyze the data provided by weekly attendance tracking to look for enrollment and withdraw patterns to better serve students and suggest early interventions.
3. Track data of student success by monitoring improvements from midterm to final grades for students.

Tactic 2.5 Affordable and Accessible Course Materials

Tactic Description
Students face multiple challenges in completing certificates and degrees to become career and transfer ready. The College recognizes financial insecurities among the student population within

our district and the need to minimize the cost of course materials required to successfully complete classes throughout their education.

Initiatives and Strategies
The College reviewed the bookstore management and operations contractor options who will provide course materials to students, on and off campus, over the next three years. A Request for Proposal (RFP) was distributed in spring 2023 to potential vendors who could provide the textbook and course materials necessary for course completion with an emphasis on: cost savings to students, ease of financial aid use as a form of payment and ensuring course materials are available to students by the first day of classes each term. The College ultimately chose ECampus with full implementation planned for July 1, 2023.

These are the capabilities anticipated through ECampus and their impact on students:
- Ability to minimize student costs for course materials by offering:
  o maximum use of used textbooks, rental textbooks, digital textbooks, custom print options, print-on-demand, and Open Education Resources
  o price-matching capabilities
  o free shipping opportunities for students ordering course materials online
  o innovative technologies
  o transparency with pricing determination and accountability via reporting tools
- Allow the easy use of financial aid as a payment method for course materials by:
  o securely integrating with campus financial aid systems for automated transfer of student financial aid for course material purchases
  o innovative approach to using financial aid as a payment method
- Ensure course materials are available to students by the first day of class each term by:
  o actively work with faculty to acquire book adoptions in a timely manner
  o offering a user-friendly course adoption tool that allows faculty to view course material costs prior to selection during the adoption process
  o ordering course materials at levels equal to 100% of actual enrollment headcounts for each class
  o offering an innovative approach to late adoptions or late student registrations
  o offering innovative technologies to track student use

Measurable Goals:
1. Compare fall-to-fall sales by categories to determine increased utilization of campus bookstore versus sales lost to other online vendors.

Goal 3: Increase Student Persistence and Fall-to-Fall Retention

In addition to assisting students in successfully completing each academic term, the College must increase efforts to assist students in persisting from the fall to spring semester and continuing from one academic year to the next. Ensuring that students are prepared to continue their education to the next semester is crucial in improving the College's graduation rates. More

information regarding the College's graduation rates and the tactics in progress to improve them is provided in Goal 4.

Student persistence is measured as continued enrollment from the fall to the spring semester. Over the last three academic years, the average fall to spring persistence rate for the entire SEM cohort was 77.7%. The two groups with the lowest average persistence for the three-year period were underrepresented minority students (69.9%) and students 25 and older (70.2%). Table G shows the complete persistence data.

Fall-to-fall retention is continued enrollment from one fall semester to the next and is one of the measurements used in federal reporting to describe our institutional success. The three-year average retention rate for the entire SEM cohort was 50.2%. The two same groups, underrepresented minority students and students 35 and older again had the lowest three-year average retention rate at 37.3% and 41.4%, respectively. Table H shows the complete fall-to-fall retention data.

The five tactics selected to increase student persistence and fall-to-fall retention include:
3.1   Meaningful Engagement Opportunities for Students
3.2   Mental Health Services
3.3   Outreach to Current Students Not Enrolled for the Next Semester
3.4   Access to and Utilization of Tutoring
3.5   Implementation of Student Plans and Pathways

In-depth descriptions of each tactic including initiatives and strategies and measurable goals are provided in the following pages.

Tactic 3.1 Meaningful Engagement Opportunities for Students

Tactic Description
In higher education research, participation in student activities is second only to class attendance in predicting student success. Participation in clubs and organizations, campus events, diversity and cultural events programming, and college-preparedness activities all allow students to connect with college employees and each other, develop a sense of belonging on campus, and develop new knowledge and interests. To provide the most meaningful engagement opportunities for students, the College must provide a diverse and consistent set of offerings that meets the needs and interests of all JALC students.

Initiative and Strategies
There are many campus departments that play a role in engagement activities, with the majority of programming generated through Student Life, Diversity and Inclusion, and the Student Success Center. These departments have begun collaborating to schedule events in ways that offer opportunities at regular intervals throughout the semester and to ensure many events are not scheduled at the same time. These departments will continue to provide and expand meaningful engagement opportunities in all of the following areas:

- Student Life Events (such as Loganpalooza, Spring Fest, Pre-finals week events)
- Cultural and Diversity Programming (such as World Music and Food Day, Native American Heritage Month, LGBTQ + Awareness Event)
- College Readiness Activities (such as Fall Kick-off Event and Welcome Week activities, FAFSA completion drive, Do-Nut Forget Apply for Graduation, Transfer Week, Job Fair, Musical Auditions)
- Club Participation: the goal is to maintain clubs we currently have, increase club participation where it is needed, and to improve club procedures to assist advisors in providing more opportunities for students
- Increase participation in all campus events

Measurable Goals
1. Offer at least one student engagement opportunity every other week.
2. Implement ways to track student participation at events and activities to develop benchmarks
3. Update club procedures

Tactic 3.2 Student Mental Health Services

Tactic Description
Over the past few academic years, and especially since COVID, institutions of higher education have identified a growing concern regarding the mental health and stress management skills of college students. To assist students in maintaining robust mental health and overcoming obstacles to their academic and personal success, a Clinical Counselor was hired to provide a variety of services to JALC students. The Counseling Department is housed within Student Success Center. Students who need help navigating college life, are facing personal or family problems, feeling emotionally distressed, or experiencing a crisis situation can meet with the JALC counselor. If requested, or deemed necessary, a referral to an external counselor can be made through Integrated Health in Carterville. A more thorough description of the services available are described below.

Initiatives and Strategies
The Counseling Department is available to all students and is easily accessible. Students can typically, based on their availability, be seen in the same week in which they reach out to the department. Students can be seen as often as they need and can make appointments for 30-60 minutes per session. Students can walk in without an appointment if there is counselor availability. Many students utilize the counselor as a neutral third party to discuss issues that occur at school, home, or work. Counseling is free to all students and counseling department staff go into most JALC orientation classes, which are taken by many first semester students, to inform them of the services of the Student Success Center, which includes personal counseling services.

Examples of topics covered during personal counseling sessions:

- Academic goal setting/motivational skills
- Challenging transition from high school to college (and into adulthood)
- Navigating work, college, and family life

- Stress and Anxiety
- Depression
- Family or relationship issues
- Short – and long-term goal setting
- Suicide prevention and awareness resources

In addition to the services that are currently offered, the following services are future goals of the department:

- Group therapy sessions and/or open weekly meetings that allow students to connect with each other and discuss their experiences
- Relaxation Lounge in Student Success Center to give students a quiet place to destress between classes
- Expansion of the Counseling office

Measurable Goals
1. Completion of the student Relaxation Lounge.
2. Continue tracking program participation numbers and topics requested to identify trends and areas that need additional support.
3. Track student usage of the Relaxation Lounge.

Tactic 3.3 Outreach to Current Students Not Enrolled for Next Semester

Tactic Description
Each semester, there are students who are successfully completing their coursework but do not take the steps early to register for the next semester. When students wait to register, it is more likely for them to experience barriers that prevent them from enrolling in the next semester, such as a lack of available courses, less time to arrange childcare and work schedules, and less time to secure funding to cover their next semester bill. In December 2022, there were still 220 students who were enrolled in fall 2022, were not graduating after fall, and had not yet enrolled in the spring 2023 semester.

Initiative and Strategies
To encourage students to register for their next semester, Advisement staff will develop written communication templates through J1 communications to send out when registration opens, before the end of the semester, and right before the next semester begins. Repeating this process and updating the students and message based on the proximity to the start of the next term will ensure that the right students receive the right message. Advisement will also continue the monthly communication plan (previously known as summer melt communication plan) that was implemented year-round for advisors to reach out monthly with important advisement dates, deadlines, and reminders. Receiving communication directly from someone they have an established relationship with (their academic advisor) promotes the idea that this is personalized communication rather than a generic message sent to all students.

Measurable Goals
1. Reduce the number of current students not enrolled for the next semester.

2. Of the students identified through these reports, the goal is to enroll 20% in the following semester during the 2023-2024 academic year. That goal is reduced to 10% during years two and three of the SEM Plan because as we target outreach to these students earlier, the number of students on the report at the end of each academic term should be reduced.

Tactic 3.4 Promote Access to Tutoring

Tactic Description
Free tutoring services are currently offered by the Student Success Center to provide students with supplemental instruction and help build confidence in their ability to succeed in their coursework. The Student Success Center employs professional staff tutors and peer tutors. Also, online tutoring is available for TRiO students. Encouraging students to access the free tutoring resources available at the College is essential to their academic success. The College recognizes that there may be a stigma associated with tutoring that may prevent some students from accessing it. It is important that students are aware of the tutoring resources and access them early in the semester, rather than after they have fallen behind.

Initiatives and Strategies
Several avenues for improving awareness and access to tutoring, as well as removing any stigma associated with the services, are being explored. The Student Success Center is implementing the use of a QR Code to sign-up for tutoring. The codes will be placed throughout campus where they can be easily accessed by students. This will streamline the process as students will not need to visit the Student Success Center or find the online tutor request form on their own to register for tutoring.

The student organization, Phi Theta Kappa, is working to help the Student Success Center recruit new peer tutors. The students in the organization are meeting with students and faculty to find new peer tutors and promote the positions as a flexible option for students to earn extra money through student work.

The Student Success Center has also created a plan to invite math and English faculty on campus to provide training for staff and peer tutors each semester. The collaboration between tutors and faculty is critical in ensuring the best possible tutoring experience. Faculty also hope the collaboration with help tutors direct more students to faculty office hours for additional assistance.

The College is also exploring options for utilizing online tutoring through a company like Net Tutor. Currently, the service is only available to students who participate in the TRiO Program. The plan is to expand the availability to all students. This service can provide tutoring to students, especially non-traditional students, at times when staff and peer tutors are not available. The College recognizes that often students need assistance late at night and on the weekends when face-to-face tutoring is not an option.

The final initiative to promote tutoring involves a targeted marketing campaign to make students aware of tutoring services and encourage them to seek assistance when needed. Promoting the services in a positive light will hopefully increase the number of students who access the services. Student athletes at the College are also required to access on-campus tutoring. Showing that athletes regularly use the tutoring center may help to encourage other students to participate.

Measurable Goals
1. Compare data to determine if the use of the QR Code increases the number of students who request a tutor.
2. Track the use of online tutoring to see if and when students access the service. Also, survey students to ensure the tutors are meeting the needs of students.
3. Compare data to see if the Phi Theta Kappa initiatives are successful in increasing the number of student tutors.
4. Track data to see if the targeted marketing campaign and highlighting athletics utilizing services leads to more use of tutoring services and use a survey tool to track student attitudes about utilizing services.

Tactic 3.5 Implementation of Student Plans and Pathways

Tactic Description
For students to find the best JALC academic program for their interests and needs and persist towards their academic goals, they must be able to fully explore them prior to registering and understand the requirements they must fulfill to graduate. Confusion over course and degree requirements, employment and transfer options, elective options, and how prior coursework fits into their academic plans can create frustration and a lack of motivation to continue to graduation. To assist students in being able to visualize their full academic plan, the College is developing advising worksheets and pathways documents.

Initiatives and Strategies
Seven college and career pathways have been created to help aid high school students make choices regarding dual credit and early college courses and to tie those courses to JALC programs. All prospective students can benefit from the pathways as they provide a variety of information including:

- Degree options starting with an Associate's degree through Professional/Doctoral degrees
- Articulation agreements currently active between JALC and 4-year institutions
- Career options and salaries for those fields

Pathways have been created for the following programs/groups of programs: Arts and Media, Business, Education, Health Sciences, Information Technology, Law and Public Safety, and Math and Engineering. A PDF of each pathway can be found here on the College Readiness webpage. Moving forward, the Provost's office will create more pathways that will eventually incorporate every JALC program. The pathways will also be moved to a page with academic program information.

In addition to pathways, the College is still working to complete and improve all of the Advising Worksheets available through J1. These worksheets will be utilized by Admissions and Advisement staff to complete accurate degree audits and by students to see which requirements are unfulfilled for different parts of their degree (such as Communications, Humanities and Fine Arts, and Math). Ideally, students will also be able to switch to a different degree plan to see how their completed coursework fits into multiple programs.

Measurable Goals
1. Create a pathway that incorporates every JALC program.
2. Provide a link to dual credit offerings, academic programs, and pathways on each in-district high school website.
3. Complete all Advising Worksheets.

Goal 4: Increase Graduation Rates and Participation

Graduation is the goal for all degree seeking students, which make up the majority of the JALC student population. Successfully encouraging students to complete all degree requirements, apply for all eligible credentials, complete a graduation survey, and participate in the commencement ceremony as well as tracking post-graduate activity is essential to the mission of the College.

Institutional success hinges on the ability of the College to continually improve in each of these key areas. In addition to having the primary goal of student attendance, institutional success is measured by degree completion rates. While state funding is not currently tied to graduation rates, this success measure is widely publicized for each college and university in the state of Illinois. Table I shows JALC's graduation rates for first-time, full-time, degree- or certificate-seeking students for the last several available cohorts. Our 5-year average rate is 27.1% for 150% of the time it should take to complete a program (3 years) with just a slightly higher rate of 29.5% at the 200% (4 year) mark. While promoting high percentages of degree completion is challenging for community colleges given the open enrollment policy, it does not mean that strategies and initiatives cannot have a significant impact on improving the overall graduation rate.

The five tactics selected to address these issues area as follows:
4.1   Remove Financial Barriers to Graduation
4.2   Ensure Students Apply for all Eligible Credentials
4.3   Promote Participation in the Graduation Ceremony
4.4   Implement a New Graduation Survey
4.5   Improve Post-Graduation Tracking

In-depth descriptions of each tactic including initiatives and strategies and measurable goals are provided in the following pages.

Tactic 4.1 Remove Financial Barriers to Degree Completion and Graduation

Tactic Description

The College recognizes the importance of students receiving all earned credentials for their future employment success as well as the requirement for the College to document success and completion statistics for its students. Upon researching the possible reasons some students do not apply to receive their completed degrees and/or certificates, one clear theme emerged.

Historically, the College has collected a $10 application fee from students when they apply to graduate. While the graduation fee is not substantial, it appears that this was a barrier that prevented some students from applying to graduate. Specifically, some programs in the Applied Technologies department of the College reported that students do not want to pay the fee and do not need the awarded degree or certificate to gain employment. While this may be true immediately following completion of their coursework, it is a benefit for students to have all earned credentials noted on their official transcripts for future use.

Additionally, transfer students also fail to apply for graduation believing they do not need the associate degree posted to be accepted to a transfer institution. This can create issues for students as they transfer as transfer institutions are more likely to accept their coursework as a package when they earn the full degree at JALC.

The final issue caused by the graduation application fee is that the charge was added to the student's Bursar account at the end of the term prior to graduation after all other charges had been paid. This led to students having past due balances that only included the graduation fee and could cause delays in mailing final degrees and transcripts.

Initiatives and Strategies

Given the issues caused by charging a graduation fee compared to the revenue generated by the fee, the College determined that removing the fee for students was in the best interest of all involved. Starting July 1, 2023, the College will no longer charge a graduation application fee.

Measurable Goal(s)

1. Compare the number of degrees and/or certificates awarded before and after the removal of a graduation application fee.

Tactic 4.2 Promote Participation in the Graduation Ceremony

Tactic Description

Graduation is the culmination of all that we do at John A. Logan College. It represents the success of our students and recognizes their achievement at attaining their educational goals. The College hosts one graduation ceremony in May at the completion of the spring semester. All graduates throughout the academic year are invited to participate. Given the importance of commencement, the College is committed to ensuring all students are able to participate.

Initiatives and Strategies

In recent years, the cost of graduation regalia has increased. Currently, students who participate in the ceremony are required to purchase their caps and gowns from the bookstore on campus at a cost of approximately $55. This cost must be paid when students pick up their regalia the week prior to the ceremony. The cost has proven to be a financial hardship for many students, and as such, prevents some of these students from participating in commencement. To address this, the College is reviewing options including renting regalia, including the cost as a student fee that would be covered by financial aid and/or scholarships, or offering funds through the JALC Foundation to cover the costs. The College has also recently selected a new company to provide textbooks for students, and they may be able to provide affordable options for graduation regalia. The College's plan is to find a workable solution to be implemented prior to the spring 2024 graduation ceremony.

Measurable Goals
1. Implement a new, more affordable, option for students to purchase regalia to participate in the commencement ceremony.
2. Compare commencement ceremony participation numbers once changes are implemented.

Tactic 4.3 Ensure Students Apply for All Eligible Credentials

Tactic Description

In many of the Applied Technology programs offered by the College, students can earn multiple degrees and/or certificates. Students often fail to apply for all credentials they are eligible for given their completed coursework. Specifically, students are often unaware or do not follow through with applying for stackable certificates built into degree programs that they can earn while they are completing their degree.

Initiatives and Strategies

To encourage students to apply for and receive all eligible credentials, Admissions and Records will partner with Applied Technology faculty to ensure students are aware of all degrees and/or certificates they are eligible to receive. While the College recognizes that students are only awarded the credentials they apply for, it is essential that they are aware of all options which can impact their future career employment.

Moreover, the graduation application has been updated to better collect accurate student information. In the past, students were asked to fill in the specific degree and/or certificate they wished to receive using a short answer blank. This was problematic because many students did not know the name of their degree and were unaware of the many certificates that the College offered. The updated application now lists all degree and certificate options and students can select all that apply. The graduation application allows students to apply for multiple degrees (AA, AS, AES, AFA, AAS and AGS) and up to five certificates when filling out the application.

When applying for a variety awards, this would also require Admissions and Records to provide a degree evaluation to students for each award. Although these students may not meet requirements for all awards, they may re-enroll to finish additional awards after realizing they are only a few courses away.

Measurable Goals
1. Compare data to see if there is an increase in awarding degrees and/or certificates, particularly in the Applied Technology area of the College.

Tactic 4.4 Implement a Revised Graduation Survey

Tactic Description
JALC implemented a Graduation Survey as part of the process for students applying for graduation in October 2018. The intent of the initial survey was to gather information from students near the end of their program of study at the College. Prior to this, the College had no data on students as they prepared to exit the institution. The original survey asked questions about future educational plans, employment prospects, and student satisfaction. Upon reviewing the multi-page survey, it was determined that many of the questions were not necessary and could be eliminated to create a streamlined version of the survey for students. Additionally, while the data has been collected since 2018, it has not been accessed regularly or utilized to make continuous improvements to our policies and procedures.

Initiatives and Strategies
Upon reviewing the original Graduation Survey, it was determined that some of the questions were not necessary and could be removed. Questions related to grade point average, degree, and transfer institution were removed because the College already has access to this data through the Student Information System and the National Student Clearinghouse's Student Tracker.

In the updated survey, questions were added related to student participation in extracurricular activities and attendance at college-sponsored events. There is a large body of research that shows students who actively participate on campus are more likely to be successful in their coursework and graduate. Adding these questions will provide valuable data regarding the impact of student participation in extracurricular activities and events for John A. Logan College students. Additional satisfaction questions were also added including three open-ended questions to allow students to provide additional feedback on their experience at JALC. The plan is to implement the new survey for applicants on July 1, 2023.

Measurable Goals

1. Compare response data before and after the implementation of the new survey to check for better response rates and expanded feedback to the open-ended questions.
2. Create a report with the data collected each semester for review and planning purposes. Use the data to look for trends and areas for improvement.

Tactic 4.5 Improve Post-Graduation Tracking

Tactic Description
JALC recognizes the importance of tracking students' post-graduation to identify patterns and trends related to transfer institutions and future employment. This information is valuable for the College to find areas for improvement and detect employment trends. Additionally, this information is valuable for state and federal reporting and to document institutional success. Another important goal of tracking this information is to strengthen alumni relationships with former students. Alumni are a source of not only fundraising dollars for the institution, but potential internship and career contacts for future students.

Initiatives and Strategies
There are a number of avenues the institution can use for tracking students' post-graduation. First, the National Student Clearinghouse through Student Tracker allows Institutional Research to access data related to former students who transferred to a different higher educational institution. This data will show if former JALC graduates earned a degree at the transfer institution. Student Tracker also provides limited employment data for former graduates.

The College has also recently contracted with Parchment to handle the mailing of diplomas for degrees and certificates. As part of their service, Parchment will have students verify email and mailing address at the time they claim their degree, and they will send JALC any updated contact information for students. This should greatly assist in maintaining current contact information for graduates. Improving tracking of graduates is also important for the JALC Foundation in their efforts to maintain contact with students once they leave the institution. This can aid in fundraising efforts in the foundation.

Institutional Research is also actively working with ICCB to encourage their participation in the national Post-Secondary Employment Outcomes database that uses information from the U.S. Census Bureau and IRS to provide accurate employment and salary data for JALC graduates. This information will be extremely valuable once it becomes available through participation by ICCB.

Measurable Goals
1. Analyze data to look for trends related to transfer institutions for John A. Logan College graduates. Additionally, gather data on degree completion at the transfer institution.
2. Work with the Foundation to determine if improved contact information for graduates leads to better responses for foundation requests.
3. Seek all avenues to obtain accurate and relevant data related to employment of John A. Logan College graduates.
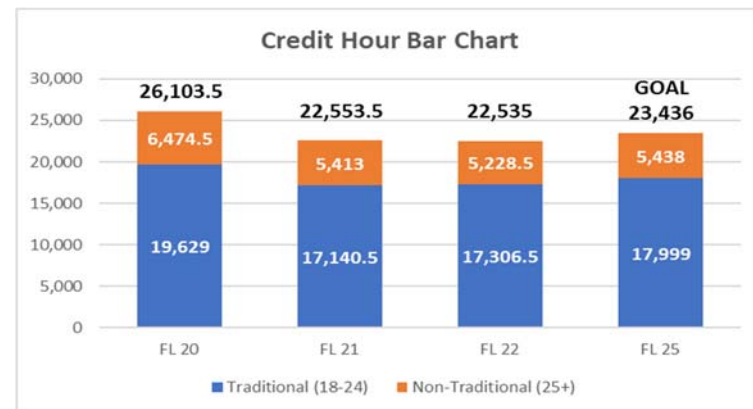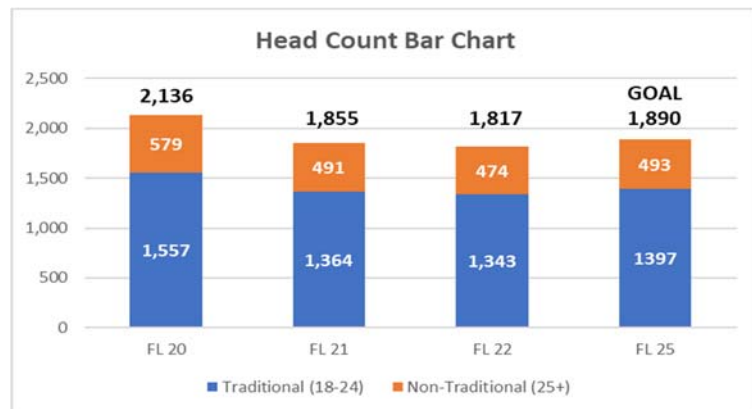
SEM Plan Enrollment Goals

SEM Plan Enrollment Cohort*	Fall 2020		Fall 2021		Fall 2022		Average		4% Increase over Fall 2022		Goal for Fall 2025	
	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours
Traditional (18-24)	1,557	19,629	1,364	17,140.5	1,343	17,306.5	1,421	18,025	54	692	1,397	17,999
Non-Traditional (25+)	579	6,474.5	491	5,413	474	5,228.5	515	5,705	19	209	493	5,438
Underrepresented	992	12,106.5	920	11,255.5	846	10,543.5	919	11,302	34	422	880	10,965
Non-Underrepresented	1,144	13,997	935	11,298	971	11,991.5	1,017	12,429	39	480	1,010	12,471
Underrep Minorities	279	3,205.5	275	3,250.5	321	3,806	292	3,421	13	152	334	3,958
White/Asian/Unknown	1,857	22,898	1,580	19,303	1,496	18,729	1,644	20,310	60	749	1,556	19,478
Full Cohort	*2,136*	*26,103.5*	*1,855*	*22,553.5*	*1,817*	*22,535*	*1,936*	*23,731*	*73*	*901*	*1,890*	*23,436*

* - Cohorts consist of students enrolled in 6 or more credit hours. This group excludes Dual Credit, Workforce, and Adult Basic Education. Additionally, students that did not complete the fall term and students received a degree or certificate before the spring term were also removed from the cohort.

Underrepresented - Includes students from the initial cohort that are of any race/ethnicity other than White, Asian, or Unknown OR are Pell recipients OR are listed as having a disability.

Underrep Minorities - Includes all students that are listed as Hispanic, American Indian or Alaska Native, Black or African American, & Native Hawaiian or Other Pacific Islander.

Head Count Bar Chart

Credit Hour Bar Chart

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SEM Plan Course Enrollment (Duplicated) - Based on Drop Date

SEM Plan Course Retention Cohort*	Fall 2021				Fall 2022			
	Total Course Enrollment	Dropped Course Count	Dropped Credit Hours	Course Retention Rate	Total Course Enrollment	Dropped Course Count	Dropped Credit Hours	Course Retention Rate
Traditional (Under 25)	6,253	1,628	4,993	**74.0%**	5,814	906	2,798.5	**84.4%**
Non-traditional (25 +)	1,985	577	1,783.5	**70.9%**	1,701	310	969	**81.8%**
Underrepresented	4,151	1,145	3,496	**72.4%**	3,534	492	1,526.5	**86.1%**
Not Underrepresented	4,087	1,060	3,280.5	**74.1%**	3,981	724	2,241	**81.8%**
Underrep Minorities	1,247	463	1,431.5	**62.9%**	1,192	277	865.5	**76.8%**
White/Asian/Unknown	6,991	1,742	5,345	**75.1%**	6,323	939	2,902	**85.1%**
Full Cohort	*8,238*	*2,205*	*6,776.5*	*73.2%*	*7,515*	*1,216*	*3,767.5*	*83.8%*

* - Cohorts consist of students enrolled in 6 or more credit hours. This group excludes Dual Credit, Workforce, and Adult Basic Education. Additionally, students that did not complete the fall term and students received a degree or certificate before the spring term were also removed from the cohort.

Underrepresented - Includes students from the initial cohort that are of any race/ethnicity other than White, Asian, or Unknown OR are Pell recipients OR are listed as having a disability.

Underrep Minorities - Includes all students that are listed as Hispanic, American Indian or Alaska Native, Black or African American, & Native Hawaiian or Other Pacific Islander.

SEM Plan Fall 2022 Course Drops by Week Analysis (Based on Drop Dates)

Table C

Drops by Week		
Weeks	Course Enrollment	Credit Hours
First Day of Class	24	61
1	123	392
2	103	317
3	20	60.5
4	53	159
5	66	201
6	85	272.5
7	89	276.5
8	78	233
9	58	181
10	94	290
11	69	223
12	89	285
13	66	190
14	82	255
15	39	121
16	27	87
17	6	29
18	12	36
After End of Term	33	98
Enrolled Never Dropped	6,299	18,637.5
Total	7,515	22,405
Percentage of Drop by Total	16.2%	16.8%

Table D

Week Ranges	Course Enrollment		Credit Hours		Time Period
Day 1 to Census	248	20.4%	764	20.3%	2 Weeks
Census to Mid-Term	352	28.9%	1,086.5	28.8%	7 Weeks
Mid-Term to End-of-Term	583	47.9%	1,819	48.3%	9 Weeks
After Last Day of Term	33	2.7%	98	2.6%	
Total	1216		3,767.5		

Week Range Overview

20.4% of Drops occur from day 1 to the end of the Add/Drop Date (Census)

28.9% of Drops occur from the Census Date to Mid-term.

47.9% of Drops occur from Mid-term to the end-of-term.

2.7% of Drops occur after the last day of class.

Drops by Week

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SEM Plan Fall 2022 Course Drops by Week Analysis

Earliest Date in System (Based on Withdrawal Date, Drop Date, & Last Date of Attendance)

Table E

Earliest Date(Drop, Withdrawl, Last Date Attended) by Week		
Weeks	Course Enrollment	Credit Hours
First Day of Class	24	61
1	123	392
2	118	355
3	81	250.5
4	97	312
5	102	323
6	108	322.5
7	84	275.5
8	79	236
9	63	200
10	68	205
11	61	192
12	65	211
13	80	238
14	63	194
15	0	0
16	0	0
17	0	0
18	0	0
After End of Term	0	0
Enrolled Never Dropped	6,299	18,637.5
Total	7,515	22,405
Percentage of Drop by Total	16.2%	16.8%

Table F

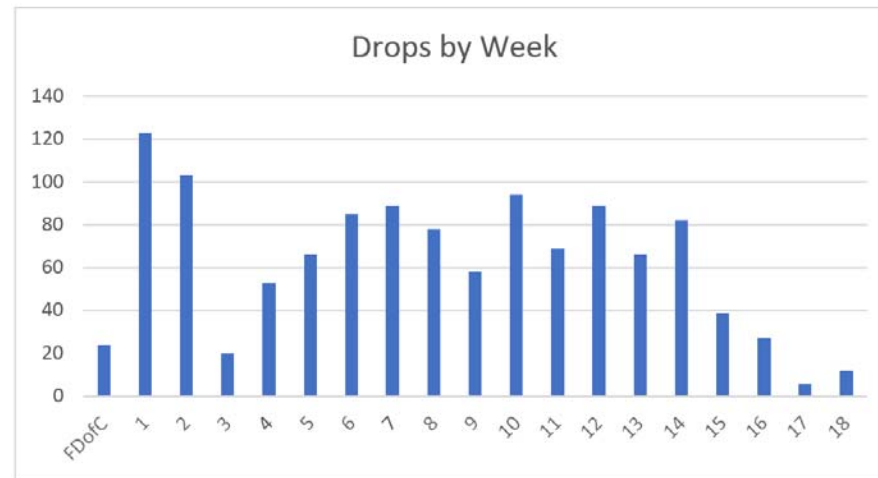| Week Ranges	Course Enrollment		Credit Hours		Time Period
Day 1 to Census	253	20.8%	773	20.5%	2 Weeks
Census to Mid-Term	521	42.8%	1,631.5	43.3%	7 Weeks
Mid-Term to End-of-Term	442	36.3%	1,363	36.2%	9 Weeks
After Last Day of Term	0	0.0%	0	0.0%	
Total	1216		3,767.5		

Week Range Overview

20.8% of Drops occur from day 1 to the end of the Add/Drop Date (Census)

42.8% of Drops occur from the Census Date to Mid-term.

36.3% of Drops occur from Mid-term to the end-of-term.

Drops by Week
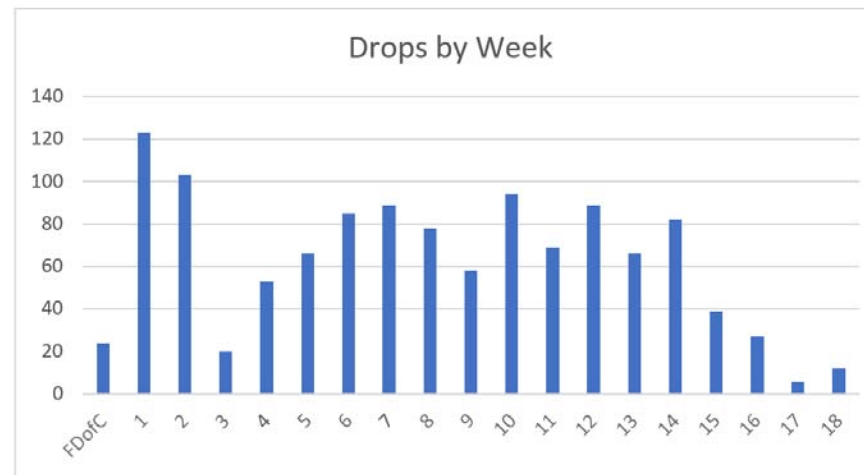
SEM Plan Fall to Spring Persistence

Table G

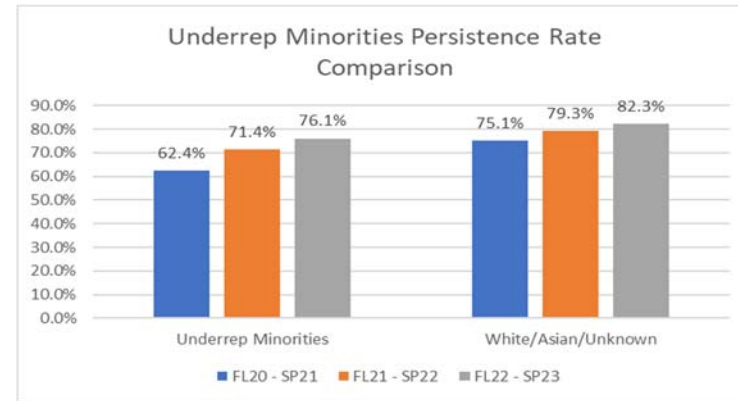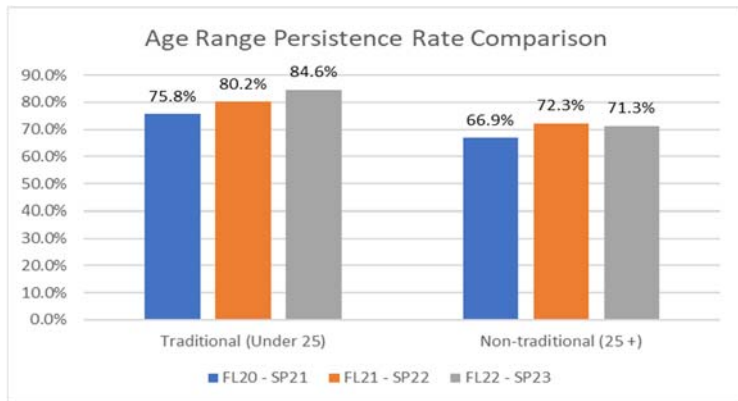| SEM Plan Fall to Spring Persistence Cohort*	Fall 2020 to Spring 2021			Fall 2021 to Spring 2022			Fall 2022 to Spring 2023			3 Year Average Persistence Rates
	Fall Cohort	Spring Enroll	Persistence Rates	Fall Cohort	Spring Enroll	Persistence Rates	Fall Cohort	Spring Enroll	Persistence Rates	
Traditional (Under 25)	1413	1071	75.8%	1253	1005	80.2%	1209	1023	84.6%	**80.2%**
Non-traditional (25 +)	505	338	66.9%	433	313	72.3%	397	283	71.3%	**70.2%**
Underrepresented	924	689	74.6%	860	667	77.6%	763	694	91.0%	**81.0%**
Not Underrepresented	994	720	72.4%	826	651	78.8%	843	612	72.6%	**74.6%**
Underrep Minorities	242	151	62.4%	241	172	71.4%	259	197	76.1%	**69.9%**
White/Asian/Unknown	1676	1258	75.1%	1445	1146	79.3%	1347	1109	82.3%	**78.9%**
Full Cohort	*1918*	*1409*	*73.5%*	*1686*	*1318*	*78.2%*	*1606*	*1306*	*81.3%*	*77.7%*

* - Cohorts consist of students enrolled in 6 or more credit hours. This group excludes Dual Credit, Workforce, and Adult Basic Education. Additionally, students that did not complete the fall term and students received a degree or certificate before the spring term were also removed from the cohort.

Underrepresented - Includes students from the initial cohort that are of any race/ethnicity other than White, Asian, or Unknown OR are Pell recipients OR are listed as having a disability.

Underrep Minorities - Includes all students that are listed as Hispanic, American Indian or Alaska Native, Black or African American, & Native Hawaiian or Other Pacific Islander

Age Range Persistence Rate Comparison

Underrep Minorities Persistence Rate Comparison

JALC Office of IER
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SEM Plan Fall to Fall Retention

Table H

SEM Plan Fall to Fall Retention Cohort*	Fall 2019 to Fall 2020			Fall 2020 to Fall 2021			Fall 2021 to Fall 2022			3 Year Average Retention Rates
	Fall 2019 Cohort	Fall 2020 Enroll	Fall to Fall Retention Rates	Fall 2020 Cohort	Fall 2021 Enroll	Fall to Fall Retention Rates	Fall 2021 Cohort	Fall 2022 Enroll	Fall to Fall Retention Rates	
Traditional (Under 25)	1365	707	51.8%	1162	593	51.0%	971	552	56.8%	**53.2%**
Non-traditional (25 +)	503	219	43.5%	377	144	38.2%	331	141	42.6%	**41.4%**
Underrepresented	1024	496	48.4%	748	354	47.3%	689	359	52.1%	**49.3%**
Not Underrepresented	844	430	50.9%	791	383	48.4%	613	334	54.5%	**51.3%**
Underrep Minorities	250	93	37.2%	206	66	32.0%	202	86	42.6%	**37.3%**
White/Asian/Unknown	1618	833	51.5%	1333	671	50.3%	1100	607	55.2%	**52.3%**
Full Cohort	*1868*	*926*	*49.6%*	*1539*	*737*	*47.9%*	*1302*	*693*	*53.2%*	*50.2%*

* - Cohorts consist of students enrolled in 6 or more credit hours. This group excludes Dual Credit, Workforce, and Adult Basic Education. Additionally, students that did not complete the fall term and students received a degree or certificate before the spring term were also removed from the cohort.

Underrepresented - Includes students from the initial cohort that are of any race/ethnicity other than White, Asian, or Unknown OR are Pell recipients OR are listed as having a disability.
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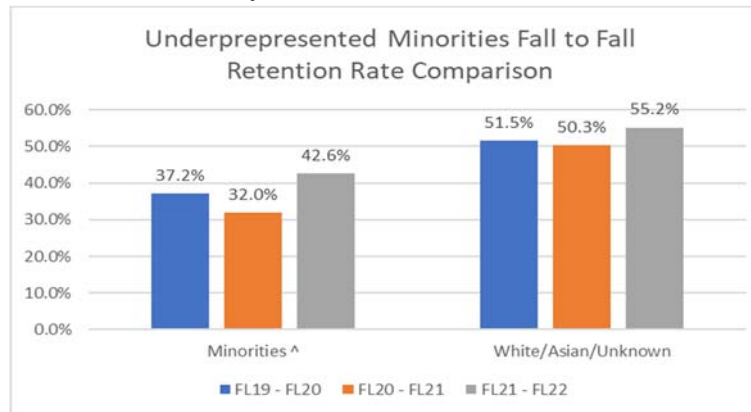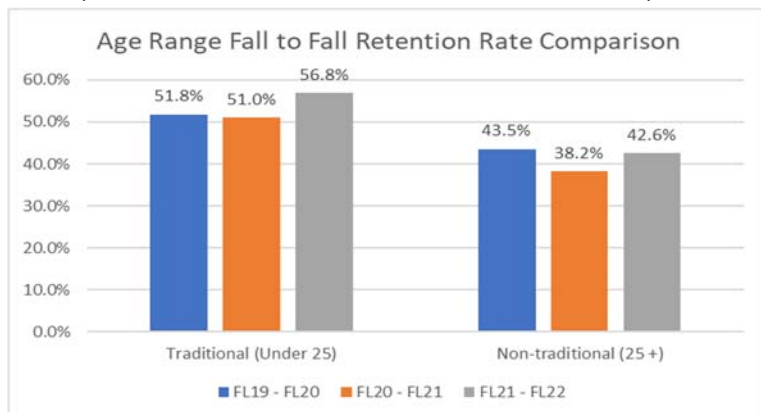

Age Range Fall to Fall Retention Rate Comparison

Underprepresented Minorities Fall to Fall Retention Rate Comparison

JALC Office of IER
5/17/2023

FTFT Freshman Graduation Rate

		150% Completers				200% Completers	
Table I							
Cohort	Enrollment	< 2-Year Programs	2-Year or > Programs	Total 150% Completers	150% Graduation Rate	Total 200% Completers	200% Graduation Rate
FL 2014	413	17	81	98	23.7%	109	26.4%
FL 2015	541	41	123	164	30.3%	180	33.3%
FL 2016	427	34	105	139	32.6%	148	34.7%
FL 2017	422	21	70	91	21.6%	97	23.0%
FL 2018	357	18	75	93	26.1%	104	29.1%
5-Year Total	**2160**	**131**	**454**	**585**	**27.1%**	**638**	**29.5%**
					5-Year Average Graduation Rate		*5-Year Average Graduation Rate*

Annual Completions (Awards)

	Certificates				
Table J					
Academic Year	Awards of less than 300 clock hours…	Awards of 300-899 clock hours…	Awards of at least 900 but less than 1,800 clock hours…	Associate's degree	Total Awards
2017-18*	0	204	151	486	841
2018-19*	0	207	207	502	916
2019-20	157	19	130	439	745
2020-21	164	18	119	397	698
2021-22	99	51	133	437	720
5-Year Average	**140**	**29**	**148**	**452**	**784**

* - Prior to the 2019-20 academic year, all completions of certificates under 1 year were reported together. Starting in the 2019-20 academic year these completions were reported seperately for certificates under 300 clock hours and certificates between 300 and 899 clock hours.

Annual Completers to 12-Month Enrollment Ratio

Table K	2019-20	2020-21	2021-22
12-Month Enrollment	10,178	6,975	6,406
FTE	2,657	2,289	2,104
Degree Seeking	3,555	3,125	2,783
All Completers	709	659	634

Table L

Ratios	2019-20	2020-21	2021-22
JALC Completers to Degree Seeking	19.94%	21.09%	22.78%
ICCB Average Completers to Degree Seeking	19.79%	20.71%	
Shawnee	26.60%	33.15%	
Southeastern	19.87%	30.45%	
Southwestern	18.69%	24.42%	
Rend Lake	35.16%	37.56%	
Kaskaskia	24.81%	31.57%	
Illinois Eastern	35.23%	37.12%	

Note: The ratios are created based on the number of unduplicated completers divided by the number of degree seeking unduplicated 12-month enrollment.