

# TCSJ'S STRATEGIC ENROLLMENT MANAGEMENT PLAN 2022-2025

A Companion Resource  
to TCSJ's Strategic  
Plan



## Key Performance Indicators

- ▶ Student Headcount
- ▶ Size of Program Portfolio
- ▶ Success of Recruitment and Marketing Campaigns
- ▶ Net Revenue Per Program



**TEACHERS COLLEGE**  
of SAN JOAQUIN



**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
Troy A. Brown, Ed.D., County Superintendent of Schools



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## SECTION I: EXECUTIVE SUMMARY

The Teachers College of San Joaquin's Strategic Enrollment Management Plan (SEMP) shares goals and strategies which will guide our recruitment and marketing efforts over the next three years, 2022-2025. The full report that follows provides background, important research, context and metrics which support each enrollment-related strategy. Action plans will be developed and assigned to each goal. Clear time-lines will be created and responsible parties will be identified to ensure that we are able to make sufficient progress toward reaching our goals. TCSJ's SEMP is also aligned with one of three key priorities identified in TCSJ's Strategic Plan.

There are typically three reasons which prompt someone to make initial contact with TCSJ:

- 1) interest in pursuing a new career path;
- 2) requirement of job to be in a professional preparation program; or,
- 3) desire for professional growth, as either a personal goal, or to increase salary by obtaining a certificate, credential or degree.

Understanding these reasons helps the college focus efforts and direct marketing and recruitment campaigns to reach a broad audience of potential students - new, transfer, and continuing (funneling from other TCSJ programs). The goals, key performance indicators, and strategies developed through the process of creating the SEMP are crucial to setting enrollment goals, thus ensuring the long-term success of TCSJ.

The development of this document encompassed a two year span. The thoughtful process incorporated a collaborative and concerted effort to focus on our students' experiences from recruitment, through coursework, and beyond graduation. It is grounded in our mission and discussions on future planning while considering fiscal sustainability, educational trends in our region, and the needs of our students and broader community. As a result of this work, TCSJ leadership identified four key performance indicators which will guide our continued work related to enrollment management:

1. Student Headcount;
2. Size of Program Portfolio;
3. Success of Recruitment and Marketing Campaigns; and,
4. Net Revenue Per Program.

As of February 2022, some of the following initiatives are not yet started, some are in the *early* stages of implementation, some are more *advanced* with implementation, and several strategies have been *completed*.

## KPI 1 - Student Headcount

**Goal 1: Use applicant management systems to collect and analyze enrollment data to inform program and college decisions.**

### STRATEGY:

1.1

- Implement a Customer Relationship Manager (CRM) System (*early*);
- Use data to target recruitment efforts to specific programs (*advanced*), demographics and geographic locations;
- Use data to set enrollment targets per program (*early*);
- Use trends for budget development process (*early*);
- Determine viability of programs over time.

1.2

- Use Student Information System (SIS) and CRM to track students enrolled, withdrawn or dismissed;
- Use trends for budget development process;
- Use qualitative and quantitative data to make adjustments in recruitment and marketing.

1.3

- Use SIS and CRM to track transfer of students from other institutions into TCSJ, as well as from one TCSJ program into another TCSJ program;
- Use data to target recruitment efforts per program, e.g. locally, face-to-face and for distance education options.

## KPI 2 - Size of Program Portfolio

**Goal 2: Expand viable program offerings inside and outside our region.**

### STRATEGY:

2.1

- Pursue Substantive Change process with WSCUC (*completed*);
- Offer M.Ed. via Distance Education (*early*);
- Expand student enrollment in master's program;
- Recruit inside and outside our region;
- Determine viability of concentrations and courses based on annual enrollment trend data.

2.2

- Continue and expand TCSJ's Professional Learning Center;
- For example offer/add...

- Asynchronous workshops (*advanced*);
- Certificate Programs (*completed*);
- English Learner Authorization;
- Units for Transitional Kindergarten educators;
- Conferences for Teachers by Teachers.

2.3

- Create and offer training for substitutes via distance education;
- Recruit inside and outside our region.

2.4

- Create and offer online Preliminary Administrative Credential and MIAA programs via distance education (*early*).

### KPI 3 - Success of Recruitment and Marketing Campaigns

**Goal 3: Collect data on enrollment management strategies to evaluate the success of recruitment and marketing campaigns.**

#### STRATEGY:

3.1

- Develop Student Ambassador Program (*completed*);
- Train ambassadors how to market TCSJ (*completed*).

3.2

- Expand and target recruitment beyond seven-county region (*early*).

3.3

- Partner with SJCOE's Early College High School TEACH!, career-pathway pipeline (*early*).

3.4

- Hold informational meetings, Preview Days, and other events to promote college (*advanced*).

### KPI 4 - Net Revenue Per Program

**Goal 4: Study per program costs and pursue financial supports for students and the College.**

#### STRATEGY:

4.1

- Study per program costs to determine strengths of revenue margins (*early*);
- Use expense/revenue data to determine program viability.

4.2

- Collaborate with grant writers to apply for appropriate proposals that support the mission of the college (*advanced*).

4.3

- Study other types of payment plan options for students.

## SECTION II: INTRODUCTION

Teachers College of San Joaquin's Strategic Enrollment Management Plan (TCSJ SEMP) 2022-2025 is a document which serves as a companion resource to the TCSJ Strategic Plan. Each new SEMP goal will be included in one of the three key priorities of the Strategic Plan:

1. *Academic and Professional Engagement for Student Success* - Cultivate and sustain a transformative, equitable, relevant and innovative learning environment for TCSJ's diverse communities of educators; students, faculty, alumni, administrators and consortia of districts and schools.
2. *Operations and Governance* - Develop and integrate priorities to support operations and governance which promote growth throughout TCSJ's infrastructure and programs.
3. *Fiscal Stability* - Broaden and expand TCSJ's financial resources to ensure long-term sustainability.

The development of this document encompassed a two year span. The thoughtful process incorporated a collaborative and concerted effort to focus on our students' experiences from recruitment, through coursework, and beyond graduation. TCSJ's SEMP was informed by a variety of activities e.g. committee meetings, reading research, review of situational data and artifacts, gathering and analyzing pertinent data and documentation. It is grounded in our mission and discussions on future planning while considering fiscal sustainability, educational trends in our region, and the needs of our students and broader community.

As a result of this work, TCSJ leadership identified four key performance indicators which will guide our continued work related to enrollment management:

1. Student Headcount;
2. Size of Program Portfolio;
3. Success of Recruitment and Marketing Campaigns; and,
4. Net Revenue Per Program.

This written record clarifies our proposed actions and can be viewed as a blueprint for strategic enrollment management during 2022-2025. First, we provide some background, context and research.



## SECTION III: BACKGROUND

Teachers College of San Joaquin (TCSJ) is the first institution accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC) to represent a division within a county office of education (COE) in California. As a standout among the 58 COEs in California, the San Joaquin County Office of Education (SJCOE) partners with TCSJ to offer graduate level programs. SJCOE's various departments, such as Business, Human Resources, Operations, Information Technology, and Educational Services support a variety of functions within TCSJ to ensure its success. TCSJ is located in Stockton, California and positioned within the north San Joaquin Valley, centered in a region which has the ability to reach well beyond our immediate area.

Although TCSJ was founded in 2009, our roots can be traced back to 1997 when the SJCOE instituted several teacher credential programs which still exist today under the umbrella of the college. In order to meet the needs of our local educational community, additional programs were added in subsequent years for individuals wishing to pursue careers and professional growth in the field of education.

### Mission of TCSJ

*To develop a workforce of teachers and school leaders who are comfortable with collaboration, understand the need to prepare students for both work and higher education and have the skills to develop, implement and sustain innovative educational ideas.*

*TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-driven and incorporate reflection for professional growth.*

As of Spring 2022, TCSJ offers a full continuum of programs and services to meet the needs of educators at various stages of their career:

- Preliminary Teaching Credential
  - o Intern (two year, alternative certification pathway) – General Education: Multiple Subject, Single Subject; Education Specialist: Early Childhood Special Education, Extensive Support, and Mild/Moderate Support
  - o Residency (one year traditional pathway) – General Education: Multiple Subject, Single Subject; Education Specialist: Extensive Support, Mild/Moderate; and, an option to earn a dual credential in Multiple or Single Subject and Education Specialist: Mild/Moderate Support Needs
- Designated Subjects Career & Technical Education (Preliminary and Clear)
- Teacher Induction – Education Specialist and General Education

The TCSJ mission is central to our history, culture, and purpose. We create programs and learning environments where students experience rigor, find relevance in the work they do at the college, create relationships that matter, and know that in the process of reflection we become life-long learners. In addition, we prioritize learning experiences which prepare our education workforce with the knowledge, skills, and dispositions to implement innovative ideas and the 4 Rs (rigor, relevance, relationships, and reflection) in their own context while incorporating an equity lens.

- Preliminary Administrative Services (Traditional and Intern)
- Clear Administrative Services
- Added Authorizations – Autism, Early Childhood Special Education, and Mathematics Instruction
- Master of Education degree (via distance learning and on-campus options)
  - o Early Education
  - o Educational Inquiry
  - o Educational Leadership and School Development
  - o Environmental Literacy
  - o Special Education, and
  - o Science, Technology, Engineering, and Mathematics (STEM)
- Non-degree programs: Paraprofessional training, Professional Learning Center

The IMPACT Intern Credential program is an alternative pathway to acquire a teaching credential and prepares teachers for service in elementary, middle, high school, and special education settings. Teachers begin their career with an intern credential, are employed and paid by the school district as the "teacher of record" for their classrooms, work closely with a clinical supervisor, and attend evening classes in a cohort model one to two days per week for two years to earn a preliminary teaching credential.

*Residency@TCSJ* is a traditional preliminary teaching credential program that offers a year-long student teaching placement with a veteran mentor teacher. The program is built around the schedule of P-12 schools, which gives teacher residents an authentic clinical experience where they have the ability to experience a year of school behind-the-scenes, from setting up the classroom to finalizing grades. Throughout the program, residents learn how to become equity-focused and inclusion-minded educators who advocate for social justice while building their confidence as teachers and having an involved support group of other residents.

In the preliminary administrative services credential program, students learn about educational leadership and are prepared to serve in site or district-level positions. Students develop, coordinate, and assess instructional programs, observe certificated and classified personnel, facilitate faculty and students' discipline, and learn how to manage fiscal services. The two-year program for the clear administrative services credential utilizes a leadership coaching model (in lieu of coursework) and is tied to the California Professional Standards for Educational Leaders (CPSELs). Students are paired with an experienced administrator who provides mentorship over the two-year period and works one-on-one for an average of 40 hours per year. All coaches have been certified in coaching methodology. Candidates also attend 20 hours per year of targeted professional development activities based on their individual needs.

Since its inception in 2009, more than 500 students have earned master's degrees through TCSJ's graduate program. With a vision to develop a workforce of innovative and reform-minded educators, the college provides opportunities for veteran educators to advance their understanding of the needs of the next generation of learners, college and career readiness initiatives, equity and inclusion mindsets, and refine their practice as they earn a master's degree in education. Graduate candidates are challenged to consider new models of schools, design and implement action research, develop curriculum, hone leadership

skills, and reflect on the outcomes of their practice. Candidates work collaboratively with colleagues, apply theory and knowledge to their own context, and pursue the development of scholarship in an area of expertise as it relates to teaching, learning, and school development.

The goal of the Teachers College of San Joaquin is to respond to the ever-increasing need for highly qualified educators by developing and delivering quality preparation programs.

Our programs represent a collaborative effort between county offices of education, school districts, employee organizations and institutions of higher education. We believe this cooperative effort produces educators prepared to serve the children of California.

In 2015, TCSJ established an independent board of trustees, separate from the SJCOE, with nine diverse members who represent a range of backgrounds and expertise, all who care deeply about the college's success.



## SECTION IV: POINTS OF PRIDE

TCSJ has much to be proud of and we see a bright future for the college as it continues to meet the needs of its constituents in important and innovative ways. These accomplishments and characteristics set TCSJ apart from other institutions and are used as a source of leverage for recruitment and marketing efforts.

### Here are a few examples of our points of pride...

- A strong and positive word-of-mouth reputation from students, alumni, and leaders in the community;
- Keeping relationships, service and support first in all our interactions with those who contact TCSJ;
- The high number of partnerships we have with local education agencies and organizations;
- We are the only institution in California offering the Mathematics Instructional Added Authorization (MIAA) and a M.Ed. degree in Environmental Literacy;
- Our ability to be nimble and flexible when making program decisions;
- Our strong first-time passage rates on the California Teaching Performance Assessments (CalTPAs);
- Our ability to apply for and obtain a wide variety of grants;
- Interest-free payment plans for students;
- Practitioner-based faculty;
- TCSJ staff serve on state-wide committees;
- Program quality;
- SJCOE's support and collaborative efforts of college operations;
- Staff support of students and faculty to focus on relationships in providing assistance;
- Received WSCUC approval to take M.Ed. program online;
- Rebranded TCSJ's identity with strong, consistent marketing to stand out in our field.

**TCSJ is a point of pride for the SJCOE.** Their investment of over \$10 million to develop, remodel, and update a 61,135 sq. ft. building demonstrates a commitment to our mission, vision, and program goals. In early fall 2018, it was determined that the TCSJ facility was not adequate for future growth of the college; therefore, work with an architect began. Blueprints were finalized, a contractor was hired, and the remodel of phase one was completed in January 2020 followed by the completion of phase two in March, 2021.

The new building positions TCSJ for growth and the ability to house our ever-expanding programs.

As the college moved past the ten-year mark of its opening in 2019, TCSJ Leadership and staff have continued to refine, reflect, and reimagine ways our institution can support and improve P-12 schools, locally and beyond our immediate region.



Figure 1 shares the dramatic entrance to the college and Table 1 compares the features of the old facility with our new, industrial, technology-supported, uniquely-designed space.

**FIGURE 1**

*TCSJ Building Entrance*



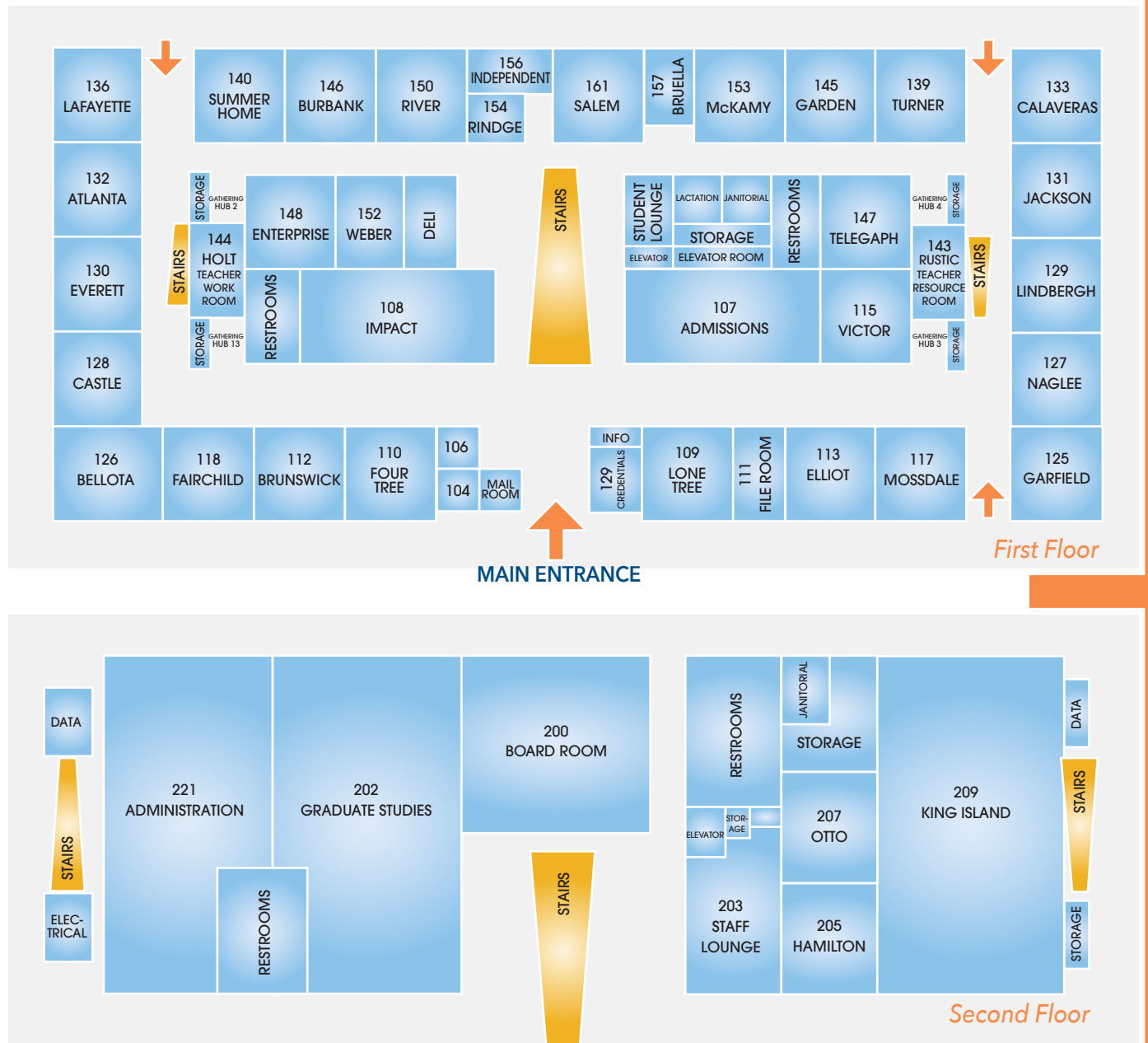
**TABLE 1**  
Comparison of features of the old and new buildings

| <b>OLD BUILDING</b><br>2857 Transworld Drive, Stockton                       | <b>NEW BUILDING</b><br>2721 Transworld Drive, Stockton   |
|--|--|
| One Story  | Two Stories  |
| 26,000 square feet   | 61,135 square feet   |
| 16 classrooms  | 30 classrooms<br>10 smaller meeting spaces or conference rooms<br>2 large meeting spaces                             |
| Capacity approximately 375 students in classrooms and 200 in building spaces | Capacity approximately 800 in classrooms and 400 in other building spaces  |
| Shared kitchen area for staff and students                                   | Staff breakout/kitchen area<br>Student kitchen and eating area<br>Deli area for an outside vendor                    |
| Open library area, but not functional as a library                           | 2 Teacher Resource Rooms: Books, research journals, computers and printer, maker-space area with classroom materials |
| 19 offices   | 26 offices and 5 clerical areas, room to grow staff  |
| Staff in departments were spread out throughout building                     | Each department has a designated office area: Admissions, IMPACT Credentials, Graduate Studies, and Administration   |
| One set of restrooms   | Two sets of restrooms downstairs and two sets of restrooms upstairs  |



The floorplan (Figure 2) of the new building illustrates the many classrooms and office areas now available.

**FIGURE 2**  
*Floor plan of new building*



In order to present justification on why a college such as TCSJ continues to be needed and viable in this region, we share research, data and information on the employment outlook for educators - support staff, teachers, and administrators.



# SECTION V: EMPLOYMENT OUTLOOK IN SAN JOAQUIN COUNTY

According to the *Middle-Skilled Jobs Analysis: Building Ladders to the Future* teachers and professional education occupations continue to be an industry for growth in San Joaquin County’s metropolitan service area with “potential advancement opportunities for lower-paid workers” (p. 24) such as substitutes and teaching assistants (University of the Pacific, 2020). The county’s 14 school districts employ most of the region’s education, training, and library jobs which grew from 14,850 jobs in 2012 to 20,440 jobs in 2020 (p. 30).

The 62 occupations in this field include P-12 and postsecondary teachers, district and site administrators, instructional coordinators and librarians. Middle-skilled and high-skilled jobs in the education sector provide earnings that can support a family. Table 2 shows that substitutes and teaching assistants (also known as para-educators) earn 4% higher income in the Stockton region compared to statewide (Middle-Skilled Jobs Analysis: Appendix A, Detailed Occupational Profiles, 2020, p. A-8).

**TABLE 2**  
*Earnings for Substitute Teachers and Teacher Assistants*

| 2019                | Stockton Metro Area | California | USA      |
|---------------------|---------------------|------------|----------|
| Substitute Teachers | \$43,190            | \$41,650   | \$32,460 |
| Teacher Assistants  | \$35,300            | \$36,200   | \$29,640 |

Primary Source: US Bureau of Labor Statistics, Annual May, Occupational Employment Statistics

Evidence of the shortage for substitute teachers and teacher assistants is found locally. Data collected from 2019 indicate that in the Stockton area 3,900 substitute teachers and 3,650 teacher assistants were employed, ranking our region 10th nationally with the highest concentration of these jobs, compared to 355 other metropolitan areas included in a US Bureau of Labor Statistics study (University of the Pacific, 2020, p. A-9). However, the growing dependence and utilization of substitute teachers is associated with significant decreases in student achievement (University of the Pacific, 2020, p. 23). This information supports the increased need for additional training and programs for those employed in these roles, as well as the importance of developing a strategy to meet this need.

A recent report by the Carnegie Corporation of New York (Wise, September 2020) addressing teacher preparation programs’ effect on a state’s economy, explained that the teacher workforce is one of the largest employment sectors within a community (p. 4). Therefore, “the quality of a state’s teacher preparation program directly influences its overall economic well-being” (p. 4).



## Teacher Credentialing

As mentioned in Section III, Teachers College of San Joaquin (TCSJ) offers two teacher preparation pathways to serve our region.

- The IMPACT Intern Credential teacher program offers classes on two campuses, located in Stockton (San Joaquin County) and Ceres (Stanislaus County).
- *Residency@TCSJ* is another teacher preparation program and offers a one-year, traditional pathway option for teacher candidates at the Stockton campus. *Residency@TCSJ* is in its third year of implementation (2021-2022) and is housed within TCSJ's Graduate Studies department.

Residency programs have been essential for increasing the teacher supply and have provided key partnership opportunities for institutions of higher education and school districts – one that has proven critical during the pandemic and persistent teacher shortage.

Residency programs are successful because “Districts are closely involved in the design of the program, working with universities to define the program so that it prepares teachers for practices used in the district, training expert mentor teachers so novices are getting the best start on their learning, and continuing with mentoring programs that carry newly trained recruits into the district with success...States across the country have taken notice of the teacher residency model's success and are doubling down on this strategy to prepare and retain a strong and diverse teacher workforce” (Kini [Learning Policy Institute blog], 2022).

Following suit, TCSJ took the necessary steps to begin a residency program in 2019, including hiring a full-time coordinator for the program, acquiring grants, and establishing district partnerships each year to build the program. In the first two years of implementation, 89% of residents pursued employment after completing the program and were hired. Of the 25 hired, 60% found jobs in the same district as they were placed during their residency year. There were three residents who did not pursue full time employment after completing their program, are currently working as substitutes, and plan to look into full-time teaching in the near future. The program currently partners with eight districts in San Joaquin County with plans to expand to an additional two districts in 2022-2023.

**TABLE 3**

*Data on TCSJ's Residency Program, 2019-2021*

Total Number of Residents within the cohorts of 2019-2020 and 2020-2021

28

Number of Residents Hired in San Joaquin County after Program Completion

25

Number of Residents Hired in Same District as Placement of Residency

15

Number of Partner Districts in San Joaquin County (out of 14)

8

California has invested more than \$1 billion in state funds to support teacher preparation, including \$500 million for \$20,000/person scholarships for teacher candidates who commit to teaching four years in a high-need school, \$350 million to expand teacher residency programs, and \$125 million to expand a “Grow Your Own” program to support classified staff in becoming teachers (Kini [LPI blog], 2022). TCSJ has taken advantage of these opportunities and received grant funds from these programs. Additionally, the college pursued a philanthropic grant to provide fiscal support for residents. Funding from these grants included tuition assistance for students, program expansion or new development, salary/benefits for staff and faculty, as well as books and materials.

## Regional Teacher Supply and Demand Factors

One indicator of the teacher shortage and need in our region is determined by the number of under-prepared teachers in area classrooms. These teachers have not yet earned a preliminary teaching credential and instead have been issued either an intern credential, a permit, or waiver (IPW). At the state level, more than 13,000 documents of this type were requested by 57 counties in 2019-2020. More than half (60.1%) of the documents issued were permits; just under two-fifths (36.5 percent) were intern credentials and a little over three percent (3.4) were waivers (A Report to the Legislature, CCTC, April 2021). Table 4 below displays the top ten counties that requested the highest number of IPW documents in the 2019-2020 year. Note that San Joaquin county is listed in four of the seven areas (column #2, District/County Interns does not apply to our context) and Sacramento county, also served by TCSJ, is listed in two categories. This data supports the need for qualified teachers who have already earned a preliminary credential in our region.

**TABLE 4**

*Top 10 Counties that Requested Highest Number of IPW Documents in 2019-2020*

| Top 10 Counties | University Interns | District County Interns | Provisional Internship Permit | Short Term Staff Permit | Limited Teaching Assignment Permit | Waivers        | TPSL           |
|-----------------|--------------------|-------------------------|-------------------------------|-------------------------|------------------------------------|----------------|----------------|
| 1               | Los Angeles        | Los Angeles             | Los Angeles                   | Los Angeles             | Los Angeles                        | Kern           | Los Angeles    |
| 2               | Kern               | Tulare                  | Kern                          | Kern                    | San Diego                          | Alameda        | Riverside      |
| 3               | San Bernardino     | Sacramento              | Alameda                       | Fresno                  | Alameda                            | San Francisco  | Kern           |
| 4               | San Joaquin        | San Diego               | San Bernardino                | Alameda                 | Sacramento                         | Santa Clara    | Santa Clara    |
| 5               | Fresno             | San Francisco           | Fresno                        | San Joaquin             | Riverside                          | Contra Costa   | Alameda        |
| 6               | Santa Clara        | Sonoma                  | San Joaquin                   | San Bernardino          | Santa Clara                        | Solano         | Sacramento     |
| 7               | Alameda            | Fresno                  | Santa Clara                   | Santa Clara             | Fresno                             | Los Angeles    | Ventura        |
| 8               | San Diego          | Yolo                    | Tulare                        | Tulare                  | Contra Costa                       | Monterey       | San Joaquin    |
| 9               | Contra Costa       | Alameda                 | Monterey                      | Contra Costa            | San Francisco                      | Mendocino      | Fresno         |
| 10              | Riverside          | Placer                  | Contra Costa                  | Riverside               | Kern                               | San Bernardino | San Bernardino |

*A Report to the Legislature 2019-2020, California Commission on Teacher Credentialing, April 2021, p. 25*

A recent study by the Learning Policy Institute (Carver-Thomas et al., 2022) stated “that increases in teacher retirements and resignations, alongside a limited supply of candidates and a need for more teaching positions, led to an unusually high level of vacancies...” (p. 5). As a result, districts are listening to the experts on ways to invest state and federal recovery funds to meet the demand, and support innovative recruitment and retention strategies.

Table 5 illustrates the teacher shortage for San Joaquin and Stanislaus counties, in comparison to the state (Interactive Map: Understanding Teacher Shortages in California, Learning Policy Institute, December 5, 2019). Looking at the *Teacher Demand Factors* section of Table 5, note the attrition rate in San Joaquin county is 10%, higher than Stanislaus county and California. Another interesting piece of data is the percentage of teachers within retirement age, either 50+ (38%-40%) and 60+ (13%-14%). Along with the attrition rate of 7-10%, these are the factors we consider when projecting the number of teachers needed for the counties we serve. The California State Teachers Retirement System Pension and Investments Brief (January 25, 2021) shared that in the last six months of 2020 there was an unexpected wave of teacher retirements (3,202) up 26% from the year-earlier period. STRS had 62% of respondents indicate they retired earlier than planned with the top three reasons: 1. the challenge of teaching during COVID-19 (56%); 2. did not want to teach remotely (35%); and, 3. did not want to risk exposure to COVID-19 (35%).

**TABLE 5**

*Indicators of Teacher Shortage, 2019 - San Joaquin County; Stanislaus County; California*

| INDICATOR   | San Joaquin County | Stanislaus County | California |
|---|--------------------|-------------------|------------|
| <b>Teacher Supply Factors</b>   |                    |                   |            |
| Total Teachers  | 7,348              | 5,259             | 306,261    |
| % of teachers who are new hires   | 11%                | 13%               | 10%        |
| % new hires with substandard credentials                                | 40%                | 36%               | 34%        |
| % beginning teachers  | 15%                | 14%               | 12%        |
| % teachers of color   | 29%                | 24%               | 34%        |
| Re-entrants-% leavers who re-enter                                      | 24%                | 38%               | 12%        |
| <b>Teacher Demand Factors</b>   |                    |                   |            |
| Attrition: % left public school teaching in CA                          | 10%                | 7%                | 9%         |
| Turnover: % left public school teaching in district/county              | 12%                | 9%                | 12%        |
| Student enrollment  | 148,948            | 109,990           | 6,220,413  |
| Enrollment change (2016-2017 to 2017-2018)                              | 1%                 | 0%                | 0%         |
| Projected enrollment growth (2017-2018 to 2027-2028)                    | 1%                 | 3%                | -4%        |
| Projected teacher hires (2018-2019)                                     | 817                | 355               | 20,918     |
| Teachers needed to reduce student-teacher ratio to pre-recession levels | 438                | 117               | 4,126      |
| % Teachers 50 and older   | 38%                | 40%               | 40%        |
| % Teachers 60 and older   | 14%                | 13%               | 14%        |

*Data reported as of November 2019, Learning Policy Institute, December 2019.*

The most recent report to the California Legislature by the California Commission on Teacher Credentialing (CCTC) was presented in April 2021 (Teacher Supply in California, 2019-2020, A Report to the Legislature submitted pursuant to AB471 chap 381, stats. 1999). California's 58 counties have been grouped within 11 geographic regions for aggregating and reporting purposes. To gain a statewide picture of teacher hires in the future, the data for estimated teacher hires in 2020-21 were analyzed by these geographic regions (CCTC, April 2021, p. 30). Table 6 below displays the estimated 2020-2021 teacher hires by the geographic regions and seven counties TCSJ serves - San Joaquin, Stanislaus, Merced, Sacramento, Amador (no new teacher hires), Calaveras, Tuolumne (and occasionally Contra Costa and Alameda). Our close relationships with Human Resources personnel in these counties allow for open communication on the hiring needs of the districts we serve.

In addition, according to the CCTC legislature report for 2019-2020, the five year trend for North San Joaquin Central Valley showed that in 2016-2017 the estimated number of teacher hires was at 4.4%, grew to 6.3% in 2018-2019, and in 2020-2021 landed on 5.2% with 1,035 expected new hires, 6th in the state for new teacher hires needed, out of the 58 counties in California (p. 33).

**TABLE 6**

*Estimated teacher hires for 2020-2021 by region and county (TCSJ service areas only)*

| REGION                                       | COUNTY  | NUMBER OF ESTIMATED<br>TEACHER HIRES | PERCENT OF ESTIMATED<br>TEACHER HIRES |
|--|---|--------------------------------------|---------------------------------------|
| East Inland                                  | Alpine*, Amador*,<br>Calaveras, Inyo,<br>Mariposa*, Mono,<br>Tuolumne | 84.9                                 | 0.4%                                  |
| North San Joaquin<br>Central Valley          | Merced, San Joaquin,<br>Stanislaus                                    | 1,035.2                              | 5.2%                                  |
| Sacramento<br>Metropolitan<br>Central Valley | El Dorado, Placer,<br>Sacramento, Yolo                                | 1,849.4                              | 9.2%                                  |

Note: *Regional categories of California counties are sourced from Trends in California Teacher Demand: A county and regional perspective, REL 208-No. 057. \*Counties without Estimated Teacher Hires for 2020-21*

The primary region TCSJ attracts the most market share from is North San Joaquin Central Valley. If these trends remain constant and TCSJ continues to acquire 8-10% of the market share of the estimated hiring needs in the seven counties all together, this will represent between 240 to 300 new students who could enroll in either the intern or residency program each year and in subsequent years.

## Employment Outlook for Administrators in San Joaquin County

While enrollment in the TCSJ Preliminary Administrative Services Program has remained relatively constant over the last five years, with the exception of 2018, data indicate that the demand for administrators will continue to grow 4%-6% through 2029 (National Association of Secondary Schools Principals [NASSP], 2017; U.S. Bureau of Labor Statistics, 2021). While 4% represents an average increase, research shows a discrepancy between the number of “certified” administrators and the lack of qualified applicants. Research from NASSP states that “one in five principals working in schools in the 2011-12 school year left their school by the 2012-13 school year” (2017, p. 1). In addition, one out of every two principals is not retained beyond their third year of leading a school. The turnover rate in conjunction with the number of administrators who leave the profession could account for the ongoing need for site administrators as well as the perception that there is “a serious lack of qualified applicants to replace them” (2017, p. 1).

In 2012, the average age of a public school administrator was 48 and the average age for a private school administrator was 51.7. Therefore, if administrators stayed in the field until 2022, their current age is approximately 58+ and they are likely nearing retirement. This poses an immediate need for qualified administrators. The California Commission on Teacher Credentialing (CCTC) reported that 4,320 administrative credentials were issued during the 2018-19 fiscal year. We anticipate this number to rise in the next few years as the demand for administrative positions will increase as administrators opt to retire earlier than anticipated due to COVID-19 uncertainties and educator burnout (Jotkoff, 2022).

As a resource for local districts and educational agencies, Teachers College of San Joaquin (TCSJ) developed and continues to offer two administrative programs, the Preliminary Administrative Services Credential and the Clear Administrative Services Credential. The Preliminary Administrative Services option has one of two paths: 1) take coursework to receive a Certificate of Eligibility prior to seeking or holding an administrative position, or 2) take coursework as an administrative intern and complete the program while maintaining an administrative role. Both pathways include the option to pursue a Master of Education degree in Educational Leadership and School Development by taking an additional five courses.



Table 7 exhibits the number of TCSJ Administrative Credentials processed with the CCTC from 2017-2021. The data illustrate fairly consistent numbers in the credential recommendations, but it does not account for several factors that could show a more accurate picture. For example, it is unclear how many students later activate a Preliminary Administrative Services Credential.

**TABLE 7***2017-2021 Number of Administrative Credentials Recommended by TCSJ*

| Year      | Certificate of Eligibility | Preliminary Admin Credential | Admin Intern | ClearAdmin Credential |
|-----------|----------------------------|------------------------------|--------------|-----------------------|
| 2017-2018 | 28                         | 13                           | 8            | 41                    |
| 2018-2019 | 26                         | 12                           | 3            | 58                    |
| 2019-2020 | 22                         | 10                           | 7            | 26                    |
| 2020-2021 | 30                         | 8                            | 8            | 53                    |

Another factor that must be considered when accounting for future enrollment projections is the number of jobs outside the principalship that require an administrative credential. Program specialists, head nurses, grade level coordinators, athletic directors, etc. are relatively newer positions to require an administrative credential. Therefore, the number of people seeking this credential will likely increase. As this need grows throughout California, TCSJ has determined that the distance learning option is a viable opportunity for growth. TCSJ staff and faculty are currently in the early stages of development of the online administrative preliminary program with an anticipated launch in Fall 2022.





## SECTION VI: ENROLLMENT BY PROGRAM TRENDS, TCSJ

In preparation for future growth, to gather data for student enrollment and identify program trends, we determined the need for a tracking system that better serves our ability to make projections based on solid data. This has been a particular challenge for the college as we have not had an updated applicant management software system to accurately and confidently track headcounts. As a result, we have recently invested in two new software systems - the Customer Relationship Management system (CRM) and a new Student Information System (SIS) - that will support the ability to track, run reports, establish trends, and be assured that the data is a truer reflection of our student body. Although it has taken time to determine the path to take for this initiative, we are moving forward and welcome the opportunity to utilize the advanced software.

The Customer Relationship Management software (CRM) has been implemented and students are using this system for online applications that will track information such as inquiries, applications started, applications submitted, and number of students admitted and enrolled. This will also allow our Admissions Department to effectively communicate with prospective students and applicants. Although TCSJ programs appear to have extremely high yield rates with 88-90% of applications received and enrolled overall, as seen in Table 8, the numbers may be skewed as we are unable to fully track how many inquiries truly transferred into applicants and additionally, how many people started an application and did not submit one.

We expect the implementation of the CRM to make a profound impact on future enrollment projections, recruitment and marketing strategies, and communication with potential students.

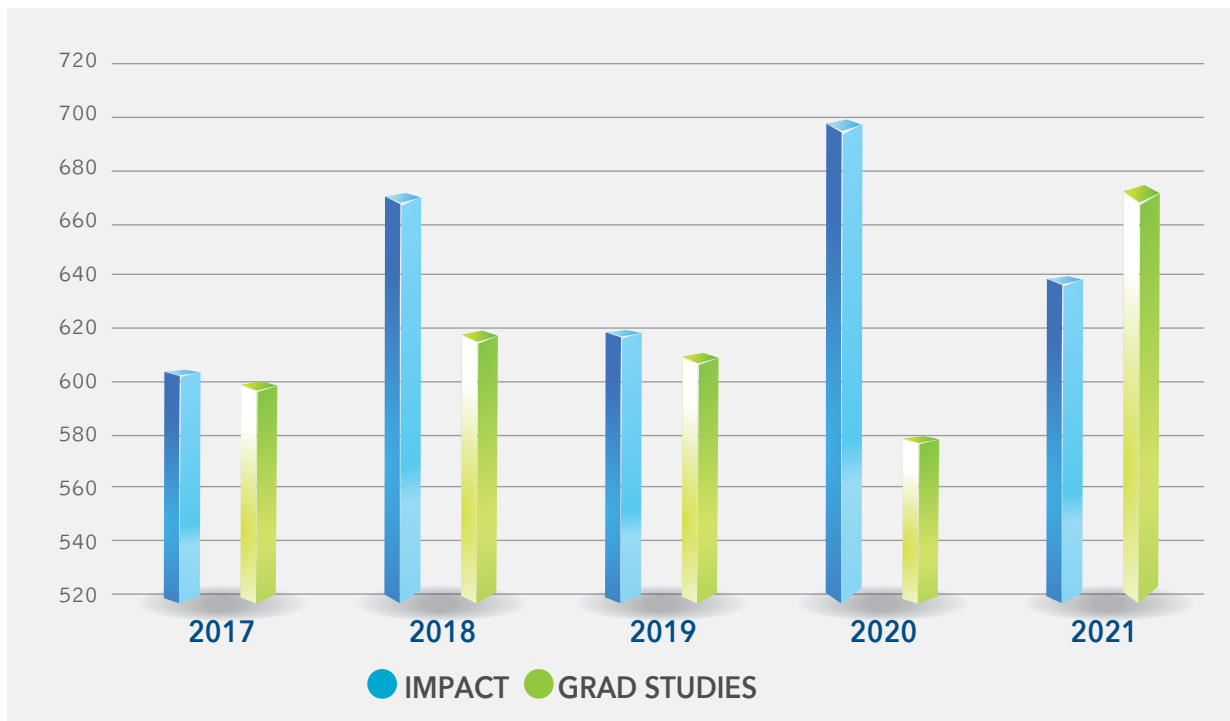
Our new Student Information System (SIS) is still in the beta stage, and expected to go “live” within the next six months.

**TABLE 8**

*Number of Applications Submitted, Admitted and Enrolled at TCSJ, 2018-2021*

| Academic Year       | Number of Applications Submitted | Number of Applicants Admitted (Percentage) | Number of Applicants Enrolled (Percentage) |
|---------------------|----------------------------------|--|--|
| June 2018-May 2019  | 1,460                            | 1,450 (99.3%)                              | 1,291 (88.4%)                              |
| June 2019-May 2020  | 1,400                            | 1,390 (99.3%)                              | 1,262 (90.1%)                              |
| June 2020-June 2021 | 1,417                            | 1,407 (99.3%)                              | 1,281 (86%)                                |

Enrollment trends in all programs have had fluctuations but have maintained a strong outlook overall (Figure 3 and Table 9). Of course, this could be seen as a positive, particularly since many institutions of higher education are experiencing decreases in enrollment. We remain cautious as our expenses related to human capital have increased and we need to ensure that we can keep up with this fiscal trend.

**FIGURE 3***Total Enrollment - IMPACT & Grad Studies Programs, Dec. 2017-2021***TABLE 9***5 Year Total Enrollment in IMPACT and Graduate Studies*

| 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|-----------|
| 1206      | 1290      | 1229      | 1281      | 1309      |

Although total enrollment has increased slightly over a five-year period, the total growth over five years is 8.54%. The most significant percent change from one year to another occurred between 2017-2018 and 2018-2019 at 6.97%. We will use these measures in future projections to establish a metric we are comfortable with to observe and determine appropriate growth for sustainability. In addition, these numbers do not include enrollment in pre-service (a prerequisite for IMPACT) or the added authorizations and other non-degree programs. In the future, all enrollment will be disaggregated to track all individual program data more effectively.



## Candidate Progression

Key to one of our on-going recruitment strategies has been to target the progression of candidates from one program to another. Opportunities for professional growth are regularly shared via social media and email campaigns, informational meetings, and course meetings for current students and alumni. Candidates share anecdotally that they return to TCSJ due to the prior relationships developed and rewarding experiences they had with staff, a particular program, and/or the college itself. Through situational analyses, we identified that data on this “funneling” process needs to be more accurately collected and analyzed for future planning.

Given the high numbers of candidates who are in the IMPACT programs, we assume that we will continue to see healthy numbers in the Teacher Induction Program. Furthermore, we anticipate that over the next three years, candidates who completed a credential will enroll in the master’s degree program. Quantitative and qualitative data from interviews and surveys indicate that candidates return to pursue their Master of Education degree in an effort to either move over on the pay scale or focus on specific content provided within each of the six M.Ed. concentrations. While the residency program is well into its third year and the numbers slightly increased from 2020-2021, it is too early to determine any trends related to progression.

Individuals who take the pre-service classes typically enroll in the IMPACT program once they have secured a teaching position. Data collected between August 2017 and July 2020 showed an admittance rate from pre-service to IMPACT of 43.7%, 29.4% and 57.1% respectively over the three year period. Learning why candidates choose not to pursue employment as a teacher or why they choose another teacher preparation program after completing our pre-service coursework is something we need to find out and thus determine if we should modify recruitment strategies, advisement procedures or program activities. In addition, a barrier that candidates face before enrollment in a teacher preparation program is passing required state assessments. This is found to be a primary challenge for candidates and as a result, TCSJ has provided resources and coursework related to these exams in order to increase passage rates for candidates, and therefore employment opportunities and enrollment at TCSJ.

Once students complete the IMPACT program, they need to clear their preliminary credential. For our IMPACT completers, two potential pathways are available. The first is to complete a two-year Teacher Induction Program within their district. The second is to enroll in a two-year Teacher Induction Program with an institution of higher education, such as TCSJ. As required, TCSJ offers a one-year Early Completion option; however, most candidates require the full two years to complete the program. Identifying these percentages helps calculate future enrollment projections for budget purposes. In 2021-2022, enrollment in Teacher Induction increased 8% from 2020-2021.

IMPACT completers interested in earning a master’s degree will opt to undertake induction and the M.Ed. simultaneously or transition from one program into the next. It is important to note that an added incentive for general education IMPACT students is that they take a masters core course during

their IMPACT program, which in turn reduces the number of units and cost required to earn a master's degree. Further, it is not uncommon for IMPACT candidates to return to TCSJ after securing a minimum of four years of experience to pursue a Master of Education degree in Educational Leadership and School Development with Administrative Credential.

TCSJ graduates who earn a Preliminary Administrative Services Credential tend to return for the Clear Administrative Services program if they secure an administrative position in the area. The Clear Administrative Services credential program has held steady growth from 2015-2022. In Fall 2015, there were 22 clear candidates enrolled and in Fall 2021 there were 30 candidates. We are continuously gathering data for analysis to predict trends and identify strategies to increase enrollment.



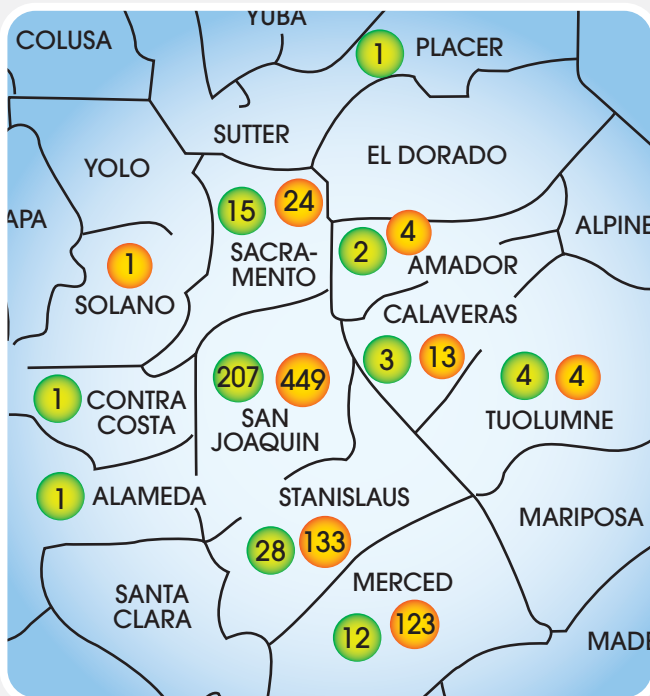
## SECTION VII: ENROLLMENT STRATEGIES



We consider multiple measures when determining enrollment strategies. Of importance to us are identifying the geographic location of where our students live and work and diversifying the education workforce (Figure 4). The TCSJ IMPACT program serves 70 school districts within a seven-county region. More than half of the total interns are located locally within San Joaquin county, with the next highest percentage of students living within Stanislaus and Merced counties. Since 2016, TCSJ has been serving our southern county students at a high school campus in Ceres (south Stanislaus county) and we are fortunate to have our facilities and administrative fees waived as a result of our partnership with the Ceres Unified School District.

Figure 4 Geographic Review of Service Areas, 2020-2021, illustrates the number of students in each county who are enrolled in the IMPACT and M.Ed. programs. This data is a snapshot of a moment in time and changes daily. The numbers below represent enrollment as of March 2021.

**FIGURE 4**

*Geographic Review of Service Areas, 2020-2021*

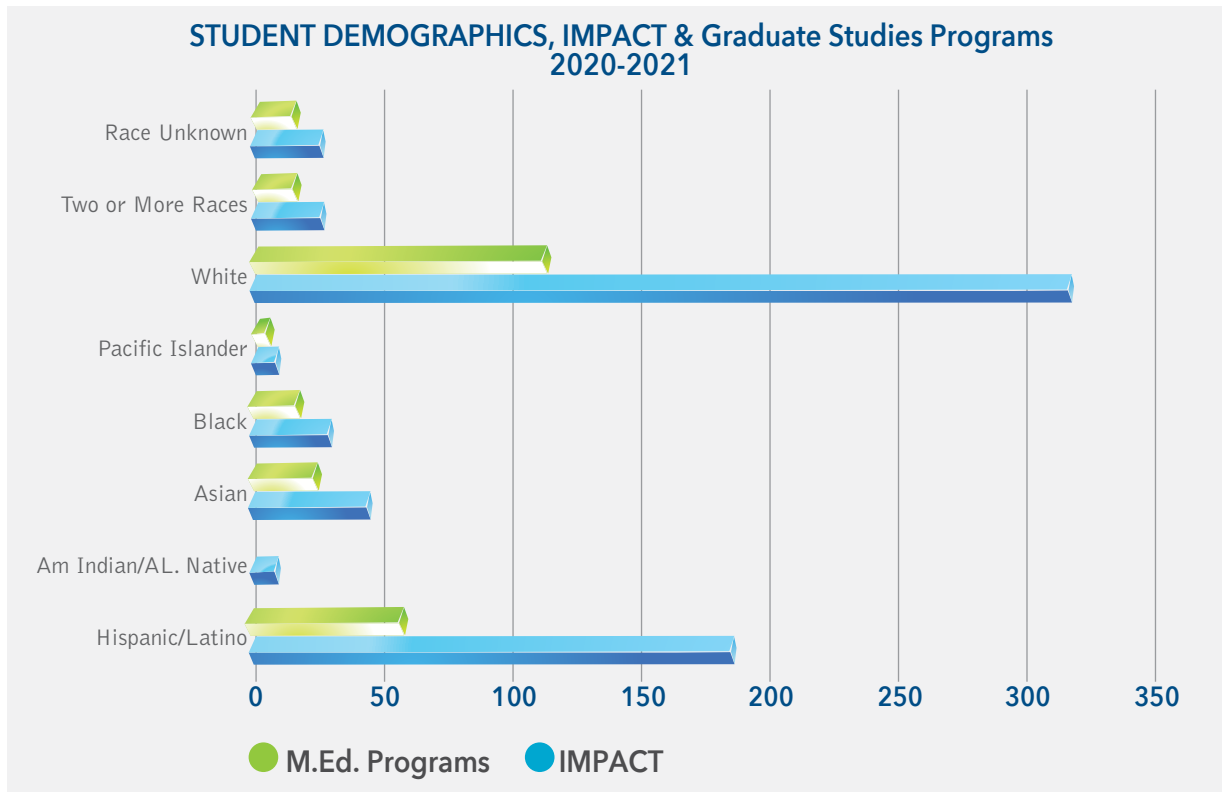


 IMPACT Program Enrollees  
 M.Ed. Program Enrollees

This map supports our growing plan to reach out beyond our immediate local area and make decisions about where we can expand. Prior to making a decision, we must consider what is needed to expand in a specific area and whether the program needs to be offered via distance education or if it is possible for prospective students to attend face-to-face. These decisions will also impact the M.Ed. program as we explore expansion with a face-to-face program in southern San Joaquin Valley, or offer the distance education option only. Data on student race/ethnicity for both IMPACT and Graduate Studies provide details on where we need to focus recruitment efforts for increasing diversity within our programs (Figure 5).

**FIGURE 5**

*Student Composition, IMPACT & M.Ed. Programs, 2020-2021*



The Recruitment and Marketing manager is undertaking various strategies to pursue a more diverse enrollment at TCSJ. Immediate efforts include marketing and social media materials that represent TCSJ's students of color. Connections with local organizations (e.g. African American Chamber of Commerce of San Joaquin County and the Stockton Hispanic Chamber of Commerce) are being provided with materials to post and share with their communities.

Additionally, staff members of the *Residency@TCSJ* program are participating in an effort called *Equity Deep Dive* to learn to design and implement equity-focused practices that support and retain pre-service educators of color to complete their teaching credential program and remain in the profession. Though this opportunity is designed around residency partnerships, our team will focus the recruitment efforts throughout TCSJ with the goal of recruiting a diverse pool of candidates who reflect the demographics of our Local Education Agency (LEA) partners' P-12 population.

Furthermore, TCSJ's new Student Ambassador Program is designed to incorporate current TCSJ students of color into the recruitment process. The 12 TCSJ Student Ambassadors are filled with spirit, committed to diversity and cultural pluralism, communicate effectively, are inquisitive, and currently enrolled in at least one TCSJ program. They post videos, teacher tips, and blogs on social media, and have been instrumental in marketing TCSJ programs throughout our region. Student Ambassadors also participate in informational meetings, enrollment events, and Preview Day to help promote TCSJ.

Preview Day, held on a Saturday in the spring, provides information about the college and programs to prospective students and affords them the opportunity to experience TCSJ's culture and community first-hand.

**Student Ambassadors provide first-hand perspectives of being an educator with the intention of recruiting people of various backgrounds into the field.**

Likewise, in 2020-2021, SJCOE and San Joaquin Delta College (SJDC) developed a career pathway for students of diverse perspectives to explore teaching. This is a long-term, local solution with the Early College High School program called TEACH!, dedicated to supporting high school students who are



considering a career as a teacher. TEACH! partners with San Joaquin County's 14 school districts in the recruitment of students. The program launched in fall 2021 under the umbrella of SJCOE's charter, Venture Academy Family of Schools (VAFS), with 25 students in grade 9, with a plan to grow to 100 students, grades 9-12, over four years. As a founding industry partner in the creation of TEACH!, TCSJ became an instrumental part of the pipeline to "grow our own" teachers in this region. TCSJ's combination of experience and proven performance provided a unique perspective which includes intimate knowledge of the needs of our region's P-12 districts and the barriers experienced by individuals pursuing careers as teachers. TEACH! was created to increase the number and diversity of students who will ultimately serve our area districts, decreasing the short-

age and creating a teacher community that better represents the student community. TEACH! Academy will prioritize the recruitment and enrollment of students who are not traditionally recruited for higher education and related job fields. During high school, students are dually enrolled in the TEACH! Academy and SJDC, and coursework is designed to meet the University of California's A-G requirements. Students have the potential to earn a minimum of 30 college units or graduate with an Associate in Arts degree within the Intersegmental General Education Transfer Curriculum (IGETC) pattern, which is the intended course of study for students planning to transfer to an institution within the California State University system, University of California, or most private universities. The pipeline of the teacher pathway will serve students from high school to a bachelor's degree, and then enrollment in a teacher credential program at TCSJ. TEACH! students attend daily high school classes at the TCSJ Stockton campus. Members of TCSJ utilized their experiences in teacher preparation to advise the TEACH! Academy planning team on course of study, curriculum, and professional development for teachers and staff. TCSJ leadership has also agreed to assist in the development of an elective, "Introduction to Teaching," for TEACH! Academy students. TCSJ will advise the planning team on work-based learning opportunities, such as a teacher shadow program.



## SECTION VIII: FISCAL SUSTAINABILITY

The financial implications of all activities are at the forefront of our work. The key is to engage in the readiness to change where needed in order to promote a healthy sustainable institution for the long-haul. This section begins by looking at tuition comparisons with other programs to determine where we are positioned in our local market. We seek to differentiate ourselves from our primary competitors. Since TCSJ is a graduate school of education only, we are unique in our ability to focus on the educational needs of our constituents. Throughout the development of the situational analysis process, we reviewed our strengths and used these to consider how we can leverage our points of pride within our niche to market and recruit.

### Tuition Comparisons

TCSJ's largest source of revenue is tuition. Table 10 indicates TCSJ and four nearby institutions of higher education who offer a preliminary teaching or administrative credential and/or a master's degree. We provide this comparison annually to illustrate how we are positioned in the local market. TCSJ's Governing Board reviews these comparisons and is cognizant of how our tuition and fees measure to local institutions. By reviewing these comparisons and examining program costs, we determine whether or not there will be an increase as we do not automatically raise tuition each year. The Board is committed to offering quality programs at an affordable price, particularly since we do not offer Title IV, Federal Financial Aid at this time. We remain competitive with most of our programs at a lower tuition than our comparative institutions, especially with the intern and residency programs. Note that for the Teaching Credential, TCSJ is more affordable than all other local institutions, although #3 could be less expensive for Multiple/Single Subjects depending upon the number of semesters it takes to complete the program. Our Preliminary Administrative Services Credential program is more costly than #1 and #3, but not available at institution #2 or #4, so there are a limited number of programs in our area. This may need further review if enrollment decreases.

We have few additional fees added to the cost for attendance. In 2021-2022 we implemented a new \$150 fee for technology as these costs have increased, and we raised the application fee from \$50 to \$65. Each program is discussed separately, looking at the impact on students and our placement with other institutions. TCSJ's special education programs did not have an increase in the per unit rate as the program had an increase in total number of units and therefore, the total cost for tuition increased from the previous year. Multiple and Single Subject Credential programs had a 4.5% increase (\$335 to \$350 per unit in 2021-2022). After four years of a tuition freeze, the master's concentrations went from \$460 to \$480 per unit, a 4.35% increase. Therefore, over the last five years, tuition increases have ranged between 4%-5% and are only applicable to new students. These increases are not implemented annually or in all programs.

A tuition strategy we have employed from the beginning is the "tuition guarantee" where we pledge that a student's tuition does not change, or increase, from the time of their acceptance throughout the duration of their enrollment at the college. The tuition guarantee option is another area we will need to keep looking at over time as the cost of doing business increases.

**TABLE 10**
*Comparison of tuition by institutions in local area, Credential and Masters Programs*

| Institution | Cost of Teaching Credential  | Cost of Preliminary Administrative Credential                        | Cost of Master's Degree  | Financial Aid Available                        |
|-------------|--|--|--|--|
| <b>TCSJ</b> | Preservice (Prereq. for intern) ... <b>\$1,035</b><br>Intern Multiple Subject ..... <b>\$10,850</b><br>Intern Single Subject ..... <b>\$9,800</b><br>Intern Early Childhood Spec Ed .. <b>\$10,050</b><br>Intern Mild/Mod Spec Ed ..... <b>\$12,395</b><br>Intern Mod/Sev Spec Ed ..... <b>\$11,390</b><br>Residency, Dual ..... <b>\$11,900</b><br>Residency, Spec Ed ..... <b>\$11,055</b> | \$480 per unit,<br>24 units ..... <b>\$11,520</b>                    | Depending on M.Ed. concentration<br>(\$480 per unit, 32-28 units) .. <b>\$15,360-\$18,240</b><br>TCSJ students receive 7-12 units of transfer with M.Ed.             | No   |
| <b>#1</b>   | <b>Intern Only:</b><br>Preservice (Prereq. for intern)..... <b>\$1,500</b><br>Multiple Subjects ..... <b>\$15,000</b><br><b>Single Subjects:</b><br>Math and Science ..... <b>\$15,000</b>   | <b>\$8,000</b>   | Not available, not WSCUC accredited to offer degree programs   | No   |
| <b>#2</b>   | <b>Master's &amp; Teaching Credential - Residency option only:</b><br>General Ed ..... <b>\$20,500</b><br>Special Ed ..... <b>\$20,500</b>   | Not available  | Masters of Arts in Ed ..... <b>\$18,900</b><br>Masters of Arts in School Administration (33 units) ..... <b>\$14,982</b><br><b>\$4541 per semester (3 semesters)</b> | Yes  |
| <b>#3</b>   | <b>Prerequisites:</b><br>6 units @ \$1665 Teaching Credential ..... <b>\$4,283 per semester</b><br>Traditional ..... <b>\$12,849</b><br>Spec Educ (3 semesters)<br>Traditional ..... <b>\$8,566-\$12,849</b><br>Multiple Subject/Single Subject (2-3 semesters)  | \$4541 per semester,<br>24 units,<br>2 semesters .... <b>\$9,082</b> | Masters of Arts in Curriculum & Instruction (18 units + teaching credential) \$4541 per semester (2 semesters)..... <b>\$9,082</b>                                   | Yes  |
| <b>#4</b>   | <b>Master's of Arts + Teaching Credential</b><br>..... <b>\$34,528-\$37,765</b><br>(\$1079 per unit)   | Not Available  | Appears the MA is only available with a teaching credential  | Yes<br>Grants available to lower per unit cost |



## Grant Opportunities

One way to increase our capacity to serve more students is to apply for a number of state and philanthropic grant opportunities that directly address the development of new programs. More importantly, current grant funding has supported students who may have difficulty paying for costs to pursue a career in education. Examples include grants from the California Commission on Teacher Credentialing (CCTC) and the Intrepid Philanthropy Foundation, which supported the *Residency@TCSJ* program in providing stipends to residents, payments for state licensure exams, administrative costs, books, and materials. The Provisional Educator Development (PED) grant (funded by the California Center for Teaching Careers) provided coursework at no charge for 80 teachers on emergency-type credentials. The program design incorporated a strong consortium of community partners and provided novice teachers with the opportunity to leave the isolation of their classroom to collaborate, learn from one another, and build stronger systems of support within their school site. Additionally, the Classified School Employee Grant (CCTC) not only supported classified employees to complete a bachelor's degree but provided financial assistance to pursue a teaching credential. TCSJ recruited 60 new candidates (50% of color) into the profession with grant dollars providing up to \$6000 to off-set tuition costs for each candidate.

A separate but valuable opportunity has also been made available to students during the 2020-2021 and 2021-2022 school years. The Golden State Teacher Grant Program, awarded by the California Student Aid Commission (CSAC) provides financial assistance for students who are currently enrolled in a teacher preparation program to earn a credential in a high-need field as long as they commit to teach at a priority school in California for four years, within five years after completing a teacher preparation program. More than 200 TCSJ students have taken advantage of these funds and CSAC shared with TCSJ staff that more TCSJ students have applied for these funds than from any other institution in California. TCSJ intern or residency tuition can be fully paid with these grant dollars and we have been excited to share this opportunity with our students.

In addition, smaller grants we acquired offered teachers free courses to deepen subject matter competency and/or receive training in early literacy. As evidenced by requests and assessments, targeted instruction and practice to better meet the foundational reading needs of P-12 students was sorely needed. Focusing on the domains assessed on the Reading Instruction Competence Assessment (RICA), TCSJ offered a series of free hybrid (synchronous and asynchronous) learning sessions designed to bolster participants' confidence, understanding and skill in word analysis, fluency, vocabulary, and comprehension for K-8 general education and special education teachers.

These opportunities are not only a benefit for students, but also for TCSJ.

TCSJ will continue to submit proposals for upcoming grant opportunities through the California Commission on Teacher Credentialing and other entities, particularly those which support tuition costs, test preparation for students, and expenses related to staffing.



## Expenses and Revenue

A five-year comparison of expenses (Table 11) in budget categories 1000s-5000s illustrates that the costs of running the college have increased annually, except in one category. The proportionate share of the expense categories have stayed constant, with personnel costs (1000s-3000s) consuming just over three-fourths of the total budget each year (Table 12). Personnel costs have continued to rise, and projections indicate this trend will continue as salaries and benefits increase for full-time college staff, both certificated and classified/clerical.

**TABLE 11**

*Five Year Comparison of Expenses*

| Budget Category              | 2016-2017<br>\$ Audited<br>Actuals | % Change | 2017-2018<br>\$ Audited<br>Actuals | % Change | 2018-2019<br>\$ Audited<br>Actuals | % Change | 2019-2020<br>\$ Audited<br>Actuals | % Change | 2020-2021<br>\$ Audited<br>Actuals |
|------------------------------|------------------------------------|----------|------------------------------------|----------|------------------------------------|----------|------------------------------------|----------|------------------------------------|
| 1000s<br>Certificated        | 2,199,152<br>37%                   | 7.99%    | 2,374,790<br>36%                   | 9.77%    | 2,606,858<br>35%                   | 2.50%    | 2,672,000<br>35%                   | 6.25%    | 2,838,929<br>36%                   |
| 2000s<br>Classified          | 1,833,804<br>30%                   | 3.54%    | 1,898,706<br>29%                   | 16.97%   | 2,220,943<br>29%                   | -2.06%   | 2,175,201<br>28%                   | 0.05%    | 2,176,267<br>27%                   |
| 3000s<br>Benefits            | 752,529<br>12%                     | 9.99%    | 827,729<br>13%                     | 19.40%   | 988,302<br>13%                     | 6.63%    | 1,053,828<br>13%                   | 3.79%    | 1,093,745<br>14%                   |
| 4000s<br>Supplies            | 160,048<br>3%                      | 34.18%   | 214,745<br>3%                      | -20.12%  | 171,532<br>2%                      | -26.60%  | 125,897<br>2%                      | 19.41%   | 150,337<br>2%                      |
| 5000s Travel &<br>Conference | 527,879<br>9%                      | 30.29%   | 687,776<br>10%                     | 24.77%   | 858,157<br>12%                     | 13.27%   | 972,056<br>13%                     | -5.20%   | 921,506<br>12%                     |

*% is based on total expense of the budget category vs. total expenses for that year*

**TABLE 12**

*Number and Percent of Personnel Expenses in Total Budget*

| Year  | 2016-2017   | 2017-2018   | 2018-2019   | 2019-2020   | 2020-2021   |
|---|-------------|-------------|-------------|-------------|-------------|
| Total Personnel<br>Expenses                   | \$4,785,485 | \$5,101,225 | \$5,816,103 | \$5,901,029 | \$6,108,941 |
| % of Personnel<br>Expenses in Total<br>Budget | 79%         | 78%         | 77%         | 76%         | 77%         |

The five-year comparison of tuition revenue (Table 13) shows a fluctuation of % change each year with 2020-2021 showing the greatest change from the previous year, as well as the most tuition revenue for the college thus far. Further review of enrollment during 2019-2020 shows there were 1,229 students, a decrease from 2018-2019 which was 1,290, and 2020-2021 which had a head count of 1,281. This was likely responsible for the decrease in tuition for 2019-2020. Tuition revenue has increased 25.37% over the five year period (2016-2017 to 2020-2021). We will need to determine what percent increase is needed for sustainability over time.

**TABLE 13**

*Five Year Comparison of Tuition Revenue*

|                         | 2016-2017<br>Audited | % Change | 2017-2018<br>Audited | % Change | 2018-2019<br>Audited | % Change | 2019-2020<br>Audited | % Change | 2020-2021<br>Unaudited |
|-------------------------|----------------------|----------|----------------------|----------|----------------------|----------|----------------------|----------|------------------------|
| Tuition<br>Revenue Only | 5,136,660            | 10.60%   | 5,681,056            | 1.33%    | 5,756,637            | -2.31%   | \$5,623,597          | 14.51%   | \$6,439,767            |

After an early review of costs per program we found that the master's program, particularly the Educational Leadership and School Development, STEM and Environmental Literacy concentrations were programs that generated more revenue than other programs. This is because candidates receive fewer equivalencies and primary expenses are faculty costs, without additional fiscal needs to implement the program. A deeper dive into per program costs is needed to better evaluate the viability of programs, the programs we target for recruitment and where to set tuition rates.

Despite the challenges at hand, a number of opportunities exist and have been identified to guide the enrollment targets and fiscal sustainability efforts at TCSJ.

To this end, the next sections of this document presents how the college is thinking about setting enrollment targets as well as measurable strategies for each Key Performance Indicator (KPI). These include new efforts to recruit students, including an additional focus on a more diversified student population that mirrors changing demographics; implementation of best practices in recruitment and retention; and more strategic financial leveraging. We are looking forward to utilizing the CRM to collect data and more appropriately use the data for targeted recruitment and marketing efforts. Our recent analysis illustrates that some key strategies have become integral to designing the future strategic framework of the college.

## SECTION IX: ENROLLMENT TARGETS

Review of data does tend to generate questions. TCSJ Leadership is on a persistent quest for continuous improvement and therefore, we ask many questions. Some data can be explained as we look at current factors, such as environmental (COVID-19 pandemic) and some review and analysis provides less obvious reasons for our trends. The situational analysis conducted over the course of the past two years has certainly stirred up a sense of obligation to consider what additional information is needed now and for our future pursuits. The “whats” and “hows” related to our ability to maintain a strong level of economic growth and meet the expectations of our constituents, must be used to spearhead our work.

Unanswered questions include:

- What more is needed to ensure long-term sustainability of the college?
- What data is critical, and how should it drive our decisions?
- How do we not lose sight of maintaining the quality of programs as the college grows?
- How much do we want to grow?
- What is essential to building a more diverse educator workforce and college faculty?
- How do we pay attention to what students tell us about their experiences, successes and/or lack of success?
- How can we ensure healthy contribution margins for each program to allow us to invest in growth and not to simply add work to existing staff and faculty who are working at or above capacity?

### Setting Enrollment Targets

There are typically three reasons which prompt someone to make initial contact with TCSJ:

1. interest in pursuing a new career path;
2. requirement of a job to be in a professional preparation program; or,
3. desire for professional growth, as either a personal goal, or to increase salary by obtaining a certificate, credential, or degree.

To be clear, the goal of ALL strategies identified are to be intentional and strategic with targeted recruitment and marketing efforts to increase enrollment, all the while providing quality programs for educators that meet their professional needs.

The overall outcome is that Teachers College of San Joaquin will be a viable and fiscally sound institution of higher education for years to come.

Understanding these reasons helps the college focus efforts and direct marketing and recruitment campaigns to reach a broad audience of potential students - new, transfer, and continuing (funneling from other TCSJ programs). The goals, key performance indicators, and strategies developed through the process of creating the SEMP are crucial to setting enrollment goals, thus ensuring the long-term success of TCSJ.

This strategic enrollment management plan explains how we are looking at setting enrollment goals for a more accurate method of approaching this strategy. The recruitment of new students, every year and throughout the year, requires planning and execution. Retaining students and seeing them through to graduation is important to fulfilling our mission, and to demonstrate that our student-centered efforts are successful.

Annual assessment of the driving forces behind these endeavors are needed in order to set and achieve enrollment goals. TCSJ's SEMP will serve as one of the documents used in this process. As Sanborne states, "it's not really about the number of students needed to support the operating budget, but the ability to compile and utilize data, such as historical recruitment and admissions data, both overall and by specific program" (p. 143) which will inform the budget development and enrollment management processes.

Percent change from year to year can support decisions as to whether we want to maintain, increase or shrink enrollment in a particular program. Table 14 shows the five-year data on the fluctuations of percent change for enrollment and at this time does not provide enough information to determine trends for specific programs.

**TABLE 14**

*Five-Year Percent Change of Total Enrollment*

| 2017-2018 | % Change | 2019-2019 | % Change | 2019-2020 | % Change | 2021-2022 | % Change | 2021-2022 |
|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| 1206      | 6.97%    | 1290      | -4.73%   | 1229      | 4.23%    | 1281      | 2.91%    | 1309      |

As shared in the KPIs, the Customer Relations Manager will be used in the following categories to begin tracking programs for 2022-2025 on an annual basis (Table 15). It will support our ability to review and use data to set enrollment goals, develop budgets, and ultimately assess success of reaching goals. KPI 1 Student Headcount particularly aligns with this target, as well as review of institutional data compiled annually.

**TABLE 15***Data to Track and Program Categories*

| TYPE OF DATA   | PROGRAM CATEGORIES                      |
|--|---|
| <b>Track for New and "Transfer" Students</b>   |   |
| Track inquiries by program categories - new and transfer   | Preservice                              |
| Track new and transfer applicants by program categories - applications started, applications submitted | Multiple Subjects                       |
| Track new and transfer acceptance/enrolled by program categories                                       | Single Subjects                         |
| Track attrition of new/transfer students by program categories   | Special Education                       |
|  | Career & Technical Education            |
|  | Residency                               |
|  | Teacher Induction                       |
|  | Administration Preliminary              |
|  | Administration Induction                |
|  | M.Ed. Concentrations                    |
|  | Non-Degree/Professional Learning Center |
| <b>Track for Continuing Students</b>   |   |
| Track completion and graduation rates  | Multiple Subjects                       |
| Track attrition of continuing students   | Single Subjects                         |
|  | Special Education                       |
|  | Career & Technical Education            |
|  | Residency                               |
|  | Teacher Induction                       |
|  | Administration Preliminary              |
|  | Administration Induction                |
|  | M.Ed. Concentrations                    |

The data collected above will also be used in KPI 2, Size of Program Portfolio, and KPI 3, Success of Recruitment and Marketing Campaigns. Responses to the above tracking efforts will inform actions in these two KPIs. KPI 4, Net Revenue Per Program, includes strategies that can impact decisions not only for students, but the college's bottom line.

Using current data, we have set three-year student headcount targets (Table 16). We used percent change over the three years to assess potential growth, which will also be used to determine revenue and expenses. For the 2022-2025 academic years we stay very conservative in IMPACT Credentials, Teacher Induction and Administrative Induction as these are more related to market demand, such as how many jobs are available. In the following two years we are more aggressive with projections in programs identified with potential for growth and increases in recruiting efforts. These programs include residency (grants available to support tuition), administrative preliminary (going online) and the M.Ed. concentrations we are now offering via distance education.

We also see great potential for growth over the next few years in the (mostly) virtual professional learning options.

As we increase our ability to use the CRM more efficiently and we track enrollment for all programs, we will acquire a more detailed view of growth over time.

**TABLE 16**

*Projected new enrollments, distance learning and on-campus options*

| Program                         | Student Headcount 2021-2022 | % Change | Student Headcount 2022-2023 | % Change | Student Headcount 2023-2024 | % Change | Student Headcount 2024-2025 |
|---------------------------------|-----------------------------|----------|-----------------------------|----------|-----------------------------|----------|-----------------------------|
| IMPACT*                         | 262                         | 3.05     | 270                         | 5.56     | 285                         | 3.51     | 295                         |
| Residency                       | 21                          | 4.76     | 22                          | 36.36    | 30                          | 40.00    | 42                          |
| Teacher Induction               | 130                         | 3.85     | 135                         | 3.7      | 140                         | 3.57     | 145                         |
| Preliminary Administrative Only | 27                          | 3.70     | 28                          | 35.71    | 38                          | 26.32    | 48                          |
| Clear Administrative            | 30                          | 3.33     | 31                          | 12.90    | 35                          | 14.29    | 40                          |
| M.Ed.                           | 87                          | 3.45     | 90                          | 22.22    | 110                         | 18.8     | 1305                        |

*\*Does not include Preservice or Added Authorization Programs. These are program totals. Individual program targets have also been identified.*

Using the enrollment projections from Table 16, we also project revenue associated with these programs. The percent change over the three years for revenue closely mirrors that of the enrollment projections, and provides an early view of potential revenue. This data, along with review of additional revenue streams and expenses will support global financial planning for the college. Note that Table 17 does not include all revenue as the total revenue each year also includes tuition from continuing students, smaller programs, fees, grants and the SJCOE contribution. In addition, these numbers do not account for attrition, or the possibility of a tuition increase at this time, as that is determined annually.

A deeper analysis of all revenue and expense data to determine appropriate metrics needed to plan effectively for sustainability, e.g. the composite financial index ratios, will be conducted in collaboration with SJCOE business personnel and TCSJ leadership.

**TABLE 17**

*Projected new tuition, per program and from enrollment projections from Table 14*

| Program                           | Projected Tuition \$<br>2021-2022 | % Change        | Projected Tuition \$<br>2022-2023 | % Change         | Projected Tuition \$<br>2023-2024 | % Change         | Projected Tuition \$<br>2024-2025 |
|-----------------------------------|-----------------------------------|-----------------|-----------------------------------|------------------|-----------------------------------|------------------|-----------------------------------|
| IMPACT*                           | 1,393,705                         | 3.22            | 1,438,641                         | 4.66             | 1,505,745                         | 3.25             | 1,554,713                         |
| Residency                         | 113,925                           | 4.76            | 119,350                           | 36.36            | 162,750                           | 40.00            | 227,850                           |
| Teacher Induction                 | 286,000                           | 3.85            | 297,000                           | 3.7              | 308,000                           | 3.57             | 319,000                           |
| Preliminary Administrative        | 124,200                           | 3.70            | 128,800                           | 35.71            | 174,800                           | 26.32            | 220,800                           |
| Clear Administrative              | 119,940                           | 3.33            | 123,938                           | 12.90            | 139,930                           | 14.29            | 159,920                           |
| M.Ed.                             | 409,678                           | 3.35            | 423,388                           | 21.74            | 515,431                           | 17.89            | 607,643                           |
| Professional Learning Center      | 175,000                           | 3.36            | 180,885                           | 16.13            | 210,060                           | 25.00            | 262,575                           |
| <b>Total Possible New Tuition</b> | <b>2,622,448</b>                  | <b>3.41</b>     | <b>2,712,002</b>                  | <b>11.24</b>     | <b>3,016,716</b>                  | <b>11.13</b>     | <b>3,352,501</b>                  |
| <b>\$ Difference</b>              |                                   | <b>\$89,554</b> |                                   | <b>\$304,714</b> |                                   | <b>\$335,785</b> |                                   |

*\*Totals are based on no tuition increase until 2025-2026 academic year. Does not account for possible attrition, which will be included in the budget development process. Totals in Table 17 are only a portion of tuition collected for each year as there are additional options to acquire revenue.*

## Student Success

Student success is also paramount to the work of the college and is measured in a variety of ways. Student Success, as measured by graduation, retention, and attrition rates, completion time to degree, and pass rates of interns and residents in state assessments are strong indicators of our student's success at this point in time.

Data on IMPACT graduates still employed in the education field 5 years after graduation (as reported in our 2022 consortium meeting) illustrates:

- 2016 IMPACT Results: 97% remain in education after 5 years
- California Average: 83% remain in education after 5 years
- National Average: 92% remain in education after 5 years

Overall the retention rate for all TCSJ M.Ed. students is 88.3% (Table 18).

The high retention rates for IMPACT and each master's concentration, as well as the overall program, indicate that students are persistent in their pursuit to complete the requirements for graduation.

**TABLE 18**

*Summative M.Ed. Retention Rates by Concentration*

| As of....                          | Early Education | Educational Inquiry | Educational Leadership and School Development | Environmental Literacy | Special Education | Science, Technology, Engineering, & Mathematics |
|------------------------------------|-----------------|---------------------|---|------------------------|-------------------|---|
| Spring 2011                        |                 | .669                | .857  |                        |                   |   |
| Spring 2012                        |                 | .87                 | .943  |                        |                   |   |
| Spring 2013                        |                 | .710                | .885  |                        |                   | 1.0   |
| Spring 2014                        |                 | .795                | .883  |                        |                   | .956  |
| Spring 2015                        | .636            | .80                 | .875  |                        |                   | .938  |
| Spring 2016                        | .875            | .60                 | .90   |                        | .577              | .786  |
| Spring 2017                        | .90             | 1.0                 | .90   |                        | .889              | .939  |
| Spring 2018                        | 1.0             | 1.0                 | .810  |                        | 1.0               | .878  |
| Spring 2019                        | 1.0             | .95                 | 1.0   | 1.0                    | 1.0               | 1.0   |
| <b>Overall Rates (Spring 2020)</b> | <b>.825</b>     | <b>.900</b>         | <b>.868</b>                                   | <b>1.0</b>             | <b>.884</b>       | <b>.902</b>                                     |
| <b>Total Enrollment</b>            | <b>n=40</b>     | <b>n=241</b>        | <b>n=446</b>                                  | <b>n=18</b>            | <b>n=112</b>      | <b>n=163</b>                                    |

*\*Includes n=12 Advanced Teaching Practice M.Ed*



Data on overall attrition for M.Ed. Programs shows that 1020\* students have enrolled in the M.Ed. program at TCSJ. As of September 1, 2020 the overall attrition for M.Ed. programs shows that 820 of those students have graduated or remain in the program. The overall attrition rate for the years 2009 – 2019 is 11.4m.

Measuring student success will continue as an integral part of our institutional research efforts. Since our student success data is strong, our KPIs for 2022-2025 do not reflect a focused priority in this area.



## SECTION X: KEY PERFORMANCE INDICATORS

The following tables share TCSJ's Key Performance Indicators, Strategies, Metrics and Outcomes for a culminating measure of success and/or completion of the strategy. Action Plans for each strategy are being developed to include a deeper look at the tasks needed to accomplish each strategy, who is responsible, the timeline and associated costs to complete each activity.

TCSJ Leadership will utilize the action plans to see this work through 2025, at which time the college will be participating in their reaffirmation for accreditation and will be updating these efforts.

As of February 2022, some of the following initiatives are in the *early* stages of implementation, some are more *advanced* with implementation, and one strategy has been *completed*.



## KPI 1: Student Headcount

Aligns with TCSJ's Strategic Plan Priority 2: Operations and Governance - Initiatives OG3 Diversity; OG4 Recruitment and Marketing; OG7 Administration; and, Priority 3: Fiscal Stability - Initiative F1 Long-Term Fiscal Stability

This Key Performance Indicator is about tracking enrollment and providing more accurate headcounts for new and transfer students, as well as withdrawn or dismissed students. Tracking enrollment data in a more effective and efficient manner, from the very beginning of contact with students, throughout their duration of time at the college, will inform other aspects of the college's work.

The strategies identified in KPI 1 center around increasing our ability to follow a student's path and appropriately use the information in the enrollment projections, budget development process, determining the viability of continuing a program, and understanding the demographics of our students. It will be important to ask questions about this data and also consider what other information we need and how to collect it (e.g. hold focus group meetings, conduct interviews, surveys).

### Goal 1: Use applicant management systems to collect and analyze enrollment data to inform program and college decisions.

| STRATEGY   | METRIC  | OUTCOME   |
|--|---|---|
| <b>1.1a</b><br>-Implement a Customer Relationship Manager (CRM) System ( <i>early</i> );<br>-Use data to target recruitment efforts to specific programs, demographics and geographic locations ( <i>advanced</i> );<br>-Use data to set enrollment targets per program ( <i>early</i> );<br>-Use trends for budget development process ( <i>early</i> );<br>-Determine viability of programs over time. | <b>1.1b</b><br>-Track number of students who inquire, apply (start and complete), are accepted and enrolled in each program;<br>-Track data on geographic location, where students funneling trends from and demographics of enrollees. | <b>1.1c</b><br>-Enrollment targets (#, %, program location, demographics) are set annually for each program;<br>-Data is used for recruitment activities;<br>-Viability of continuing programs is determined. |
| <b>1.2a</b><br>-Use Student Information System (SIS) and CRM to track students enrolled, withdrawn or dismissed;<br>-Use trends for budget development process;<br>-Use qualitative and quantitative data to make adjustments in recruitment and marketing.  | <b>1.2b</b><br>-Track attrition rates to determine annual trends;<br>-Conduct interviews and surveys to gather reasons for attrition.   | <b>1.2c</b><br>-Budget development related to enrollment (revenue and expenses) will include attrition rates;<br>-Reasons for attrition will inform program review.   |
| <b>1.3a</b><br>-Use SIS and CRM to track transfer of students from other institutions into TCSJ, as well as from one TCSJ program into another TCSJ program;<br>-Use data to target recruitment efforts per program, e.g. locally, face-to-face and for distance education options.  | <b>1.3b</b><br>-Track number of students who enroll in another program after completion of a program (TCSJ or other institution).   | <b>1.3c</b><br>-Data informs recruitment and marketing efforts, as well as budget development.  |



## KPI 2: Size of Program Portfolio

Aligns with TCSJ's Strategic Plan Priority 1: Academic and Professional Engagement for Student Success - Initiatives A1: Graduate Studies; A4 Professional Learning Center

In order to maintain current enrollment numbers or increase enrollment from one year to the next program development is paramount to this effort. Expanding program offerings initially includes review of market share, need, and recruitment efforts. The following types of activities support decisions as new programs are determined viable:

- 1) Expand relationships and communication with new partners (e.g. COEs, districts, related organizations), such as have a table at recruitment events and conferences;
- 2) Share recruitment materials with partners and ask to distribute to their constituents;
- 3) Begin social media and digital recruitment campaign;
- 4) Hold informational meetings;
- 5) Annually assess which regions were successful, revise and determine new target areas if needed.

Data analyzed for the SEMP determined that the strategies below will be implemented for the 2022-2025 academic years and will be revisited annually to determine continued support and implementation.

### Goal 2: Expand viable program offerings inside and outside our region.

| STRATEGY   | METRIC   | OUTCOME  |
|--|--|--|
| <b>2.1a</b><br>-Pursue Substantive Change process with WSCUC ( <i>completed</i> );<br>-Offer M.Ed. via Distance Education ( <i>early</i> );<br>-Expand student enrollment in master's program;<br>-Recruit inside and outside our region;<br>-Determine viability of concentrations and courses based on annual enrollment trend data. | <b>2.1b</b><br>-Track enrollment in each master's concentration and course offered via online and face-to-face;<br>-Track completion rates of both options.    | <b>2.1c</b><br>-WSCUC approves the Sub-Change; the M.Ed. programs via distance education is implemented ( <i>completed</i> );<br>-Enrollment is increased in targeted concentrations (4-5%);<br>-Completion rates are above 80%. |
| <b>2.2a</b><br>-Continue and expand TCSJ's Professional Learning Center;<br>For example offer/add...<br>-Asynchronous workshops ( <i>advanced</i> );<br>-Certificate Programs<br>-English Learner Authorization<br>-Units for Transitional Kindergarten educators<br>-Conferences for Teachers by Teachers.                            | <b>2.2b</b><br>-Track the revenue and enrollment for each professional learning offering;<br>-Determine viability of non-degree professional learning options. | <b>2.2c</b><br>-Non-degree professional learning offerings are viable as determined by revenue margins and enrollment.   |
| <b>2.3a</b><br>-Create and offer training for substitutes via distance education;<br>-Recruit inside and outside our region.   | <b>2.3b</b><br>-Track enrollment of participants in trainings for substitute;<br>-Track program completion rates.  | <b>2.3c</b><br>-Substitute training is viable and successful as demonstrated by enrollment, revenue margins and program completion.  |
| <b>2.4a</b><br>-Create and offer online Preliminary Administrative Credential and MIAA programs via distance education ( <i>early</i> ).   | <b>2.4b</b><br>-Track enrollment offered via online and face-to-face for each program;<br>-Track program completion rates for both options.                    | <b>2.4c</b><br>-Preliminary Administrative Credential and MIAA programs are viable as demonstrated by enrollment, program completion and revenue margins.  |

## KPI 3: Success of Recruitment and Marketing Campaigns

Aligns with TCSJ's Strategic Plan Priority 2: Operations and Governance - Initiatives OG4 Recruitment and Marketing; OG7 Administration; and,  
Priority 3: Fiscal Stability - Initiatives F1 Long-Term Fiscal Stability

This KPI establishes the need to collect data related to the various recruitment and marketing campaigns initiated by the college. Robust educator pipelines are an essential strategy for student success, as districts leverage strong partnerships with educator preparation programs, e.g. to implement Grow Your Own (GYO) strategies. Some of these strategies are different from the credential and master's options offered to our stakeholders but will provide an opportunity to generate additional enrollment/student head-counts and source of revenue.

### Goal 3: Collect data on enrollment management strategies to evaluate the success of recruitment and marketing campaigns.

| STRATEGY   | METRIC   | OUTCOME   |
|--|--|---|
| 3.1a<br>-Develop Student Ambassador Program ( <i>completed</i> );<br>-Train ambassadors how to market TCSJ ( <i>completed</i> ). | 3.1b<br>-Measure the success of Student Ambassador program by participation rates (e.g. hits on social media).   | 3.1c<br>Student Ambassador program yields enrollment.   |
| 3.2a<br>-Expand and target recruitment beyond seven-county region ( <i>early</i> ).  | 3.2b<br>-Target recruitment beyond seven-county region for specific programs (Admin Prelim, M.Ed., MIAA, Substitute training);<br>-Increase enrollment beyond seven-county region. | 3.2c<br>-Robust communication strategy outside of region with messages tailored to student type, region and program is implemented.   |
| 3.3a<br>-Partner with SJCOE's Early College High School TEACH!, career-pathway pipeline ( <i>early</i> ).                        | 3.3b<br>-Track students in TEACH! pipeline from high school, through bachelor's and credential (long-term effort).   | 3.3c<br>-TCSJ partners with SJCOE's TEACH! Pathway and supports the long-term strategy of "grow your own" teacher development;<br>-75% of each cohort of students acquire a credential. |
| 3.4a<br>-Hold informational meetings, Preview Days, and other events to promote college ( <i>advanced</i> ).                     | 3.4b<br>-Measure the success of recruitment and marketing campaigns;<br>-Track registrations from events, inquiries, applications, acceptance into programs.                       | 3.4c<br>-Recruitment and marketing events yield enrollments to sustain college.   |

## KPI 4: Net Revenue Per Program

Aligns with TCSJ's Strategic Plan Priority 3: Fiscal Stability - Initiatives F1 Long-Term Fiscal Stability; F2 Grant and Foundation Support

This KPI will allow the college to not only deeply study per program costs in order to make crucial decisions, but also show the need to pursue various grant opportunities and track the impact of the grant funds on program enrollment and revenue margins. TCSJ does not currently offer Title IV Federal Financial Aid, and we suspect that some students do not attend because of this. Therefore, finding other types of payment plan options for students (e.g. with local Credit Unions) could also make a difference with net revenue per program.

### Goal 4: Study per program costs and pursue financial supports for students and the college.

| STRATEGY  | METRIC  | OUTCOME  |
|---|---|--|
| 4.1a<br>-Study per program costs to determine strengths of revenue margins ( <i>early</i> );<br>-Use expense/revenue data to determine program viability. | 4.1b<br>-Track cost per programs.   | 4.1c<br>-Revenue margins exceed expenses, strengthening sustainability of college and the ability to add staff where needed.             |
| 4.2a<br>-Collaborate with grant writers to apply for appropriate proposals that support the mission of the college ( <i>advanced</i> ).                   | 4.2b<br>-Track grants applied for and received, amount and impact on program and revenue margins. | 4.2c<br>-Acquire grants (federal, state, local and philanthropic) that support program development, staffing and mission of the college. |
| 4.3a<br>-Study other types of payment plan options for students.  | 4.3b<br>-Expand payment plan options for students.  | 4.3c<br>-Additional payment plan options are available for students.   |

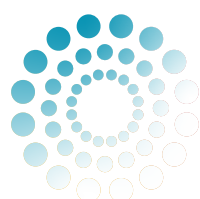
## SECTION XI: CONCLUSION

TCSJ's SEMP will guide our marketing and recruitment efforts for the next three years, increasing the financial stability and sustainability of the college. As a companion to the Strategic Plan, SEMP goals are in alignment with the key priorities of Academic and Professional Engagement for Student Success, Operations and Governance, and Fiscal Stability. Through the process of creating the SEMP, key performance indicators were identified as action steps for each goal. Stakeholders are invested in the long-term success of TCSJ and are essential to the implementation and monitoring of the SEMP.

Despite being considered relatively new as an institution of higher education, TCSJ is constantly evolving in meeting the educational demands of its community. A global pandemic has affected traditional P-12 school systems, and TCSJ has continued to be flexible and nimble in meeting the needs of local educators to pivot in these strenuous times. Changes in state and local policies, accreditation requirements, and legislation have created opportunities for TCSJ to innovate and meet these challenges without sacrificing essential services and programs. TCSJ is always finding ways to leverage its capacity to meet the needs of its community of educators and the districts in whom we serve.

**The next step for TCSJ is to continue to thrive, with an ongoing commitment to provide quality teachers and school leaders representative of our diverse P-12 students.**

TCSJ's recruitment and marketing efforts have focused on the seven-county region surrounding our physical campus, as well as Northern California regions (e.g. San Francisco Bay Area, Santa Clara and San Jose counties, & north of Sacramento), where we can build on existing relationships with other county offices of education. An expansion of programming will generate a need to hire additional affiliate and full-time faculty which will allow for recruitment and diversify our faculty in a number of ways - for ethnic background, geographic location, and expertise. California's teacher shortage will not end overnight, but the innovations that TCSJ has begun will lead to the transformations needed to create a strong, diverse and equitable pool of teachers that will ultimately raise the level of education acquired by P-12 students throughout the state.



**TEACHERS COLLEGE**  
of SAN JOAQUIN



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