THE RESEARCH AGENDA

The Retention Project and the Investigation of a Non-returning New Student Re-Enrollment Strategy Study

By Faith LaShure, Stacey Randall, and Henry Hinkle

This article follows a small piece of one community college's SEM journey in using its student retention data to identify opportunities to deploy re-enrollment strategies. The re-enrollment rates of new students who did not return following their first semester served as the starting point of the investigation; the goal of the project was to re-enroll 5 percent of the students. The non-returning students were randomly divided into two groups that received differing types of outreach: a postcard or a phone call in addition to a postcard. The goal was met, with 6 percent of students re-enrolling; however, the control group re-enrolled at a higher rate than the experimental group. The results also showed that 63 percent of students successfully completed the call to action of both the postcard and the phone call: to schedule an appointment with a counselor or advisor.

The re-enrollment strategy originated from a larger investigation conducted by LaShure and Waubonsee Community College's institutional effectiveness team and supported by the college's Strategic Enrollment Management Committee. The two areas partnered to answer the question "How are students who re-enroll different from students who do not?" One of the findings was that new students were at higher risk of not returning after their first semester; this finding prompted the investigation of the re-enrollment strategy.

According to Bontrager and Pollock (2009), "Strategic enrollment management can be defined as a concept and process that enables the fulfillment of institutional mission and students' educational goals. In practice, the purposes of SEM are achieved by... promoting students' academic success by improving access, transition, per-

sistence, and graduation" (3). Furthermore, "Strategic enrollment management utilizes data to guide decision making and design systems that support students and meet community college goals" (Clemetsen and Rhodes 2009, 13–14). This definition of strategic enrollment management informed these studies and the belief that the resulting student data would inform enrollment strategies the institution could implement.

In the 1970s, Campanella (1974) and Maguire (1976) introduced the notion of enrollment management as a movement to combine functions across areas in higher education that were often siloed. This continued movement toward cross-function was enhanced in the 1980s by Huddleston, who proposed that "marketing should drive new organizational structures" (Henderson 2012, 6).

The evolution of SEM continued to gain significant ground through the 1980s and into the 1990s. Kemerer, Baldridge, and Green (1982) emphasized the importance of linking enrollment management with strategic planning (Henderson 2012). Hossler and Bean (1990) stressed the importance of research on a systematic and holistic view of enrollment management, including all parts of the student life cycle, and expanded on the notion that strategic planning should be an integral part of enrollment management for both short-term and long-term goal achievement (Henderson 2012).

Dolence (1993) further defined enrollment as needing to be "optimum" (as defined by the academic programs of each particular institution) and founded a framework for colleges to utilize in their pursuit of SEM. This was followed in 1999 by a set of "critical success factors" colleges could use to evaluate their SEM process (Henderson 2012, 10–11).

According to Henderson (2005), strategic enrollment management at times has been "stuck on structure," a notion that can be rectified by shifting the focus to the academic context and an institution's academic programs. This refocusing is also known as "re-defining SEM ethos" (Henderson 2012, 16). As part of this refocusing, Henderson (2005) proposed a number of principles for institutions to follow as part of a new template for strategic enrollment management, including shared responsibility, integrated institutional planning, focus on service, key performance indicators, research and evaluation, and long-term commitment.

Bontrager (2004) states that "SEM efforts must move from being overly focused on organizational structure to being attentive to students and their transitions, developing an approach more aligned with the student success continuum" (Clemetsen and Rhodes 2009, 22). A student's persistence from the first semester to the second can be seen as such a transition, requiring more institutional support.

Retention has long been studied in the literature and considered a key component of strategic enrollment management. Standing theories of retention help explain why students choose to stay or go, not limited to but including student development theory—Tinto's student integration model (1993)—Bean and Eaton's (2000) psychological model of retention, the student attrition model (2000), and Astin's environmental input/outcome model (1991). Fike and Fike (2008) observe that most of these studies are based on students at four-year universities, with few related directly to community colleges. There is a need for such types of studies—especially involving community college students. Research suggests that community college students skip terms (Crosta 2014).

Waubonsee Community College (Waubonsee) had experienced some enrollment decreases during fall 2011. They were not related to the recruitment of students (new student enrollments were up) but rather to the retention of students. Multiple regression analysis of the data (courtesy of Institutional Effectiveness) showed that first-semester students, in particular, were less likely to return. This analysis was called the Retention Project, and the study that ensued as a result of the Retention Project was called the Non-returning New Student Re-enrollment Strategy Study.

This article outlines both investigations and explores the Non-returning New Student Re-enrollment Strategy Study hypothesis: "Students who received phone calls would re-enroll at higher rates than those who did not receive phone calls."

Background: Strategic Enrollment Management (SEM) and the Retention Project[1]

In January 2012, Waubonsee's President's Cabinet decided that strategic enrollment management (SEM) needed a broader view. Waubonsee Community College had been experiencing double-digit enrollment increases, as it had during the recession, yet enrollments experienced a slight decrease in fall 2011. There was a strong desire to better understand future enrollment trends, especially after a period of extreme growth. As a result, the cabinet made some significant changes to the SEM committee.

Prior to this time, the original SEM committee was made up primarily of front-line staff and managers from student development (admissions, counseling, financial aid), a few members from institutional research, and several faculty. The scope of the committee's work was to examine data and suggest small-scale strategies the members of these departments could implement in order to support enrollment and improve service. In an effort to create broader enrollment goals, the college began to use enrollment projections for fall as well as spring semesters. The new committee was asked, "What should Waubonsee's enrollment goals be?"

The new committee expanded SEM to include high-level administrators (deans and assistant vice presidents) from the instructional and quality divisions (compliance, marketing, and institutional research); the President's Cabinet appointed these new members. As a result, the representative units on the committee could implement enrollment tactics annually that related directly to each of the division strategies. A new SEM committee was formed and included representatives from enrollment management, marketing, and instruction (credit and non-credit). These changes better aligned Waubonsee's SEM structure with the SEM Orga-

nizational Framework that Bontrager and Green (2012) recommend for establishing long-term enrollment goals across the institution.

Waubonsee also began to more carefully examine enrollment data. The dean for admissions created new enrollment reports, the majority of which focused on reporting in the context of whether enrollments had increased or decreased compared to the previous corresponding fall and spring semesters within certain categories such as class type (transfer/baccalaureate, occupational, developmental), subject areas, location, student type (new, new transfer, continuing, and high school), and full-time/part-time status. Administrators were the primary audiences for these reports. The realization that the number of new students was increasing whereas the number of continuing students was decreasing prompted the Fall 2013 Retention Project.

Fall 2013 Retention Project

The Fall 2013 Retention Project resulted from the investigation of the decrease in for-credit course enrollment from fall 2011 to fall 2012. Admissions partnered with Institutional Effectiveness to answer the question ""How are students who are retained different from students who withdraw?" The results led to a need to investigate historical trends.

The retention project examined students under the following conditions:

- ▪ Enrolled in at least one credit-bearing course
- ▪ Excluded all students who earned a degree/certificate in the immediate future (fall, spring, or summer)
- ▪ Excluded all students who were enrolled at another institution in the immediate future (fall, spring, summer, or the following fall)
- ▪ Emphasis on students who had no apparent reason to stop attending Waubonsee

Research questions:

- ▪ Did the student enroll in at least one credit-bearing course the following fall semester (enrollment did not need to be continuous, and spring/summer enrollments were not required)?

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[1] Background Information on the Retention Project is based on three sources: (1) The original data source: A Waubonsee Community College Institutional Effectiveness Report on the Fall 2013 Attrition Project by Henry L. Hinkle, Lead Data Analyst; (2) The Retention Project presentation (then called "The Attrition Project") given at the ICCCA in October 2014 by Dr. Stacey Randall, Dean for Institutional Effectiveness and Title V Project Director, and Faith LaShure, Dean for Admissions; and (3) Waubonsee Community College's 2015 AQIP Systems Portfolio.

TABLE 1 ➤ Waubonsee Community College Fall Retention Patterns (2008–2013)

Cohort	Initial Fall Term		Fall +1 Enrolled (Fall)		Fall +2 Enrolled (Fall)		Fall +3 Enrolled (Fall)		Fall +4 Enrolled (Fall)		Fall +5 Enrolled (Fall)	
	n	%	n	%	n	%	n	%	n	%	n	%
2008 to 2009	6,088	100.0	3,374	55.4	1,981	32.5	1,206	19.8	731	12.0	487	8.0
2009 to 2010	6,711	100.0	3,778	56.3	2,143	31.9	1,250	18.6	770	11.5		
2010 to 2011	6,536	100.0	3,714	56.8	2,034	31.1	1,151	17.6				
2011 to 2012	6,687	100.0	3,684	55.1	2,008	30.0						
2012 to 2013	7,322	100.0	3,999	54.6								

⬛ Are there common predictors among students who return from one fall to the next?

⬛ How about for students who did not return?

Results

A multiple regression analysis was conducted across all five cohorts. The analysis identified nine predictors:

⬛ Predictors for *returning* students:

★ **Completed Credits:** How many credits did the student complete while a part of the cohort?

★ **Spring Enrollment:** Did the student also enroll during the spring term of the cohort?

★ **Summer Enrollment:** Did the student also enroll during the summer term of the cohort?

★ **Cumulative GPA:** What was the student's GPA at the start of the fall term being predicted?

★ **Cumulative Semesters:** How many total semesters did the student enroll in credit courses by the start of the fall term being predicted?

⬛ Predictors for *non-returning* students:

★ **Cumulative Attempted Credits:** How many total credits did the student attempt by the start of the fall term being predicted?

★ **Full or Part Time:** Was the student enrolled full or part time during the initial fall term?

⬛ Predictors for *both* returning and non-returning students:

★ **Start-of-Term Retention Status:** During the initial fall term, which of the following best describes the student (new, stop-In [students who stopped attending for at least a semester but started attending again], or continuing)?

★ **High School:** Which high school did the student attend? This can also refer to a missing/unknown high school status, a foreign high school, or a GED completer. Results were also parsed into "common" high schools (in district) and "rare" high schools (out of district).

The broad retention pattern at Waubonsee is presented in Table 1. Each column to the right of "initial fall term" represents the percentage of the original cohort that returned for subsequent fall terms. So, for example, in the 2008–2009 cohort, 6,088 students enrolled in fall 2008. For the "Fall +1 Enrolled" (Fall 2009), 3,374 students (55.4%) from the initial fall 2008 cohort enrolled in at least one credit-bearing course. For the "Fall +2 Enrolled" (Fall 2010), 1,981 students (32.5%) from the initial fall 2008 cohort enrolled in at least one credit-bearing course.

Institutional Effectiveness then identified the characteristics of both returning and non-returning students (*see* Table 2, on page 29).

Overall, these results indicated that early intervention is critical since the majority of student loss occurs following the fall term. Enrollment in spring and/or summer is a predictor of continued enrollment the next fall. Student success, as defined by GPA and completing courses, seems to be an important predictor. Students from the top 20 feeder high schools are generally more likely to return than are students from outlier high schools. New students are at risk, as are stop-ins; and being enrolled full time does not by itself necessarily increase a student's odds of returning. Completion of

credits attempted—not attempting a certain amount—appears to be key.

As a result of these findings, Enrollment Management worked with Institutional Effectiveness and Marketing and Communications to identify the following groups to target with postcards. These groups were:

🔖 **Group 1:** Three cumulative semesters: As of spring 2014, the student had enrolled in credit-bearing courses for three cumulative semesters.

🔖 **Group 2:** Twenty-four cumulative credits: As of spring 2014, the student had completed 24 cumulative institutional credits.

🔖 **Group 3:** New credit students: Spring 2014 was the student's first credit term at Waubonsee.

🔖 **Group 4:** All others: Student did not appear in groups 1, 2 or 3; enrolled in spring 2014 but not enrolled in fall 2014.

A postcard was sent to each of these groups; each included the message "Stay on your path to success" but additional messaging reflected the type of predictor the postcard was meant to target. The text for each of the three postcard types (3 semesters, 24 credits, and new students) was as follows:

Postcard 1: Three Semesters

You've started well, <first name>! Now continue on your educational path! A college degree or certificate can be the key that unlocks your dreams. Research shows students like you can reach their goals best by continuing your educational journey uninterrupted.

TABLE 2 ➤ Characteristics for Returning and Non-Returning Students

Characteristic	Predictor
Returning Students	
Acquired more completed credits during the cohort	Completed Credits
Attended during the spring term	Spring Enrollment
Attended during the summer term	Summer Enrollment
Earned a higher cumulative GPA	Cumulative GPA
Enrolled for more cumulative semesters	Cumulative Semesters
Attended a high school in the top 20 feeder schools (compared to a "rare" high school)	High School
Were a continuing student (compared to being new) in the initial fall semester for the respective cohort	Start-of-Term Retention Status
Non-Returning Students	
Acquired more cumulative attempted (versus completed) credits	Cumulative Attempted Credits
Were identified as a stop-in student (or a student who stopped attending at some point but then returned in the initial fall) (compared to being new)	Start-of-Term Retention Status
Attended a rare high school (compared to having a high school in the top 20 feeder schools)	High School
Attended a high school of unknown/missing	High School
Had been a GED completer or attended a foreign high school (compared to having a rare high school)	High School
Attended full time (compared to part time) in the initial fall	Full or Part Time

Register for classes today, and maintain the momentum!

FALL COURSES BEGIN AUGUST 25.

* *Find the classes you need and want! Search Waubonsee course offerings at www.waubonsee.edu/schedules.*

* *Register today! Classes are filling quickly. Visit the student tab at mywcc.waubonsee.edu.*

* *Get expert help! Contact Waubonsee's Counseling Center at <phone number>, or chat online via the student tab at mywcc.waubonsee.edu to get answers to questions and guidance to help you graduate on schedule.*

Postcard 2: 24 Credits

You're so close, <first_name>! Don't stop now! Your dreams of obtaining a college education—and more opportunities—are well within your reach. Increase your

earning power and your odds of attaining a bachelor's degree by continuing on your path to an associate degree or certificate this fall.

FALL COURSES BEGIN AUGUST 25.

* *Find the classes you need and want! Search Waubonsee course offerings at www.waubonsee.edu/schedules.*
* *Register today! Classes are filling quickly. Visit the student tab at mywcc.waubonsee.edu.*
* *Get expert help! Contact Waubonsee's Counseling Center at <phone number>, or chat online via the student tab at mywcc.waubonsee.edu to get answers to questions and guidance to help you graduate on schedule.*

Postcard 3: One Semester Done

We enjoyed helping you start your journey to your dreams <first_name>! Ready to keep going? A college education can be the key that unlocks your dreams. Research shows students like you can reach their goals best by continuing your educational journey uninterrupted. Register for classes today.

FALL COURSES BEGIN AUGUST 25.

* *Find the classes you need and want! Search Waubonsee course offerings at www.waubonsee.edu/schedules.*
* *Register today! Classes are filling quickly. Visit the student tab at mywcc.waubonsee.edu.*
* *Get expert help! Contact Waubonsee's Counseling Center at <phone number>, or chat online via the student tab at mywcc.waubonsee.edu to get answers to questions and guidance to help you graduate on schedule.*

Postcard 4: All Others

FALL COURSES BEGIN AUGUST 25.

* *Demand is high. Register today to get the classes you need. Search course offerings at www.waubonsee.edu/schedules.*
* *Contact the Counseling Center for help selecting your classes or choosing a major. Call <phone number>.*
* *Register online at mywcc.waubonsee.edu*

A report of names was run July 30, 2014, to identify students within the targeted postcard groups. The postcards were mailed on August 4, 2014. Registrations were monitored beginning August 11, 2014, and then were measured at different points in time. Table 3 and Figure 1 (on page 31) represent the results of these postcard mailings.

Note that duplicate names were not eliminated across groups. The only two groups that could include duplicate student names were the "three semesters" and the "twenty-four credits" groups; thus, it was possible that some students may have received both a "three semesters" and a "twenty-four credits" postcard. Because the majority of students attend part time, duplication would have been the exception rather than the rule.

Next Steps

While comparison of the targeted groups provides some insights, it is noteworthy that there was no control group against which to compare. In the future, having a control group may prove useful. The dean for admissions decided as a next step to add a new student component with a separate postcard/activity campaign—thus the introduction of the Non-Returning New Student Re-Enrollment Strategy research project.

Phase II: The Non-Returning New Student Re-Enrollment Strategy Study

Overview

Previous efforts targeted new students who had not re-enrolled with a postcard mailing with one of four messages. The new strategy integrated direct mail pieces with a phone call campaign and an advising event ("Welcome Back" sessions). The hypothesis was that students who received phone calls would re-enroll at higher rates than would those who did not receive phone calls.

All students received postcards (N=394); only "withdrawn" students in the outreach group (who were randomly selected) (N=197) were targeted to receive phone calls by student ambassadors. Both groups were encour-

TABLE 3 ➤ Target Marketing Results: Students Enrolled (Running Total)

Postcard Type	n	Enrolled													
		8/11		8/18		8/22		8/25[a]		8/29[b]		9/5[c]		9/26[d]	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Three Semesters	533	87	16	121	23	156	29	170	32	183	34	184	35	185	35
Twenty-Four Credits	102	31	30	39	38	47	46	51	50	54	53	53	52	55	54
New	851	92	11	135	16	171	20	195	23	219	26	219	26	226	27
All Others	4,667	578	12	944	20	1,360	29	1,513	32	1,666	36	1,702	36	1,711	37

[a] Start of classes
[b] End of first week
[c] Tenth day of semester
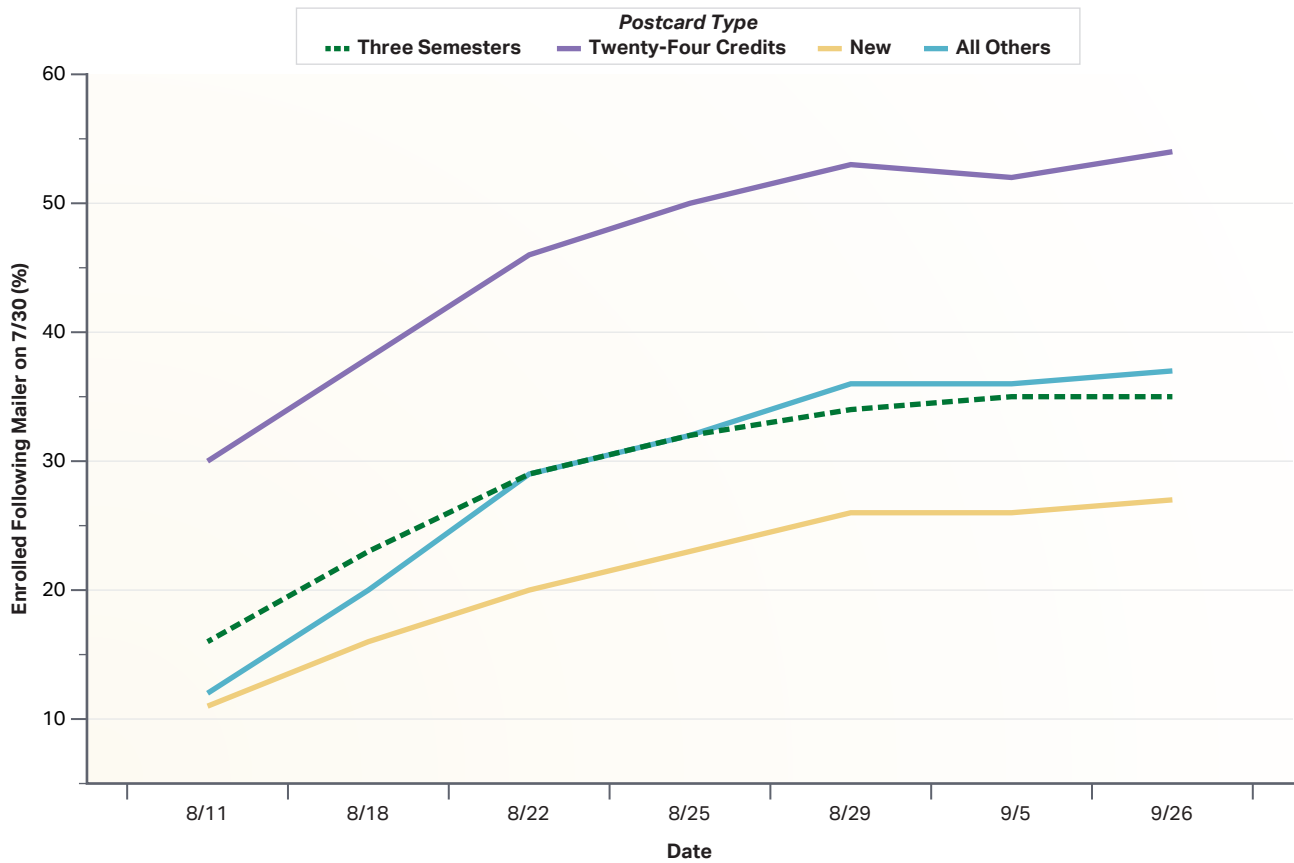[d] Late starts

FIGURE 1 ➤ Percentage of Students Enrolled Over Time

aged via postcards and the student ambassador phone call to attend advising events.

The Non-Returning New Student Re-Enrollment Strategy research project was conducted from May to December 2015. The goal was to re-enroll twenty students (5%) for the fall 2015 semester. The targeted cohort was a group of new students who had not returned following their first semester in fall 2013 (N=394).

Timeline

The timeline for Phase II began in May 2015 prior to fall registration and concluded with the start of the fall semester.

The direct mail pieces conveyed messages such as "We miss you" and "We are here to help you succeed" with the call to action to attend special advising events for returning students (a "Welcome Back" advising session).

Procedure

A report was generated by Institutional Effectiveness on May 18, 2015. The report contained the names and addresses of students who met the following criteria:

- Students were new to Waubonsee as of fall 2013;
- Of those new students, those who didn't return after the fall 2013 semester;
- Of new fall 2013 students who didn't return, those who didn't earn a degree;
- Students who met all three criteria above and didn't transfer (didn't appear in the National Student Clearinghouse file).

TABLE 4 ➤ Timeline for Re-Enrollment Strategy

Date(s)	Tasks/Events
May 18	▸ Non-returning new students report generated ▸ Outreach/control groups randomly assigned
June 29	▸ Direct mail postcard (mailed June 29) ▸ Call to action: Welcome Back sessions (June–August)
July/August	▸ Welcome Back sessions ▸ Students < 7 Admissions ▸ Students > 7 Counseling
August 13–17	▸ Student ambassador phone calls (August 13–17) ▸ Call to action: Meet with an advisor/counselor
August 24	▸ Continue to encourage students to register for fall semester (August 24)

International and out-of-district students were removed from the cohort because they require different, more targeted conversations. The group was divided into two groups, and students were randomly assigned to either group 1 or group 2. Group 1 was the "outreach group": These would be the ones to receive phone calls. Group 2 served as the "control group"; members of this group did not receive phone calls. All students in both groups (N = 394 students) received postcards encouraging them to visit a counselor/advisor during a "Welcome Back" advising session. The text was as follows:

"Make an appointment for a special 'Welcome Back to Waubonsee' session designed especially for you. You'll get a chance to discuss your educational and career goals, along with specific course options. Take the next step today! Call [Department] at [number] or visit www.waubonsee.edu/welcomeback"

The information collected on the landing page included first name, last name, e-mail, phone number, and preferred date. The available times listed were normal hours of operation (8 am–7 pm M–W; 8–4:30 Th–F). Students who filled out the inquiry form on the landing page had their information forwarded by Marketing and Communication, and then the appropriate department followed up.

Depending on the number of credits they had completed at Waubonsee, students were referred to Admissions or Counseling to talk to an advisor. Students who had completed fewer than seven hours were sent postcards directing them to Admissions. Students who had completed more than seven hours were sent postcards referring them to Counseling and Advising. Students who had earned transfer credit were referred to Counseling and Advising. This flow of referrals reflected the current advising model at Waubonsee. Students who were identified as having a GPA less than 2.0 were also referred to the college success advisor to discuss success strategies in addition to being referred to see a counselor/advisor.

Results

Of the 394 "withdrawn" students, a total of 24 students (6%) re-enrolled. This surpassed the goal of 20 students (5%). A smaller number of students—eight of the 24—were from the outreach group (33%) than from the control group (sixteen of 24 students; 67%).

Of the eight in the outreach group, only three (13%) received phone calls. A larger number of students who
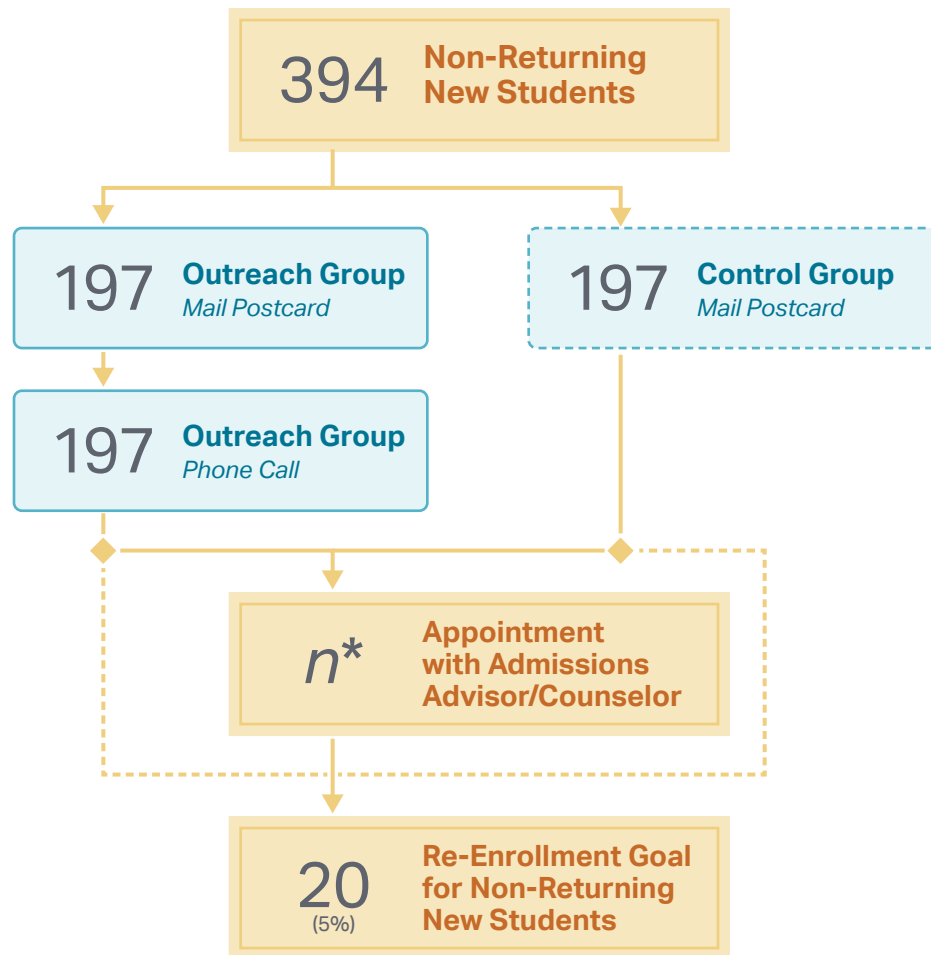
* A step which students may take in the process, but does not have a specific goal set within this enrollment strategy

FIGURE 2 ➤ Re-Enrollment Strategy for Non-Returning New Students

re-enrolled—fifteen of 24 (63%)—met with either an admissions advisor or a counselor/advisor from counseling).

Implications/Limitations

The hypothesis that students who received phone calls would re-enroll at higher rates than would those who did not receive phone calls was not supported; however, two-thirds of students who re-enrolled did take advantage of seeing a counselor/advisor. According to these results, students who re-enroll are more likely to meet with a college counselor or advisor.

Regardless of causation, it is encouraging that meeting with a counselor/advisor is more common than not among students who re-enroll. This provides justification for inviting students to engage in this activity. It also supports the notion that support during student transitions is important, and students may need more assistance at these transition points because disconnects can occur between organizational components of the institution (Clemetsen and Rhodes 2009, 21–22).

Clemetsen and Rhodes (2009) elaborate on the importance of advising as the keystone to student success and present a model for student and institutional success through advising (29). The model is based on the belief that "the advising function is a significant part of the co-instructional education that students receive outside
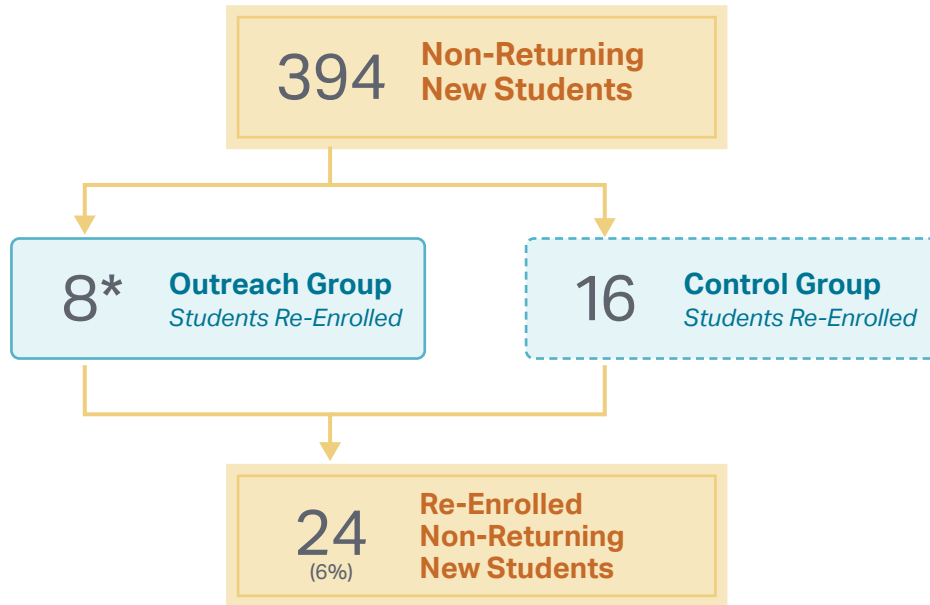
FIGURE 3 ➤ Results of Re-Enrollment Strategy for Non-Returning New Students

the classroom" (Clemetsen and Rhodes 2009, 29). Advising is such a key element to success that "many institutions require that students meet with an advisor prior to registering for an upcoming semester. [T]his advising session...is in itself an instructional event" (Clemetsen and Rhodes 2009, 29).

Some inherent lessons were learned in this experimental design. The number of actual phone calls to students was very small compared to the intended number (47 of 104; 45%). This was because the number of students with transfer credit/more than seven hours of earned credit was much higher than anticipated, as was the number of students with a GPA less than 2.0. This proved a resource limitation because the Admissions Student Ambassadors only contacted new students.

If this campaign were to be repeated, the timeline would need to be adjusted to allow more time for phone coordination and outreach. Since this project, more phone calls have been completed, and Admissions has enlisted other departments to assist in making phone calls. As of fall 2017, in addition to Counseling and Ad-

vising, the other departments that have contributed to this effort include Campus Services (the College Information Center), Registration and Records, and the academic deans' offices.

Future Directions

While the rate of return for the control group students was greater than that of the outreach group (67 versus 33 percent), the research project did show that the majority of students who re-enrolled met with an advisor or counselor. These results support future efforts to encourage students to engage with advisors and counselors. They also may suggest that the effect of a phone call alone may not be as significant as once thought.

Waubonsee has implemented other tactics since then. The annual SEM project for fall 2016 was the implementation of a customer relationship management software tool (CRM) for recruiting students. The CRM went live on April 25, 2016, just prior to registration opening for fall 2016 (on May 2, 2016). The CRM allowed Admissions to actively engage in "push" communication

campaigns to inquirers at every stage of the enrollment funnel throughout the registration period leading up to the start of the fall 2016 semester.

In setting up the communication flow and chase for this software, the CRM implementation team placed a significant amount of emphasis on varying the types of outreach from e-mails and phone calls. In addition, every communication had specific calls to action. The results of this project suggest that it would be worthwhile to review Admissions' written and e-mail communications and place a stronger emphasis on meeting with an advisor.

With the implementation of a CRM in April 2016, one of the large initiatives established in the 2015–16 Strategic Enrollment Management Strategic Support Plan for the college was to establish baseline benchmark data. These data have been created in the form of funnel reports for each of Waubonsee Community College's in-district high schools. Admissions compares each of the high schools' enrollment funnels to the overall average funnel report data for in-district high schools to determine where students are lagging in the enrollment process. Over the past couple of years, Admissions has put a number of strategies in place that target each segment of the funnel. The 2016–17 Strategic Enrollment Management Strategic Support Plan included strategies

to create additional marketing materials for each stage of the funnel.

Enrollment management should continue to focus on experimental designs that control for the effect of varying communications to students. Both the Retention Project and the Re-enrollment Strategy Project lacked control groups for students receiving postcards. Until fall 2017, postcards had become more standard in annual enrollment efforts. However, there were difficulties in justifying why some students would or would not receive a postcard given that it was difficult to measure the return on investment for marketing resources. Outreach has continued to increase. For example, one of the phone call outreach campaigns that the Campus Services staff engaged in with students this January was to call new students who had enrolled in fall 2017 but had not yet registered for spring 2018.

As an institution, Waubonsee will continue to examine what further efforts can be taken to assist first-time new students in transitioning to their second semester of coursework. The vice president of student development has partnered with the vice president of educational affairs to lead the Student Success Framework, a strategic initiative related to retention. This initiative is part of Waubonsee Community College's Transformational Plan.

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