

# **Enrollment Task Force FINAL REPORT**

**July 27, 2020**

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**TIDEWATER  
COMMUNITY COLLEGE**

From here, go anywhere.™

**OFFICE OF THE PRESIDENT**

**M E M O R A N D U M**

**TO:** Michele Barnes, Coordinator of Support Services (VB)  
Karen Campbell, Associate Vice President for Student Affairs (DA)  
Thomas Chatman, First Year Success Coordinator, (N)  
Justin Cristello, Director of Financial Aid (DA)  
Terry Eusebio, First Year Success Coordinator (P)  
Batanya Gipson, Interim Director of the CMVE (DA)  
Anthony Macera, Associate Director of Institutional Effectiveness (DA)  
Kevin McCarthy, Interim Dean of Students (C)  
Jennifer Perkinson, Education Support Specialist III (DA)

**FROM:** Marcia Conston, Ph.D. *MC*  
President

**DATE:** February 3, 2020

**SUBJECT:** Enrollment Task Force - Appointment and Charge

I write both to thank you for accepting my invitation to serve on the Enrollment Task Force and to delineate officially the committee's charge. Your appointment commences February 3<sup>rd</sup> and concludes August 3<sup>rd</sup>.

The committee serves in an advisory capacity to me in identifying internal and external factors impacting Tidewater Community College's student enrollment and making recommendations to increase college-wide enrollment. The committee's specific charge is as follows:

1. Through a positive, collegial and collaborative process, identify internal and external factors and any other conditions resulting in the College's decline of new student enrollments as well as the factors impacting the retention of existing students.
2. Recommend between five and ten action-oriented, targeted solutions that the College can act on immediately.
3. Provide periodic updates to me and President's Cabinet throughout the six-month appointment.

**CHESAPEAKE**

**NORFOLK**

**PORTSMOUTH**

**VIRGINIA BEACH**

Enrollment Task Force - As Named  
February 3, 2020  
Page Two

Dr. Karen Campbell will serve as chair of the committee. Of course, your role as members of the Enrollment Task Force is vital to the College's continuing success. Your insights and unique perspective are critically important. On behalf of our colleagues, I thank you for your willingness to serve.

With best regards.

MC/bl  
c: President's Cabinet

**Enrollment Task Force  
List of Members**

Dr. Karen Campbell, Interim Vice President for Student Affairs (Chair)

Ms. Michele Barnes, Coordinator of Support Services, Virginia Beach Campus

Dr. Thomas Chatman, First Year Success Coordinator, Norfolk Campus

Mr. Sean LaCroix, Business Pathway Faculty, Chesapeake Campus

Mr. Justin Cristello, Director of Financial Aid, District Administration

Mr. Terry Eusebio, First Year Success Coordinator, Portsmouth Campus

Ms. Batanya Gipson, Interim Director of Center for Military and Veteran Education, District Administration

Dr. Kia Hardy, Interim Dean of Student Services, Norfolk Campus

Mr. Anthony Macera, Associate Director of Institutional Effectiveness, District Administration

Mr. Kevin McCarthy, Interim Dean of Student Services, Chesapeake Campus

Ms. Jennifer Perkinson, New Student Support Team Manager, District Administration

# Enrollment Task Force

## Final Report

### July 2020

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#### Background and Context

In February of 2020, President Marcia Conston appointed the Enrollment Task Force (ETF) to research Tidewater Community College's enrollment decline and to make recommendations to increase college-wide enrollment and improve retention. The ETF's six-month appointment officially commenced on February 3, 2020.

The core of the ETF's work was to identify internal and external factors impacting TCC's student enrollment and retention. There is a need to understand the enrollment obstacles faced by students. There is also a need to establish and implement effective academic, student support, and financial strategies to address these obstacles.

#### Charge of the President

- Through a positive, collegial, and collaborative process, identify internal and external factors and any other conditions resulting in the college's decline of new student enrollments as well as the factors impacting the retention of existing students.
- Examine how our processes work; identify breakdowns and chokepoints.
- Utilize the Loss-Momentum Framework to determine peaks and valleys in the student life cycle, beginning with the pre-application process.
- Request and use data for all decisions.
- Recommend between five and ten action-oriented, targeted solutions that the college can act on immediately.
- Recommend additional action-oriented, targeted solutions that the college can act on in the near future.
- Provide periodic updates to Dr. Conston and President's Cabinet throughout the six-month appointment.

#### Committee Representation

The ETF was chaired by Dr. Karen Campbell, Interim Vice President of Student Affairs, and comprised of administrators, faculty, and staff from various departments across the college. The committee members include:

- Ms. Michele Barnes, Coordinator of Support Services, Virginia Beach Campus
- Dr. Thomas Chatman, First Year Success Coordinator, Norfolk Campus
- Mr. Sean LaCroix, Business Pathway Faculty, Chesapeake Campus

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- Mr. Justin Cristello, Director of Financial Aid, District Administration
- Mr. Terry Eusebio, First Year Success Coordinator, Portsmouth Campus
- Ms. Batanya Gipson, Interim Director of Center for Military and Veteran Education, District Administration
- Dr. Kia Hardy, Interim Dean of Student Services, Virginia Beach Campus
- Mr. Anthony Macera, Associate Director of Institutional Effectiveness, District Administration
- Mr. Kevin McCarthy, Interim Dean of Student Services, Virginia Beach Campus
- Ms. Jennifer Perkinson, New Student Support Team Manager, District Administration

### Timeline

- February 2020
  - Established working guidelines and framework for the task force
  - Presentations on Historical Overview of Enrollment vs Retention Trends and New Student Support Team Overview
  - Reviewed current enrollment and retention processes and associated barriers
- March 2020
  - Presentations on CRM Applicant Stages Data and Overview of the Funnel Dashboard, Domicile Holds, SDV Holds, Dean's Holds, Communications Regarding Military Domicile, Marketing
  - Reviewed data related to various processes and identified barriers
  - Developed recommendations for immediate and longer-term actions
- April 2020
  - Presentations on WA3 (Parent's Signature) and WA4 (Ability to Benefit) Holds, Financial Aid Processing, Dean's Holds, WAR Holds, Educational Foundation Scholarships, Financial Aid Centralization, Call Campaigns, Advising
  - Reviewed data related to applicant loss points, FTIC hold, FAFSA completion, and students dropped for non-payment and identified barriers
  - Developed recommendations for immediate and long-term actions
- May 2020
  - Presentations on Advising, Virtual Help Center and Customer Service
  - Reviewed data related to FTEs by Class Instruction Mode and Class Fill Rates and identified barriers
  - Developed recommendations for immediate and long-term actions

- June 2020
  - Presentations on Communication Plan, Enrollment Strategies, Transfer Issues, Navigate Early Alert
  - Reviewed data on students who do not complete their TCC program and identified barriers
  - Developed recommendations for immediate and long-term actions
  - Prepared final report for the President and PC

### Committee Process

The ETF began its work by reviewing current enrollment and retention processes and identifying 20 themes to be addressed. ETF members were then organized into subcommittees based on these identified themes. The identified themes are presented here in no particular order: tracking students, call campaigns, strengthening external relationships, technology, advising, investigating holds, academics, streamlining onboarding, data collection and distribution, communication to students, marketing, Educational Foundation processes, establishment and implementation of college-wide processes, recruitment, student support services, admissions, retention, training, policy, and evaluation.

Each subcommittee conducted research to identify barriers, choke points and opportunities to improve processes, to increase enrollment, and to improve retention. Subcommittees concluded by presenting recommendations for immediate and long-term action to the ETF for review, discussion, and approval. All approved recommendations were submitted to the President for review. What follows is a list of the recommendations that were approved.

### Recommendations

#### Hold Barriers

Identify and remove holds that are not required and impede the student enrollment process.

- Identify and remove SDV hold. (2)
- Streamline placement of WAR holds. (5)
- Limit use of Dean's hold to discipline/conduct related issues. (6)
- Discontinue use of FTIC hold. (10)
- Develop new process to remove Parental Signature holds and send proactive emails. (P1)

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- Establish a team within the Office of the College Registrar to proactively contact students to remove domicile holds. (1, 3)

With the removal of holds, communication plans will be built around ensuring accurate enrollment of classes for students (SDV hold), SAP related issues (Dean's hold) and a robust advising model will be followed (FTIC hold).

#### Financial Aid Assistance

- Initiate a more robust process to assist students with completing the FAFSA prior to the enrollment cancellation date. (26)
- Proactively assist students with the FAFSA process to include building a communication plan around financial aid processing, identifying students who need to supply additional documents for packaging and preventing frustration with overall process that includes college-wide communication initiatives. (26)

#### Student Input

- Task the Office of Institutional Effectiveness (OIE) with developing a survey to provide a more detailed profile of the students we serve. (18)
- Use survey data to better understand how we are connecting with and supporting our student population. (18)
- Incorporate questions within end of semester surveys to include student experience questions. (14)

#### Digital Forms

- Eliminate the use of paper forms. (28)
- Optimize forms by making them digital with auto routing to establish a college-wide process for form submission and processing. This will provide streamlined service to students and eliminate the confusion surrounding the flow of those documents. (28)

#### Real-time Data

- Identify current technology that would provide an overview of the enrollment funnel in real time to appropriate college stakeholders. (13)
- Consider researching software or establishing a process that allows for reporting real-time data in a dashboard format. (13)

#### Collaborative Use of Technology

- Research the possibility of using Salesforce as the college-wide system for tracking student interactions during onboarding, which includes expanding the use to the college community. Continue to use Navigate as the advising tool. (13)
- Explore integrating Navigate into Salesforce so all interactions with students can be housed in a central location. By tracking a student's academic career from initial contact through graduation, we are better able to serve them. (13)
- Explore the possibility of employing a mobile app that allows students to track degree progress, communicate with college staff and faculty, and receive notifications. (21)

#### Enhance Customer Experience

- Develop division/department-specific customer service training in conjunction with Human Resources to improve the student experience as it relates to student and staff interactions. (15)
- Direct key staff at TCC to explore competitor processes for onboarding to gain clarity on student experiences at other institutions and utilize this information to improve our onboarding and service provided to students. (17)

#### Structured Advising

- Establish a holistic and comprehensive advising plan across the college with a case management approach whereby a student works with advisors throughout their TCC experience. (11)

#### Virtual Student Support

- Continue to develop online support services in all areas of student services to serve in a robust virtual support capacity to all students. (16)

#### Early Alert

- Utilize Navigate to further support students identified as needing additional academic assistance. Early Alert pilot summer 2020; full implementation fall 2020. (12)

- Establish a communication plan from the Office of the College Registrar to notify students of academic warning, probation, suspension, and dismissal at the end of each semester when grades are posted and cumulative GPA is calculated. (12)

#### Maximize Scholarship Opportunities for Students

- With a small committee working collaboratively with the Executive Director of the TCC Educational Foundation, review disbursements of scholarships and opportunities for maximizing disbursement throughout the year to ensure the maximum amount of dollars are awarded to students in need. (8)

#### Enrollment Growth Strategies

- Create a new position entitled Dean of Enrollment Management and task that individual with the goal of ensuring enrollment growth. (4)
- Request that the President and Interim Vice President for Student Affairs convene a Strategic Enrollment Management Planning Committee chaired by the Dean of Enrollment Management to continue identification and exploration of enrollment growth strategies. (23)

#### Division Structure

- Optimize student services processes by creating a Vice President for Student Affairs position to support the implementation of these recommendations and guide college-wide efforts pertaining to prospecting, onboarding, financial aid, domicile and advising. Align student services with academic affairs by assigning each student services dean responsibility for a functional area (i.e., advising, student activities, student support services, and retention) to ensure consistency, streamlined processes, and needs of students. (25)
- Realign the Coordinator of First Year Success positions to coordinate campus advising services. (11)
- Create an infrastructure for virtual services and virtual advisors/e-advisors. (16)
- Centralize the coordination of and responsibility for call campaigns. (7)
- Rename all counseling/advising centers to Advising and Student Success Center. (11)
- Centralize our approach to financial aid that merges both central financial aid and campus-level financial aid operations. (9)

- Separate admissions and enrollment from marketing and communications. To support this separation, utilize the aforementioned Dean of Enrollment Management position, which provides leadership in enrollment management and its related functions, including outreach, admissions, and recruitment. (4)
- Establish domicile and military domicile exceptions as the responsibility of the College Registrar, which includes the development and implementation of training sessions and consistent processes. Such exceptions will not be denied except by the Registrar. (3)

#### Organized Communication

Streamline messaging to ensure students see important messages. To do so, the ETF recommends:

- Build a robust communication plan including targeted communications that determines when, and through what channels, messaging is sent to students. This plan will be developed with the help of the Marketing Department and approval of the Vice President for Student Affairs. (22)
- Develop training (Marketing Department) to ensure all communication aligns with the branding and tone of the college. This training will tie in with the customer service training module. (22)
- Students in danger of being dropped for non-payment will be alerted to their situation and what to do about it in a timely manner. Establish a college-wide process for notifying students of cancelled classes along with a detailed approach to finding alternative class options. (24)

#### Near Program Completion Student Notification

- Investigate a communication plan for any student who is near completion of curriculum requirements for any program but is not registered to notify them of their potential to earn a degree. (27)
- Research technology that would allow the college to pull near completion information efficiently. (27)
- Research transfer agreement partnerships with other institutions where our students are going who are not earning a degree (enhancing reverse transfer). (27)

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#### Semester Structure Review

- Explore an option to include a five-week mini-term between fall and spring terms to target students who are home for winter break. (19)
- Revisit marketing strategies to four-year students to ensure they are being targeted as much as possible for summer term. (20)
- Explore an accelerated degree option marketed as a “gap year” program to allow for a faster curriculum option for students between high school and next stage (career, college, etc.) (20)

#### Accomplishments

As of July 2020, twenty-three of the forty-four recommendations have been implemented and nine are in progress. Details are included in Appendix A.

#### Conclusion

The Enrollment Task Force (ETF) was charged to provide recommendations to the President’s Cabinet that are related to addressing the current environment of enrollment decline at TCC. The recent decline in enrollment has impacted TCC in several key areas of the college. With this in mind, the ETF proceeded to make recommendations that will streamline and improve processes across the college to include the areas of recruitment and retention.

The spirit of the work that the ETF has done has been with TCC students in mind and with the goal of moving the college forward. As a collective group, the Enrollment Task Force is proud of the work that has been accomplished and we look forward to the impact that the recommendations will have on our students, faculty, and staff.

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Appendix A: Accomplishments

Recommendation	Completed
1. Identify and remove SDV hold.	✓
2. Streamline placement of WAR holds.	✓
3. Limit use of Dean’s hold to discipline/conduct related issues.	✓
4. Discontinue use of FTIC hold.	✓
5. Develop new process to remove Parental Signature holds and send proactive emails.	✓
6. Establish a team within the Office of the College Registrar to proactively contact students to remove domicile holds.	✓
7. Initiate a more robust process to assist students with completing the FAFSA prior to the enrollment cancellation date.	✓
8. Proactively assist students with the FAFSA process to include building a communication plan around financial aid processing, identifying students who need to supply additional documents for packaging and preventing frustration with overall process that includes college-wide communication initiatives.	In progress
9. Task the Office of Institutional Effectiveness (OIE) with developing a survey to provide a more detailed profile of the students we serve.	✓
10. Use survey data to better understand how we are connecting with and supporting our student population.	
11. Incorporate questions within end of semester surveys to include student experience questions.	
12. Eliminate the use of paper forms.	In progress
13. Optimize forms by making them digital with auto routing to establish a college-wide process for form submission and processing. This will provide streamlined service to students and eliminate the confusion surrounding the flow of those documents.	In progress
14. Identify current technology that would provide an overview of the enrollment funnel in real time to appropriate college stakeholders.	
15. Consider researching software or establishing a process that allows for reporting real-time data in a dashboard format.	
16. Research the possibility of using Salesforce as the college-wide system for tracking student interactions during onboarding, which includes expanding the use to the college community. Continue to use Navigate as the advising tool.	In progress

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Recommendation	Completed
17. Explore integrating Navigate into Salesforce so all interactions with students can be housed in a central location. By tracking a student’s academic career from initial contact through graduation, we are better able to serve them.	In progress
18. Explore the possibility of employing a mobile app that allows students to track degree progress, communicate with college staff and faculty, and receive notifications.	
19. Develop division/department-specific customer service training in conjunction with Human Resources to improve the student experience as it relates to student and staff interactions.	
20. Direct key staff at TCC to explore competitor processes for onboarding to gain clarity on student experiences at other institutions and utilize this information to improve our onboarding and service provided to students.	
21. Establish a holistic and comprehensive advising plan across the college with a case management approach whereby a student works with advisors throughout their TCC experience.	In progress
22. Continue to develop online support services in all areas of student services to serve in a robust virtual support capacity to all students.	✓
23. Utilize Navigate to further support students identified as needing additional academic assistance. Early Alert pilot summer 2020; full implementation fall 2020.	✓
24. Establish a communication plan from the Office of the College Registrar to notify students of academic warning, probation, suspension, and dismissal at the end of each semester when grades are posted and cumulative GPA is calculated.	✓
25. With a small committee working collaboratively with the Executive Director of the TCC Educational Foundation, review disbursements of scholarships and opportunities for maximizing disbursement throughout the year to ensure the maximum amount of dollars are awarded to students in need.	✓
26. Create a new position entitled Dean of Enrollment Management and task that individual with the goal of ensuring enrollment growth.	✓
27. Request that the President and Interim Vice President for Student Affairs convene a Strategic Enrollment Management Planning Committee chaired by the Dean of Enrollment Management to continue identification and exploration of enrollment growth strategies.	✓
28. Optimize student services processes by creating a Vice President for Student Affairs position to support the implementation of these recommendations and guide college-wide efforts pertaining to prospecting, onboarding, financial aid, domicile and advising. Align student services with academic affairs by assigning	✓

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Recommendation	Completed
each student services dean responsibility for a functional area (i.e., advising, student activities, student support services, and retention) to ensure consistency, streamlined processes, and needs of students.	
29. Realign the Coordinator of First Year Success positions to coordinate campus advising services.	✓
30. Create an infrastructure for virtual services and virtual advisors/e-advisors.	✓
31. Centralize the coordination of and responsibility for call campaigns.	✓
32. Rename all counseling/advising centers to Advising and Student Success Center.	In progress
33. Centralize our approach to financial aid that merges both central financial aid and campus-level financial aid operations.	✓
34. Separate admissions and enrollment from marketing and communications. To support this separation, utilize the aforementioned Dean of Enrollment Management position, which provides leadership in enrollment management and its related functions, including outreach, admissions, and recruitment.	✓
35. Establish domicile and military domicile exceptions as the responsibility of the College Registrar, which includes the development and implementation of training sessions and consistent processes. Such exceptions will not be denied except by the Registrar.	✓
36. Build a robust communication plan including targeted communications that determines when, and through what channels, messaging is sent to students. This plan will be developed with the help of the Marketing Department and approval of the Vice President for Student Affairs.	In progress
37. Develop training (Marketing Department) to ensure all communication aligns with the branding and tone of the college. This training will tie in with the customer service training module.	
38. Students in danger of being dropped for non-payment will be alerted to their situation and what to do about it in a timely manner. Establish a college-wide process for notifying students of cancelled classes along with a detailed approach to finding alternative class options.	✓
39. Investigate a communication plan for any student who is near completion of curriculum requirements for any program but is not registered to notify them of their potential to earn a degree.	In progress
40. Research technology that would allow the college to pull near completion information efficiently.	
41. Research transfer agreement partnerships with other institutions where our students are going who are not earning a degree (enhancing reverse transfer).	

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Recommendation	Completed
42. Explore an option to include a five-week mini-term between fall and spring terms to target students who are home for winter break.	✓
43. Revisit marketing strategies to four-year students to ensure they are being targeted as much as possible for summer term.	
44. Explore an accelerated degree option marketed as a “gap year” program to allow for a faster curriculum option for students between high school and next stage (career, college, etc.)	

## Enrollment Task Force Recommendation

**Name of Recommendation:** Under 18 Parent Signature Hold (WA3 Hold) **No.** P1  
**Date:** 4/3/2020

<b>Background</b>	In adherence with TCC Policy 2208 and VCCS policy 6.0 (Admissions) and related VCCS policy 6.6.3, students who are under the age of 18 are required to submit a parent or guardian signature before being eligible to take courses at TCC. Currently, students have two ways to submit the signature: printing the online application or completing a printed form and mailing, faxing, emailing or hand-delivering the form to the campus. While investigating this process it has been determined the hold remains on a student's account after a student turns 18.
<b>Challenges / Issues</b>	The inability of the Student Information System (SIS) to automatically release this hold once a student turns 18 creates an unnecessary barrier to enrollment. In addition, having a paper form for submission for those who need to complete this step creates an additional step that is not efficient causing a lag time in being received by the college and processed in a timely fashion.
<b>Supporting Data</b>	In reviewing data provided by OIS it was determined that in the last three consecutive semesters 3,362 students have the WA3 hold on their record. Furthermore, of that number, 325 students were over 18.
<b>Recommendation(s)</b>	Create an online submission form which allows students and parents/guardians to easily sign and submit the parent signature form which will be directed to a central location for quick processing. In addition, run a query once a year to remove all WA3 holds that are no longer applicable.
<b>Action Steps</b>	Build and launch an online submission form ( <a href="https://forms.tcc.edu/parent-or-legal-guardian-signature-for-applicants-under-the-age-of-18/">https://forms.tcc.edu/parent-or-legal-guardian-signature-for-applicants-under-the-age-of-18/</a> ). Designate office/personnel to be charged with obtaining and providing WA3 removal list through collaboration with OIS once a year for those students to whom the hold no longer applies. Designate one office to be charged with removing the WA3 hold when the form is electronically submitted. Build a message within the CRM to be sent out to all students who receive the WA3 hold that includes a link to form for easy submission. Update the help article on the TCC website to reflect approved changes.

<b>Success Measures</b>	Review WA3 holds each semester to measure numbers. Collect data on how many Under 18 web submission forms are being submitted each semester to assure communication to students is effective.
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**Supporting Documents**

## Enrollment Task Force Process Change

**Name of Process:** High School Completion FA Barrier (WA4) **No.** P2

**Date:** 3/30/2020

<b>Background</b>	When a student completes the application for admission, they can potentially face an enrollment and financial aid roadblock depending on how they answer the high school completion status question. If a student answers “no” to having a high school diploma or GED by accident, this causes an admissions hold (WA4) and stops financial aid processing.
<b>Challenges</b>	Since this particular barrier deals with both admissions and financial aid, communicating with both areas of student services can be challenging. Adjustments must be made to a student’s SIS account so it reflects updated high school completion status and triggers a review of a student’s To Do List within SIS to clear any impacted financial aid items.
<b>Supporting Data</b>	In researching those students impacted by this hold we found 282 students with this hold in Fall 2019 and 224 in Spring 2020, so this is impacting 506 students that could potentially have a barrier removed through this updated, more streamlined process.
<b>Recommendation</b>	A proactive email is sent to all students who apply for admission and have this hold placed on their account. Additional follow-up call based on an auto-generated call queue will allow staff an additional layer of communication to the student. Once all criteria is met to remove the WA4 hold, a staff member will remove the hold which will automatically remove any requirements in place for this particular item on a student’s To Do List within SIS.
<b>Detailed Plan</b>	An automated email is sent through Salesforce within one business day of a student applying notifying them of the hold in place (attached). Student’s name will also be added to an auto-generated call queue so staff can provide additional support to this group of students. Once student is reached and documentation (if necessary) is provided, staff will adjust a student’s account in such a way that an automated process will also clear the financial aid related To Do List Item. Staff will remove the hold on record so student can move through enrollment process and financial aid can continue to process.
<b>Success Measures</b>	Updates related to students contacted through this method will be sent to the Director of Financial Aid and Associate Vice President for Student Affairs on a weekly basis. Number of WA4 holds will be monitored at end of each semester to determine success rate.

**Supporting Documents**

Dear (FIRST NAME),

Thank you for applying to Tidewater Community College! We are excited that you have plans to attend TCC.

We noticed you selected that you do not have a GED or high school diploma and that you are not currently attending high school. If this is correct, please disregard this email. We will proceed with processing your application.

If this information is incorrect and you are currently in high school or will graduate with a high school diploma or GED before attending TCC, please call our New Student Support Team at 757-822-1111 to correct this information on your application.

If you have questions, please contact our New Student Support Team at 757-822-1111 or [enroll@tcc.edu](mailto:enroll@tcc.edu)!

## Enrollment Task Force Recommendation

**Name of Recommendation:** Domicile (College-Wide Process/Assistance)
**No.** 1  
**Date:** 3/20/2020

<b>Background</b>	<p>To become eligible for in-state tuition, a student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the first day of class, he or she was domiciled in Virginia and has abandoned any previous domicile, or that the person on whom the student is legally and financially dependent was domiciled in Virginia. Domicile decisions are a barrier to TCC applicants for various reasons, such as complicated processes, gray areas, and confusing questions on the admission application. While we have limited control over the VCCS application, we do have control over how we respond to domicile issues. Currently, applicants receive different domicile decisions from each campus, in part because domicile determination is somewhat subjective, and staff often require varying degrees of proof before making a decision. Decisions are typically rendered by campus staff with approximately 8 different TCC employees making decisions about domicile. The current process, which requires the exchange of documentation, can lead to several trips to the campus for applicants. The average time it takes to render a domicile decision is 3-5 business days although at times it takes weeks for students to find/present the necessary paperwork.</p>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Admissions/Enrollment Services staff often do not feel comfortable making a decision when the presenting situation is gray. However, they are the first step for students who are requesting a reclassification (<a href="https://help.tcc.edu/s/article/In-State-tuition-eligibility">https://help.tcc.edu/s/article/In-State-tuition-eligibility</a>)</li> <li>• Domiciliary Appeal Application is long and confusing (<a href="https://www.tcc.edu/wp-content/uploads/archive/TCC-domicile-appeal-form.pdf">https://www.tcc.edu/wp-content/uploads/archive/TCC-domicile-appeal-form.pdf</a>)</li> <li>• Applicant has to bring in documentation to prove in-state status – often needing to return home to get additional information (<a href="https://help.tcc.edu/s/article/In-State-tuition-eligibility">https://help.tcc.edu/s/article/In-State-tuition-eligibility</a>)</li> </ul>
<b>Supporting Data</b>	<ul style="list-style-type: none"> <li>• There are 11 different types of domicile holds</li> <li>• Domicile holds affected over 2,000 fall 2019 applicants and over 1,600 spring 2020 applicants.</li> </ul>

<b>Recommendation</b>	To simplify the reclassification process for our students, and to ensure college-wide consistency in the decision-making process, the ETF recommends that domicile and military domicile exceptions become the responsibility of the College Registrar, which includes the development and implementation of training sessions, outreach efforts, and consistent college-wide processes. Campuses may remain responsible for gathering information for a domicile reclassification and can make the decision to grant in-state status. However, if the decision is to classify the student as out-of-state or to request additional documentation from the student, the case would be sent to the Domicile review team for a decision.
<b>Detailed Plan</b>	Establish a college-wide process and training for domicile review under the Office of the Registrar. Develop a Domicile portal for documents to be submitted electronically and securely. Establish a communication plan to contact students who receive a negative service indicator and to send reminder letters to students who will be out-of-state after a year.
<b>Success Measures</b>	TBD by OIE

**Supporting Documents**

## Domicile Holds Placed on TCC Applicants

Hold Type		Holds in Place	
		<u>Fall 2019</u>	<u>Spring 2020 *</u>
WA1	Alien Permanent	104	84
WA2	Alien Temporary/Visa Holder	189	139
WAA	Need LES	172	123
WAC	Prove financial support > 50%	134	59
WAD	Under 24 & self-sufficient	492	451
WAE	Retiree dependent/provide LES	32	29
WAF	Active duty military dependent	983	851
WAI	Applicant Live OS/work IS	51	42
WAK	Parent/Spouse Permanent Alien	28	20
WAL	Taxes to VA and other state	125	82
WAQ	Legal Guardian	238	91
<b>Total</b>	<b>Total Applicants with Domicile Holds</b>	<b>2,325</b>	<b>1,814</b>

\* Spring 2020 numbers are preliminary, as of 4/6/2020

## Enrollment Task Force Recommendation

**Name of Recommendation:** SDV Hold Removal

**No.** 2

**Date:** 4/2/2020

<b>Background</b>	TCC Policy 2212 was implemented in 2015, requiring all curricular students to enroll in a student development course within their first semester of enrollment. The requirement can be waived for students with an associate’s or bachelor’s degree from a regionally accredited institution or if students have taken an equivalent student development course at a regionally accredited institution. A hold will be placed on the accounts of students who do not take an SDV course within their first semester, preventing them from enrolling the following semester. This process predates the First Time In College (FTIC) advising hold, which was implemented in Spring 2019 as part of the college’s new advising model and transition to EAB Navigate.
<b>Challenges / Issues</b>	The current process creates barriers for many students. The hold is often assigned to students who have taken a similar course at another institution and, therefore, would not be required to take the course at TCC. The hold also creates barriers for students who did not enroll in SDV within their first semester. Students receive a warning email alerting them that a hold will be placed on their accounts preventing registration, and the hold is then placed quickly without students having adequate time to speak with an advisor. Students must then meet with an advisor to have the hold removed, delaying their ability to enroll for the following semester. Moreover, there are inconsistencies with removing the SDV hold from campus to campus, which creates another layer of barriers for students.
<b>Supporting Data</b>	There was a greater fall-to-spring retention rate for those who completed SDV in their first fall semester of attendance between Fall 2015 and Fall 2018. For FTIC students with an SDV hold placed in their first fall semester between Fall 2015 and Fall 2018, less than half of those students enrolled in SDV for the following spring semester. For those students who completed SDV in their first fall semester between Fall 2015 and Fall 2017, these students had over 70% success rates in their courses in the following spring semester.
<b>Recommendation(s)</b>	To prevent additional enrollment barriers, the ETF recommends removing the current process of assigning SDV holds to student accounts when they do not complete the course within their first semester. Instead, an intentional communication plan and advisor outreach process will create the expectation for students to complete the SDV course within their first semester.

<b>Action Steps</b>	The FTIC advising hold currently requires students to meet with an advisor before they can enroll in their first semester courses. Advisors will continue to encourage students to enroll in SDV within their first semester. An intrusive advising outreach plan will be developed for students who have not enrolled in SDV within their first semester. OIS will run queries prior to the registration period for the upcoming semester for students who have not enrolled in SDV within their first semester. Advisors will proactively connect with these students.
<b>Success Measures</b>	Subsequent queries will be run to determine if the outreach measures increase overall SDV enrollment.

**Supporting Documents**

**Subject: Student Development Course (SDV)**

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**1. Purpose**

Tidewater Community College (TCC) is committed to providing collegiate education and training to adults of all ages and backgrounds, helping them achieve their individual goals and contribute as citizens and workers to the vitality of an increasingly global community. To promote such an environment and to align with TCC’s Quality Enhancement Plan – Progressive Academic and Career Experience (P.A.C.E.), all TCC students enrolled in curricula requiring a student development course shall be required to successfully complete a student development course (SDV 100, 101, or 108) within the first semester of enrollment.

**2. Policy**

All TCC students enrolled in curricula requiring a student development course shall be required to successfully complete a student development course (SDV 100, 101, or 108) within the first semester of enrollment. The requirement shall be waived for students who hold an Associate’s Degree or Bachelor’s Degree from a regionally accredited institution per VCCS Policy 6.4.0.3 and TCC SDV Waiver Guidelines. Other requests for a waiver shall be considered on a case-by-case basis by a dean of students for SDV 100 or 108, or Academic Dean or Director for SDV 101 in accordance with Policy 2110 Course Substitutions and Waivers. Students must successfully complete the required number of credit hours for their chosen degree.

**3. Responsibilities**

The Executive Vice President for Academic and Student Affairs shall be responsible for developing and maintaining procedures that are consistent with this policy and that comply with applicable policies of the Virginia Community College System. The

respective Dean of Student Services or designee shall be responsible for determining if a request for an SDV 100 or SDV 108 waiver is approved. The respective Academic Dean or Director shall be responsible for determining if a request for an SDV 101 waiver is approved.

#### 4. **Procedures**

The following procedures will be followed.

During the third week of the fall and spring semesters, the Office of Information Systems will run a query to identify curricular placed students who are enrolled in curricula requiring a student development course but have not enrolled in a student development course within the first semester of enrollment. A postcard and email correspondence will be sent by the Office of Public Affairs and Communication to the identified students by the end of the fourth week of the fall and spring semesters, notifying them that a registration hold will be placed on their records in the eighth week of the current semester if they do not enroll in a student development course for the current semester. They will be encouraged to meet with an advisor or counselor for assistance.

During the eighth week and the sixteenth week of the fall and spring semesters, a query will be run by the Office of Information Systems to identify curricular placed students who are enrolled in curricula requiring a student development course but have not enrolled in a student development course within the first semester of enrollment. A registration hold will be placed, and an email will be sent to the identified students communicating that a hold has been placed on their registration and they must meet with an advisor or counselor to select a student development course in which they will enroll. The advisor or counselor will then remove the hold in SIS to allow for enrollment. If students do not enroll in a student development course as instructed, then the registration hold will be placed again using the same query and advising process as outlined above.

#### 5. **Definitions**

**Student:** includes any person who has been admitted within the academic year or who is currently enrolled in one or more credit courses.

**Progressive Academic and Career Experience (P.A.C.E.)** – Tidewater Community College's Quality Enhancement Plan to help students achieve career success through self-awareness, academic planning, experiential learning opportunities, and co-curricular experiences that help students achieve their career goals.

#### 6. **References**

Virginia Community College System (VCCS) Policy 6.4.0.3 for Orientation/Student Development

## **7. Review Periodicity and Responsibility**

The Executive Vice President for Academic and Student Affairs shall review this policy annually at the first anniversary of its approval and, if necessary, recommend revisions.

## **8. Effective Date and Approval**

This revision to the policy is effective upon its approval by the College President on July 27, 2017.

Policy Approved:

Edna V. Baehre-Kolovani, Ph.D.  
President

Daniel T. DeMarte, Ed.D.  
Executive Vice President for  
Academic and Student Affairs

## **9. Review and Revision History**

The initial version of this policy was approved on May 7, 2015.

- Revision 1

Changes responsibilities for SDV 101 waivers to academic dean/director providing consistency with Policy 2110 - Course Substitutions and Waivers.

Approved September 1, 2016 by President Edna V. Baehre-Kolovani, Ph.D.

- Revision 2

Aligns the policy with the college's SACSCOC Quality Enhancement Plan, Progressive Academic and Career Experience (P.A.C.E.).

Approved July 27, 2017 by President Edna V. Baehre-Kolovani, Ph.D.

## VCCS Policy 6.4.0.3

### 6.4.0.3 Orientation/Student Development (C)

All curricular students placed in at least one developmental education course should take the student success course (SDV 100, 101, or 108) in their first semester of enrollment at the community college. All curricular students, except those in career studies certificate programs, must enroll in SDV 100, 101, or 108, within the first 15 credit hours of enrollment. The requirement may be waived for students who hold an Associate Degree or Bachelor's Degree from a regionally accredited institution. Other requests for a waiver may be considered on a case-by-case basis. Students must still successfully complete the required number of credits for their degree. Each college is encouraged to offer a pre-enrollment orientation experience to enhance student success.

***Second Semester (Spring) SDV Enrollment  
FTIC Students with SDV Hold Placed in 1st Fall***

	Enrolled in SDV Spring			
	Not Enrolled SDV Spring		Enrolled SDV Spring	
	Students	%	Students	%
<b>Fall 2015</b>	57	51.8%	53	48.2%
<b>Fall 2016</b>	86	52.4%	78	47.6%
<b>Fall 2017</b>	492	56.9%	373	43.1%
<b>Fall 2018</b>	346	58.5%	245	41.5%

## Enrollment Task Force Recommendation

**Name of Recommendation:** Contacting military designated out-of-state
**No.** 3  
**Date:** 3/24/2020

<b>Background</b>	<p>Military related student applicants at TCC receive their domicile designation upon application to the college. Those who are designated in-state immediately receive an LES hold (a VCCS hold) until they can bring in or upload their required documentation. Those who are designated out-of-state may qualify for a military domicile exception but are not informed of this immediately. In addition, military students must renew their domicile annually or it will expire; veterans', spouses' and dependents' domicile will expire after one year if they are not continuously enrolled at the College. Students are not automatically informed when their domicile expires and often do not discover this until enrollment, which results in debt if using military education benefits. To address the problem, the CMVE currently contacts military-related students via text and email who are designated out-of-state when they process their student enrollment certification requests (ECRs) to provide additional direction. Navigate notifies new applicants to check their domicile status and reminds students to check their status each term. CMVE runs a query each quarter and notifies students who were designated out-of-state or set for domicile expiration by global email.</p>
<b>Challenges / Issues</b>	<ul style="list-style-type: none"> <li>• Applicants receive their domicile designation upon application, but may not move forward to enrollment because 1) they may not be aware of military exceptions; 2) they may not know how to appeal; or 3) they may not want to take the time to appeal.</li> <li>• Applicants may not notice their domicile designation upon application submission. Many do not know they are designated out-of-state until they receive notification from the CMVE.</li> <li>• Military-related applicants designated in-state receive a hold due to domicile status (LES hold), preventing them from enrolling in classes until documentation is received. CMVE cannot remove this hold, forcing students to go to another office to remove the hold.</li> <li>• While students are told to check their domicile status in SIS and Navigate, it is not easily located. As a result, many do not know their domicile exception has expired until enrollment.</li> </ul>

<b>Supporting Data</b>	<ul style="list-style-type: none"> <li>• 999 military-related applicants were designated out-of-state for spring term 2020.</li> <li>• There were 2090 domicile exceptions for spring term 2020; only 906 are marked continuously enrolled.</li> </ul>
<b>Recommendation(s)</b>	<ol style="list-style-type: none"> <li>1) Inform students about military domicile exceptions and LES holds upon application to the college.</li> <li>2) Allow CMVE to globally remove LES holds on student accounts.</li> <li>3) Ensure military-related students can easily locate their domicile designation.</li> <li>4) Automate notification of military-related students that their domicile has expired.</li> </ol>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1) Send a welcome letter through the CRM or Navigate to military-related applicants. The letter will include information about CMVE staff and services, domicile exceptions, the LES hold, and who to contact for additional guidance.</li> <li>2) Allow CMVE to remove LES holds.</li> <li>3) Add language to the admissions letters explaining that LES holds will be removed.</li> <li>3) Add an item on the student “To-Do-List” in SIS that provides current domicile designation and notes with additional guidance.</li> <li>4) Use the CRM or Navigate to text notifications to students whose domicile is expired.</li> </ol>
<b>Success Measures</b>	<ol style="list-style-type: none"> <li>1) Increase in number of military-related students moving from application to enrollment.</li> <li>2) Increase in number of continuing military-related students progressing each semester to graduation.</li> </ol>

Supporting Documents

## Enrollment Task Force Recommendation

**Name of Recommendation:** Marketing/Communications Organizational Structure

**No.** 4

**Date:** 4/20/2020

<b>Background</b>	The current TCC structure combines the areas of marketing and communications with admissions and enrollment. The functions were added to the department administratively by a previous administration.
<b>Challenges / Issues</b>	The current organizational structure for the communications division does not fully and adequately support admissions and enrollment functions, which are critical for the life of the college.
<b>Supporting Data</b>	Informational interviews were conducted with the marketing department staff which revealed opportunities to more fully support admissions and enrollment functions at the college.
<b>Recommendation(s)</b>	Review the current organizational structure for the communications department and create a college-wide position that is accountable for and tasked with the explicit goal of enrollment growth. The role will also provide leadership in enrollment management and its related functions; including outreach, admissions, and recruitment.
<b>Action Steps</b>	Create and advertise new position
<b>Success Measures</b>	Increase in enrollment

Supporting Documents

## Enrollment Task Force Recommendation

**Name of Recommendation:** WAR Hold **No.** 5  
**Date:** 4/23/2020

<b>Background</b>	The WAR hold is a hold automatically initiated by a student’s self-disclosure of suspension or dismissal from his or her previous college or university on the TCC application. The criteria and process for releasing WAR holds varies by campus (requirements, timing, GPA, meeting with a dean versus advisor). New prospective students are required to complete the Application for Readmission After Suspension/Dismissal and submit unofficial transcripts. VCCS Policy 6.0.1 supports college awareness of students suspended for disciplinary/conduct reasons.
<b>Challenges / Issues</b>	One issue with WAR holds is the inconsistency among individual campuses, including the offices responsible for meeting with students with the holds and criteria and processes for removing the holds. Another issue is the hold is often left on too long, negatively impacting students academically. The hold also prevents students from enrolling on their own in SIS.
<b>Supporting Data</b>	As of March 3, 2020, for students with WAR holds placed in Summer 2019/Fall 2019/Spring 2020, 708 of those students never enrolled in classes at TCC.
<b>Recommendation(s)</b>	Establish a college-wide process for handling and removing WAR holds. WAR holds may be removed for previous academic suspensions/dismissals by advisors upon admission to TCC. WAR holds will remain for previous disciplinary suspensions/dismissals, and these students will be required to meet first with a Dean of Student Services. Establish a college-wide data collection process and communication plan for WAR holds.
<b>Action Steps</b>	Create a portal for uploading documents. Create an online, fillable form for suspended/dismissed students that will be routed to the appropriate department’s folder, which will be monitored daily.

<b>Success Measures</b>	Subsequent queries will be run to determine if the outreach measures are effective.
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**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Dean's Hold

**No.** 6

**Date:** 4/23/2020

<b>Background</b>	Student Services staff implemented the use of dean's holds as a retention initiative to monitor at-risk students on academic probation, suspension, and dismissal, students not meeting Satisfactory Academic Progress (SAP) standards, and discipline students. There are no college-wide policies or procedures to support this retention initiative. There is a manual process for accessing appropriate data as well as placing and removing holds.
<b>Challenges / Issues</b>	The processes for placing dean's holds are subjective and vary by campus. There is no college-wide collection of data to support that the holds are effective for retention and student success. The holds must be manually placed and released. Only Deans of Student Services and their administrative assistants are able to release dean's holds. Dean's holds are used for multiple purposes, but the name of the hold is misleading because, in most cases, students do not need to meet with a dean. These holds prevent all services for students, and students are unable to enroll on their own in SIS. Additionally, the dean's hold for SAP is a duplication of other retention efforts by financial aid staff.
<b>Supporting Data</b>	There were 729 students who were enrolled in Fall 2018 and had a dean's hold placed at the end of the term. Of those students, the average term GPA dropped from 1.17 in Fall 2018 to 0.77 in Spring 2019. The average cumulative GPA dropped from 1.35 in Fall 2018 to 1.29 in Spring 2019. The number of those students who progressed from Fall 2018 to Spring 2019, after receiving a dean's hold, was 55.8%.
<b>Recommendation(s)</b>	Establish college-wide processes for dealing with at-risk students. Establish a college-wide data collection process and communication plan. Discontinue placing dean's holds for academic probation, suspension, and dismissal students and SAP students. Use a suspension hold for academically suspended students. Establish a centralized process in the Office of the Registrar to notify students of academic warning, probation, suspension, and dismissal at the end of each semester when grades are posted and cumulative GPA is calculated. Students with discipline/conduct concerns will continue to have dean's holds placed and meet with their Dean of Student Services as required.

<b>Action Steps</b>	An intrusive advising outreach plan will be developed for managing probation, suspension, and dismissed students. OIS will run queries, and advisors will proactively connect with and track these students.
<b>Success Measures</b>	Subsequent queries will be run to determine if the outreach measures increase student success for academically at-risk students.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Call Campaigns

**No.** 7

**Date:** 4/23/2020

<b>Background</b>	Campuses have historically worked independently on call campaigns at different times throughout the academic year. Call campaign queries vary by campus, but most queries are requested from Ken Ballard. Data collection and volunteers also vary by campus. Currently the Prospect Team (New Student Support Team) is reaching out to all new students using Salesforce.
<b>Challenges / Issues</b>	<ul style="list-style-type: none"> <li>Lack of consistency among campuses in regard to call campaigns to include queries, data collection, staffing, call scripts and dates.</li> <li>Not able to document the impact of the calls.</li> <li>There is no result data.</li> <li>Current requested query lists are not scrubbed in order to be effective for the intended purpose of the call campaign.</li> </ul>
<b>Supporting Data</b>	No accurate recorded data from all campuses to know if current method is working.
<b>Recommendation(s)</b>	<ul style="list-style-type: none"> <li>Conduct coordinated college-wide call campaigns.</li> <li>Determine appropriate call dates prior to beginning of semesters.</li> <li>Coordinate query requests, data collection, call scripts, volunteers and training.</li> </ul>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>Centralize oversight of college-wide call campaigns.</li> <li>Develop a college-wide communication plan for future outreach.</li> <li>Utilize effective software to assist in recording and analyzing data.</li> </ul>
<b>Success Measures</b>	Data collected from call campaigns will be assessed in regard to student enrollment from all campaigns each semester to monitor effectiveness.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Educational Foundation Scholarship Process
**No.** 8  
**Date:** 4/30/2020

<b>Background</b>	<p>Educational Foundation scholarships are no refundable item type (last dollar). Educational Foundation application cycle opens (April-June for fall, Oct.-Nov. for spring). Students apply via Academic Works Applications reviewed for eligibility. Educational Foundation selects recipients (July for fall, December for spring). Educational Foundation notifies students of their award. Educational Foundation notifies Central Financial Aid (CFA) staff of awarded recipients. CFA staff then downloads recipients list from Academic Works. CFA posts Educational Foundation awards in SIS and saves information on a spreadsheet. CFA updates the spreadsheet with actual scholarship amounts disbursed Awards disburse and any adjustments are made, process repeats for Spring (Sept. for fall, Feb. for spring).</p>
<b>Challenges / Issues</b>	<p>Data shows that the Educational Foundation scholarship process does not award all of the allotted Educational Foundation funds to students each semester/year. For scholarships that have not been fully awarded or awarded at all, criteria for these scholarships may need to be further explored. With a high amount of scholarship funds not disbursed each year it is in TCC's best interest to engage with stakeholders to determine the best path forward.</p>
<b>Supporting Data</b>	<p>Educational Foundation scholarship spreadsheet that shows funding levels and awards vs. disbursed scholarship amounts from the last 3 years.</p>
<b>Recommendation(s)</b>	<p>ETF recommends that the Educational Foundation scholarship process be discussed with all stakeholders and a comprehensive approach for awarding and spending funds be developed.</p>

<b>Action Steps</b>	Review the Ed Foundation Scholarship Process to ensure that the process is comprehensive and serving the needs of our students.
<b>Success Measures</b>	Successfully enhancing the current Educational Foundation scholarship process that allows for TCC to exhaust set funding levels for scholarships each and every year. Set a benchmark of funding levels that the college wishes to exhaust each year and ensure that the benchmarks are met each year.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Financial Aid Centralization **No.** 9  
**Date:** 4/15/2020

<b>Background</b>	At TCC, financial aid is divided into two divisions: campus-level financial aid and the Central Financial Aid office (CFA). Campus-level financial aid operations are handled by each campus individually and each campus has their own financial aid staff in place. Campus-level financial aid staff report directly to the Dean of Students at each campus. CFA is a separate office and is responsible for all processing that takes place on each student’s file. These processes include the verification of students’ FAFSA; SAP processing; awarding/re-awarding financial aid to all TCC students; maintaining compliance with all federal, state and VCCS policies; reporting requirements and other responsibilities.
<b>Challenges / Issues</b>	ETF acknowledges the lack of a streamlined process for the entire college’s financial aid operations that incorporates campus-level operations and CFA processing/reporting functions. ETF recognizes the current reporting structure for campus-level operations to resolve complicated financial aid issues with students and financial aid staff is not effective. ETF acknowledges the lack of an overall centralized approach to student communication at campus-level financial aid offices.
<b>Supporting Data</b>	Attached Financial Aid Campus-Level Operations/Central Financial Aid Operations information to include student communications plans presented to ETF and submitted to ETF ahead of scheduled presentation.
<b>Recommendation(s)</b>	<ul style="list-style-type: none"> <li>• ETF recommends adopting a centralized approach to financial aid for TCC that will include merging both CFA and campus-level financial aid operations. This approach will streamline all financial aid operations and student, faculty and staff communications. It will also ensure that TCC enhances compliance with all federal and state regulations.</li> <li>• Appoint a newly titled position of Director of Financial Aid to lead the merger of CFA and campus-level operations beginning on July 1, 2020.</li> <li>• ETF recommends that CFA remains under the Finance division and involved in all Student Affairs matters at the campus-level.</li> <li>• The Director of Financial Aid would serve as the leader of the overall Financial Aid division of the college to include CFA and campus-level financial aid operations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Campus-level financial aid staff would no longer report to the Dean of Students but would report to the Director of Financial Aid.</li> </ul>
<b>Action Steps</b>	<p>After review of the current attached data the ETF concludes that a centralized approach to financial aid is needed.</p> <ul style="list-style-type: none"> <li>• Appoint a newly created title of Director of Financial Aid to lead the merger of CFA and campus-level financial aid operations to form a much-needed cohesive approach to financial aid at TCC.</li> <li>• The Director of Financial Aid will become the sole point of contact and subject matter expert for all decisions regarding Financial Aid at TCC beginning on July 1, 2020.</li> <li>• CFA will remain under the Finance division with the Director of Financial Aid serving as the leader of the overall Financial Aid division of the college, to include CFA and campus-level financial aid operations.</li> </ul>
<b>Success Measures</b>	<p>Student Satisfaction Survey: Students will be surveyed annually to ensure campus-level operations are running as planned. Beginning with the 2020-21 survey overall satisfaction will remain above 85% positive college-wide. The goal on each campus will be to improve satisfaction scores to ≥90% positive. Due to the nature of financial aid, some degree of dissatisfaction can be expected as students may not always receive the funding they desire. If satisfaction scores fall below 85% positive, stakeholders will meet to determine an action plan for improvement.</p> <p>Student Focus Groups: Focus groups with students will be facilitated each semester for the first year and then annually thereafter to determine service levels and opportunities for improvement. An action plan will be developed and implemented to address any deficiencies identified by the focus groups; the plan will be reviewed with campus leadership. Identified designee will facilitate the focus group as needed.</p>

**Supporting Documents**

This merging of the Central Financial Aid Office and the Financial Aid Campus-Level operations is needed for the purpose of providing, supporting and sustaining excellent financial aid service to students. This merge will also serve TCC better by streamlining internal and external communications and financial aid operations.

This document outlines the parameters of campus financial aid services as they are mutually understood by the primary stakeholders. This document does not supersede current processes and procedures unless explicitly stated herein.

## I. GOALS & OBJECTIVES

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The **purpose** of this document is to ensure that the proper elements and commitments are in place to provide consistent and excellent service to students and to the overall campus financial aid operation.

The **goal** of this document is to outline mutual expectations and responsibilities for financial aid services at all TCC campuses.

The **objectives** of this document are to:

- Provide clear reference to service ownership, accountability, roles and/or responsibilities,
- Present a clear, concise and measurable description of service provided to the campus,
- Match perceptions of expected services with actual service support & delivery,
- Clarify campus responsibilities in support of the financial aid office.
- The Director of Financial Aid will serve as the expert for the campuses to resolve financial aid-related issues and will have the highest level of decision-making authority to solve issues. The Dean of Students may call on the Director of Financial Aid whenever necessary to resolve financial aid-related problems.
- The Director of Financial Aid will supervise all campus-based Financial Aid Coordinators and report directly to the Vice President of Finance.
- The Financial Aid Coordinators will promote and support positive interdepartmental relationships, especially those with Student Services and the Campus Business Office since these relationships are critical for excellent service to students. Regular meetings and cross training of staff will be expected.

#### Measured student satisfaction

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- Student Satisfaction Survey: Students will be surveyed annually to ensure campus-level operations are running as planned. Beginning with the 2020-21 survey overall satisfaction will remain above 85% positive college-wide. The goal on each campus will be to improve satisfaction scores to  $\geq 90\%$  positive. Due to the nature of financial aid, some degree of dissatisfaction can be expected as students may not always receive the funding they desire. If satisfaction scores fall below 85% positive, stakeholders will meet to determine an action plan for improvement.
- **Ongoing E-Survey Satisfaction Measure:** All students will be invited to rate service levels and make comments immediately upon receiving in-office service. The Financial Aid Coordinator will review data monthly with staff and use the data for continuous process improvement. The Financial Aid Coordinator will also report data results to the Director of Financial Aid.
- Student Focus Groups: Focus groups with students will be facilitated each semester for the first year and then annually thereafter to determine service levels and opportunities for improvement. An action plan will be developed and implemented to address any deficiencies identified by the focus groups; the plan will be reviewed with campus leadership. The Associate Director of Financial Aid will facilitate the focus groups.

#### Complaint resolution

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- The Director of Financial Aid will be responsible for addressing all campus-related financial aid complaints in conjunction with the Financial Aid Coordinator. The overall goal is to handle issues as they arise, as appropriate and within the policies of TCC Financial Aid, and to avoid unnecessary escalation to campus leadership. In the event the Director of Financial Aid is absent, the Associate Director of Financial Aid will be given authority to respond to complaints. The following resolution process will be practiced:
  - a. Staff member demonstrates service excellence skills to include listening, probing for information, and providing solutions to the student.
  - b. Staff member may escalate a complaint to the Financial Aid Coordinator. The Coordinator will apply the same skills to help the student through the issue.
  - c. The Campus Financial Aid Coordinator may determine that a higher level TCC manager is needed to resolve the problem. The first option would be to escalate to the Financial Aid Associate Director.
  - d. The Campus Financial Aid Coordinator will follow up with all involved parties within one business day of resolution to ensure that the problem has been addressed.

- e. If a student goes directly to the Dean of Students with a financial aid issue, the Dean will refer the issue to the Campus Financial Aid Coordinator. The Financial Aid Coordinator, or designee, will address the issue and report back to the Dean of Students or Provost regarding the status of the issue within one business day and will also notify the Director of Financial Aid.
- f. All complaints will be logged by campus financial aid staff and reviewed at a bi-weekly staff meeting.

#### Staffing (hiring and coverage)

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- The Campus Financial Aid office (CFAO) will be responsible for establishing and filling all authorized financial aid positions in conjunction with the Director of Financial Aid. Staffing responsibilities will include:
  - a. Selection of campus financial aid staff (While the FAD will be responsible for final selection, the campus Dean of Students may be invited to participate in the selection process.)
  - b. Orientation of new staff
  - c. Training of all campus financial aid staff
  - d. Office coverage (filling vacancies, maintaining service during absences due to vacation and sick leave, providing staff that can float among campuses as necessary)
  - e. Staff performance evaluations (Campus leadership will be invited to provide input to the appropriate supervisor.)

## Enrollment Task Force Recommendation

**Name of Recommendation:** Discontinue Use of FTIC Hold **No.** 10  
**Date:** 5/7/2020

<b>Background</b>	The FTIC hold blocks a new applicant who is potentially a program-placed, first-time-in-college student from enrolling in any classes until they meet with an advisor. The FTIC hold was system was first implemented in Fall 2019. It was intended to improve retention by giving all new students the benefit of an advisor meeting before planning and enrolling in classes. In Fall 2019, there were over 2,000 new applicants who applied for the Fall 2019 semesters had no other holds except an FTIC hold, and did not enroll in classes that semester.
<b>Challenges / Issues</b>	Because it was implemented beginning Fall 2019, only one year of data on enrollment patterns under the FTIC hold was available for analysis. The new advising model had been created to rely on the mandated advisor visits of all FTIC students.
<b>Supporting Data</b>	In Fall 2019, TCC saw a decrease of 12.4%, compared to the previous year, in the number of FTIC students who enrolled. This was a much larger decrease than had been experienced in any recent years. This significant decrease may have been the result of the additional enrollment barrier that the FTIC hold presented to new students.
<b>Recommendation(s)</b>	Discontinue the use of the FTIC hold as a means of forcing new students to meet with an advisor.
<b>Action Steps</b>	Discontinue the use of the FTIC hold as a means of forcing new students to meet with an advisor. Instead, create a new advising plan that relies on advisor-initiated contact to insure that new students still receive the benefit of having the assistance of an advisor.
<b>Success Measures</b>	Examine FTIC student enrollment patterns and retention.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Advising
**No.** 11  
**Date:** 5/15/2020

<b>Background</b>	TCC introduced a new advising model in Fall 2018 and implemented the model in Spring 2019 with multiple touch points for students from entry to completion. New FTIC students have an advising hold placed and are currently assigned by campus and pathway. Across the college, there are people who advise in different capacities with different reporting and campus structures.
<b>Challenges / Issues</b>	Challenges related to advisor assignments include: it is a manual process; staff changes/updates cause problems, there is a lack of equity between pathways and advisors, and multiple advisors are assigned to one pathway. Another challenge with the FTIC hold is that it can be a barrier for students. A third challenge is the wait time for students to see an advisor on campus. A fourth challenge is the lack of consistency or lack of practice of group advising. A fifth challenge is the lack of consistency of at-risk advising for retention purposes on the campuses. The last challenge is the lack of consistency in the responsibilities and expectations of the college’s virtual advisors (Student Success Advisors vs e-advisors).
<b>Supporting Data</b>	
<b>Recommendation(s)</b>	<p>ETF recommends improving and streamlining communication related to advising by creating a college-wide communication plan. This plan will support the coordination of correspondence with students between offices and departments across the college. ETF also recommends updating and simplifying the current TCC website to increase the visibility and accessibility of support services and resources for students, faculty, and staff. ETF recommends creating a comprehensive advising plan to support an intrusive and intentional advising model. This advising plan will support the following:</p> <ol style="list-style-type: none"> <li>1. FTIC holds will no longer be used, but advising for new students will still be required/strongly encouraged.</li> </ol>

	<ol style="list-style-type: none"> <li>2. An effective onboarding and triage process will be created, and there will be a documented handoff from the Prospect Team/Admissions to an advisor.</li> <li>3. All students will be considered “at risk,” and students will be assigned to advisors based on pathway.</li> <li>4. Various outreach efforts/campaigns (outlined in the communication and advising plans) will occur based on different criteria (GPA, number of credits, program, time of semester).</li> <li>5. Navigate will be used to document and track these intrusive advising efforts, and there will be a more effective and centralized use of the Navigate data.</li> </ol> <p>ETF recommends a reorganization of the college’s advising structure to include the following:</p> <ol style="list-style-type: none"> <li>1. A position that provides advising oversight and coordination, to include training, communication, tracking of data, and accountability.</li> <li>2. The creation of a virtual infrastructure or platform, which includes the current student success advisors and e-advisors, and provides virtual resources to students.</li> <li>3. A campus restructure with a realignment of First Year Success, counseling, and advising</li> </ol>
<b>Action Steps</b>	<p>Remove FTIC hold but strongly encourage students to meet with an advisor. Recreate the advising structure based on recommendations. Establish a holistic and comprehensive advising plan across the college with a case management approach whereby a student works with advisors throughout their TCC experience.</p>
<b>Success Measures</b>	<p>Evaluate and assess students’ advising experiences via surveys. Regular evaluation and assessment of college’s advising plan.</p>

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Early Alert Program

**No.** 12

**Date:** 5/18/2020

<b>Background</b>	The VCCS Early Alert System, using Starfish Retention Solutions which was just bought out by Hobsons, rebranded SAILS (Student Assistance and Intervention for Learning Success). SAILS was launched at TCC in 2013 for Developmental Education courses. Prior to SAILS, TCC used SARS to note student progress.
<b>Challenges/Issues</b>	Currently, there is no established early alert program/system that is consistent across campuses. There is no use of technology or software to systematically track student progression.
<b>Supporting Data</b>	<p>Fall-to-fall retention rates over the past five years:</p> <p style="margin-left: 20px;">2013-2014 - 48%</p> <p style="margin-left: 20px;">2014-2015 - 49%</p> <p style="margin-left: 20px;">2015-2016 - 48%</p> <p style="margin-left: 20px;">2016-2017 - 50%,</p> <p style="margin-left: 20px;">2017-2018 - 47%</p> <p>While the rate hovered below 50%, in 2017-2018 it dropped to 47%, the lowest since 2012. Implementing an early alert program at this point is crucial.</p>
<b>Recommendation(s)</b>	To increase student retention, progression, and graduation rates the student support team will utilize Navigate consisting of instructor, advisor, and tutoring services. This team seeks to recognize academic challenges, pinpoint strategies to address challenges, utilize campus resources, and celebrate academic victories.
<b>Action Steps</b>	To implement Early Alert in Navigate, decision points must be determined. Dean of Students leading Early Alert will work with Super Users and EAB to set up Early Alert in Navigate. A decision will be made on who will be responsible for communication to and training of faculty.
<b>Success Measures</b>	Subsequent report will be run to determine faculty and staff involvement. Reports will be run to measure student persistence and retention.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Technology

**No.** 13

**Date:** 5/21/2020

<b>Background</b>	Investigate technology being utilized by the college from a student services perspective to determine current use and how adjustments could be made to provide seamless service to students and accurate data capture.
<b>Challenges / Issues</b>	<p>The college currently utilizes two main systems (outside of SIS) for student service interactions with students - Salesforce and Navigate. Each system has its own challenges:</p> <p>Salesforce: Limited awareness of product capability - this CRM has broad capability and a sophisticated framework implemented but has not been considered a serious solution to enrollment issues. In addition, only one office associated with student services is currently utilizing this product, which creates a siloed effect as it relates to use and data collection.</p> <p>Navigate: There is no in-house development. Someone from EAB would need to assist if structural layout needed adjusting (i.e. turnaround time delays). Currently the product is also being used in limited capacity (advising) as it relates to student services.</p>
<b>Supporting Data</b>	Difficulties we face collecting data on college-wide efforts being made for students as to where they are in the enrollment funnel and challenges knowing where we are losing students in their enrollment journey.
<b>Recommendation(s)</b>	<p>Explore importing Navigate notes into Salesforce so there can be a single source of all student interactions that will assist in a more accurate data capture.</p> <p>Explore expansion of Salesforce to other student services staff for more effective onboarding of students.</p>

	<p>Conduct college-wide overhaul of technology training and support to allow for more effective check-in system.</p> <p>College-wide call queues</p> <p>Case tracking with escalation system based on staff skill level and ability using one system.</p> <p>Continue to use Navigate as the advising tool of the college.</p> <p>Work with Communications Division to develop a communication plan for each system.</p> <p>Use Salesforce to onboard students college-wide and Navigate for college-wide advising of students.</p>
<b>Action Steps</b>	<p>Ultimately determine how we move forward with our systems. If we choose to utilize Salesforce for onboarding and expand it for campus use, the cost would be \$720 per person, per year.</p> <p>Develop a college-wide process for all aspects of onboarding a student through enrollment. This will allow the technology we use to provide more accurate data collection and therefore better decision making as it relates to enrollment initiatives.</p> <p>Centralize reporting and provide what information we want to collect within the technology so reports can be pre-built to collect this data in advance.</p> <p>Provide comprehensive training to staff on how to use the systems so we can collect as much data as possible. Staff need to understand the importance of collecting data on their interactions with students in all stages of the enrollment funnel.</p>
<b>Success Measures</b>	<p>Once the technology is in place and the processes have been determined, data collection will be more accurate, efficient and quicker to access so informed decisions can be made regarding enrollment initiatives.</p>

## Enrollment Task Force Recommendation

**Name of Recommendation:** Student Input - Surveys

**No.** 14

**Date:** 6/25/2020

<b>Background</b>	Very little information is available about students who apply to TCC and do not enroll. Usually, the only such data available is the Admission Application. By sending a survey to all applicants, we could expand that data and perhaps determine differences between those applicants who enroll vs. those who do not.
<b>Challenges / Issues</b>	Survey will need to be developed and administered. It is unknown how many students who do not enroll will complete the survey.
<b>Supporting Data</b>	N/A
<b>Recommendation(s)</b>	Create a brief survey and send to all TCC applicants to learn more information about why they applied and their intentions.
<b>Action Steps</b>	The Office of Institutional Effectiveness (OIE), in cooperation with others, will develop a survey that will be sent to all admission applicants. Data will be shared with those involved in enrollment management and others.
<b>Success Measures</b>	Examine the return rate of the survey, especially with regard to those students who do not enroll.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Customer Service
**No.** 15  
**Date:** 6/4/2020

<b>Background</b>	Customer service, accurate training and execution have been regular topics of discussion at TCC. There is currently no formal training offered by the college, therefore it is up to the managers in each office to provide training to their staff.
<b>Challenges / Issues</b>	Offer customer service training that is applicable to each office setting within the college while ensuring the training is streamlined to be consistent across the college. Determine location of where customer service training and updates occur while monitoring who ensures the training is completed by all staff.
<b>Supporting Data</b>	Currently there is no college-wide customer service initiative. Some staff have created their own training; however, the requirement of customer service training is non-existent at present moment.
<b>Recommendation(s)</b>	<p>HR will work with each division office to develop mandatory customer services specific training.</p> <p>Division supervisors will update training material with HR annually. Each division office is responsible for disseminating to staff and ensuring completion by all staff.</p> <p>EWPs should reflect mention of customer service training being mandatory.</p>
<b>Action Steps</b>	<p>Work with HR to connect with all staff in a supervisory role to develop a customer service training that would be applicable to their office.</p> <p>Develop a working calendar to ensure customer service training deadlines are met on a college-wide level.</p>

<b>Success Measures</b>	Review customer service training completion numbers to ensure all staff are completing this training annually.
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**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Virtual Support

**No.** 16

**Date:** 6/4/2020

<b>Background</b>	The college has provided virtual support to students from various offices across the college. Each office provides a level of service to prospective, new, current, and returning students in a variety of capacities - but not collaboratively.
<b>Challenges / Issues</b>	With various divisions assisting students in different capacities, we are currently placing it on the student to know which team to go to for assistance based on their needs. This sometimes leaves students searching for assistance and ultimately frustrated due to confusion on who to connect with. In addition, students often reach out to multiple teams for help, so efforts are going into one student's question when other TCC staff were already working to provide a resolution for that student. This results in resources being used for one student that could be used to help other students.
<b>Supporting Data</b>	Combined efforts across the various departments that help with student support answer six different generic emails, two general phone numbers, and process eight online forms - all while working in different systems (or none at all), so tracking of students is not being shared across departments.
<b>Recommendation(s)</b>	<p>Create a single, centralized department that consists of standardized training and all processes for customer support using technology to track and document what students this department is connecting with.</p> <p>Create an escalation system within this department for a more efficient and effective way to work with students through the enrollment funnel.</p> <p>Standardize operational hours to reflect those of on-campus support services.</p> <p>Provide a general phone number to route calls to one department to eliminate frustration for students trying to reach TCC by phone.</p>

<b>Action Steps</b>	<p>Develop a central location for the virtual support team to be located.</p> <p>Create specific mission and office responsibilities along with success measures of those responsibilities.</p> <p>Propose collection of metrics that include volume of calls, percentage of logged calls, percentage of calls resolved by team and average time of completion. In addition, college metrics on number of chats and emails received along with completion rate. Conversion of applied to enrolled students can be collected as well.</p>
<b>Success Measures</b>	<p>Review of predetermined metrics for conversion rate (applicant to registered student). Review completed tasks on a monthly, then yearly, basis for improvements on efficacy of virtual support efforts.</p>

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Conduct Research on Other Institutions
**No.** 17  
**Date:** 6/25/2020

<b>Background</b>	The higher education landscape has become increasingly competitive both nationally and in our service area. To become more competitive, the ETF agrees that onboarding processes at competitor institutions should be studied.
<b>Challenges / Issues</b>	TCC faces competition from 4-year, other 2-year, and for-profit colleges both locally and beyond. The ETF also recognizes that the onboarding process at TCC is cumbersome and challenging to navigate for new students. By exploring how other institutions onboard their students, some improvements or efficiencies in onboarding may be identified.
<b>Supporting Data</b>	TCC has experienced a 37% enrollment decline during the 2009/10 to 2019/20 period. Among all higher education institutions in Virginia, that performance ranked 65th out of 69 colleges and universities. Twenty-eight of those institutions experienced enrollment growth in that decade yet TCC's losses were among the most egregious in the state. The ETF is confident that lessons could be learned by exploring how other schools onboard new students.
<b>Recommendation(s)</b>	The ETF recommends that the college research the best practices of selected higher education institutions to learn how their onboarding processes work.
<b>Action Steps</b>	Direct the newly created Dean of Enrollment to select TCC representatives and give them instructions to apply to a large sample of higher education institutions. Once complete, charge that group to generate a report summarizing their observations and lessons learned.
<b>Success Measures</b>	That a report is generated containing a summary of ideas as to how TCC may improve its onboarding process.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Additional Questions on Student Surveys **No.** 18  
**Date:** 5/29/2020

<b>Background</b>	At the end of each semester, students are asked to respond to a series of questions associated with their experience in each of the classes they completed. This presents an opportunity for TCC to include additional questions designed to learn about students' overall college experience. These might include things like perceived barriers to progress or enrollment, ease of registering, willingness to take night/online/hybrid classes, or their experience with student services.
<b>Challenges / Issues</b>	Narrowing the focus of the questions will be challenging. Questions should be designed not only to solicit current opinions but also to allow tracking of changes in those opinions over time. Question design should include considerable thought about measurability over time.
<b>Supporting Data</b>	Response rates to student surveys are low. However, even a 25% participation rate will generate thousands of data points. In summary, this is an opportunity to generate a wealth of information about our students' experience not only in the classroom but at the college as a whole.
<b>Recommendation(s)</b>	The ETF recommends researching the possibility that several questions addressing the broader college experience be included on all student course surveys beginning this fall.
<b>Action Steps</b>	Convene a committee made up of a representative from the office of institutional effectiveness, distance learning, student services, student government, and faculty to determine specific areas where inquiries are needed. Once complete, generate five to ten questions that could be used in student surveys. Select questions from that group for use in the fall 2020 semester. Note that questions could differ by pathway, modality, or other criteria.
<b>Success Measures</b>	That responses show improvement in the student experience over time.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Develop a Winter Term for 2020/2021 **No.** 19  
**Date:** 7/16/2020

<b>Background</b>	The COVID-19 pandemic is causing disruptions in academic calendars across the U.S. This fall, neighboring institutions are ending terms on or about Thanksgiving to avoid risks associated with the coincidence of the pandemic and the flu season. That presents an opportunity to host a five-week session between Thanksgiving and the beginning of the Spring 2020 semester.
<b>Challenges / Issues</b>	Challenges are numerous and include scheduling, conflicts with major holidays, advertising, and the compensation of staff/faculty that are not normally utilized during this period. Despite these difficulties, the gains in enrollment that arise from this new term could be worthwhile. Even more, the blue print for a new 'winter term' in future years might be developed.
<b>Supporting Data</b>	For both ODU and NSU, the fall 2020 term ends November 18th with exams occurring between November 19th and 25th. Similarly, UNC's 17 colleges end their fall term on November 17th with exams ending on November 25th. There are more than six weeks between that end date and the beginning of TCC's Spring 2021 term.
<b>Recommendation(s)</b>	The ETF recommends that TCC explore the possibility of holding a five-week term this winter (Nov. to Jan.) to take advantage of early higher education closures this year.
<b>Action Steps</b>	Direct a team of TCC staff members to explore the possibility of holding a five-week term beginning on or about November 30th and ending on or about January 8th. Note that this idea was generated by Kelly Gillerlain. As such, she may be a valuable member of this team.
<b>Success Measures</b>	That TCC shows significant gains in enrollment as a result of holding a five-week winter term.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Market Summer Classes to Four-year Students      **No.** 20  
**Date:** 7/16/2020

<b>Background</b>	Many students attending four-year schools in other parts of Virginia take summer classes at TCC. They use this opportunity to continue their degree progress at a lower cost. At some point in our history, TCC used to market to these students but such programs have ceased.
<b>Challenges / Issues</b>	Challenges include adding additional responsibilities to the marketing department.
<b>Supporting Data</b>	Though it is admittedly a limited sample size, in two economics courses this summer, 24% of enrolled students identified themselves as currently being enrolled in a four-year school. If these numbers are representative of the broader college summer student body, than this is a large cohort. Small percentage increases could result in sizable enrollment gains.
<b>Recommendation(s)</b>	The ETF recommends that efforts be made to attract four-year summer students.
<b>Action Steps</b>	Direct TCC marketing staff to generate a marketing campaign aimed at funneling students currently enrolled in four-year institutions towards TCC summer courses. Potential attractions to advertise could include lower costs, local in-class sessions for service area residents, and smaller class sizes.
<b>Success Measures</b>	That a marketing program be completed. Even more, success could be measured in significant increases in future summer enrollment.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Develop a TCC Mobile App **No.** 21  
**Date:** 7/16/2020

<b>Background</b>	Today's students are increasingly connected to the world via their mobile devices; yet TCC does not have a widely used interface to interact with our students on this platform.
<b>Challenges / Issues</b>	Many challenges can be identified and include cost, technological barriers, breadth of use, security and more. Despite these formidable challenges, the ETF unanimously agrees that this concept is worth exploration.
<b>Supporting Data</b>	Today's college student spends between 8 and 10 hours per day on their phone. Many higher education institutions recognize this and are using mobile apps to conduct orientations and campus tours, push notifications, offer scheduling services, arrange student service appointments, and more.
<b>Recommendation(s)</b>	The ETF recommends that TCC explore the use of a mobile app to manage registration, degree progression, advising, faculty interaction, extracurricular activity, and customizable notifications.
<b>Action Steps</b>	Direct a team of TCC employees to explore the possibility of adopting a mobile app that allows students to interact with TCC in all manners described in the recommendation above. As the origin of this idea, Peter Shaw would likely be a valuable team member.
<b>Success Measures</b>	That a proposal for a mobile app be presented to the President.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Organized Communication
**No.** 22  
**Date:** 7/9/2020

<b>Background</b>	Communications come from various departments to students. There is no consistency regarding communication (emails, calls, mailings) being sent college-wide. Generic email accounts are set up college-wide but with no consistency between office (to include email names, frequency of response, or type of response).
<b>Challenges / Issues</b>	Messages to students are often reactive rather than proactive. Branding, messaging, and tone is determined by individual campus or office and is not consistent. Student email lists are created based upon the campus of record and/or the campus where classes are taken; therefore, students may either miss pertinent information or receive too much information from all four campuses. Some messages are too general in nature and leave students confused about their status. Important messages may be overlooked, and timing of the messages may cause students to panic.
<b>Supporting Data</b>	
<b>Recommendation(s)</b>	First, a robust communication plan should be built that determines when, and through what channels, messaging is sent to students. Students will have the ability to opt-in to relevant communications. This plan will be developed with the help of the Marketing Department and approval of the Vice President for Student Affairs. Second, training should be built by the Marketing Department to ensure all communication aligns with the branding and tone of the college. This training will tie in with the customer service training module. Third, students in danger of being dropped for non-payment will be alerted about their situation and what to do about it in a timely manner. A college-wide process will be established for notifying students of cancelled classes along with detailed approach to finding alternative class options to fulfill place of cancelled class.

<b>Action Steps</b>	A robust, detailed annual college-wide communication plan will be created through collaboration between academic and student affairs, marketing, and OIE staff.
<b>Success Measures</b>	Survey students on communication preferences and overall satisfaction with TCC's communication. Regular evaluation of college-wide communication plan with key stakeholders.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Convene Another Enrollment Task Force
**No.** 23  
**Date:** 7/10/2020

<b>Background</b>	In February 2020, the enrollment task force (ETF) was convened to explore potential barriers to enrollment growth and to make recommendations to remove those barriers. That committee’s charge ends in August. However, committee members unanimously agree that continuing in this effort would be beneficial to the college.
<b>Challenges / Issues</b>	A key ingredient to success is to find a collaborative group of TCC employees that span the college in department, role, and geography. Committee members should be given the freedom to generate ideas regardless of cost or difficulty while also being provided a forum to deliberate that is protected from external scrutiny.
<b>Supporting Data</b>	In response to its initial charge, the ETF has provided numerous recommendations, some of which have already been adopted. The ETF believes that a follow-on committee made up of largely new members (but including a few existing members for continuity) may be able to continue to generate ideas that will bolster enrollment growth.
<b>Recommendation(s)</b>	The ETF recommends that the President immediately convene a follow-on committee populated with some existing ETF staff and some new individuals from numerous parts of the college to continue the work of solving enrollment decline.
<b>Action Steps</b>	Charge the newly created Dean of Enrollment to convene a committee made up of a representative from academic advising, educational accessibility, marketing, office of institutional effectiveness, enrollment services, financial aid, and faculty to generate a list of enrollment growth strategies.
<b>Success Measures</b>	That the committee generates an additional set of recommendations to enhance enrollment growth.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Dropped for Non-Payment **No.** 24  
**Date:** 5/7/2020

<b>Background</b>	Tidewater Community College has a series of drop dates for non-payment prior to each semester in which students are removed from classes who owe any level of a tuition balance. Many students are still working towards financial aid completion and/or pursuing other forms of payment. After removal of enrollment the student must re-enroll, which often creates barriers.
<b>Challenges / Issues</b>	Students are being dropped from classes due to non-payment after repeated attempts to alert them of deadlines. These students have navigated the enrollment process although they are often still working towards payment of their tuition balance. We are losing these students in a tuition funnel and frequently losing students who owe less than \$200 for the semester.
<b>Supporting Data</b>	The Office of Enrollment Management is provided with a list of students who owe tuition balances on a weekly basis prior to each semester. The list includes the number of credits and potential for financial assistance.
<b>Recommendation(s)</b>	The Office of Enrollment Management will analyze the data weekly of students with tuition balances and focus on streamlined efforts to reach out to students to notify them. It is recommended that the college will hold those students in their classes as they are working towards their payment and funds will be identified to assist students as necessary.
<b>Action Steps</b>	Identify and develop a comprehensive plan to notify students of their tuition balance early and prevent enrollment drops through concentrated efforts to assist students as necessary with identified funds and appropriate advising.
<b>Success Measures</b>	Reports will be run after the last day to drop/add courses to compare the number of students who were identified with a tuition balance during the registration period to those who have completed the payment process.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Student Affairs Organizational Restructure
**No.** 25  
**Date:** 6/4/2020

<b>Background</b>	Currently, student services are coordinated by four Deans of Student Services reporting to four Provosts. Each dean is responsible for student services on their respective campuses, which unfortunately leads to inconsistent processes, communication, and fractured collaboration.
<b>Challenges / Issues</b>	The lack of consistent processes creates a competitive environment and often leads to students “campus hopping” to get the answer they seek. Ensuring a consistent, collaborative, and college-wide approach to serving our students eliminates the need for campus hopping and will facilitate unified efforts to address challenges.
<b>Supporting Data</b>	TCC has suffered from 10 years of declining enrollment. While the current Student Affairs structure is not necessarily the only reason for the decline, a new structure would better support quick decisions, new initiatives and a college-wide approach to solving the enrollment challenges.
<b>Recommendation(s)</b>	The ETF recommends optimizing student services processes by creating a Vice President for Student Affairs position to support the implementation of these recommendations and guide college-wide efforts pertaining to prospecting, onboarding, financial aid, domicile and advising. Align student services with academic affairs by assigning each student services dean responsibility for a functional area (i.e., advising, student activities, student support services, and retention) to ensure consistency, streamlined processes, and needs of students.
<b>Action Steps</b>	President evaluates the current structure to determine what changes in personnel can be made to support this recommendation.
<b>Success Measures</b>	Community College Survey of Student Engagement (CCSSEE) feedback and snapshots of the enrollment picture.

Supporting Documents

## Enrollment Task Force Recommendation

**Name of Recommendation:** Financial Aid Assistance

**No.** 26

**Date:** 7/16/2020

<b>Background</b>	Each semester students find out at the last minute that they need to supply additional documents for financial aid packaging. Communicating what verification documents a student should supply often falls on the student to determine. In addition, responsibility for understanding a financial aid award is placed on the student to reach out for assistance, rather than providing proactive support. This often results in frustrated students being dropped from classes as they rush to supply often complex documents.
<b>Challenges / Issues</b>	How to message to students: TCC currently emails students general notifications to student generic emails and provides more detailed messages in the SIS student message center. Connecting with these students and expressing the importance of next steps has proven to be challenging. Being reactive when student reaches out to TCC at the last minute for understanding has been the trend.
<b>Supporting Data</b>	Student drop rates. As tuition deadlines approach and pass there is often a significant drop in enrollment. Many of these students thought financial aid was in place or were working to provide verification documents to receive their financial aid package.
<b>Recommendation(s)</b>	Initiate a robust communication plan to ensure students understand what documents are required before their financial aid can be packaged. Provide education on what financial aid a student has been awarded. Communication plan should be mindful of tuition deadlines to allow communication to reach students with ample time to supply needed documents.
<b>Action Steps</b>	Work with Central Financial Aid to acquire list of students who need to provide verification documents and develop a communication plan for these students that includes email and outbound call efforts.

<b>Success Measures</b>	Review enrollment report each semester to determine if there is a decrease in dropped students after the tuition deadline. Investigate the list of dropped students to determine reason for drop (lower financial aid seeking student number would equate to efforts working).
-------------------------	--

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Near Program Completion Student Notification      **No.** 27  
**Date:** 7/16/2020

<b>Background</b>	TCC often has students leave the college without an earned degree. Some of these students are very close to program completion. TCC does not have a comprehensive way to track these students or a detailed communication plan to connect with this group of students.
<b>Challenges / Issues</b>	Streamlined and efficient technology is not currently available to pull students who are close to completion of a program. This is a manual, time consuming process.
<b>Supporting Data</b>	Review of graduation rates at TCC, along with the number of students who transfer to other institutions without earning a degree at TCC, can be correlated to those same students possibly being close to completion of a program at TCC (certificate or associate's).
<b>Recommendation(s)</b>	<p>Investigate a communication plan for any student who is near completion of curriculum requirements for any program but is not registered to notify them of their potential to earn a degree.</p> <p>Research technology that would allow the college to pull near completion information efficiently.</p> <p>Research transfer agreement partnerships with other institutions where our students are going after leaving TCC without earning a degree (enhancing reverse transfer).</p>
<b>Action Steps</b>	<p>Work with Marketing Department to create a comprehensive communication plan for students who are within a specific number of credit hours of completing program to provide benefits of completing the program and earning a certificate or associate's degree.</p> <p>Identify institutions where most students transfer without earning a degree with TCC to develop connections and work toward enhancement</p>

	of reverse transfer opportunities. Obtain technology to streamline the process of identifying students who are in this group.
<b>Success Measures</b>	Review number of students who fall within near completion category each semester for a decrease from year prior and compare to increased numbers of graduating students.

**Supporting Documents**

## Enrollment Task Force Recommendation

**Name of Recommendation:** Digital Forms **No.** 28  
**Date:** 7/16/2020

<b>Background</b>	Students must complete various forms for a variety of reasons during their time at TCC. Because the forms are in paper format, they are often left to determine which campus and what department should receive the form and who to contact for updates, placing the burden on the student. This can lead to delays and frustration.
<b>Challenges / Issues</b>	At a large institution with multiple locations, there is often confusion over who should receive a form and where the form is located after submission, which presents a challenge to provide a student an accurate update on processing.
<b>Supporting Data</b>	In an age of virtual service, paper forms are outdated and difficult to route. Turnaround time of processing paper forms is often delayed and does not allow staff to provide an appropriate level of customer services.
<b>Recommendation(s)</b>	Digitize all forms associated with Student Services. Create a college-wide process for how these forms will function, including optimization allowing the forms to automatically route to the appropriate staff member to eliminate confusion about form routing.
<b>Action Steps</b>	Work with Student Services staff to identify all forms that need to be digitized and collaborate with the Web Communications Team to optimize form functionality.
<b>Success Measures</b>	Identify length of time for form submission and turnaround. Listen to feedback provided by students and staff who utilize digital forms and use this information to assess functionality and make improvements.

**Supporting Documents**

## **PowerPoint Presentations**

WA3- “Parent Signature” Hold

WA4- “ATB” Hold



TIDEWATER  
COMMUNITY COLLEGE  
From here, go anywhere.™

*Recommendation P1*

# WA3 Hold Background

*In adherence with TCC Policy 2208 and VCCS policy 6.0 (Admissions) and related VCCS policy 6.6.3, students who are under the age of 18 are required to submit a parent or guardian signature before being eligible to take courses at TCC.*

*Currently, students have two ways to submit the signature: printing the online application or completing a printed form and mailing, faxing, emailing or hand-delivering the form to the campus.*

*While investigating this process it has been determined the hold remains on a student's account after a student turns 18.*

# WA3 Hold Background-Student Perspective

- *Student completes application for admission before they have turned 18*
- *Hold applied to record- Blocks Enrollment*
  - Message: Tidewater Community College applicants under the age of 18 must provide their parent's or legal guardian's signature on the application for admission. Click the "Print Application" button above before leaving the Application for Admission site and submit the printed application with parent/legal guardian signature to any campus admissions office.
  - Students are emailed once with instruction regarding WA3 hold and provided paper form which offers the option to fax, email or can be hand-delivered.

# Challenges/Issues

- *The inability for the Student Information System to automatically release this hold once a student has turned 18 creates an unnecessary barrier to enrollment.*
- *Paper submission form*

## The Date

- *3,362 students have the WA3 hold on their record (pulled students from last three consecutive semesters).*
- *325 students were over 18*

# Recommendation

- *Create an online submission form which allows students and parents/guardians to easily sign and submit the parent signature form which will be directed to one central location for quick processing.*
- *Run a query once a year to remove all WA3 holds that are no longer applicable.*

# Success Measures

- *Review WA3 holds each semester to measure numbers.*
- *Collect data on how many Under 18 web submission forms are being submitted each semester to assure communication to students is effective.*

# WA4 Hold Background

- *Triggered based on application answers*
  - Student is 18 years of age or older
  - Student answers they “do not have a high school diploma or GED and are currently not attending high school.”
  - Message: You stated on your application for admission that you have not graduated from high school or completed the GED. Before you may enroll in classes, you need to take the college’s placement test and have your scores reviewed by a TCC academic advisor. If your scores indicate that you are able to benefit from instruction at the college, you will be able to register for classes. Placement testing information and the testing schedule can be found at [www.tcc.edu/placement](http://www.tcc.edu/placement). Should you have questions or need directions to the campus, please contact us at 757-822-1122 or [info@tcc.edu](mailto:info@tcc.edu).

# Challenges

- *Impacts both admissions and financial aid*
  - communicating with both areas of students services can be challenging
- *Adjustments must be made to a student's SIS account so it reflects updated high school completion status and triggers a review of a student's To Do List within SIS to clear any impacted financial aid items.*

# Supporting Data

- *282 student with this hold in Fall 19 and 224 in Spring 2020*
- *138 WA4 holds were removed from student accounts for those marked in the last three terms.*
- *Unknown what number of those students application answers triggered this hold unnecessarily.*

# Recommendation

- *A proactive email is sent to all students who apply for admission and have this hold placed on their account.*
- *Additional follow-up call based on an auto-generated call queue will allow staff an additional layer of communication to the student.*
- *Once all criteria is met to remove the WA4 hold, a staff member will remove the hold which will automatically remove any requirements in place for this particular item on a student's To Do List within SIS. (Allowing FA packaging).*

# Success Measures

*Updates related to students contacted through this method will be sent to the Director of Financial Aid and Associate Vice President for Student Affairs on a weekly basis. Number of WA4 holds will be monitored at end of each semester to determine success rate.*



**DEAN'S HOLD**  
**&**  
**WAR HOLD**  
(SUSPENDED/DISMISSED FROM  
A PREVIOUS COLLEGE)

DEAN'S HOLD



# Background of Dean's Hold

- Implemented as retention initiative to monitor probation, suspension, and SAP students
  - Lack of college policy/college-wide procedures to support retention initiative
  - Used for multiple purposes to determine effectiveness as a retention strategy
  - Manual process for accessing data, placing holds, and removing holds
  - Processes are subjective to individual campuses
- 

# DEAN'S HOLD

Research indicates campuses apply the dean's hold for the following reasons:

- ▶ Probation
- ▶ Dismissal/Suspension
- ▶ SAP
- ▶ Discipline

# ACADEMIC STANDING (Academic Probation)

*Students who fail to maintain cumulative GPAs of 1.50 after attempting 12 or more semester credits shall be on academic probation until their cumulative averages are 1.75 or better.*

*The statement “Academic Probation” will appear on the students’ permanent records. Students on academic probation are ineligible for appointive or elective offices in student organizations unless special permission is granted by the campus Dean of Student Services. Students must consult counselors or academic advisors before registering and usually are required to carry reduced course loads the next semester.*

*Note: Although cumulative GPAs between 1.5 and 1.99 may not result in formal academic probation, students must earn a minimum of 2.0 in their curricula to receive associate degrees or certificates.*

# ACADEMIC STANDING (Academic Suspension)

*Students on academic probation who fail to earn minimum semester GPAs of 1.50 shall be placed on suspension only after they have attempted 24 or more semester credits.*

*The statement “Academic Suspension” will appear on the students’ permanent records. Academic suspension shall be for one semester. Suspended students may appeal and be reinstated at the conclusion of the suspension period by submitting Applications for Readmission, available online or from campus Counseling/Advising offices. Readmission applications should be submitted to Advising and Counseling for review.*

*Following reinstatement after academic suspension, students must earn minimum 2.00 GPAs for the semester in which they return, and minimum GPAs of 1.75 in all subsequent semesters for which they are enrolled. The statement “Subject to Dismissal” shall be placed on students’ permanent records. Students who have been reinstated from academic suspension will remain subject to dismissal until their cumulative GPAs are raised to a minimum of 1.75. Reinstated students may be required to carry reduced course loads the following semester and are required to consult with counselors or academic advisors.*

# ACADEMIC STANDING (Academic Dismissal)

Students who do not attain at least 2.00 GPAs for the semester of reinstatement following academic suspension shall be academically dismissed. Students who achieve at least 2.00 GPAs for the semester of their reinstatement following academic suspension must earn at least 1.75 GPAs in all subsequent semesters of enrollment. Failure to attain 1.75 GPAs in each subsequent semester until the cumulative GPAs reach 1.75 shall result in academic dismissal.

The statement "Academic Dismissal" will appear on the permanent records of students. Academic dismissal is normally permanent. In exceptional circumstances, students may appeal and be reinstated by submitting Applications for Readmission available online or from campus Counseling/Advising offices. Readmission applications should be submitted to Advising and Counseling for review. Students who have been reinstated after academic dismissal will remain subject to dismissal until their cumulative GPAs are raised to a minimum of 1.75. Reinstated students may be required to carry reduced course loads the following semester and are required to consult with counselors or academic advisors.

# PROCESS FOR PROBATION/DISMISSAL/ SUSPENSION:

- Request query from OIS at end of semester when cumulative GPAs are calculated
- Place holds on student accounts
- Communicate reason for hold/requirements to students (email and/or physical letter)
- Request query from OIS after following semester to determine which holds should be removed (this step is often missed)
- Holds must be manually released (only possible by dean of student services or dean of student services' administrative assistant)

## Deans Holds by Term

Action	Fall 2019	Summer 2019	Spring 2020 *
Added	132	613	522
Changed	19	53	16
Removed	104	307	174

### Outcomes of Students with Dean's Holds

Students who were enrolled in Fall 2018 and had Dean's Hold placed at end of term:

Number of Students                      729

#### **GPA**

Average GPA Before (Fall 2018) and After (Spring 2019) Dean's Hold

	Term GPA	Cumulative GPA
Fall 2018	1.17	1.35
Spring 2019	0.77	1.29

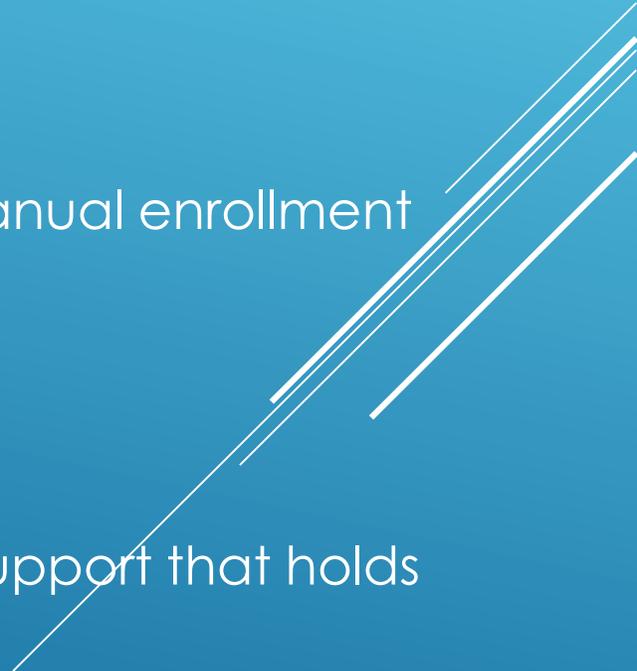
#### **Progression**

Returned Spring 2019 Term                      55.8%

# PROCESS FOR SATISFACTORY ACADEMIC PROGRESS (SAP):

- After SAP is run, query requested by OIS
- Holds placed on some campuses
- Different criteria for SAP hold based on campus
- Different processes based on campus initiatives
- Communicate reason for hold/requirements to students (email and/or physical letter)
- Request query from OIS after following semester to determine which holds should be removed (this step is often missed)
- Holds must be manually released (only possible by dean of student services or dean of student services' administrative assistant)

# WHAT ARE THE BARRIERS WITH THE DEAN'S HOLD?

- Timeliness of the placement of the holds
  - Hold prevents all services
  - Hold used for multiple purposes
  - Processes are different on each campus
  - Limitations to enrollment in SIS
  - Requires additional documents and processes prior to manual enrollment
  - SAP hold is a duplication of efforts
  - Manual process creates multiple holds
  - Communication to students comes after hold is placed
  - Prevents institutional college-wide collection of data to support that holds are effective
- 

# RECOMMENDATIONS (DEAN'S HOLD)

- Establish college-wide policy and directives
- Remove dean's hold for probation, dismissal/suspension, and SAP
- Use suspension hold for suspended students
- Establish a centralized process in Office of the Registrar to notify students of academic warning and academic probation at the end of each semester when grades are posted, and cumulative GPA is calculated
- Discipline/conduct remains as dean's hold
- Establish college-wide data collection process and communication plan

WAR HOLD  
(SUSPENDED/DISMISSAL FROM A PREVIOUS  
COLLEGE)



# WAR HOLD DATA

As of March 3, 2020:

Summer 2019/FALL 2019/Spring 2020 yield:  
708 students with WAR hold who never enrolled

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

# BACKGROUND OF THE WAR HOLD:

- Initiated by the student's self-disclosure of suspension/dismissal from previous college on application
- OCR sends transcripts of previously suspended/dismissed students near the end of the semester (after students have already enrolled and attended classes)
- Criteria for release of hold varies by campus (requirements, timing, GPA)
- Hold is handled by different offices depending on campus
- New prospective students required to complete the Application for Readmission After Suspension/Dismissal and submit unofficial transcripts

**<https://help.tcc.edu/s/article/Application-for-Admission-or-Readmission-After-Suspension-or-Dismissal>**

# VCCS policy 6.0.1 supports college awareness of students suspended for disciplinary/conduct reasons

*The colleges reserve the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of a college. The colleges also reserve the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger or significantly disruptive by, another college. Students whose admission is revoked after enrollment must be given due process. Each college must have a procedure for determining when denial is warranted.*

# WHAT ARE THE BARRIERS WITH THE WAR HOLD?

- Inconsistency among individual campus processes (office responsible, requirements, removal of hold)
  - Hold is often left on too long for academic reasons
  - Enrollment limitations
- 

# RECOMMENDATIONS (WAR HOLD)

- Establish college-wide policy
- Establish consistent processes for handling and removal of WAR discipline hold (streamline process)
- Create a portal for uploading documents
- Create online, fillable form for suspended/dismissed students that is routed to appropriate department's folder (monitored daily)
- WAR hold remains for disciplinary reasons
- Manual removal of academic suspension/dismissal (from a previous college) hold by advisors
- Establish college-wide data collection process and communication plan



# Analysis of the FTIC Hold

**Enrollment Task Force**

April 16, 2020

# FTIC Holds Background

The FTIC hold blocks a new applicant who is potentially a program-placed, first-time-in-college student from enrolling in any classes until they meet with an advisor.

The FTIC hold system was first implemented in Fall 2019. It was intended to improve retention by giving all new students the benefit of an advisor meeting before planning and enrolling in classes.

In Fall 2019, there were over 2,000 new applicants who applied for the Fall 2019 semesters, had no other holds except an FTIC hold, and did not enroll in classes that semester.

# FTIC Holds Effect

## Change in FTIC Enrollment and Retention

Fall Semester	Students	Decrease in FTIC Enrollment	FTIC Fall-to-Spring Retention
2017	3,706		
2018	3,413	-293	76.2%
2019	2,989	-424	76.7%

- 424 fewer FTIC enrolled in Fall '19 (under hold) than in Fall '18 (before hold).
- Increase in retention rate equals 13 additional students retained from Fall '19 cohort

# FTIC Holds Summary

Small increase in retention may be due to mandatory advisor meetings from FTIC holds, but FTIC hold may be a roadblock for new incoming students.

Objections to removal of FTIC hold system due to less than 1 year of data.

Possible alternatives:

- Wait until 2<sup>nd</sup> semester to implement hold.
- Have robust communication plan for FTIC that stresses benefits of early advisor meeting and put in student's to-do list.



Enrollment Task Force Overview and Recommendations

# Advising

*Recommendation 11*

# Background/Organization

- Campus Counselors and Advisors
- Educational Accessibility Counselors
- E-advisors
- Virtual Advisors
- Military Base Representatives
- High School Outreach Advisors
- Prospect Team
- Apprenticeship Institutional Program Coordinator (Karen Miller)
- Shipyard Apprenticeship Coordinator
- International Student Advisor (Jessica Watson)
- Women's Center STEM Promise (Jaedda Hall)
- Open Door Advisors
- Visual Arts Center Advisor (Jennifer Barnes)
- CTE Faculty

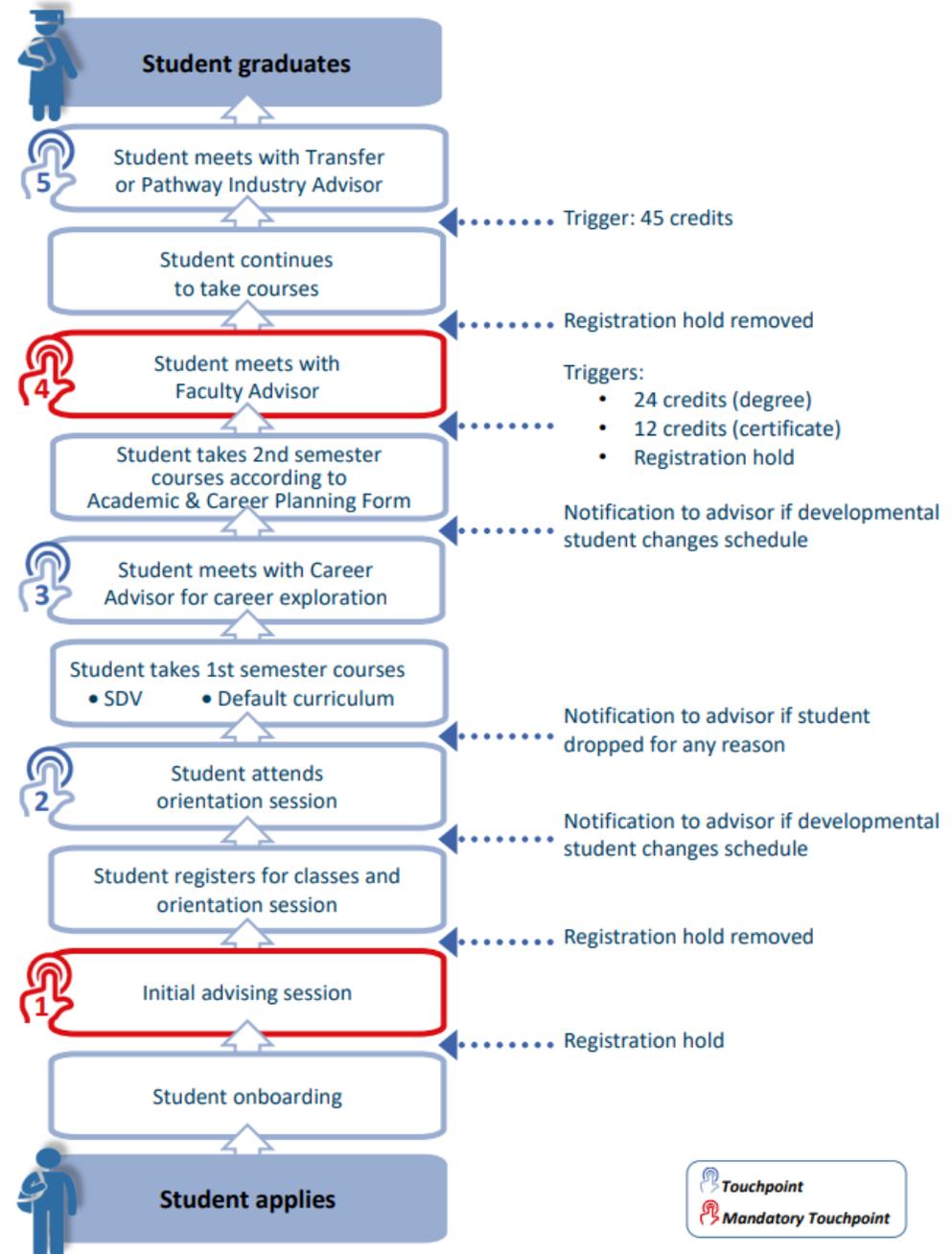
# Advising Leadership

- Lead Counselors
- Lead Virtual Advisor
- FYS Coordinators
- Coordinator of Support Services
- Educational Accessibility Coordinator
- Deans of Student Services
- AVP of Student Affairs
- VP of Enrollment and Communications
- Director of Military Support Services
- Info Center Manager
- New Student Team Support Manager
- Open Door Director
- Women's Center Director

# TCC Advising Model

- Introduced in Fall 2018
- Implemented in Spring 2019

## Student Advising Model



# College-wide Advising Process

Counselors and advisors are expected to abide by the following procedures when advising first-time-in-college (FTIC) and/or readmitted, curricular students.

## Student



1. Student applies to Tidewater Community College.
2. Advising hold placed on student's record.
3. Student is manually assigned to an advisor based on selected degree program.
4. Student is directed to log in to Navigate to complete the onboarding process, call 822-1111 (Prospect Team) or email [nextsteps@tcc.edu](mailto:nextsteps@tcc.edu) for next steps. Information is communicated to the student through the following methods:

- Admissions letter
- Prospect mailing
- Admitted mailing
- Email

## Prospect Team



Prospect team will:

- Triage students and ensure onboarding is completed as much as possible before scheduling the applicant for an advising appointment
- Use Navigate to capture notes when advising students

Prospect team members who are properly trained will advise students when appropriate by following the same process as outlined to the advisors below.

## Advising



Once student has been triaged, advisors should be prepared to meet with the student in person, by phone, or email.

Advisors should do the following:

- Log in to Navigate
  - o Select Overview tab to get a 30-second profile of student
  - o Select Path tab to see if student has logged in to Navigate yet
  - o Select Academic Plan to create a two semester plan with **FTIC student**
    - You may print the report if student needs it to register
  - o Select Report on Appointment to open new advising report
  - o Complete the Advising Summary Report
    - Make notes on the advising report - for returning students include their two semester academic plan here. Copy the information before saving the report.
    - Click **Save this Report and message the returning student his/her academic plan**
- Register new students for an orientation session
- Remove the advising hold and General Advising to-do list item in SIS
- Refer student to register in recommended courses based on campus procedures

## Orientation



Campus point of contact will:

- Send the Interim AVP for Student Affairs a list of student names and SIS numbers completing an orientation session.

**!** *The list should be sent daily to ensure the SIS To Do List item is promptly removed.*

## Feedback



We are collecting feedback during this process. Please follow your campus process and provide feedback by contacting your campus Super User or by completing the advising process feedback form whenever appropriate: <https://forms.tcc.edu/navigate-feedback-form/>

# P.A.C.E.

PROGRESSIVE ACADEMIC & CAREER EXPERIENCE

EXPLORE ♦ ENGAGE ♦ EMPOWER

45-60 Credits

15-30 Credits

2<sup>nd</sup>/3<sup>rd</sup>  
Semester

Semester 1  
SDV

Advising  
Team

6

## Career Preparation

Co-curricular activities: resume review, career fair attendance, etiquette training.

5

## Practical Exposure II

Engagement in activities which expose students to careers: Job shadowing, mock interviews with employers, internships, co-op (student learning assessed).

4

## Career Advising Meeting II

Required second meeting is with a pathway faculty advisor: Confirm program plan and discuss career options.

1B

## Career Advising Meeting 1B

Students still undecided after completing the SDV course will meet with the P.A.C.E. Advisor for assistance with clarifying career goals.

3

## Practical Exposure I (SDV)

Engagement in activities preparing students for practical exposure to careers: Research industry, discern job market, tour companies, conduct informational interviews (student learning assessed).

2

## Interest Inventory (SDV)

Self-assessment to determine interests, skills, and values (student learning assessed).

1A

## Career Advising Meeting 1A

Required meeting with an advisor prior to first semester enrollment. Advisor asks the student a series of career related questions. Student mandated to enroll in an SDV class.

# Issue: Advisor Assignments

- Assignment by pathway since Spring 2018
- Currently being assigned manually in SIS
- Advisors as generalists (even with assignment)
- Challenges
  - Staff changes/updated advising assignments
  - Multiple advisors assigned to one pathway
  - Equity
  - Benefit to students

# Issue: FTIC Hold

- Function of the hold
  - Ensure early meeting with advisor
  - Ensure proper course selection
  - Explain various to-do list items (SIS & Navigate)
  - Create two-semester academic plan
- Is the hold a barrier to enrollment?

# Issue: Wait Times

- Appointments currently 30 minutes long
- Longest waiting times during peak enrollment
- Appointment preparation
- Inconsistent/limited advising appointments
- Customer service/managing expectations

# Issue: Group Advising

- Practiced on some campuses
- Practiced previously during orientation
- SDV/other discipline classroom visits
- Rapid Registration

# Issue: Retention Advisor

- Each campus has assigned at-risk advisor(s)
- Communication was sent to students previously with dean's holds for academic standing
- Different retention strategies used on the campuses

# Issue: Virtual Advising

- Campus counselors previously only handled email communication with students
- E-advisors were first type of virtual advisors
  - Work in part-time capacity
  - Email correspondence only
  - Advising current students only
- Student Success Advisors started in Fall 2019
  - Work in full-time capacity
  - Appointments via Zoom, phone, and email
- E-advisors' notes not tracked in Navigate
- COVID-19: campus virtual advising during remote services

# Recommendation - Communication

- Improve communication with students
- Maintain remote/virtual services
- All advisors (in all capacities) use Navigate for notetaking
- Improve current TCC website
  - Too many clicks to get to pertinent information
  - Confusing for students
  - Advising (and other support services and resources) are buried
  - NOVA website example



ACADEMICS & PROGRAMS ▾

PAYING FOR NOVA ▾

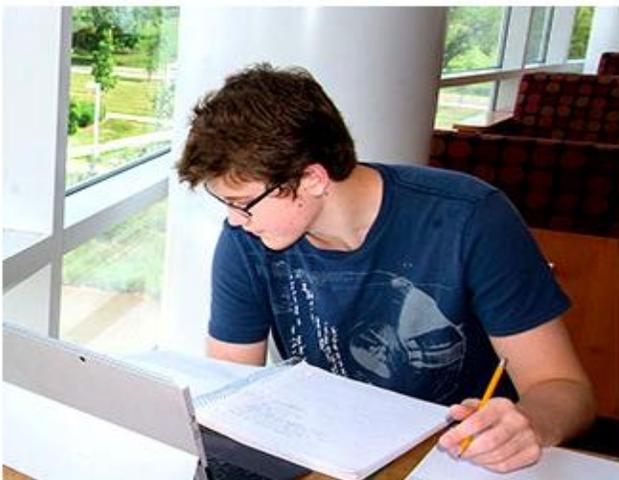
SERVICES & SUPPORT ▾

STUDENT LIFE ▾

ABOUT NOVA ▾

COVID-19 Updates →

## Remote Learning Extended through Summer Semester



Remote Learning for Students



Remote Services for Students



Virtual Advising



Virtual Tutoring



Financial Aid



Accessibility/ADA

### Live Chat Invitation

Hello! Is there anything I can help you with?

Name

Email

Yes

No Thanks

## IN THIS SECTION

- ▶ [Virtual Advising](#)
- ▶ [Virtual Advising Frequently Asked Questions](#)

### Contact

703.323.3000



[Learn More](#)

## Who is My Academic Advisor?

Advising provides tools, information and resources to students as they pursue their education at NOVA.

Once you have chosen a degree program and you have been advised by a counselor for your first semester, you can begin seeing an Academic Advisor. Your advisor will be a faculty member in your chosen program of study.

[Find Your Assigned Advisor](#)

[A New Student's Guide to Getting Started at NOVA](#)

<b>What:</b>	Virtual Advising is online academic advising available to prospective and current NOVA students through email and chat.	
<b>When:</b>	Due to high volume, wait times may be longer than usual. Please look at the Frequently Asked Questions while you wait. <ul style="list-style-type: none"> <li>▪ Monday through Thursday, 10:00 a.m. - 8:00 p.m.</li> <li>▪ Friday, 10:00 a.m. - 3:00 p.m.</li> </ul>	
<b>FAQ's</b>	Check out some of our <a href="#">Frequently Asked Questions</a>	
<b>How:</b>		<a href="mailto:AcademicAdvising@nvcc.edu">AcademicAdvising@nvcc.edu</a> (Email us with your questions; we will answer them within 24 business hours.)
<b>Notes:</b>	A NOVA Student ID number is required for most services. Some services may require follow-up via email or in-person referral to a campus.	



**NOVA**  
Northern Virginia  
Community College

[Learn More](#)

<b>FAQ's</b>	Check out some of our <a href="#">Frequently Asked Questions</a>	
<b>How:</b>		<a href="mailto:AcademicAdvising@nvcc.edu">AcademicAdvising@nvcc.edu</a> (Email us with your questions; we will answer them within 24 business hours.)
<b>Notes:</b>	A NOVA Student ID number is required for most services. Some services may require follow-up via email or in-person referral to a campus.	

**Services Provided**

**Services Not Provided**

**Services Virtual Advising counselors can provide:**

- Review and interpret Advisement Reports
- Provide contact information for various college departments and staff
- Give academic calendar information
- Program place students and provide guidance on selecting a major
- Provide information about registration and scheduling

# VIRTUAL ADVISING FREQUENTLY ASKED QUESTIONS

You are here:  > [Virtual Advising](#) > Virtual Advising Frequently Asked Questions

## IN THIS SECTION

- > [Virtual Advising](#)
- > [Virtual Advising Frequently Asked Questions](#)

### Appointments

***Can virtual advisors schedule or change an appointment with a campus counselor or advisor?***

Unfortunately, virtual advisors cannot set, cancel, or change campus appointments with any office. Contact information can be found at the bottom of the [advising page](#).

### Dual Enrollment

***I am a current dual enrollment student (or parent of a dual enrollment student). I need permission to enroll in classes. What do I do?***

Please see the procedures for [dual enrollment](#) students. If you are approved, you must register for classes in-person at a campus Student Services Center or a Counseling Center. **Virtual Advisors are not able to enroll current dual enrollment students (those still in high school).**

***I am a visiting student currently enrolled at another college or university but I have a dual enrollment hold, GPS hold, under 18 years of age hold or a home school hold that doesn't apply to me. What do I do?***

Please attach a copy of an unofficial college transcript and send to [academicadvising@nvcc.edu](mailto:academicadvising@nvcc.edu). We will be happy to assist you.

### Financial Aid

***I am taking courses at NOVA to fulfill prerequisites for another degree plan. What major do I select at NOVA so I can receive financial aid?***

Virtual Advisors do not program place students for the purposes of receiving financial aid. If you are taking classes to fulfill prerequisites please complete the following [financial aid form](#).

***I am visiting NOVA for a semester and want to use financial aid to pay for my classes. How do I declare a degree plan?***

Virtual advisors are not able to declare degree plans for students who do not intend to complete a degree at NOVA. You will need to contact your home university financial aid office to ask for a consortium agreement. This agreement will allow your home university to award financial aid for courses you are taking



# Recommendation – Comprehensive Advising Plan

- Implement intrusive and intentional outreach
- Remove the use of FTIC holds
- Create an effective onboarding/triage process with a documented handoff
- Use Navigate for guidance and documentation of intrusive advising process/plan
- Develop college-wide communication plan
- Consider all students at-risk
- Various outreach within each advisor's case load (based on GPA, credits, program, etc.)
- More effective/centralized use of data/data management
- Maintain virtual components created during remote service due to COVID-19

# Recommendation – Organization

- Designate all advisors under Student Services structure/leadership
- Centralized coordination of different layers of advising – accountability, data management, communication, uniform processes, advisor assignments
- Create an infrastructure for virtual services and virtual advisors
  - E-advisors fall under virtual services in similar capacity
- Official realignment of First Year Success
- Determine role of Educational Accessibility counselors
- Establish clearly defined hours of service (virtual, walk-ins, appointments)
- Establish Student Success Teams (with faculty, advisors, other student support)



Enrollment Task Force Overview and Recommendations

# Early Alert

*Recommendation 12*

# Background

- Campus Process
- SARS
- SAILS

# SAILS

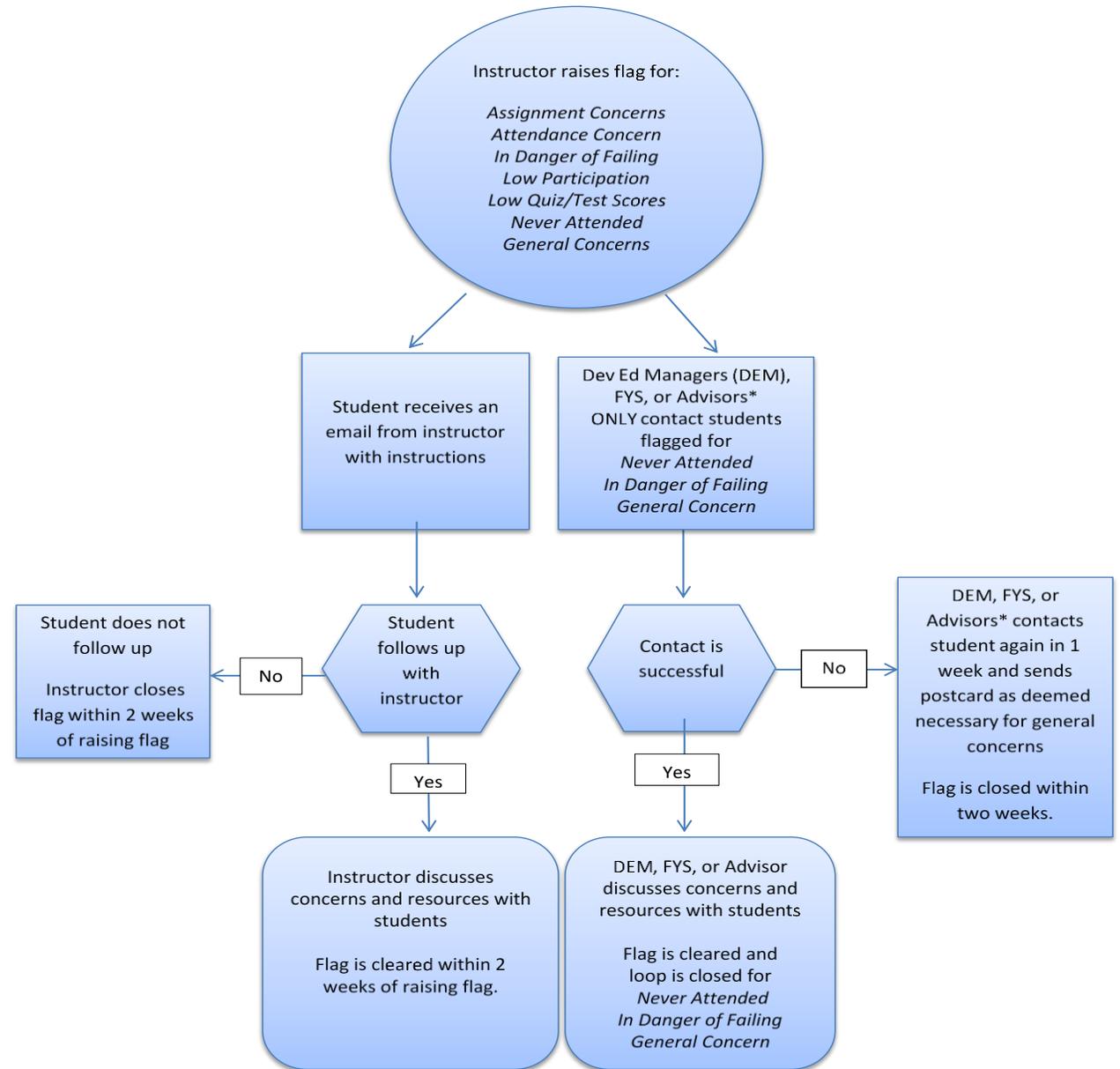
## *What is SAILS?*

---

The SAILS (early alert) system, using Starfish Retention tools, has been implemented at Virginia's community colleges in support of the student success goal. Implementation of SAILS will allow instructors to identify, communicate, and provide guidance to students demonstrating behaviors, performance, and characteristics that correlate with risk of not succeeding academically. Students who receive feedback early in the semester regarding their progress are more likely to seek assistance and support when needed.

## SAILS at TCC

- VCCS Early Alert System
- Initially for Developmental Education courses
- BIO 1 & 101
- ENF Courses & ENG 111
- MTE, MTT, MTH 163
- SDV



DEM = MTE, MTT, & ENF; FYS = BIO 01, BIO 101, ENG 111, MTH 163, SDV course

\*Note: Advisors only respond to flags manually raised by instructors (Those disciplines not listed)

# Currently

- Campuses have moved back to:
  - Emails
  - Referrals

# Current Issues

- Inconsistent across campuses
- Accountability
- Follow-up
- Closing the loop

# Moving Forward

- Navigate
- Coordinated Care
- Retention

## New Process Similar to SAILS

### Progress Reports

Enable advisors to proactively request feedback from faculty to understand individual student performance in each course.

- Advisors can collect information on:
  - A student’s likelihood of failing a class
  - Their current or anticipated grade
  - Current absences
  - The need for a potential Alert
- From Progress Reports, an advisor can:
  - Intervene with students early and understand the reasons for risk
  - If necessary, create an Alert for thorough follow-up from another office
  - Guide students to relevant resources

### Alerts

Advisors, faculty, and student support staff with the appropriate permissions can create an alert to draw attention to a student who may potentially be at-risk.

### Cases

Members can configure specific alerts to automatically open a cases with a specific office or staff member. Once a case is opened, the sender and recipient can add information to the case, view progress, and close the case.

# Navigate-Early Alert Tool

- Implement Summer 2020

- Goal

Recognize academic challenges

Pinpoint strategies to address challenges

Utilize campus resources

Celebrate academic victories

Increase student retention, progression and graduation

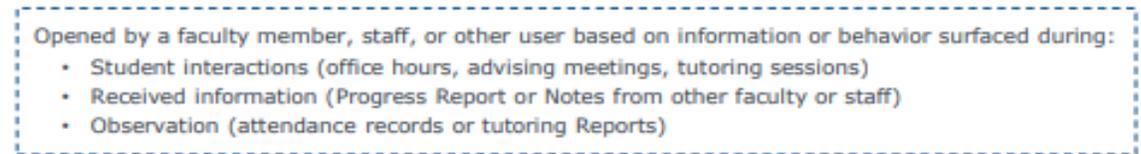
## Process Overview

Defining Workflows for Progress Reports, Alerts, and Cases

### Progress Reports



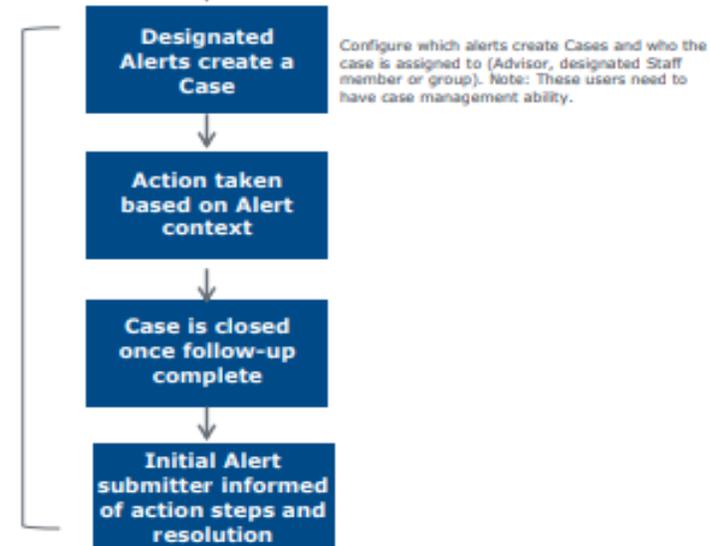
### Alerts



Alert reasons are institution-wide

Configure who is notified, if anyone

### Cases



Alert	Explanation of why you would issue the alert	What happens in Navigate when alert issued	What is the expected intervention	Owner
<b>Academic Concerns</b>	In danger of failing, missing, incomplete assignments,	Generates email to the student No case Created	Review syllabus and course expectations with the student	Faculty – 1 <sup>st</sup> occurrence Adviser – 2 <sup>nd</sup> occurrence
<b>Attendance Concerns</b>	In jeopardy of being withdrawn due to attendance. Student has sporadic attendance, habitually late, or stopped attending all together	Generates email to the student and assigned advisor. Case Created	Discuss number of absences and address punctuality issues. <b>If it reason is non-academic, raise another alert</b>	Faculty – 1 <sup>st</sup> occurrence <b>Adviser – 2<sup>nd</sup> occurrence</b>
<b>Student Needs Tutoring</b>	Student is not progressing in the class, and would benefit from the Tutoring Center	Generates email to the student and assigned advisor Case Created	Tutoring Center to follow up with the student	LAC Adviser
<b>Non-Academic Concerns</b>	Student has expressed to the Instructor that their personal situations are interfering with their academics	Generates email to the advisor Case Created	Discussion of current situation, offering assistance and referral information if needed	Adviser
<b>Great Job!</b>	Student progressing well in class	Generates email to the student No Case Created	Congratulations	Faculty

# Professor Home View



The professor will see the yellow banner on their homepage with the request to complete the progress report by a certain date. They will also receive this request to their email

## Professor Home ▼

**Matthew**, please respond to the following progress report request(s):

- Support 498 would like you to complete 179 progress report(s) by **Monday, May 27, 2019**

[Fill Out Progress Reports](#)

## Class Listing

CLASS NAME	TIME	ROOM	
(HIS-101) History of Western Civilization I			<a href="#">Progress Reports</a>
(HIS-102) History of Western Civilization II	MW 9:30a-10:50a	Warsaw Campus-0157	<a href="#">Progress Reports</a>
(HIS-102) History of Western Civilization II			<a href="#">Progress Reports</a>
(HIS-121) United States History I			<a href="#">Progress Reports</a>
(PLS-135) American National Politics			<a href="#">Progress Reports</a>

# Progress Report Request



Once the professor clicks into the progress report, they will see their roster and will then indicate any feedback they have on their students

HIS-101-54HC-LEC History Of Western Civilization I

	Student Name	Feedback?	Feedback (You must choose at least one if you have feedback for the student)	Current Grade	Comments (Reminder: not visible to students, but please use professional comments)
1	Bullock	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
2	Coates	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
3	Deisher	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
4	Dodson	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
5	Drayton	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
6	Drummond	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
7	Dudley	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
8	Green	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
9	Hamlet	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		
10	Holly	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons		

# Submitting a one-off alert

The screenshot shows the NAVIGATE student portal for Mohamed Aarif. The interface includes a top navigation bar with the NAVIGATE logo, a search bar, and a dropdown menu for the semester (2019 Fall). A left sidebar contains various icons for navigation. The main content area displays the student's name, a tabbed menu (Overview, Success Progress, History, Class Info, Path, Academic Plan, More), and a summary of academic performance. A 'Campaigns' tooltip is visible over the 'Repeated Courses' metric. The right sidebar shows 'Current Alerts' (0) and a list of actions for the student, with 'Create Request for Appointment' and 'Schedule an Appointment' highlighted by a red box.

**NAVIGATE** 2019 Fall

**NOVA**  
Northern Virginia  
Community College

## Mohamed Aarif

Overview Success Progress History Class Info Path Academic Plan More

Course Grade D/F	Repeated Courses	Withdrawn Courses	Missed Success Markers	Cumulative GPA
	0	0	0	

**Campaigns**

Total Credits Earned	Credit Completion % at this Institution
16.00	100%

**AS-Business Administration** STUDENT ID 7226775  
Associate of Science Non-Developmental

CLASSIFICATION Freshman

MOST RECENT ENROLLMENT 2019 Fall

Current Alerts 0

- I want to...
- Message Student
- Add a Note on this Student
- Add a Reminder to this Student
- Report on Appointment
- Create Request for Appointment
- Schedule an Appointment
- Add to Watch List
- Issue an Alert

Edit User Settings

Impersonate User

# Retention Strategies

- Multiple strategies that our campuses use
- ROI
- Right student, right time, right attention
- Appointment campaigns
- Continuous operation during closures
- Early connection with technology

# The Importance of Coordinating Care

## Expanding the Coordinated Care Network

### What Is the Coordinated Care Network?

A network of coordinated support providers, connected by technology and processes, to make it easier for students to navigate the system and receive holistic support.



#### People

- Advisors, administrators, faculty, career services, financial aid, counseling, tutoring services, residence life

#### Process

- Note taking and sharing standards
- Referral and transition policies
- Coordinated support and communication

#### Technology

- Tracked communications
- Shared documentation of interactions
- Case management
- Progress reports and alerts

# Assessment

- Process Measurement
  - Faculty Participation rate
  - Follow-up response rates
  - Student response rates
- Outcome Measurement
  - Lower DFW rates in selected courses
  - Increase retention rate of focus population
  - Increase in GPA - # of students with 2.0
  - Successful completion of the course
  - Enroll in Fall classes

# Recommendations

- Implement Navigate Early Alert Summer 2020
- Continue to work with Super Users, Deans of Students
- Target specific course for pilot: PSY 200, 201. MTH 154, 161
- Assigned Advisors are notified
  - No assigned advisor, campus lead counselor



# One-Stop Service: Salesforce & Navigate



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# Defining Our Products

## Salesforce

- **Content Centralization:** Forms, Knowledge Base/Help Center
- **Marketing:** Prospect capture, customized automated messaging, ongoing student journey emails
- **Service:** Chat, case escalation and management, call queues
  - Analyzing SIS data for 360 student view
- **Metrics:** Enrollment funnel data, lead scoring, artificial intelligence, KPI dashboard

## Navigate

- **Advising:** Repository for advising interactions with students on-campus
- **Check-In Option:** Evaluated as SARs was coming to an end

# Barriers to Success

## Salesforce

- **Awareness:** Product has broad capabilities and a sophisticated framework implemented, but is not seriously considered as a solution to enrollment issues
- **Silo Effect:** Salesforce is administered and fully utilized by a single college division
- **Misunderstanding of Product:** Salesforce is not meant to compete with Navigate, but to integrate with it to expand college-wide function

## Navigate

- **Technical Limitations:** No in-house development
- **Limited Flexibility:** Product is built as a stand-alone advising tool

# Recommendations

- **Navigate Integration:** Explore importing Navigate notes into Salesforce
- **Expand User Base:** Grant Salesforce access to all student services personnel as a single point of track for student interactions and service
- **Centralized Reporting:** Salesforce becomes the college's single source of reporting for all student interactions for measurement and tracking
- **Service Standards:** Conduct college-wide service overhaul using Salesforce technology to train and support
  - Check-in system
  - College-wide call queues
  - Case tracking with escalation based on skill and availability
- **Advising Support:** Continue to use Navigate for advising sessions (as-is)

# Next Steps

- **Additional Licenses & Funding:** We currently have only 15 user licenses available, additional budget would be required to expand the product
- **Process Development:** We would have to build a single process, plan, and execution strategy to implement across the college
- **Technical Feasibility:** This will be a huge technical lift to implement and support college-wide with limited specialized resources, OIS and Digital Solutions would need to evaluate
- **Comprehensive Training:** We would need to develop and implement ongoing Salesforce and customer service training for all campus student services staff

***Recommend further strategic discussion with this group involving Stephen Cartwright, Digital Solutions, as TCC's Salesforce Architect***

# Questions?



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# Customer Service



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*Recommendation 15*

# Current Process

- Customer service not thought of as a standard training for all employees.
- Each department provides own level of training (if at all).
- Customer service is often an after-thought (once a complaint has been made by a student/parent).

# Recommendations

HR will work with each Division Office to develop mandatory customer service specific training

- Division supervisor to update training material with HR annually

Semi-annually (every 6 months)

Responsible by each division

- Each supervisor responsible for disseminating to staff
- Each supervisor responsible for assuring completion by all staff

Add customer service training as a mandatory responsibility within EWPs

# Virtual Help Center



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*Recommendation*

16

# Current State

## **New Student Support Team | Communications & Enrollment Management**

- 3 full-time positions (1 manager, 2 admissions advisors)
- 5 part-time agents

## **Information Center | Academics, Distance Learning**

- 2 full-time positions (1 manager, 1 assistant manager)
- 14 part-time positions (7 generalists, 5 financial aid specialists, 2 e-advisors)

## **Virtual Advising | Academics, Student Services**

- 4 full-time academic advisors

**Total: 28 Employees (9 FT + 19 PT)**

# Combined Responsibilities

- Prospect Data Collection
- Live Chat Support
- Education/General Support
  - Program information
  - Payment/financial aid options
  - Military education benefits
- Enrollment Support
  - Pre-advising
  - Removal of holds
- Academic Advising
  - Schedule advising appointments
- Orientation Support
- Enrollment Guidance (SIS)
- Troubleshooting
  - Application issues
  - Financial aid concerns
  - Domicile issues
  - Payment problems
  - Password resets/account issues
- FASS Team FA Support
- Outbound Call Campaigns
- Welcome Call Campaigns

# Combined Responsibilities

## Email Accounts

- [info@tcc.edu](mailto:info@tcc.edu)
- [enroll@tcc.edu](mailto:enroll@tcc.edu)
- [nextsteps@tcc.edu](mailto:nextsteps@tcc.edu)
- [e-advisor@tcc.edu](mailto:e-advisor@tcc.edu)
- [virtualadvisor@tcc.edu](mailto:virtualadvisor@tcc.edu)
- [finaidssupport@tcc.edu](mailto:finaidssupport@tcc.edu)

## Forms

- Web Submissions
- Prospect Information Requests
- Prerequisite Waivers
- Parent Signature Forms
- CollegeAnywhere/Online VA Inquiry
- Curriculum Change Request
- Document Submission Portal
- E-advising Request Form

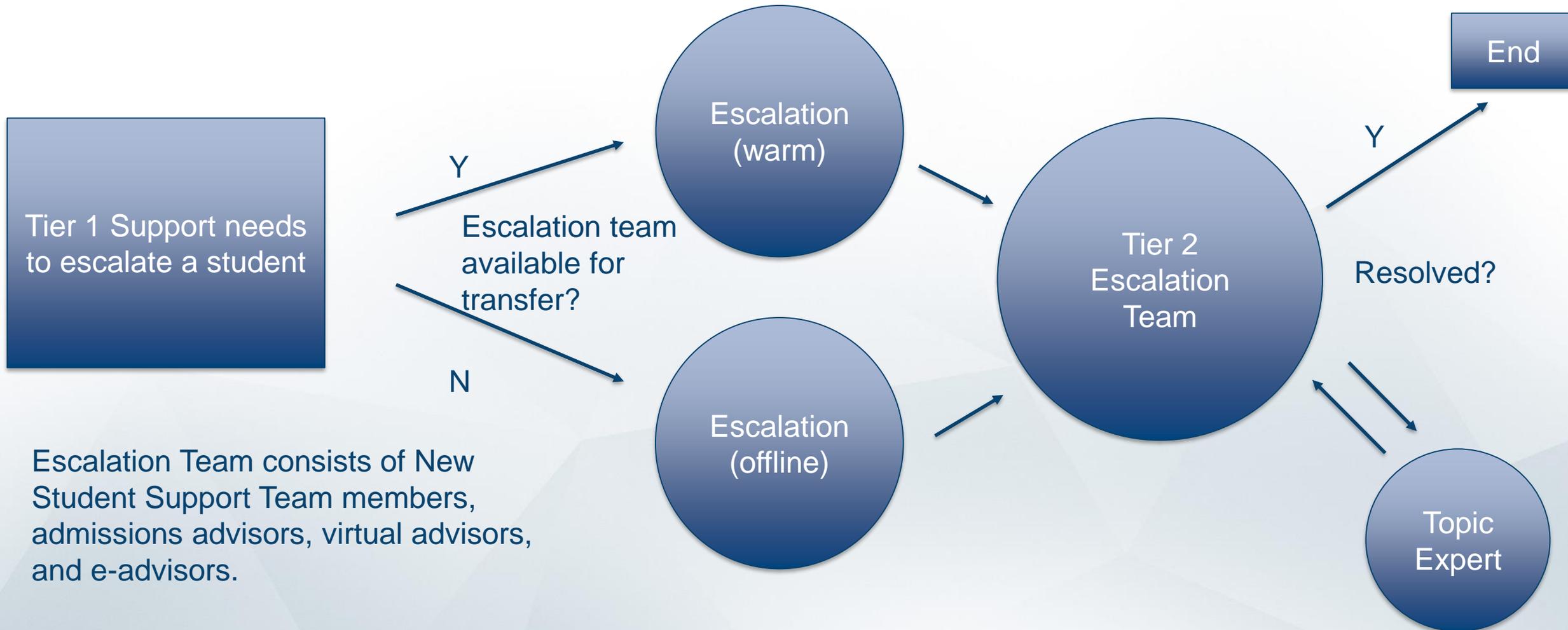
# Recommendations (90 Days)

- **Create a Single, Centralized Department**
  - Prop up a centralized department reporting to a single division
  - Standardize training and all processes for customer support
  - Roll-out Salesforce as the department's virtual help resource
    - Academic advisors will continue to utilize Navigate
- **Implement Tiered Escalation System**
  - Improve efficiency in volume and support provided to students
  - Provide multi-channel support and specialized topic experts
  - Support college-wide outbound call campaigns
- **Standardize Operating Hours**
  - Hours should reflect campus operational hours
- **Review Blackboard Student Services Contract**
  - Determine value to the college and how to move forward

# Tiered Escalation System

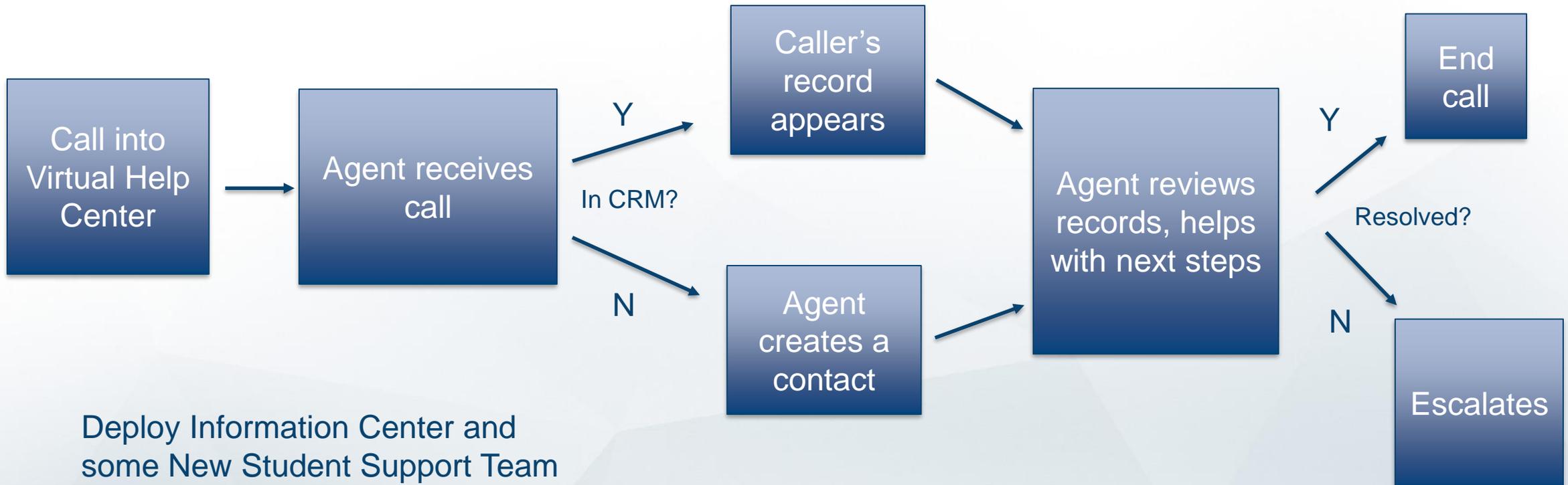
- **Tier 1 Support**
  - Generalized support for broad college-wide questions
  - Every inquiry starts at Tier 1 Support
  - Requests are handled within 1 business day (resolved or escalated)
- **Tier 2 Support**
  - More knowledgeable or specialized support based on topic/area of expertise, i.e. advising, financial aid, and domicile
  - Requests are handled in 2-3 business days (resolved or escalated)
- **Tier 3 Support/Topic Expert**
  - High-level escalation to a highly specialized area, i.e. a Dean
  - Communication is always facilitated through Tier 2 Support specialist
  - Requests are handled within 2-3 business days (resolved)

# Tiered Escalation



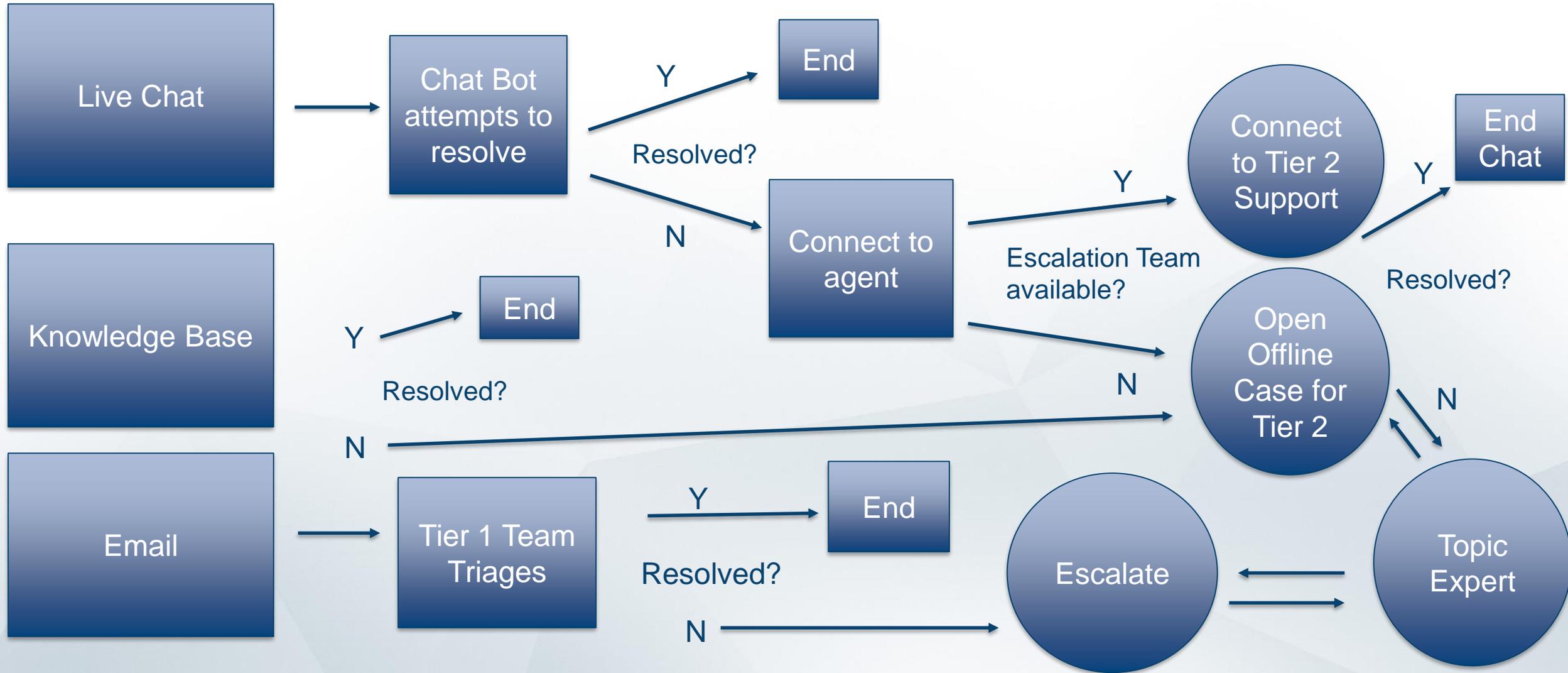
Escalation Team consists of New Student Support Team members, admissions advisors, virtual advisors, and e-advisors.

# Inbound Phone Call



Deploy Information Center and some New Student Support Team staff at this level of support.

# Inbound Chat or Email



# Proposed Metrics

## Phone Support

- Total Volume of Calls
- % of Phone Calls Logged
- % of Calls Resolved w/o Escalation
- % of Calls Escalated
- Avg. Time to Completion
- Survey Results
  - Satisfaction Score
  - Issue Resolved Y/N

## Chat, Email & Self-Service Support

- # Self-Service Inquiries
  - Source: Chat, KB, Email
  - Nature of Request/Topic
- % of Chat Resolved
- Avg. Time to Completion
- Survey Results
  - Satisfaction Score
  - Issue Resolved Y/N

# Recommendations (6 Months)

- **Incorporate Additional College-Wide Departments**
  - Consider launching comprehensive virtual service for CMVE, Financial Aid, Learning Technologies, Bookstore, and Workforce
- **Expand College-Wide Use of Salesforce**
  - To include on-campus support services for escalations as available
- **Deploy Help Desk Support**
  - Offer technical support as escalation to students via the Help Desk
- **Elimination of All Paper Forms**
  - No paper forms should exist at the college, every process should be fully completed virtually

# Questions?



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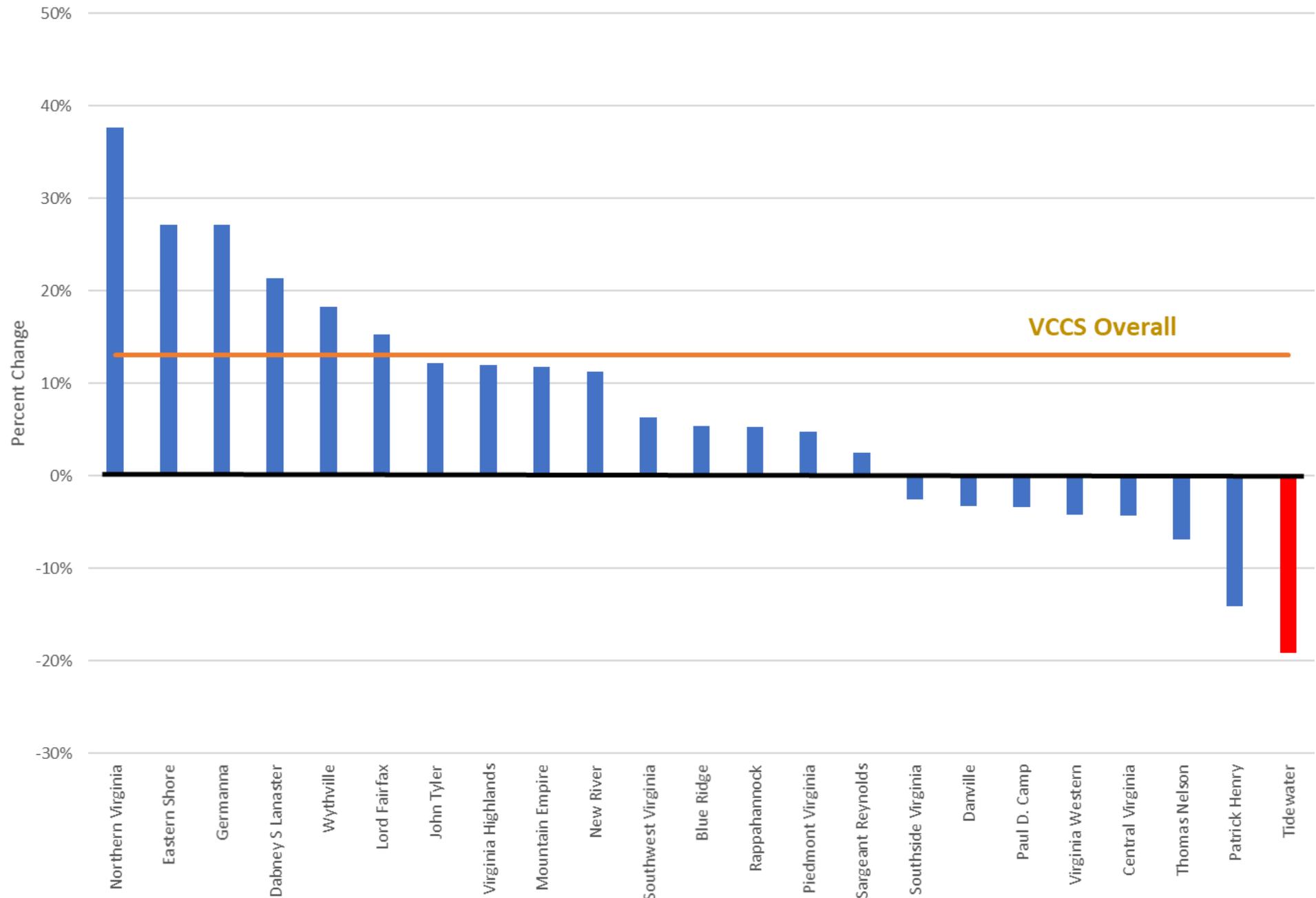
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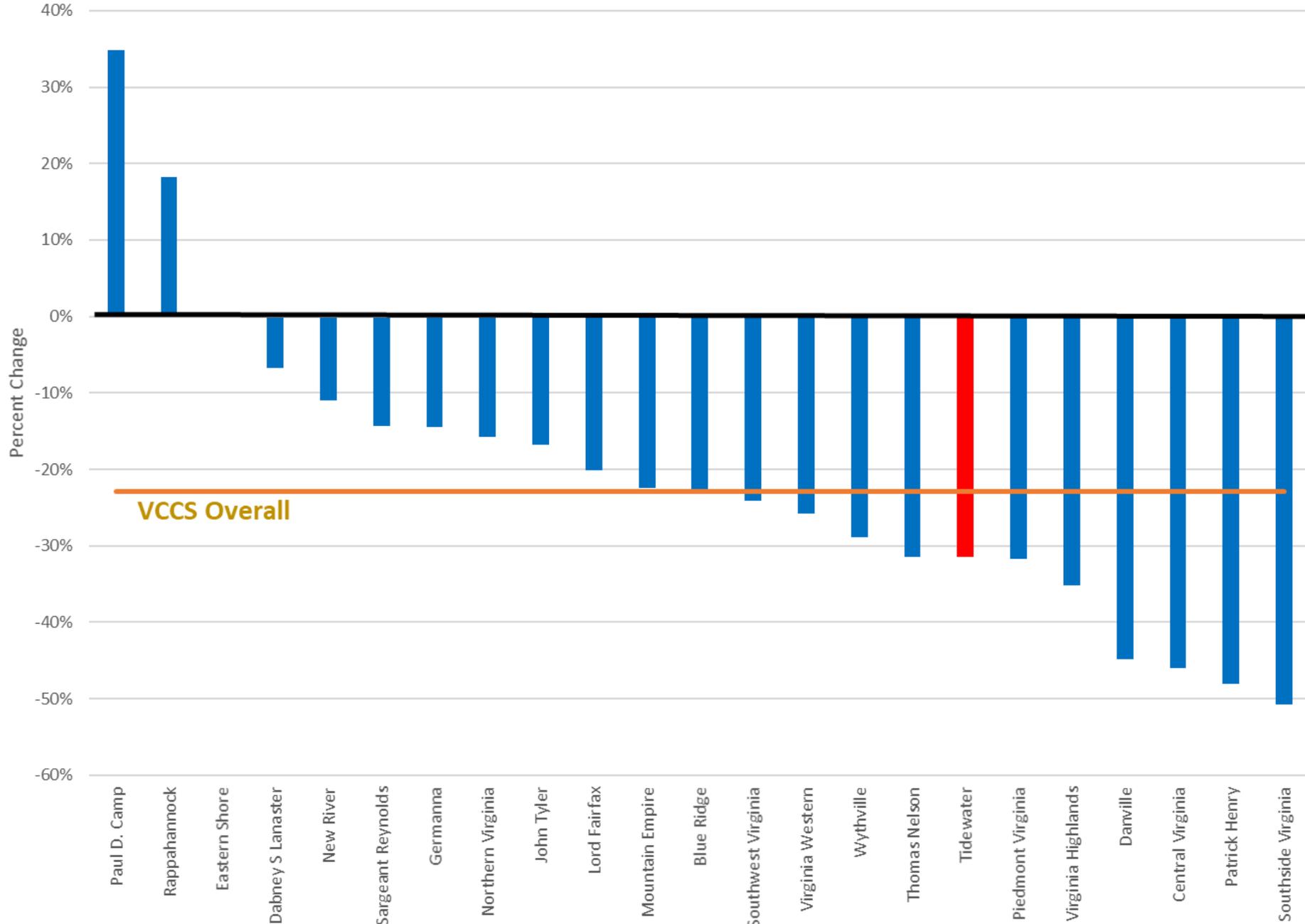


# Enrollment Growth Strategies

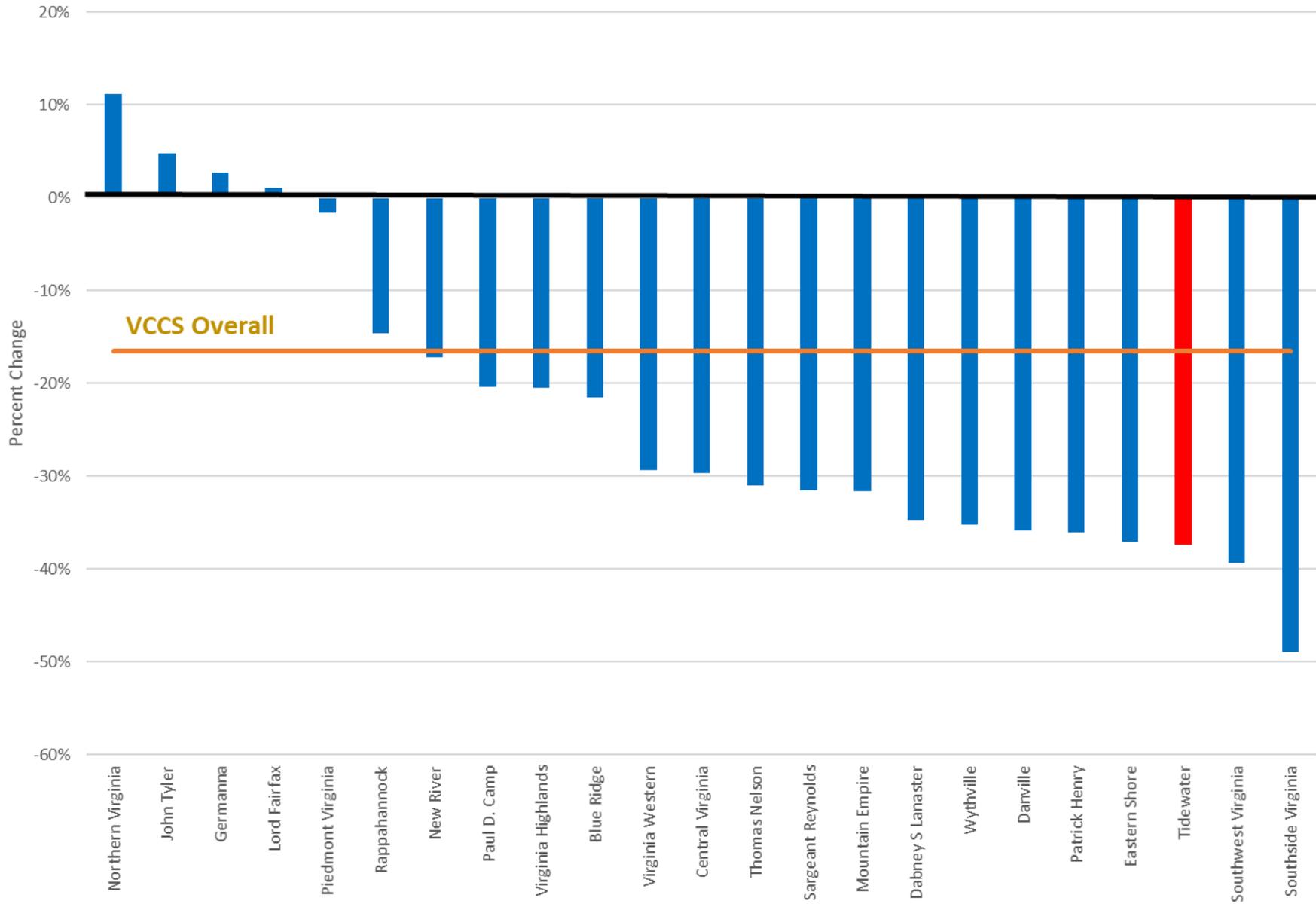
Summer 2020 -Total FTE Change (%)



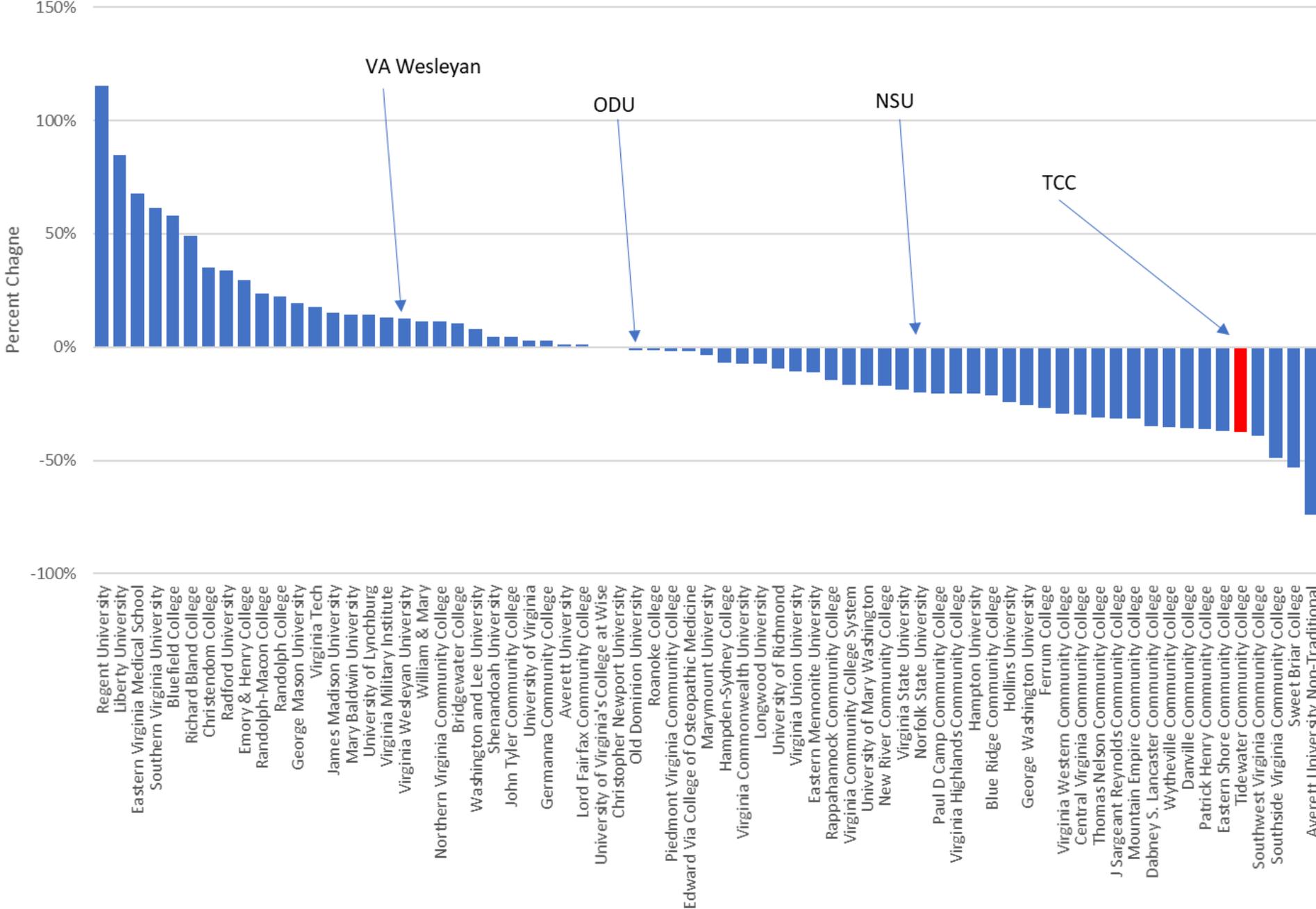
Fall 2020 -Total FTE Change (%)



2009-10 to 2019-2020 Headcount (% Change)



# Change in Total Headcount (2009-10 to 2019-2020)



## We have done much....

### Topics addressed:

- Domicile policy changes to enable lower costs
- Adjustments to parent signature requirements
- Removal of barriers for WAR students
- Removal/adjustment of FTIC and Deans hold
- Centralization of many processes
- The hiring of an Enrollment Dean accountable for growth
- Adjustments to Financial Aid including SAP holds, strategically placed counseling, and award criteria (the last being rejected)
- Realignment of campus staff reporting structures to help usher in common processes for:
  - financial aid,
  - first year success,
  - virtual advising,
  - and advising staff
- Centralization of call campaign policy
- The fast tracking of an early alert program
- The possibility of an integration of data collection processes for prospects and existing students housed in a single college wide division
- The rollout of customer service training for all employees college wide
- The centralization of communications

We have done much....



...but what will  
likely be asked is...

“did we do enough”?



## We have done much....

### Topics addressed:

- Domicile policy changes to enable lower costs
- Adjustments to parent signature requirements
- Removal of barriers for WAR students
- Removal/adjustment of FTIC and Deans hold
- Centralization of many processes
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- The fast tracking of an early alert program
- The possibility of an integration of data collection processes for prospects and existing students housed in a single college wide division
- The rollout of customer service training for all employees college wide
- The centralization of communications

# Some immediate recommendations to consider:

## Let's keep working

*The ETF recommends that the President immediately convene a follow-on committee populated with some existing ETF staff and some new individuals from numerous parts of the college to continue the work of solving enrollment decline.*

## Let's learn from our own students

*The ETF recommends researching the possibility that several questions addressing the broader college experience be included on all student course surveys beginning this fall.*

## Let's learn from other schools

*The ETF recommends that the college research the best practices of selected higher education institution to learn how their onboarding processes works.*

## Let's market to 4-year students

*The ETF recommends that TCC explore the possibility of holding a 5-week term this winter (Nov. to Jan.) to take advantage of early higher education closures this year. Similarly, the ETF recommends that efforts be made to attract four-year summer students.*

## Let's modernize our interactions

*The ETF recommends that TCC explore the use of a mobile app to manage registration, degree progression, advising, faculty interaction, extracurricular activity, and general notifications.*

# Some immediate questions that might generate recommendations:

## Jump Start?

- Can we explore a “Take a free class” program? If we do well at retention and less well at recruitment...let’s work on getting them in the door!
- Students dropped for nonpayment – what are we doing about that?
- Can we survey advisors/students/faculty/other stakeholders to generate ideas?
- Can we explore implementing a more holistic approach to counseling...taking students from onboard to graduation (Note – this recommendation appears in our “Enrollment Task Force: Identified Themes” document, has been advocated by Rhonda Goudy, and is now implemented at VWCC per A.M.).
- How can we aggressively advance our outreach to local businesses, high schools, and other community groups?
- Lastly, assuming a follow-on ETF committee is created, how do we best hand off our work to another team?



# Students Dropped for Non-Payment: Overview of Enrollment Cancellation

**Enrollment Task Force**

April 23, 2020

# Enrollment Cancellation

- **Enrollment Cancellation is the process of removing students from classes if tuition is not received by a certain date. It is performed according to a defined schedule at certain points before and during an academic term.**
- **In Fall 2019, there 5,749 students dropped for non-payment.**
- **Of those, 2,648 (46%) never succeeded in paying for at least one class, and were therefore terminally dropped for that semester.**

# Reasons for Enrollment Cancellation

- **Enrollment Cancellation is used to:**
  - **Conform to VCCS policy**
  - **Manage class schedules**
  - **Allow paying students to access classes in timely manner**
  - **Jump-start students in completing financial aid process**

## Enrollment cancellation is based on a requirement in VCCS policy

### 4.3.3 Student Payment of Tuition and Fees (SB)

**A student's tuition and fees must be paid, charged to a third party sponsor, or covered under a signed tuition payment plan agreement prior to the end of the add/drop date.** Should a student fail to pay or charge to a third party sponsor all tuition and fees prior to the end of the add/drop date, that student must be dropped from his or her class(es). Limited exceptions, approved by the President, may be allowed with appropriate documented justification. Colleges have the option to allow students to pay for enrolled courses throughout the enrolled term by utilizing a formal tuition payment plan. However, the complete amount owed must be satisfied no later than a date determined by the college and, in no case, later than the term end date. Such payment plans must be made available to all students if adopted, and published in the college's schedule of classes.

**A scheduled series of enrollment cancellation dates occurs each term.**

### **Spring 2020 Tuition Deadlines**

**If you register between October 28 and December 17:**

**You must pay by **December 17****

**If you register between December 18 and December 30:**

**You must pay by **December 30****

**If you register between December 31 and January 6:**

**You must pay by **January 6****

**If you register on or after January 7:**

**You must pay on the **day you register** for classes**

# Enrollment Cancellation

**Of the 2,648 registrants terminally dropped for non-payment in Fall 2019:**

<b>Student Type</b>	<b>Student Count</b>	<b>%</b>
<b>New applicants</b>	<b>180</b>	<b>7 %</b>
<b>Re-admit Applicants</b>	<b>307</b>	<b>12 %</b>
<b>VCCS Transfers</b>	<b>57</b>	<b>2 %</b>
<b>External Transfers</b>	<b>86</b>	<b>3 %</b>
<b>Continuing Students</b>	<b>2,018</b>	<b>76 %</b>

# Enrollment Cancellation

**Of the 2,648 registrants terminally dropped for non-payment in Fall 2019:**

- **130 (5%) enrolled on a different institution that semester.**
- **1,351 (51%) did not submit a FAFSA prior to the terminal drop**
- **601 (23%) had a FAFSA, but application process was incomplete**

## Efforts to Improve Process

- **Changes in timing of enrollment cancellations**
  - **Task Force met in 2017 to review schedule and create new timeline**
- **Dropped students are notified by automatic calls, emails?**
- **Stop the Drop Campaign targeted students who had some financial aid, but not enough aid.**

# Suggestions to Improve Process

- **Gather information from individual students about why they enrolled but could not pay for tuition – Survey?**
- **More robust communication plan?**



# Enrollment and Demographic Trends

**Enrollment Task Force**

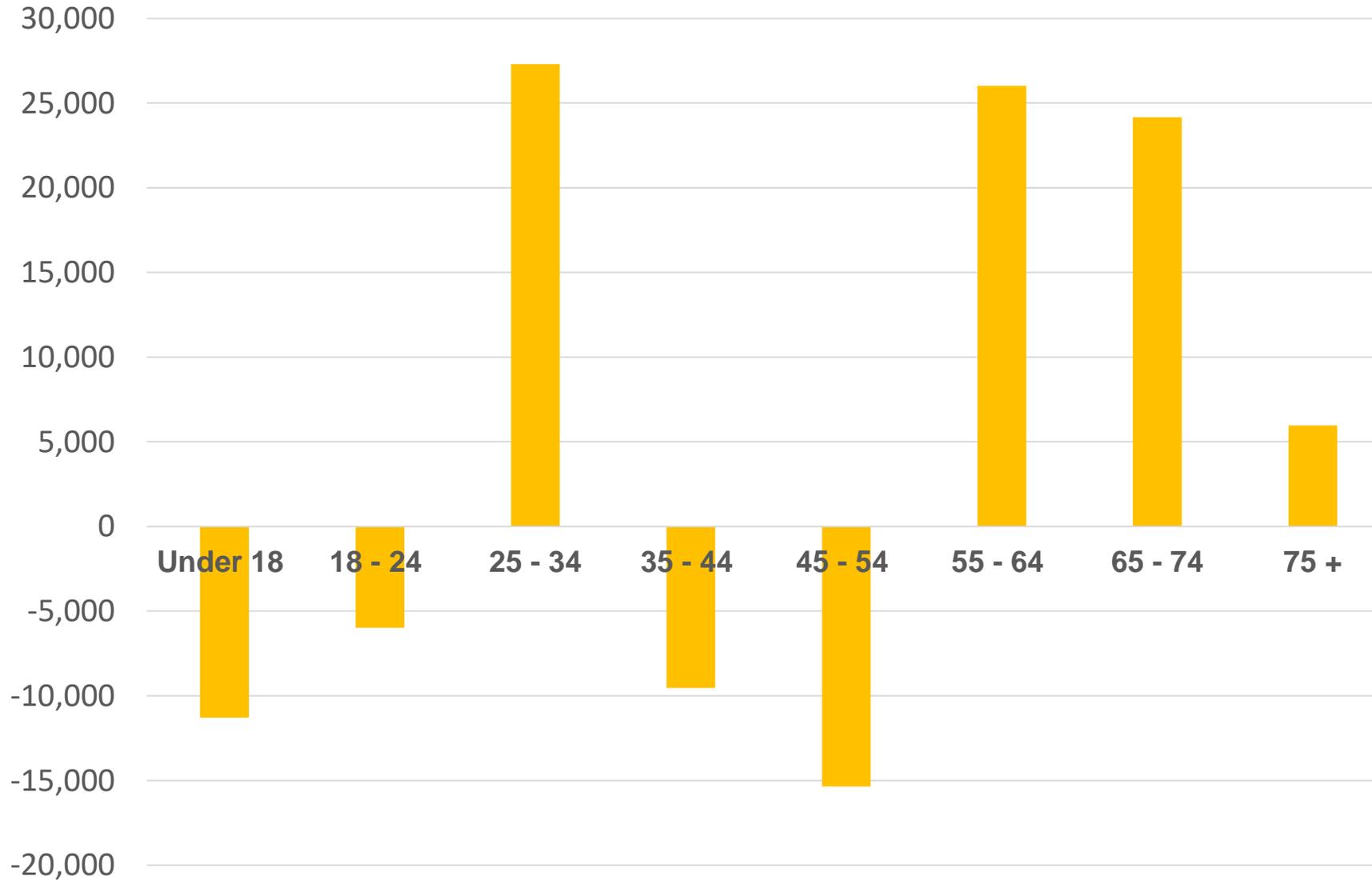
June 05, 2020

## TCC Enrollment of Recent High School Graduates

Fall Semester	TCC Capture Rate	Percentage Point Change
2014	20.0 %	
2015	19.7 %	-0.3
2016	19.1 %	-0.6
2017	19.3 %	+0.2
2018	17.0 %	-2.3
2019	15.9 %	-1.1
Total 5-Year Change		-4.1

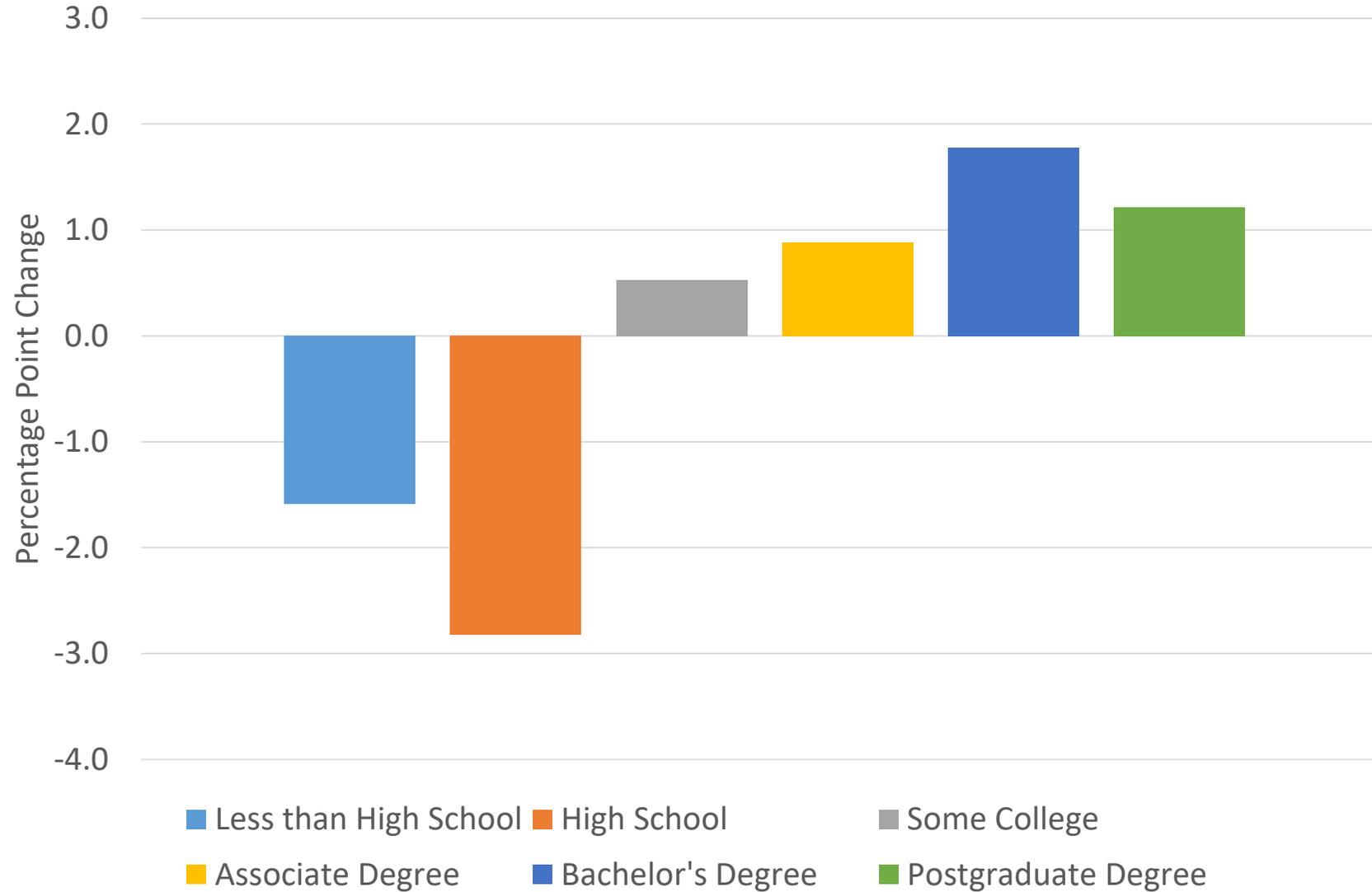
TCC has recently been declining in the capture rate of recent HS graduates.

## TCC Service Region Population Age Changes 2010-2018



- In recent years, TCC has been capturing a smaller percentage of the graduating high school students.
- In addition, the population of HS graduates appears to be gradually declining in the TCC service region.
- Even with a consistent capture rate, our group of matriculating recent HS graduates will diminish. The combination of a smaller population and a decreasing capture rate make situation worse.
- It has been suggested that we look at focusing on non-traditional age students to compensate for the shrinking recent HS grad population...

## TCC Service Region Education Level Changes 2010-2018 of Individuals Age 25-64



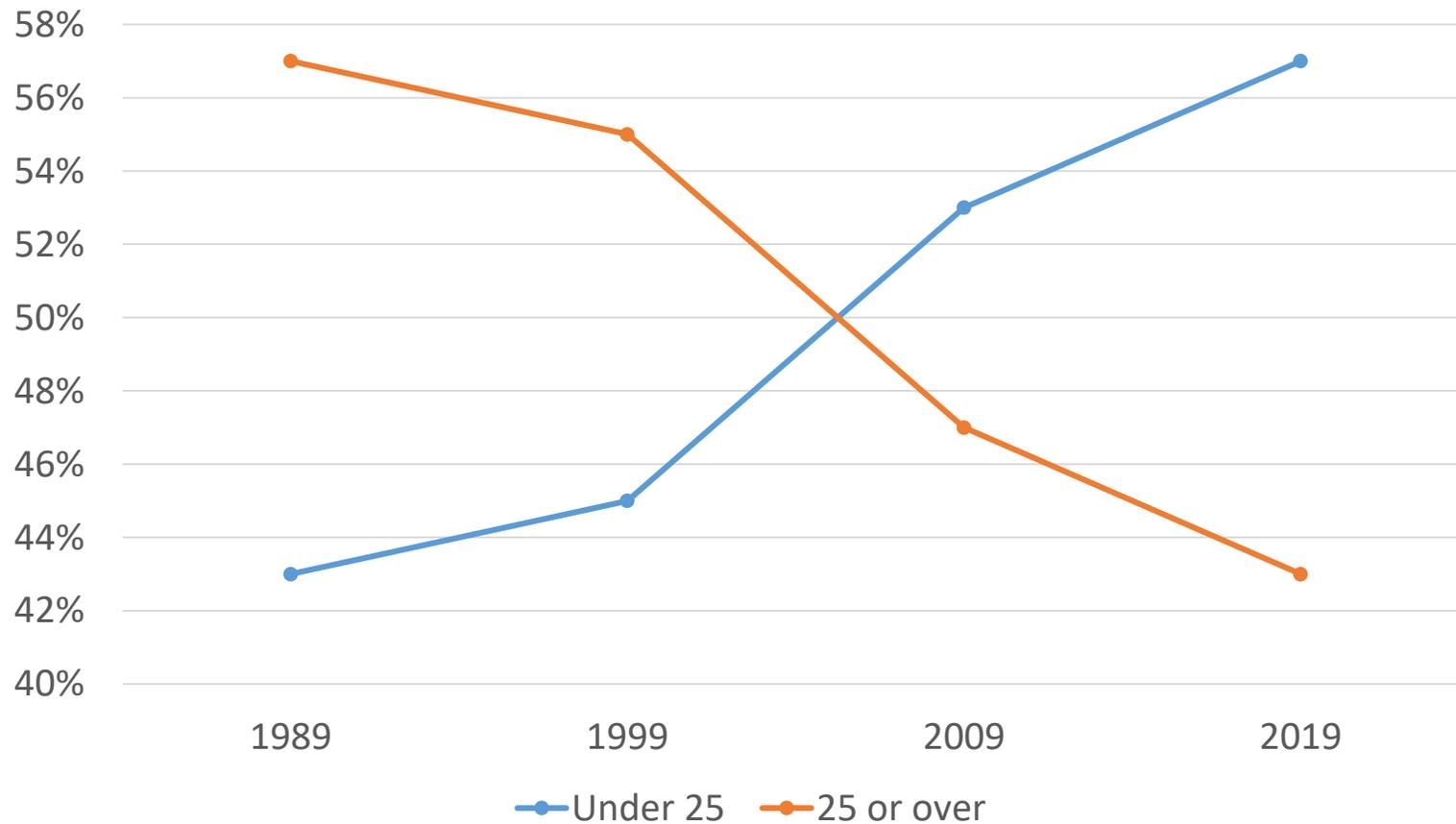
- The population of 25-34 year olds has been increasing in TCC's service region.
- However, they are becoming more educated, which means they may not have a need for community college education.

## TCC Student Age Group Changes Over Time

Age Group	1989	1999	2009	2019
Under Age 25	43%	45%	53%	57%
Age 25 or Over	57%	55%	47%	43%

The student population of TCC has changed over time from mostly non-traditional-age students to mostly traditional-age students.

## TCC Student Age Group Changes Over Time



# Summary

- Over the past 30 years, the TCC student body has changed from mostly non-traditional age to mostly traditional age
- Is this due to external factors, or internal factors?
- Has TCC changed its focus in a way that effects the enrollment of non-traditional age students?
- Perhaps we should increase our efforts in both age groups, taking care not to exclude either one.



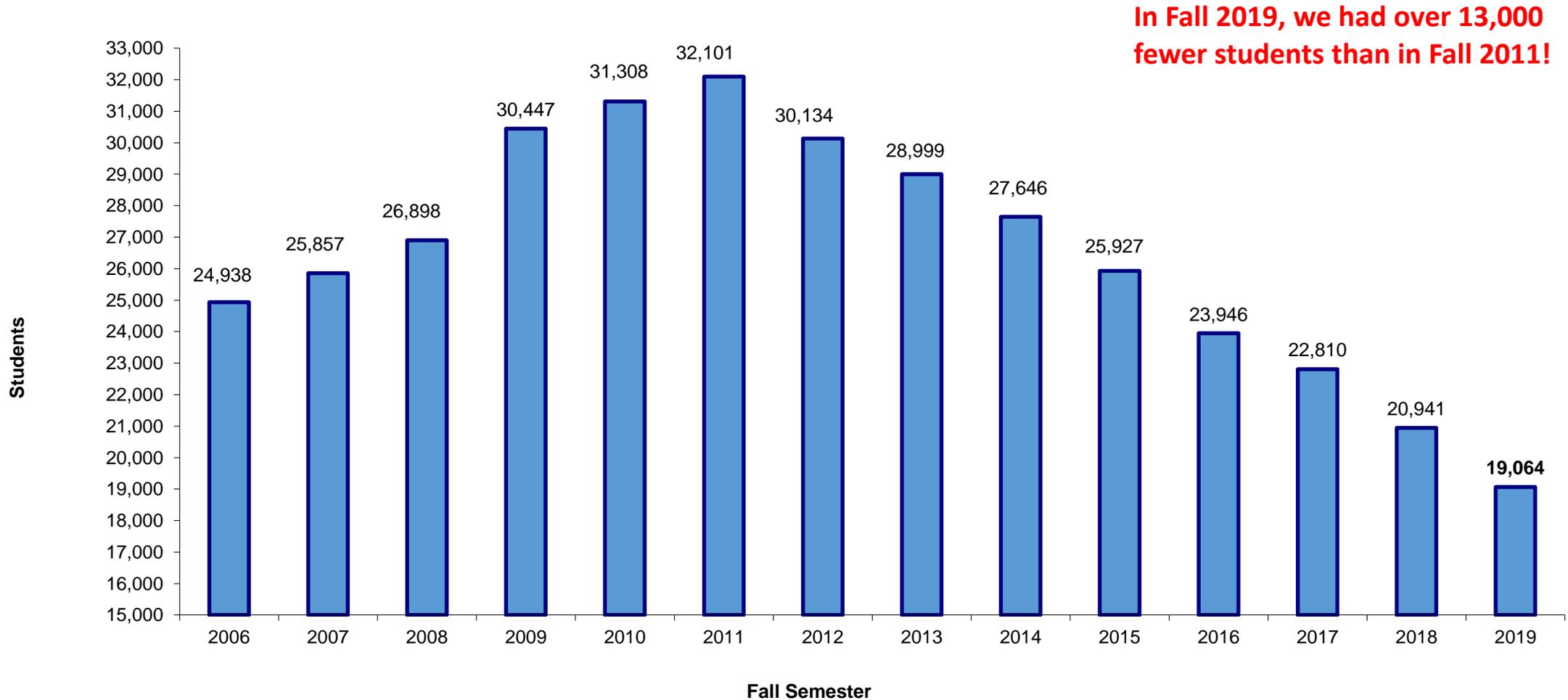
# Loss-Momentum Framework Overview of TCC Students

**Enrollment Task Force**

February 27, 2020

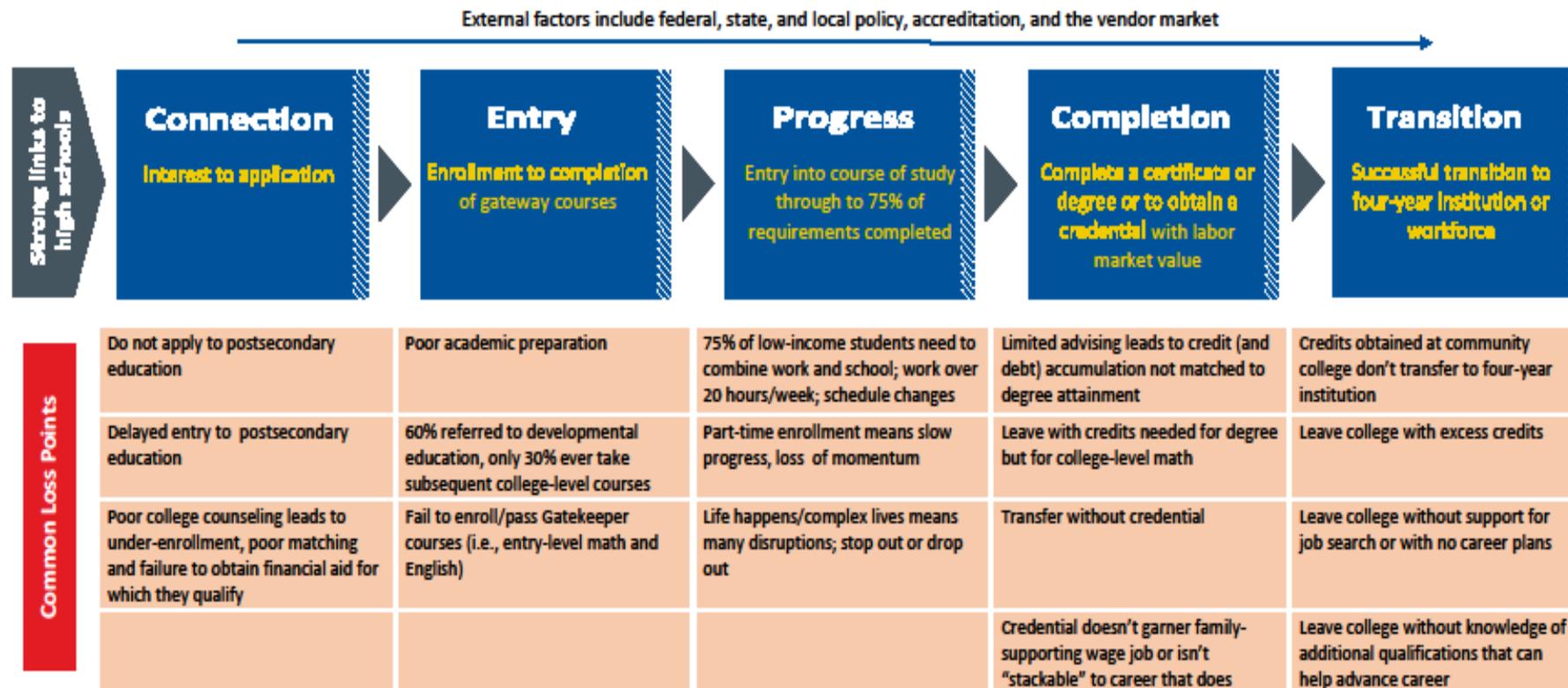


## Fall Semester Headcount Enrollment



# Loss-Momentum Framework

## Understanding the Student Experience



# Connection/Entry

## Application to Enrollment

Fall Semester	Applicants	Fall Yield Rate	1-Year Yield Rate
2017	16,377	41%	51%
2018	16,403	39%	46%
2019	14,988	38%	(Preliminary) 42%

# Entry

## First-Time-in-College (FTIC) Enrollment – Fall Semester

Fall Semester	Students	Change	Change Rate
2011	5,078		
...	...		
2017	3,706	-78	-2%
2018	3,413	-293	-8%
2019	2,989	-424	-12%

# Connection/Entry Across the VCCS

**Fall 2018 to Fall 2019  
Change in FTIC Headcount**

<u>College</u>	<u>Change</u>
Eastern Shore	29.2%
Southwest Virginia	20.8%
Reynolds	11.8%
Virginia Highlands	3.8%
Dabney S. Lancaster	2.7%
Virginia Western	2.6%
John Tyler	2.4%
Wytheville	0.2%
Germanna	0.2%
Piedmont Virginia	0.0%
Southside Virginia	-0.4%
Central Virginia	-1.0%
Lord Fairfax	-3.1%
Mountain Empire	-3.2%
New River	-4.4%
Northern Virginia	-4.7%
Paul D. Camp	-5.3%
Blue Ridge	-5.9%
Danville	-7.0%
Thomas Nelson	-7.3%
Patrick Henry	-7.7%
Rappahannock	-9.9%
<b>Tidewater</b>	<b>-11.4%</b>
<b>VCCS</b>	<b>-3.1%</b>

# Entry

## FTIC English 111 Enrollment & Course Success

Fall FTIC	Students	ENG 111 Enroll	Enroll Rate	Course Success
2017	3,706	2,411	65.1%	68.3%
2018	3,413	2,275	66.7%	72.6%
2019	2,989	1,902	63.6%	76.9%

Success is defined as a course grade of A, B, C, S, or P.

# Entry

## FTIC 100-Level Mathematics Enrollment & Course Success

Fall FTIC	Students	MTH Enroll	Enroll Rate	Course Success
2017	3,706	1,203	32.5%	60.8%
2018	3,413	1,181	34.6%	58.9%
2019	2,989	1,039	34.8%	64.4%

Success is defined as a course grade of A, B, C, S, or P.

# Progress

## FTIC Credit Loads

Fall FTIC	First Fall Semester		Subsequent Spring Semester	
	Full-Time	Part-Time	Full-Time	Part-Time
2016	57%	43%	57%	43%
2017	59%	41%	59%	41%
2018	58%	42%	58%	42%
2019	60%	40%		

# Progress

## Fall-to-Spring Retention

Fall FTIC	Students	Spring Enroll	Rate
2011	5,078	3,879	76.4%
...	...	...	...
2017	3,706	2,727	73.6%
2018	3,413	2,596	76.1%
2019 <sup>1</sup>	2,989	2,286	76.5%

Note that while retention **rates** have not decreased, fewer students are retained each year due to shrinking FTIC pool.

<sup>1</sup> as of 2/27/2020: same day comparison for the Fall 2018 cohort is 76.3%.

# Progress

## Fall-to-Fall Retention

Fall FTIC	Students	Spring Enroll	Rate
2011	5,078	2,346	46.2%
...	...	...	...
2016	3,784	1,891	50.0%
2017	3,706	1,735	46.8%
2018	3,413	↓ 1,660	↑ 48.6%

Note that even though the retention **rate** increased from 2017 to 2018, fewer students were retained each year due to shrinking FTIC pool.

# Progress/Completion (Advancement Rates)

Fall 2015 cohort			Fall 2016 cohort			Fall 2017 cohort			Fall 2018 cohort		
<b>Year 1</b>			<b>Year 1</b>			<b>Year 1</b>			<b>Year 1</b>		
Graduated	1%		Graduated	2%		Graduated	2%		Graduated	2%	
Still Enrolled	48%		Still Enrolled	50%		Still Enrolled	46%		Still Enrolled	48%	
Transferred	6%		Transferred	6%		Transferred	6%		Transferred	7%	
<b>1-year Rate</b>	<b>56%</b>		<b>1-year Rate</b>	<b>57%</b>		<b>1-year Rate</b>	<b>55%</b>	↓	<b>1-year Rate</b>	<b>56%</b>	
<b>Year 2</b>			<b>Year 2</b>			<b>Year 2</b>			<b>Year 2</b>		
Graduated	7%		Graduated	9%		Graduated	11%		Graduated		
Still Enrolled	28%		Still Enrolled	26%		Still Enrolled	25%		Still Enrolled		
Transferred	13%		Transferred	12%		Transferred	13%		Transferred		
<b>2-year Rate</b>	<b>48%</b>		<b>2-year Rate</b>	<b>47%</b>		<b>2-year Rate</b>	<b>48%</b>		<b>2-year Rate</b>		
<b>Year 3</b>			<b>Year 3</b>			<b>Year 3</b>			<b>Year 3</b>		
Graduated	17%		Graduated	18%		Graduated			Graduated		
Still Enrolled	13%		Still Enrolled	13%		Still Enrolled			Still Enrolled		
Transferred	17%		Transferred	16%		Transferred			Transferred		
<b>3-year Rate</b>	<b>46%</b>		<b>3-year Rate</b>	<b>46%</b>		<b>3-year Rate</b>			<b>3-year Rate</b>		
<b>Year 4</b>			<b>Year 4</b>			<b>Year 4</b>			<b>Year 4</b>		
Graduated	21%		Graduated			Graduated			Graduated		
Still Enrolled	6%		Still Enrolled			Still Enrolled			Still Enrolled		
Transferred	20%		Transferred			Transferred			Transferred		
<b>4-year Rate</b>	<b>47%</b>		<b>4-year Rate</b>			<b>4-year Rate</b>			<b>4-year Rate</b>		

# Final Thoughts

- Fall-to-fall retention rates are much lower than fall-to-spring retention rates, but both been largely consistent over time.
- While retention *rates* have remained fairly steady over the past few years, FTIC numbers have fallen. This has resulted in a decrease in the *number* of students retained each year.
- With fewer FTIC students entering the pipeline, fewer students are available to retain.
- TCC's enrollment problem cannot be fixed by concentrating mainly on retention; the input problem (FTIC students) must be fixed before retention improvements can have lasting results.
- We have a large amount of data on student retention, but relatively little on new student applicants.