

Strategic Planning Subcommittee
Meeting Agenda
November 16, 2021

3:00pm – Zoom (details in the calendar invite and below)

1. Review of minutes
2. Brian Kerr on EMSA strategic plan AY 22
3. Enrollment outlook and considerations
4. New Business

Strategic Planning Subcommittee
Minutes
November 16, 2021
3:00-4:00pm

Present: Yi Li (*Chair*), Allison Pease (*Designated Chair*), Ric Anzaldua, Ned Benton, Teresa Booker, Tisha Brahmabhatt, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, and Alison Orlando (*recorder*)
Guests: Hungde Chan, Rulisa Galloway-Perry, Brian Kerr, and Michael Martinez-Sachs

1. **Approval of minutes from October 21, 2021.** The minutes were approved as proposed.
2. **EMSA strategic plan AY 2022.** Brian K. started by giving an overview of Enrollment Management and Student Affairs (EMSA). He moved on to explain the process behind the creation of the ESMA strategic plan, which included having meetings with each of the directors within ESMA to review their goals. Brian K. asked if there were any questions about the strategic plan that had been distributed to the SPS prior to this meeting. Ric A. felt that the plan was good and very high level for its first iteration. He brought up two questions that he had. The first question was related to the Jay Express and how they were going to ensure that they are not duplicating efforts that are being done by grant funded studies on STEM students (Goal 1, Objective C). The second question he inquired about was how Justice Academy students will be incorporated into the admissions goals as these students can't be contacted before they reach 45 credits (Goal 2, Objective B). Michael S. said that he would have to contact each of the directors in these areas and see how they can address these two issues within the plan.
3. **Enrollment outlook and considerations.** Brian K. moved on to speak about the enrollment outlook. He said that for Fall 2021 the college was down 14.5% in transfers, and that we are seeing less transfer students coming to John Jay from the CUNY Justice Academy. He added that the concern is that community colleges are down in enrollment, and not producing enough transfer students. However, he explained that overall enrollment for Fall 2021 was only down 4.5%. He then talked about future enrollment trends and explained that in 2025 there will be a downturn in college ready students due to a lower birthrate from 2007-2009. He explained that we must be strategic to stay on target with enrollment and keep a diverse group of students who the college will be able to support. He talked about different ideas on how to draw different student groups including such as adult learners and readmits. He also spoke about developing online undergraduate programs to provide opportunities to students who need to complete their degrees online. He added that enrollment doesn't come before the success and retention of our students, and that we need to be thoughtful in our approach. Ned B. said that at the CUNY Budgetary Advisory Committee there has been discussions about balancing enrollment revenues and that the community colleges are worried that the senior colleges are going to siphon students to solve their own enrollment issues. He felt that the community colleges and senior colleges need guidance from CUNY. Brian K. said that we need to preserve our relationships with the community colleges and let them know that we are not going to take their students before they have completed their degree. He added that there needs to be thoughtful conversations on how the community and senior colleges can work together on this. Brian C. said that we need to attract student populations that we currently don't serve such as a structured cohort on the weekend. Brian K. said that there is a way of figuring this out, but it will be an investment. Brian K. ended the conversation by speaking about looking at increasing funding on social media advertising to reach more students.
4. **New Business.** There was no new business.

GOALS	AY22 STRATEGIC PRIORITIES	KEY PROGRESS INDICATORS 2021-2022	Final Status 2020- 2021 KPI's
<p>1. Educate and support undergraduate and graduate students at every step of their John Jay journey</p>	<p>1a - Military and Veteran Services: Will develop, post, and promote targeted Getting Started at John Jay programs to introduce and support new and continuing undergraduate and graduate students in both in-person and virtual learning; engage in phone and text outreach to all identified veteran and military students for orientation and adjustment support, and as a follow-up, academic progress support make specific contact with all identified students with Incompletes and undergraduate GPAs under 2.0.</p> <p>1a – Office of Accessibility Services: Develop orientation and mentorship program to be more engaging and centered on personal goals -Connect students with support services, mentors and peers.</p>	<p>1a - Military and Veteran Services: Will see 60% resolutions of identified military and veteran student spring and summer 2021 Incompletes by December 31, 2021; will see 20% reduction of the number of identified military and veteran students with semester GPA under 2.0 in fall 2021 as compared to spring 2021; will see 60% of continuing military and veteran students who had semester GPAs less than 2.0 in spring 2021 achieving GPAs of 2.0 or higher in fall 2021.</p> <p>1a – Office of Accessibility Services: Orientation and Mentoring Program -OAS will partner with the Cuny Coalition for Students with Disabilities (CCSD) to engage specific student populations - Create more tangible experiences through extracurricular and professional participation (Image Impact Mentoring Program) which will provide support networks that positively affect the experiences for students registered with OAS. These experiences will provide support, mentorship and professional skills that will prepare them for success after college.</p>	<p>1a - Military and Veteran Services: Military and Veteran Getting Started presentation included in fall 2020 and spring 2021 virtual Orientation; extensive Getting Started/Orientation Resources available on John Jay website; spring 2021 phone and text outreach completed to 490-identified military and veteran students, and to 61-students who were mobilized to military active duty in 2020-2021; virtual Getting Started sessions offered for identified new students in August 2021; fall 2021 virtual and in-person veteran orientation scheduled in early September 2021; academic support outreach conducted to all military and veteran students with spring 2021 Incompletes, and to all military students with spring 2021 GPAs under 2.0.</p>

<p>Goal 1 continued</p>	<p>1b – Jay Express: Strengthen a financial literacy program with a partnership between Financial Aid / Jay Express. Implement a collaborative Financial Aid and Jay Express orientation workshop component.</p> <ul style="list-style-type: none"> • By 2025- 100% of entering freshman who attend an orientation will participate in the Jay Express/Financial Aid sessions, on how to fund their education and navigate the financial aid process from their first year to graduation. <p>1c – Jay Express: Engage with student programs with the most vulnerable populations, in order to increase retention and graduation rates in these populations .</p>	<p>1b - Jay Express: 70% of entering freshmen attended joint sessions with Jay Express and Financial Aid on financing their education and financial literacy. Jay Express and FA have held Financial Aid drop-in sessions ZOOM sessions every week leading up to and including the fall 2020 , spring 2021 and summer 2021 semesters.</p> <p>1c – Jay Express: By 2025, will work with 90% of the Adelante and STEM students, in partnership with the Office of Student Success. The Adelante/STEM students are the only cohorts of students on campus where supplemental funding (tuition assistance, MetroCard, stipend, etc.), is not a component of their program. The goal is to increase the number of student participants by 30% each year and guide the group through financial aid and registrar related processes. Each year the cohort with be tracked for the number of credits they completed and their enrollment status</p>	
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<p>Goal 1 continued</p>	<p>1e – Community Outreach and Service Learning (COSL): Develop, implement, high quality blended community outreach learning experiences by 15% in 2025.</p> <p>1a – Urban Male Initiative (UMI): Increase personal development and life skills workshops by 2 workshops per year up to 2025 (e.g., networking opportunities, time management, intrusive advisement, communication skills development-verbal, non-verbal, written) through multi-level mentoring programs (faculty: student, staff: student, student: student, alumni: student).</p> <p>1a – Financial Aid: Develop a comprehensive Loan Default Prevention Program by 2025</p> <ul style="list-style-type: none"> Phase 1 Year 1: Develop material for a workshop and host workshop for students 	<p>1e – COSL: Increase support for faculty, staff, community partners, and students in developing blended community engaged learning research outcomes 5%.</p> <p>1a – UMI: Provide 1 personal development and life skills workshop this semester for students in enrolled in the mentoring program.</p> <p>1a – Financial Aid: Phase 1 Year 1: Host workshop at the end of Spring 2022.</p>	<p>1e - COSL: Migrated all of our programing online and revised all of our Service Corps and Ameri-Corps modules to a zoom-based format. Initiated a comprehensive COSL assessment with an external expert to evaluate the efficacy of our programs and identify areas of excellence and areas in need of improvement in order to strengthen our future funding applications. Successfully piloted a new 1 credit ELO course in collaboration with academic affairs for students participating in our programs.</p>
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<p>Goal 1 continued</p>	<p>nearing graduation by the end of Spring 2022.</p> <p>1c – Financial Aid: Work with campus partners to create a comprehensive communication plan to increase the number of Scholarship applicants by 10 percent through 2025..</p> <p>1a - Registrar: Update Registrar webpage so that students, faculty and alumni can better access and utilize new and contemporary Registrar policies and procedures. The goal is to provide information on our website and avoid the need for individuals to email the Registrar's Office directly for answers.</p> <p>1a - Admissions: Develop a multi-phase texting communication plan for inquiries and pre-applicants. Strengthen current email and texting communication plan for admits and deposits. Develop email admit/deposit communication to be program specific, using recorded videos from last year's open house. Continue to make messages dynamic, include photos and videos.</p>	<p>1c – Financial Aid: Work with campus partners to increase Scholarship outreach and the number of applicants.</p> <ul style="list-style-type: none"> • Phase 1: Establish a focus group consisting of members from different student support offices. <p>1a - Registrar: 2021-2022 - Evaluate what is currently on the website. Determine what needs to be removed, replaced and or updated. .</p> <p>1a – Admissions:</p> <ul style="list-style-type: none"> • Execute updated 3 email series for sophomores inquires by January 2022 • Execute updated 6 email series for junior inquires by January 2022 • Execute updated 6 email series for senior inquires by mid-September 2021 • Execute updated texting campaign for senior inquires and pre-applicants by October 2021 • Execute updated program specific email series for freshman admits by November 2021 • Execute updated program texting series for freshman admits and deposits by November 2021 • Execute updated 2-4 email series for graduate prospects and applicants 	
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<p>Goal 1 continued</p>	<p>1a – Immigrant Student Success Center (ImSSC): Develop and implement post-graduate career workshops targeted to undocumented students by hosting one workshop per academic semester.</p> <p>1c - Counseling: Increase counseling appointments by 4% for 2021-2022</p> <p>1a – Student Transition Programs (STP): Create and implement cohort-based orientation in collaboration with Academic Advising</p> <p>1c (1) – STP: Develop Weeks of Welcome events to engage more vulnerable populations to increase retention and graduation rates.</p> <p>1c (2) – STP/CSIL: Partner with Academic Affairs to increase the number of events during Weeks of Welcome by 15% annually.</p> <p>1d (1) – CSIL: In partnership with Academic Affairs, will increase the array of co-curricular offerings that complement and advance the mission of the college, in order to bridge the in</p>	<ul style="list-style-type: none"> • Execute updated 8-10 email series for graduate admits • Execute updated 6 email series for all deposits <p>1a - Immigrant Student Success Center: Host one post-graduate career workshop for the fall 2022 semester.</p> <p>1c - Counseling: Increase in counseling appointments by 4% or more for academic year 2021-2022.</p> <p>1a – STP: Create and implement cohort-based orientation in collaboration with Academic Advising</p> <p>1c (1) – STP: Working with UMI, ImSSC, LGBTQ+ Resource Center, and Veterans create 3 WOW events to engage vulnerable populations.</p> <p>1c (2) – STP/CSIL: Partner with Academic Affairs to increase the number of events during Weeks of Welcome by 15% annually.</p> <p>1d (1) - CSIL: In partnership with Academic Affairs, will increase the array of co-curricular offerings that complement and advance the mission of the college, in order to bridge the in and out of classroom educational experiences by 10%.</p>	<p>1a – STP: Unable to accomplish for 20-21 as this was an on-campus collaboration. Moved to virtual orientation with zoom sessions focused on freshmen and transfer students.</p> <p>1c (1) – STP: Maintained WOW events, but not able to increase as planned since being virtual. Although for orientation STP did create affinity groups for underrepresented populations.</p> <p>1c (2) – STP/CSIL: Maintained WOW events, but unable to increase for 20-21 due to being virtual</p> <p>1d (1) – CSIL: Accomplished this through virtual programming including the Summer Institute which provided students with an array of leadership programs. In addition, with moving to a virtual platform through Zoom, CSIL assessed the needs of</p>
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<p>Goal 1 continued</p>	<p>and out of classroom educational experiences.</p> <p>1d (2) – CSIL: 100% of eligible cohorts in CSIL and COSL will be ELO credit eligible.</p>	<p>1d (2) CSIL: 100% of eligible cohorts in CSIL and COSL will be ELO credit eligible.</p>	<p>students through a survey in order to provide services to meet the needs of our students.</p> <p>1d (2) – CSIL: Successfully implemented the new 1 credit ELO for student leaders that were interested.</p>
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<p>2. Create and advance knowledge in support of justice education, public awareness, and civic engagement</p>	<p>2d – Office of Accessibility Services: Increasing opportunities for students to participate in mentoring programs and increase student's notable accomplishments.</p> <p>2d - Health Services & Wellness Center: Partner with other John Jay College entities to increase and expand the reach of Health & Wellness programs and services to better reach marginalized populations.</p> <p>2a - COSL: Increasing opportunities for students to participate in mentoring and certification programs to increase student's notable accomplishments.</p> <p>2b – COSL: Building on our success enrolling COSL students in credit bearing Experiential Learning classes during covid we aim to increase the number of students receiving credit for their service work 50% by the end of 2025 AY.</p>	<p>2d – Office of Accessibility Services: Develop mentoring program to increase transferable skills and professional outcomes of disabled students which they can highlight through certifications.</p> <p>2d - Health Services & Wellness Center: Increase collaborative opportunities by 10% with campus and community partners to expand reach and foster a greater culture of wellness across the John Jay community.</p> <p>2a - COSL: Develop and offer a variety of blended professional development opportunities related to community engagement that are tailored for staff, students and community partners (such as Bridging the Gap series, brown bag lunches, community service showcases), we aim to increase offerings 15% by 2025AY.</p> <p>2b – COSL: Building on our success enrolling COSL students in credit bearing Experiential Learning classes during covid we aim to increase the number of students receiving credit for their service work 50% by the end of 2025 AY.</p>	<p>2a/b – COSL: Despite the challenges recruiting students during covid and patch-working funding for students from three separate sources COSL managed to fund our Service Corps and provide workshops for members of the Red Hook Community Justice Center. Among the topics addressed were homeless resources for young people, navigating FASFA and applying for college aid, and how to conduct a community-based art project (a mural). COSL and John Jay's Habitat for Humanity chapter hosted a Young Leaders Summit to educate the student body and our community-based partners on how to effectively lobby elected representatives on increasing support for low-income housing. All COSL cohorts presented in our 1st virtual community service showcase.</p>
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<p>Goal 2 continued</p>	<p>2b – Admissions: Counselors will establish relationships, increase networking opportunities, and enhance awareness with community colleges.</p> <ul style="list-style-type: none"> • Community Colleges will be ranked (“A” schools vs. “B” schools vs. “C” schools) and given priority for contacts based on the historical number of leads, applications and enrollment generated. • Contact via phone and setup ZOOM sessions with both CUNY and non-CUNY feeder community colleges • Establish 2-4 new relationships with key community college faculty and administrators per academic year. <p>2d (1) – Athletics & Recreation: Increase partnership with RISE (Ross Initiative for Sports Equality*) by offering additional civic engagement events for the entire college community. Increase civic</p>	<p>2b – Admissions:</p> <ul style="list-style-type: none"> • Develop a network of contacts at all the main feeder colleges. • Hold monthly ZOOM sessions for each campus • Offer each campus “On-The-Spot” admissions events for transfers <p>2b – Admissions:</p> <ul style="list-style-type: none"> • Launch Early Action for transfers • Have student documentation emailed directly to John Jay • Have all completed Early Action students reviewed by January 31. <p>2d (1) – Athletics & Recreation: Increase civic engagement events with RISE by 5% by 2021-2022</p>	<p>*****{COSL has experienced a 50% cut in staffing over the past two years resulting in an increased caseload for the remaining staff. Maintaining moral over the last couple of years has been very difficult. A systematic defunding of support staff for a core student centered service has demoralized the office and made it extremely hard to seek additional external funding. Our office has brought in millions of dollars in grants for our students and are now severely hampered in our ability to pursue funds as we are limited in exclusively providing student supports at this time. Staffing help drastically needed to continue the exemplary service to our students.}</p>
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<p>Goal 2 continued</p>	<p>engagement events with RISE by 15% by 2025</p> <p>2d (2) – Athletics & Recreation: With our sponsors at Sigma Gamma Rho Sorority, Inc. ** plan community-based events in the pool to encourage water safety for vulnerable communities. Increase annual events to a total of five by 2025.</p> <p>2d – Immigrant Student Success Center: Increase visibility of the Immigrant Student Success Center and engage new immigrant students.</p> <p>2a – CSIL: Will increase civic engagement events annually by 10% by offering more opportunities for students to register to vote/complete the Census, connect with NYS/NYC Government officials at event with the Office of External Affairs and become a Civic Engagement Peer.</p>	<p>2d (2) – Athletics & Recreation: Plan community-based events in the pool: -2 in-person workshops in 2021-2022</p> <p>2d – Immigrant Student Success Center: Collaborate with two EMSA departments one for fall 2021 and one for spring 2022.</p> <p>2a - CSIL: Will increase civic engagement events annually by 10% by offering more opportunities for students to register to vote/complete the Census, connect with NYS/NYC Government officials at event with the Office of External Affairs and become a Civic Engagement Peer.</p>	<p>2a- CSIL: Maintained civic engagement and partnership with the Office of External Affairs by: hosting various virtual voter registration drives as well as virtual events.</p>
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<p>Goal 2 continued</p>			
<p>3. Embody and promote our values of equity, diversity, and inclusion</p>	<p>3a – Office of Accessibility Services: Wellness, Diversity and Inclusion Series (WDIS) -Create and implement OAS Diversity, Inclusion, Wellness series to sustain a culture of equity diversity and inclusion by presenting a variety of workshops in wellness, diversity and inclusion.</p> <p>3a – Admissions: Develop and grow relationships with military branches, bases, organizations and</p>	<p>3a – Office of Accessibility Services: Wellness, Diversity and Inclusion Series (WDIS) -Create and implement OAS Diversity, Inclusion, Wellness series to sustain a culture of equity diversity and inclusion by presenting a variety of workshops in wellness, diversity and inclusion.</p> <p>WDIS will implement 2 workshops in the 2021 - 2022 academic year WDIS will implement 2 workshops in the 2022 - 2023 academic year WDIS will implement 2 workshops in the 2023 - 2024 academic year</p> <p>3a – Admissions:</p> <ul style="list-style-type: none"> • Email campaign • Veteran specific brochures and web content 	

<p>Goal 3 continued</p>	<p>3b – Admissions: Continue to work with ESL schools and foreign institutions to create pathway programs. Increase the number of articulation agreements with community colleges hosting large international student populations.</p> <p>3a – UMI: Increase culturally competent programming (in-person and virtual programs and content) with an emphasis on students of color who identify as men by providing one event per semester.</p> <p>3a (1) – Athletics & Recreation: Increase student-athlete participation in RISE* programming by 20% by 2025.</p> <p>3a (2) – Athletics & Recreation: Increase heritage programming through social and multi-media campaigns that engage all members of the college community. Increase social media views by 20% and student participation in programming by 20% by 2025.</p>	<p>3b – Admissions:</p> <ul style="list-style-type: none"> • Increase the number of articulation agreements with community colleges on the IIE Open Doors Top 40 list. • Create 2+2 programs with foreign institutions whose coursework will meet CUNY proficiency requirements. • Create pathways with ESL schools allowing completion of their program to take the place of the TOEFL requirements <p>3a – UMI: will provide one culturally competent program this semester.</p> <p>3a (1) – Athletics & Recreation: Increase student-athlete participation in RISE programming by 5% in 2021-2022.</p> <p>3a (2) – Athletics & Recreation: Increase heritage programming through social and multi-media campaigns that engage all members of the college community.</p> <ul style="list-style-type: none"> • Increase average social media views by 5% in 2021-2022 • Increase student participation in programming by 5% in 2021-2022 	
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<p>Goal 3 continued</p>	<p>3a (3) – Athletics & Recreation: Increase student, coach, and staff participation in professional development opportunities. Increase applicants to these opportunities by 20% by 2025.</p> <p>3b -College Now will work to improve the college readiness of NYCDOE high school students admitted to John Jay by establishing "Project Springboard" - an early-matriculation/transition program allowing select students to begin transitioning to John Jay during the spring semester of their senior year.</p> <ul style="list-style-type: none"> • By 2025 Increase and expand diversity/inclusion programming by 10% annually. • By 2025 Support national and local pipeline initiatives such as TRIO/Upward Bound, College Now and programming support by the CUNY Office of K-12 initiatives initiatives 	<p>3a (3) – Athletics & Recreation: Increase student, coach, and staff participation in professional development opportunities, including:</p> <ul style="list-style-type: none"> • Student-Athletes (Increase applicants to relevant DEI professional development opportunities by 5% in 2021-2022); • Coaches/Staff (Increase applicants to relevant DEI professional development opportunities by 5% in 2021-2022) <p>3b (1) – College Now will begin engagement of key John Jay departments - Admissions, Freshman Services, and Academic Advisement and Academic Affairs to plan initial launch of the initiative by Spring 23.</p> <p>3b (2) – College Now: Develop a written program summary describing the initiative, goals, key players, and target constituency.</p> <p>3b (3) College Now: will identify at least two 3-credit courses to be offered through the project.</p>	
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<p>Goal 3 continued</p>	<p>3b - Upward Bound: Use early warning software to monitor predictive graduation and postsecondary readiness indicators.</p> <p>Postsecondary readiness indicators include: student attendance, grades, and disciplinary infractions. These indicators provide a snapshot of progress toward graduation and postsecondary readiness and help identify appropriate supports, interventions, and system changes</p> <p>Ensure all groups surpass national average and reduce inter-group gaps by 25% by 2025</p> <p>3a (1) – CSIL: Create a diversity retreat in focusing on implicit bias and identity.</p> <p>3a (2) – CSIL: Expansion of heritage/diversity and inclusion programs by 10%.</p> <p>3a (1) – STP: Increase Spanish and possibly other language recruitment materials for parents, guardians, and families.</p> <p>3a (2) – STP: Expand Parent and Family Programming by creating more materials (ex. Newsletters), content and translation at additional events for</p>	<p>3b (1) - Upward Bound: Have Students signup to share academic results via portal</p> <p>3b (2) – Upward Bound: Partner with similar pre-college programs to examine best practices.</p> <p>3a (1) CSIL: Create a diversity retreat focusing on implicit bias and identity WITH Point Made Learning.</p> <p>3a (2) - CSIL: Expansion of heritage/diversity and inclusion programs by 10%.</p> <p>3a (1) – STP: Achieved</p> <p>3a (2) – STP: Achieved</p>	<p>3a (1) – CSIL: Postponed due to COVID-19 as this was an in-person retreat.</p> <p>3a (2) – In 20-21, CSIL expanded heritage/diversity and inclusion programming by 10%.</p> <p>3a (iii) – STP: In 20-21 STP increased newsletters from 4 per year to 6 newsletters in English and Spanish.</p> <p>3a (2) – STP: In 20-21, expanded parent and family programming by hosting 6 virtual events.</p>
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Goal 3 continued	Spanish-Speaking families and guests.		
4. Improve and expand financial resiliency, operational efficiency, and the college's sustainability	4b - Special Academic Sessions: Increase number of non-degree, visiting students, and winter/summer enrollment.	<p>4b(1) - Special Academic Sessions (summer /winter): With continued internal and external marketing and social media campaigns aimed to encourage students to enroll during both JJC Winter and Summer Sessions, generate additional revenue for the College by:</p> <ul style="list-style-type: none"> • Increasing total enrollment for 2022 Winter Session by 2% <i>(over 2020 Winter Session enrollment)</i> • Increasing total enrollment for 2022 Summer Session by 2% <i>(over 2019 Summer Session enrollment)</i> 	<p>4b(1) Special Academic Sessions (summer/winter) – Grow Winter & Summer Session enrollment in order to assist increasing College graduation rates.</p> <ul style="list-style-type: none"> • 2020 Winter Session: 2,057 Total Enrollment • 2021 Winter Session*: 2,151 Total Enrollment / +4.5% growth over 2020 <i>(*outlier year due to COVID-19)</i> • 2019 Summer Session: 6,968 Total Enrollment • 2020 Summer Session*: 9,011 Total Enrollment / +29% growth over 2019 <i>(*outlier year due to COVID-19)</i> • 2021 Summer Session*: 8,960 Total Enrollment / +27% growth over 2019

<p>Goal 4 continued</p>		<p>4b(2) - Special Academic Sessions / Non-Degree & Visiting: With the continuation of external marketing and social media campaigns designed to encourage more Non-Degree/Visiting Students to apply during JJC Winter and Summer Sessions, generate additional revenue for the College by:</p> <ul style="list-style-type: none"> • Increasing number of Non-Degree/Visiting Students Applications received (<i>excluding JJC Senior Auditors</i>) for 2022 Winter Session by 2% (over # of 2020 Applications) <p>AND</p> <ul style="list-style-type: none"> • Increasing number of Non-Degree/Visiting Students Applications received (<i>excluding JJC Senior Auditors</i>) for 2022 Summer Session by 2% (over # of 2019 Applications) 	<p style="text-align: right;">(*outlier year due to COVID-19)</p> <p>4b(2). Special Academic Sessions/Non-Degree & Visiting – Increase number of Non-Degree/Visiting Student Applications</p> <ul style="list-style-type: none"> • 2020 Winter Session: 23 Non-Degree/Visiting Student Applications Received • 2021 Winter Session*: 43 Non-Degree/Visiting Student Applications Received / +87% growth over 2020 (*outlier year due to COVID-19) • 2019 Summer Session: 220 Non-Degree/Visiting Student Applications Received • 2020 Summer Session*: 355 Non-Degree/Visiting Student Applications Received / +61% growth over 2019 Summer Session (*outlier year due to COVID-19) • 2021 Summer Session*: 273 Non-Degree/Visiting Student Applications Received / +24% growth over 2019 Summer Session (*outlier year due to COVID-19)
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Goal 4 continued	<p>4B (1) - Athletics & Recreation: Increase space rental revenue by 25% from FY19 figures by 2025.</p> <p>4B (2) - Athletics & Recreation: Increase corporate sponsorship revenue by 15% from FY 19 figures by 2025.</p>	<p>4B (1) - Athletics & Recreation: Increase space rental revenue:</p> <ul style="list-style-type: none">- Due to COVID safety measures, decreased campus capacity, spectator policies, etc. progress will begin in 2022-2023. <p>4B (2) - Athletics & Recreation: Increase corporate sponsorship revenue</p> <ul style="list-style-type: none">- Due to COVID safety measures, decreased campus capacity, spectator policies, etc. progress will begin in 2022-2023.	
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