RED ROCKS COMMUNITY COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2022 - 2025

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ABOUT US

Since 1969, Red Rocks Community College has assisted students in meeting ambitious career and educational goals in an exciting, collaborative environment with multiple pathways to success. We deliver career-enhancing courses, certificate programs and degrees that represent a solid investment in each student's goals and career success. Red Rocks Community College embraces the leadership role of providing education that is firmly rooted in real-world applicability.

Through academic excellence and the breadth of our student population, we provide a pathway that is true to our local, state, national and international communities and support changing trends as they impact the success of our students' career and educational goals. Our high value and academic rigor, combined with dedicated faculty, outstanding student life, and a strong learning support system, make Red Rocks the smart choice for meeting educational goals.

- RRCC President Dr. Michele Haney

RRCC MISSION, VISION, VALUES

https://www.rrcc.edu/about-us/our-mission#:~:text=Vision,and%20commitment%20to%20our%20values

Mission

Our mission is to provide students with opportunities for growth and development that set the foundation for self-directed learning, academic achievement, and career accomplishment. We do this through high quality innovative educational programs that convey our passion for learning, our commitment to excellence, our dedication to our students, and the communities we serve.

Vision

We envision Red Rocks as a national and international leader in community college education that is recognized for accomplishments of our students' goals, engagement with our community, empowerment in our workplace, and commitment to our values.

Values

RRCC holds five core values to guide the work we do. These values must also guide our approach to enrollment management.

Integrity. *This value is expressed when we:*

- Are in compliance with legal and professional standards.
- Exhibit honesty, fairness, and ethical behavior.
- Take responsibility for our work and are accountable to our internal and external stakeholders.
- Are transparent in our goals and methods.
- Care about the quality of our work, and actively pursue innovation and efficiency in what we do.

Collaboration. *This value is expressed when we:*

- Strive to create a supportive environment for our students, faculty, and staff.
- Work together outside of our immediate unit or division to improve student academic success and development.
- Demonstrate that we value people, especially students and our co-workers, in our working relationships.
- Engage in teamwork that is based on trust, empowerment, and respect.

Learning. *This value is expressed when we:*

- Demonstrate a passion for life-long learning and develop this in our students and community.

- Create learning opportunities for our current and future students through community involvement and connection with external stakeholders.
- Dedicate ourselves to scholarship and professionalism that creates innovative and creative learning environments for students, community, and ourselves.
- Develop and deliver engaging learning opportunities that promote student growth as a whole person; intellectually, through their career, and through the development of personal abilities such as adaptability and initiative.

Inclusiveness. *This value is expressed when we:*

- Develop procedures and programs that weave diversity throughout the daily work of the college.
- Demonstrate respect for differences among students and within the community in all we do as a college.
- Expect students to share that same respect and communicate that expectation to them often, both in and out of the classroom.
- Develop our students' and our own abilities to recognize and engage with human differences through understanding and inclusion rather than withdrawal and exclusion.

Communication. *This value is expressed when we:*

- Practice meaningful, considerate communication with our students and with each other.
- Whenever possible seek opportunities for an unconstrained exchange of information and ideas through dialogue that is timely, respectful, and appreciative of others.
- Give appropriate feedback in a way that makes room for others' perspectives and encourages rather than constrains continuing dialogue.
- Purposefully build our ability to communicate effectively as part of working and learning with others.

ALIGNED & INTEGRATED PLANNING

The RRCC SEM Plan is intentionally and responsively aligned with the Colorado Department of Higher Education Master Plan ("Colorado Rises"), the Colorado Community College System Strategic Plan and board priorities, and the RRCC Strategic Plan. It is the hope of the SEM Council that the goals and strategies contained in this plan will not add additional work to the members of the college community, but rather inspire new and strategic ways of completing the work that we do each day. Primary goals and/or priorities for each of these plans are included below.

CDHE Master Plan: Colorado Rises

http://masterplan.highered.colorado.gov/

1. Increase credential completion
2. Erase equity gaps
3. Improve Student Success
4. Invest in affordability and innovation

CCCS Strategic Plan (2015 – 2025)[1]

https://www.cccs.edu/resources/institutional-research/strategic-plan-annual-progress-reports/

CCCS Board Priorities

(Identified in 2018)

1. Student Success
2. Equity

[1] In 2018, the State Board for Community Colleges and Occupational Education (SBCCOE) chose to institute new priorities which supersede the CCCS Strategic Plan.

3. Concurrent Enrollment

RRCC progress on strategic plan and board priority metrics[2]:

https://drive.google.com/file/d/1952d4bbEMcw0jLIpgj9fxX96tP86kip0/view?usp=sharing

RRCC Strategic Plan (2019 – 2025)

https://www.rrcc.edu/sites/default/files/u198/RRCC%20Strategic%20Plan%20October%2011%202019%20Complete%20Final%20Draft.pdf

1. Engage students through high quality, impactful, educational programs
2. Commit to Equity across all levels of the institution
3. Develop and support partnerships within our community
4. Proactively address challenges and opportunities to ensure institutional effectiveness

Relevant Strategies from RRCC Strategic Plan

1.D - Implement Guided Pathways to help students identify their goals and to ensure course offerings move students in a timely manner through their degree program.

1.E - Expand access to online education through increases in offerings and robust quality control.

2.B - Assure equity in outcomes for students of color, as compared to overall student outcomes

2.E - Gather and use empirical evidence to analyze and improve access, advancement, climate, education, training, recruitment, contracting, hiring and retention of historically under-served populations of students, faculty and staff

2.H - Identify and maintain affordable options for students to complete their education through flexible financing options, affordable textbooks and open educational resources, transparent access to a well-funded array of scholarships, degree-related apprenticeships, internships and practicums

3.A – Foster engagement strategies to understand and address the needs of the communities we serve in a timely manner

3.B – Promote the college as a community resource so that external partners see ways RRCC can serve their needs

3.D – Nurture and strengthen partnerships with four-year transfer institutions to ensure a smooth transition from RRCC

3.E – Initiate, develop and support partnerships with business and industry across the College service area to address workforce needs

3.G – Strengthen concurrent enrollment partnerships to ensure that faculty are supported in delivering a high-quality engaged education

4.J - Promote and sustain a culture of continuous improvement

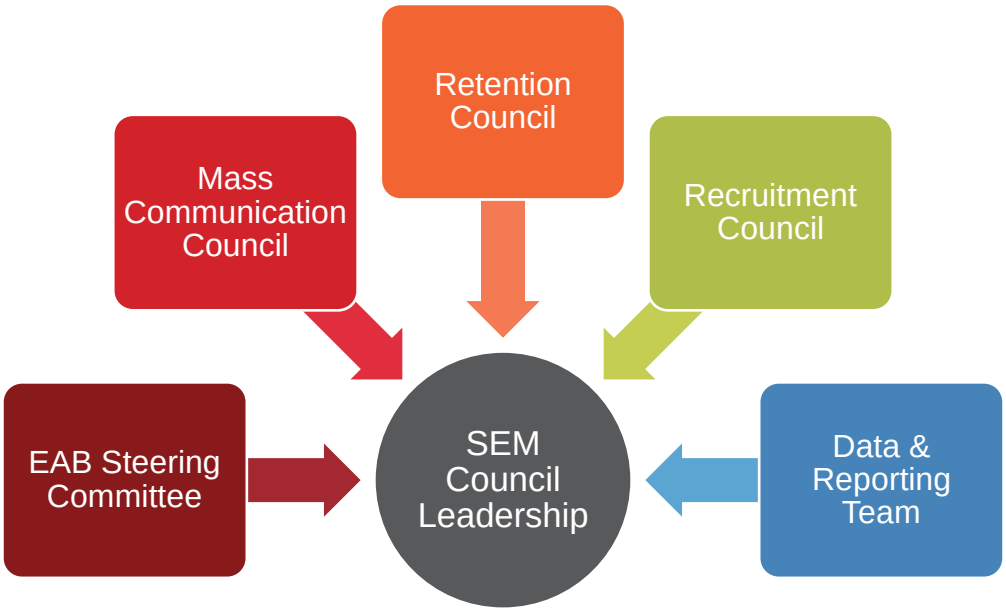
[2] RRCC trends for system Key Performance Metrics (KPMs) are included in Appendix B.

INTRODUCTION

The college's previous SEM plan expired during the COVID-19 pandemic. Given the changes to the higher education landscape during the past two years, the SEM Council felt it important to reflect on the successes and challenges of the past, as well as the new terrain ahead. This document reflects a year of research, conversation, and collaboration on the part of the entire SEM Council. We hope that the college finds it to be a useful reference and guide. In that spirit, we want to be clear that it is a living document, and the college can expect to see reports on progress and updated iterations annually. The SEM Council would also like to note that while this plan outlines our goals and strategies for enrollment management, an annual tactical plan will be developed each year in order to drive the activities necessary to enact our strategies and meet our goals. Tactical plans will be developed each summer and shared with the college at the beginning of the fall term.

SEM COUNCIL

In order to encourage broad participation in SEM planning, as well as to utilize existing committee structures, our SEM Council includes five "sub"-committees. Two of these – the EAB Steering Committee and the Mass Communication Council – were already standing committees of the college. In addition, versions of the Retention Council, Recruitment Council, and Data & Reporting Team existed in the previous SEM structure, but a new call for participation was sent college-wide for these committees in spring 2021 and fall 2022. The resulting participants are included in Appendix A. The leaders of these five teams comprise the SEM Leadership Council. This council meets monthly to review the strategies, progress, and challenges we are experiencing in relation this plan.



Beyond the SEM Council and subcommittees, the SEM Steering Committee meets quarterly. This group includes the SEM Council leadership team, the college President and Vice Presidents, Faculty Senate President, Director of Marketing, and any other designees or invitees of the president or SEM Council.

PURPOSE OF SEM PLAN

The Society for College and University Planning (SCUP) defines strategic enrollment management planning as "an institution's efforts to identify, recruit, enroll, retain, and graduate a student body in accordance with an institution's mission and goals while also maintaining fiscal responsibility," (SCUP, 2021). The first priority of the SEM Council was to determine our purpose and priorities in developing the RRCC SEM plan. The Council identified the following as our purpose:

TO DRIVE THE RECRUITMENT, RETENTION, AND SUPPORT OF STUDENTS THROUGHOUT THE STUDENT LIFE CYCLE IN ORDER TO FULFILL THE COLLEGE'S STRATEGIC GOALS AND MAINTAIN FISCAL SUSTAINABILITY

PRIORITIES FOR OUR SEM PLAN

The SEM Council leadership team collaboratively determined the following priorities for this plan.

Strategic

We need to re-direct our current efforts to fulfil the needs of our future students.

Collaborative

We need input and feedback from all areas of the college.

Understandable

The final plan should be easily digestible to anyone who reads it.

Measurable

Will establish targets and benchmarks (where appropriate) to monitor our progress.

Actionable

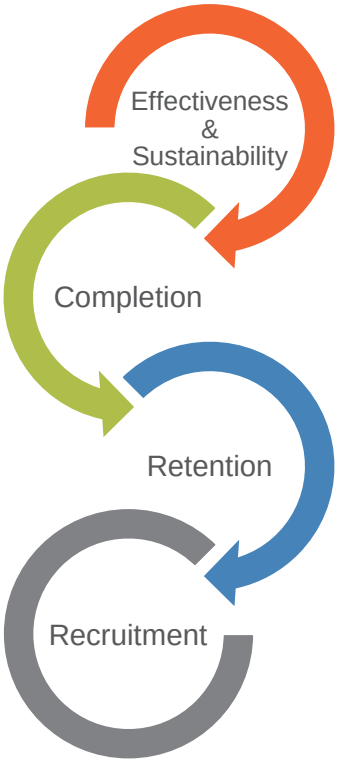
The plan will be a living and guiding document that can help to establish departmental goals, performance goals, and a foundation for understanding where we are and where we intend to go.

You may also notice that the following SEM plan isn't ordered in the way you might expect. Our intention is to re-think the way we look at enrollment. By prioritizing our foundation of effectiveness and sustainability, we hope to begin to build a true culture of enrollment centered on the student journey.

From there, we want to begin with the end in mind. None of us want to be part of an institution where students begin but do not finish. We want to focus on completion and how we help our students meet their goals.

In order to reach out completion goals, we must retain students. This is the heart of what we do – keeping them going along their path. We are not always there for the beginning or the end of our students' academic journeys, but we hope to support them along the way to their ultimate achievements.

Recruitment is always a priority, particularly in a state where funding for higher education is minimal. Our funding formula requires us to maintain FTE to match our budget each year. However, we firmly believe that recruitment will become easy once we, as an institution, build our reputation for completion and student success.



RED ROCKS COMMUNITY COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2022 - 2025[3]

GOAL 1: **EFFECTIVENESS** & **SUSTAINABILITY**

1.1 Leverage technology, processes, and human capital to proactively track, analyze, and disseminate data in support of continuous improvement in academic programs.
1.2 Create ambassadors for the college among the faculty and staff.
1.3 Identify potential sources of sponsorships and/or grant funding and apply as appropriate to potential impact and the capacity for management at the college.

GOAL 2: **COMPLETION**

2.1 Close equity gaps in completion through the use of targeted outreach and deployment of resources.
2.2 Establish a regular schedule of outreach campaigns to recapture students who have stopped out for more than one term.
2.3 Expand the application of credit for prior learning to accelerate time to degree completion.
2.4 Strengthen 4-year transfer partnerships to include regular communication, data review, and strategy revision for our shared student populations.

GOAL 3: **RETENTION**

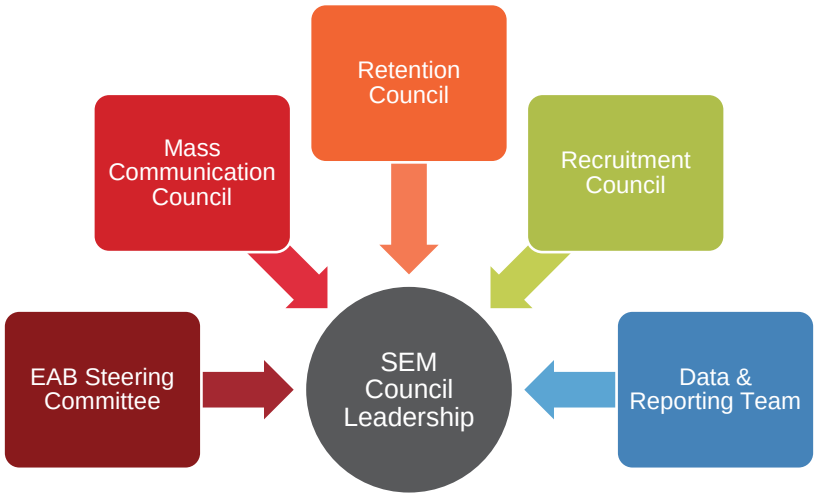
3.1 Streamline and tailor communications to provide the just-in-time knowledge that students need.
3.2 Leverage technology and processes to identify students who would most benefit from additional support and provide high-engagement services and resources accordingly.
3.3 Map and scale the Pathways framework at the college to include more activities and supports leading to community-building and increased sense of belonging.
3.4 Increase student participation in activities with a demonstrated impact on retention (either at the college or in the existing literature).
3.5 Strategically provide financial support resources to support our focus on equity.

GOAL 4: **RECRUITMENT**

4.1 Increase recruitment of adult learners through student-centered scheduling, marketing, and support services.
4.2 Both grow our concurrent enrollment FTE and close equity gaps in our concurrent enrollment student population.
4.3 Develop and market clear pathways for short term credentials or certificates that can stack into associate's degrees.
4.4 Seek creative ways to connect the non-credit and for-credit areas of the college to encourage continued learning by those in our community.
4.5 Engage alumni to support our recruitment efforts – both of recent high school graduates and workforce upskilling opportunities.

[3] Baseline data will be reviewed again (initial review occurred during the November 2021 SEM Steering Committee Quarterly Meeting) and specific targets will be determined during summer 2022 by the Data & Reporting Team.

Appendix A: SEM Council Membership 2021 – 2022



EAB Steering Committee

Dean of Academic Affairs (co-chair)
Dean of Enrollment Management & Student Affairs (co-chair)
VP Academic Affairs
VP Student Affairs
Associate Dean of Enrollment Management
Director of Advising, Transfer and Tutoring Services
Navigator App Administrator
Dean of Academic Affairs
CCCS, Director of Student Affairs
CCCS, Senior Project Manager for Student Affairs
CCCS, Program Manager/Business Analyst
EAB, Senior Strategic Leader, Student Success

Mass Communication Council

Associate Dean of Enrollment Management (chair)
VP of Student Affairs
Executive Assistant to the VP of Student Affairs
Director of Marketing & Communication
Navigate App Administrator
Dean of Enrollment Management
Dean of Academic Affairs
Director of Advising
Director of Financial Aid
Faculty Member

Retention Council

Dean of Students (chair)
TRiO Coordinator
Pathway Advisor
Student Life Coordinator
Pathway Advisor
Foundation Program Coordinator
Call Center/CRM Specialist
First Year Experience Coordinator
Advising Navigator
Faculty

Recruitment Council

Director of Admissions (chair)
Creative Production Manager
Faculty
Director of Accessibility Services
Director of International Student Services
Pathway Advisor
Director of Marketing & Communications

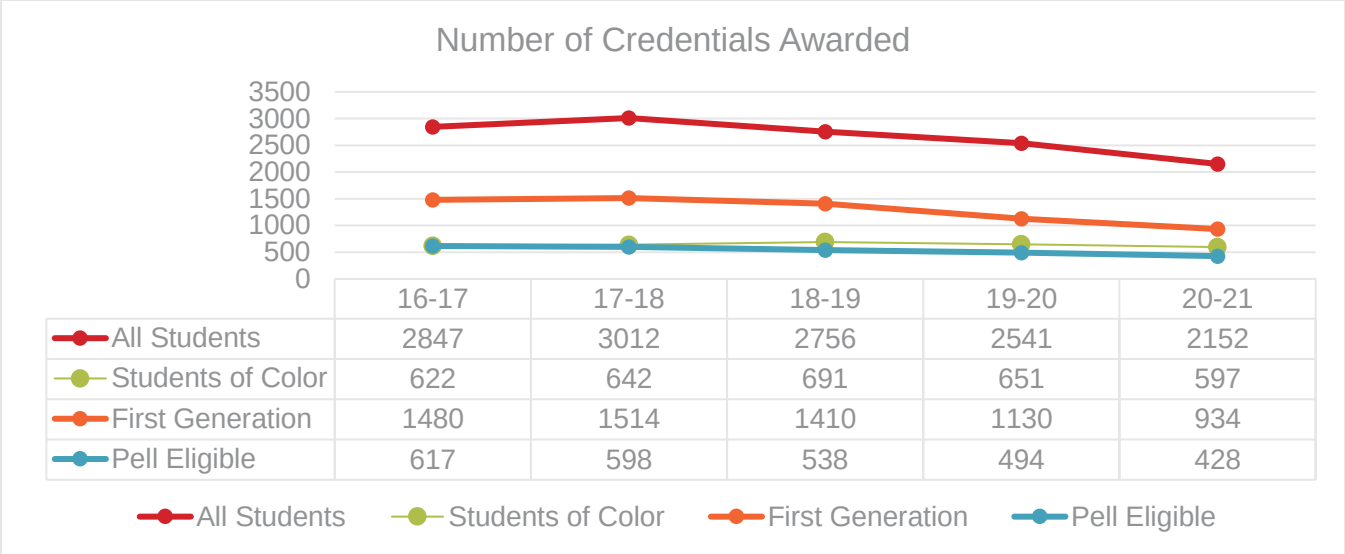
Data & Reporting Team

Dean of Academic Affairs (chair)
Institutional Research Associate
Director of Campus Life

Appendix B: CCCS Key Performance Indicator Trends

KPM 1.1

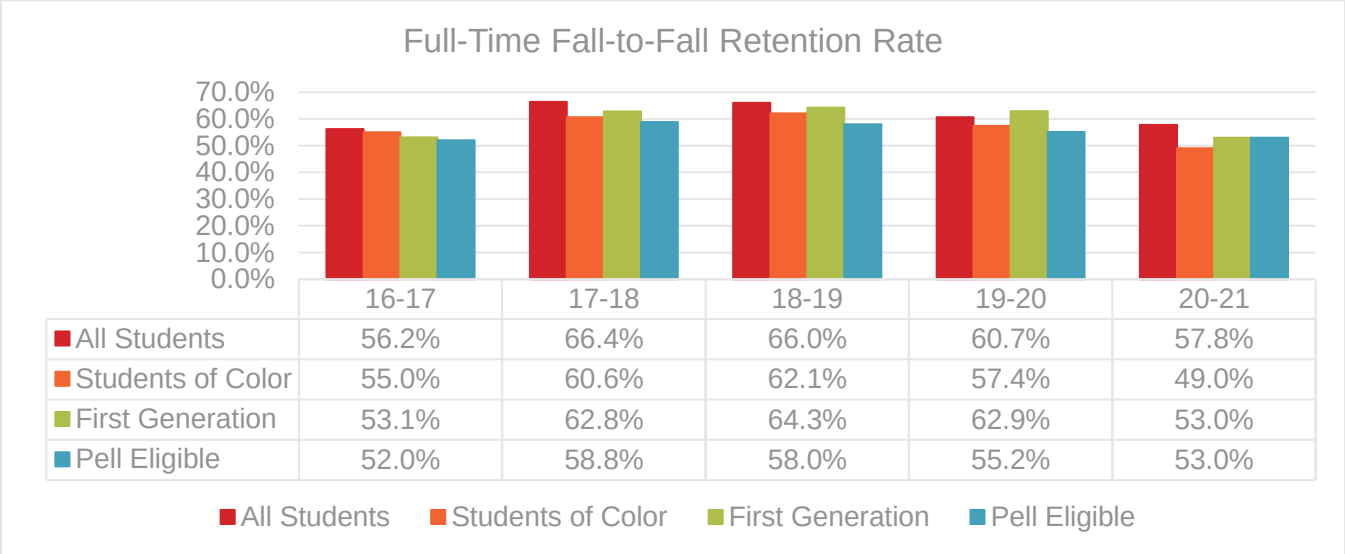
INCREASE NUMBER OF CERTIFICATES AND DEGREES AWARDED BY ONE PERCENTAGE POINT ANNUALLY



	16-17	17-18	18-19	19-20	20-21
All Students	2847	3012	2756	2541	2152
Students of Color	622	642	691	651	597
First Generation	1480	1514	1410	1130	934
Pell Eligible	617	598	538	494	428

KPM 1.2

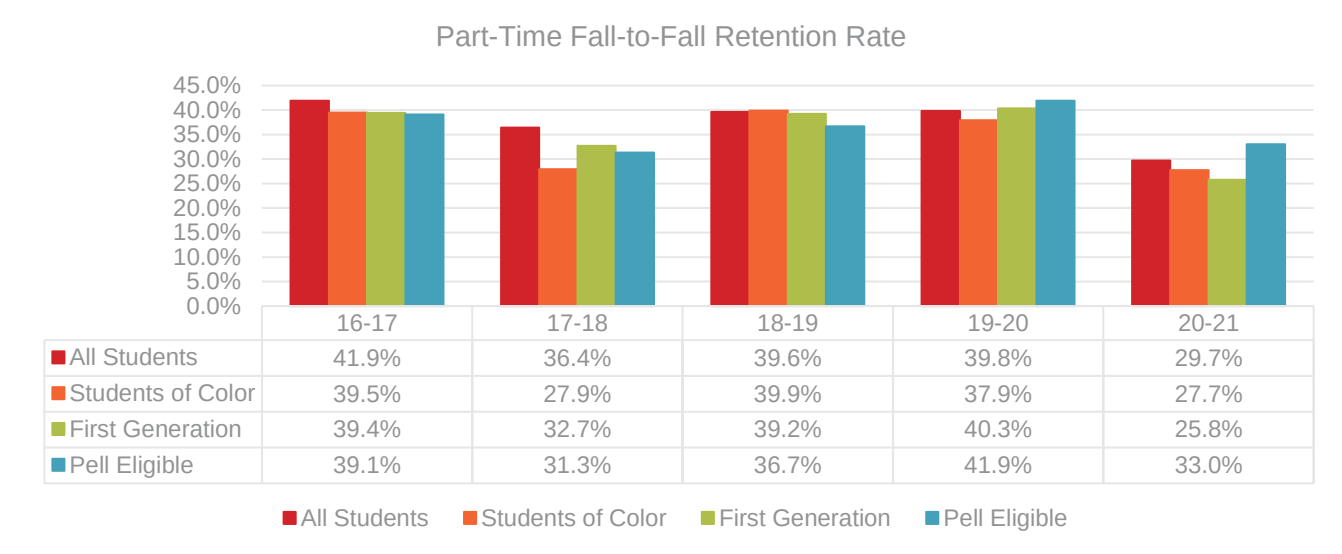
EXCEED THE NATIONAL FALL-TO-FALL AND FALL-TO-SPRING RETENTION RATE FOR FULL- AND PART-TIME COMMUNITY COLLEGE STUDENTS BY 2025.



	16-17	17-18	18-19	19-20	20-21
All Students	56.2%	66.4%	66.0%	60.7%	57.8%
Students of Color	55.0%	60.6%	62.1%	57.4%	49.0%
First Generation	53.1%	62.8%	64.3%	62.9%	53.0%
Pell Eligible	52.0%	58.8%	58.0%	55.2%	53.0%

KPM 1.2

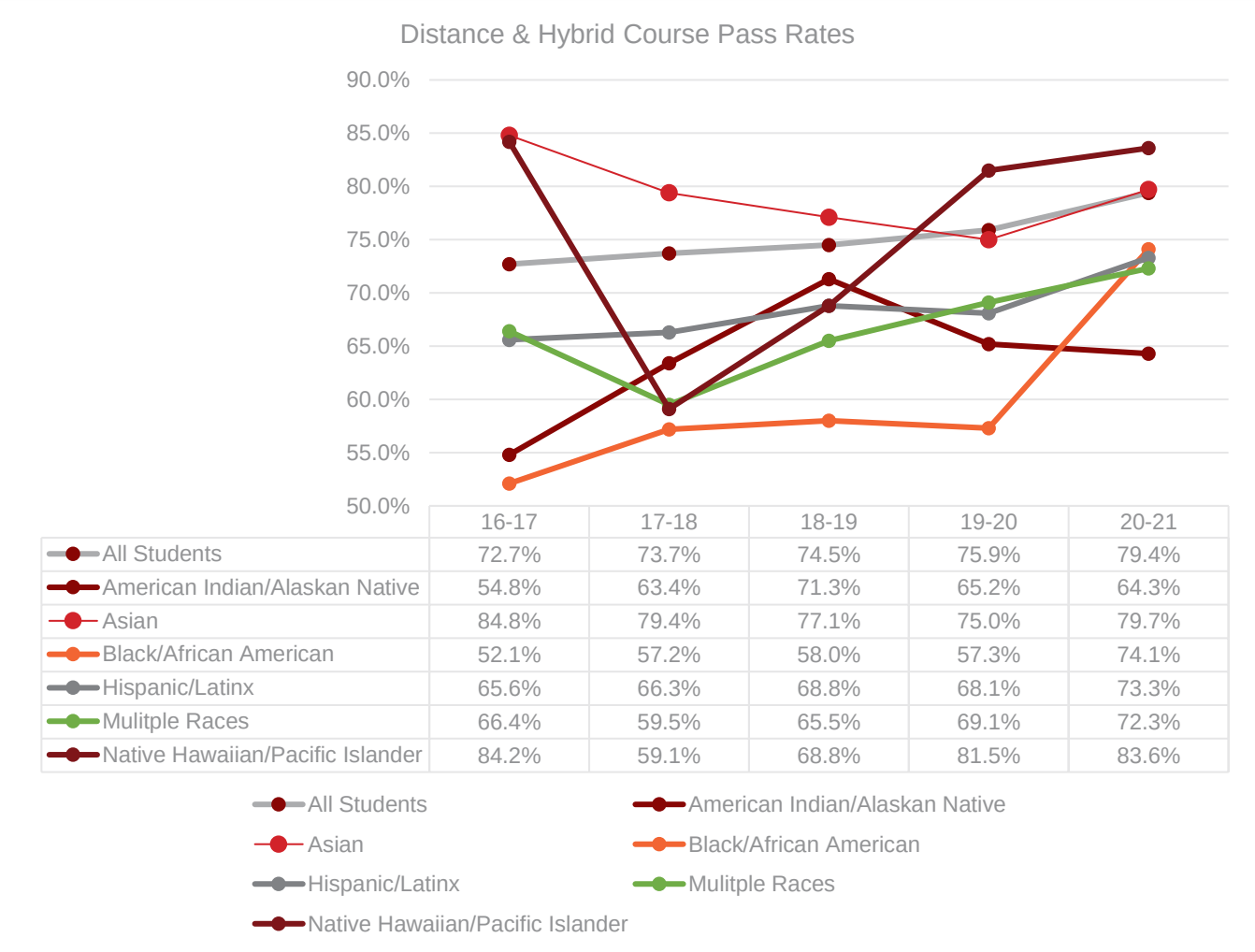
EXCEED THE NATIONAL FALL-TO-FALL AND FALL-TO-SPRING RETENTION RATE FOR FULL- AND PART-TIME COMMUNITY COLLEGE STUDENTS BY 2025.



	16-17	17-18	18-19	19-20	20-21
All Students	41.9%	36.4%	39.6%	39.8%	29.7%
Students of Color	39.5%	27.9%	39.9%	37.9%	27.7%
First Generation	39.4%	32.7%	39.2%	40.3%	25.8%
Pell Eligible	39.1%	31.3%	36.7%	41.9%	33.0%

KPM 1.7

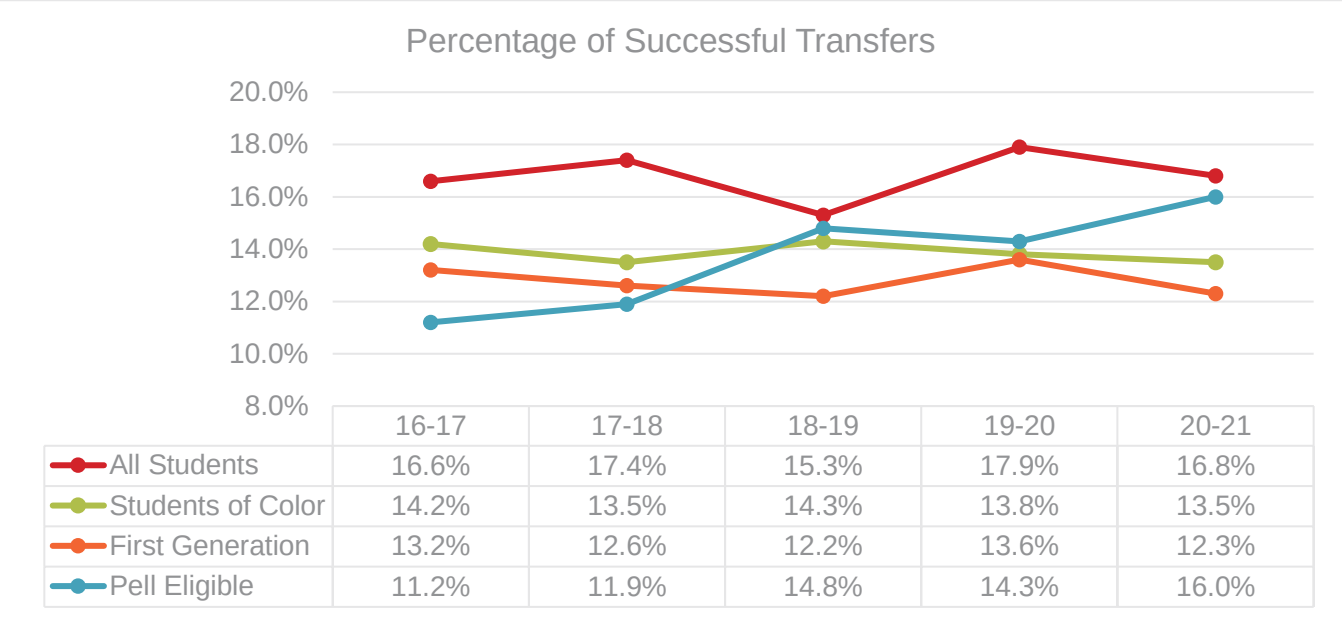
INCREASE ONLINE, HYBRID, AND INTERACTIVE VIDEO COURSE SUCCESS RATE TO MATCH ON-CAMPUS COURSE SUCCESS RATE BY 2025. INCREASE COURSE COMPLETION FROM 73.9% TO 76.0%.



	16-17	17-18	18-19	19-20	20-21
All Students	72.7%	73.7%	74.5%	75.9%	79.4%
American Indian/Alaskan Native	54.8%	63.4%	71.3%	65.2%	64.3%
Asian	84.8%	79.4%	77.1%	75.0%	79.7%
Black/African American	52.1%	57.2%	58.0%	57.3%	74.1%
Hispanic/Latinx	65.6%	66.3%	68.8%	68.1%	73.3%
Mulitple Races	66.4%	59.5%	65.5%	69.1%	72.3%
Native Hawaiian/Pacific Islander	84.2%	59.1%	68.8%	81.5%	83.6%

KPM 3.2

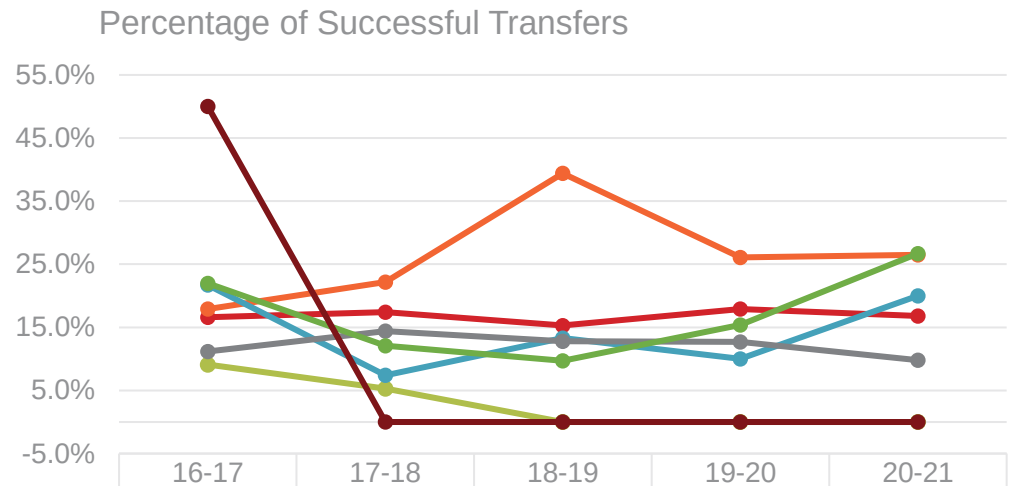
INCREASE PERCENTAGE OF SUCCESSFUL TRANSFERS TO FOUR-YEAR INSTITUTIONS FOR ALL STUDENTS, AND SPECIFICALLY UNDERREPRESENTED STUDENTS, WHO DECLARED THEIR INTENT TO TRANSFER BY 2% PER YEAR.



	16-17	17-18	18-19	19-20	20-21
All Students	16.6%	17.4%	15.3%	17.9%	16.8%
Students of Color	14.2%	13.5%	14.3%	13.8%	13.5%
First Generation	13.2%	12.6%	12.2%	13.6%	12.3%
Pell Eligible	11.2%	11.9%	14.8%	14.3%	16.0%

KPM 3.2

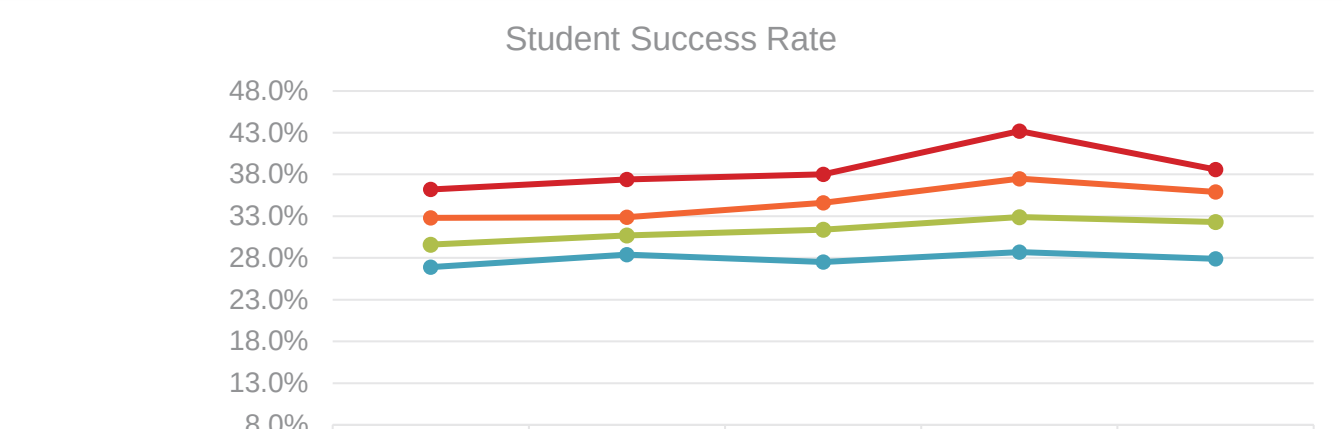
INCREASE PERCENTAGE OF SUCCESSFUL TRANSFERS TO FOUR-YEAR INSTITUTIONS FOR ALL STUDENTS, AND SPECIFICALLY UNDERREPRESENTED STUDENTS, WHO DECLARED THEIR INTENT TO TRANSFER BY 2% PER YEAR.



	16-17	17-18	18-19	19-20	20-21
All Students	16.6%	17.4%	15.3%	17.9%	16.8%
American Indian/Alaskan Native	9.1%	5.3%	0.0%	0.0%	0.0%
Asian	17.9%	22.2%	39.4%	26.1%	26.5%
Black/African American	21.7%	7.4%	13.3%	10.0%	20.0%
Hispanic/Latinx	11.2%	14.4%	12.8%	12.7%	9.8%
Mulitple Races	22.0%	12.1%	9.7%	15.4%	26.7%
Native Hawaiian/Pacific Islander	50.0%	0.0%	0.0%	0.0%	0.0%

KPM 1.3

ASSURE EQUITY IN OUTCOMES FOR STUDENTS FROM UNDERREPRESENTED GROUPS, AS COMPARED TO OVERALL STUDENT OUTCOMES BY TWO PERCENTAGE POINTS ANNUALLY.



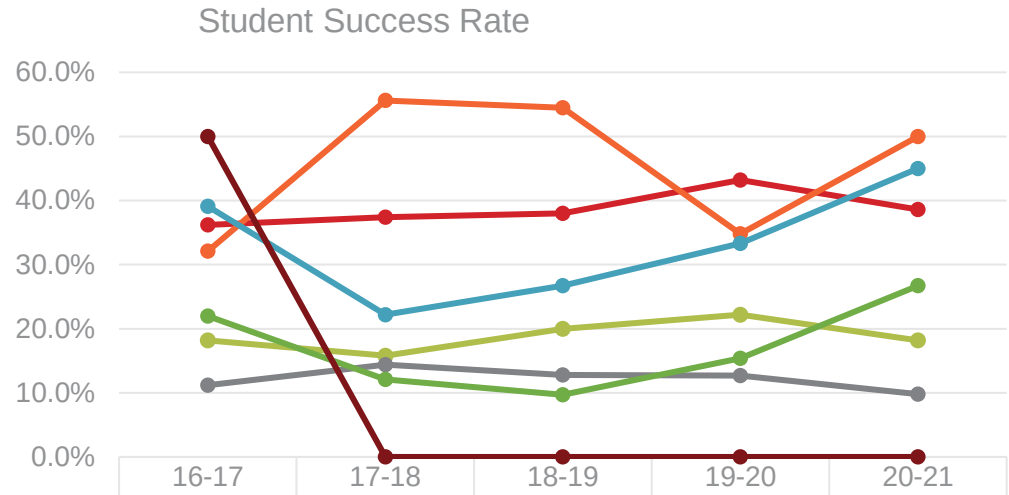
	16-17	17-18	18-19	19-20	20-21
All Students	36.2%	37.4%	38.0%	43.2%	38.6%
Students of Color	29.6%	30.7%	31.4%	32.9%	32.3%
First Generation	32.8%	32.9%	34.6%	37.5%	35.9%
Pell Eligible	26.9%	28.4%	27.5%	28.7%	27.9%

LEADING INDICATORS

Leading Indicator Goals	2017	2018	2019	2020	2021	R/E GAP	FG GAP	2025 Goal
Completion of gateway English in the first year	37.4%	37.6%	35.3%			+0.4% (35.7%)	0.0% (35.3%)	
Completion of gateway math in the first year	11.7%	15.5%	15.6%			-0.5% (15.1%)	-0.7% (14.9%)	
Average credit accumulation in the first year	21.1	26.8	25.2			-2.3 (22.9)	-0.2 (24.4)	
Students with precipitous GPA decline from 1ST to 2ND semester	3.1%	4.4%	4.0%			+1.4% (5.4%)	-0.1% (3.9%)	
Course completion rate	82.2%	82.7%	83.6%	83.2%	83.5%	-4.5% (79.0%)	-3.1% (80.4%)	
Students enrolled at census but with no earned credit	13.4%	12.5%	11.8%	10.7%		+3.7% (14.4%)	+1.0% (12.8%)	
Completion of a student success course	1.6%	0.1%	1.3%	N/A		N/A	N/A	

KPM 1.3

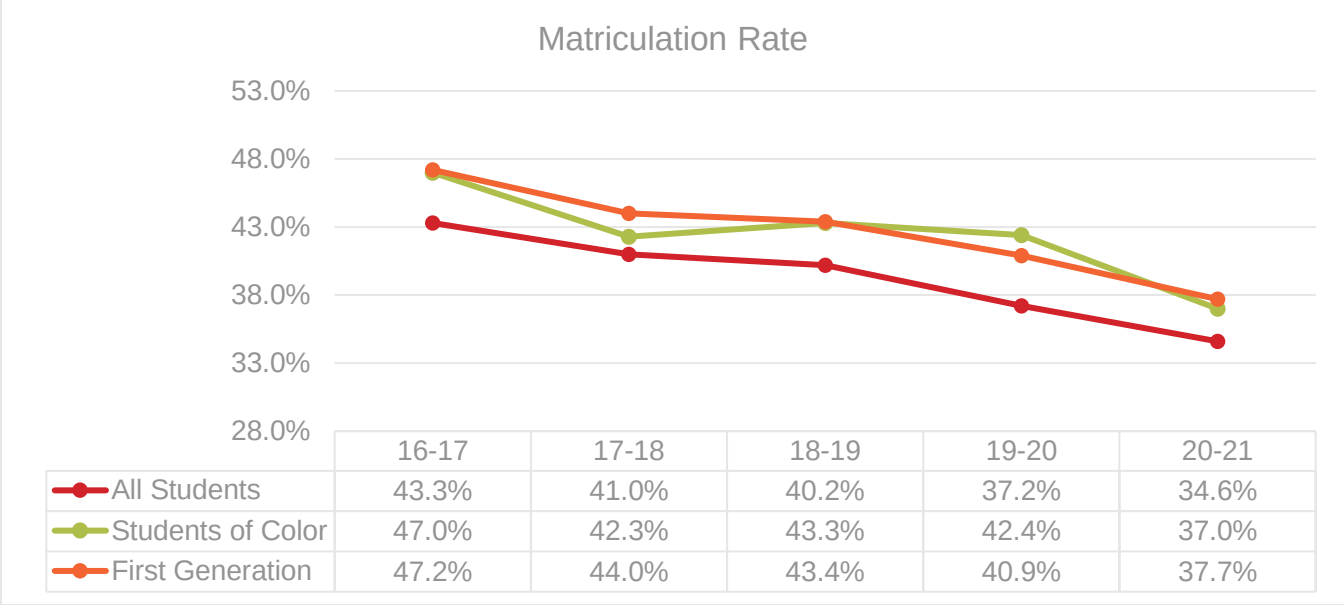
ASSURE EQUITY IN OUTCOMES FOR STUDENTS FROM UNDERREPRESENTED GROUPS, AS COMPARED TO OVERALL STUDENT OUTCOMES BY TWO PERCENTAGE POINTS ANNUALLY.



	16-17	17-18	18-19	19-20	20-21
All Students	36.2%	37.4%	38.0%	43.2%	38.6%
American Indian/Alaskan Native	18.2%	15.8%	20.0%	22.2%	18.2%
Asian	32.1%	55.6%	54.5%	34.8%	50.0%
Black/African American	39.1%	22.2%	26.7%	33.3%	45.0%
Hispanic/Latinx	11.2%	14.4%	12.8%	12.7%	9.8%
Mulitple Races	22.0%	12.1%	9.7%	15.4%	26.7%
Native Hawaiian/Pacific Islander	50.0%	0.0%	0.0%	0.0%	0.0%

KPM 3.1

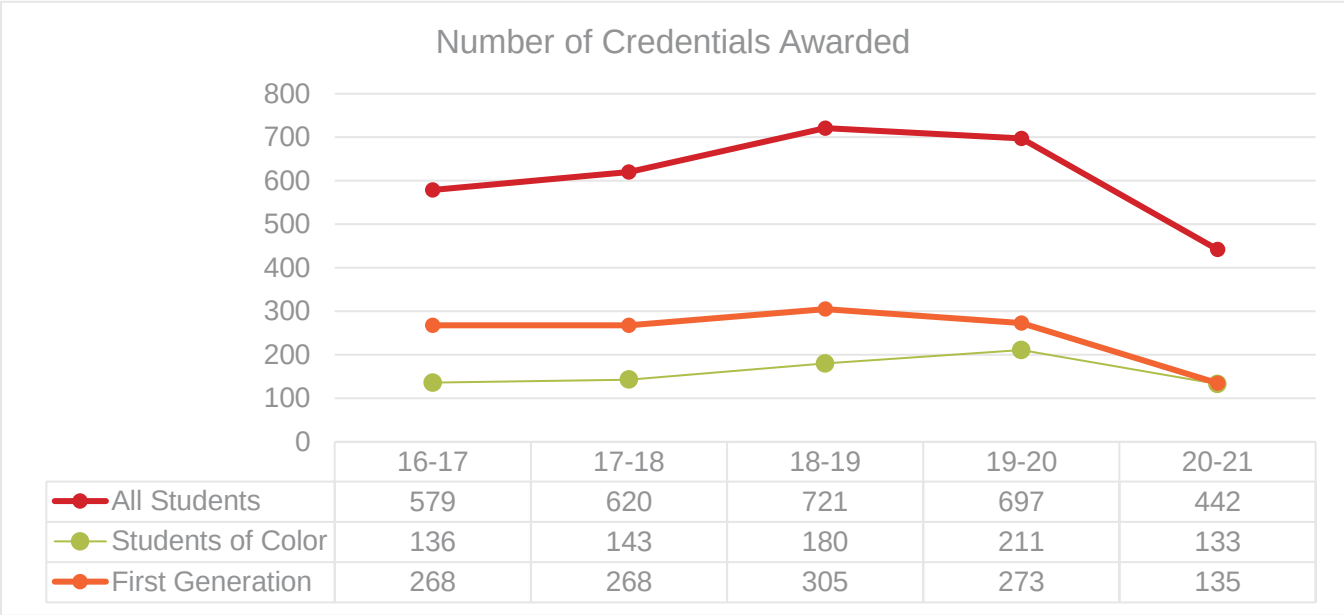
INCREASE MATRICULATION OF CONCURRENT ENROLLMENT STUDENTS TO A CCCS INSTITUTION WITHIN 4 YEARS OF HIGH SCHOOL GRADUATION BY 1% EACH YEAR THROUGH FY2025.



	16-17	17-18	18-19	19-20	20-21
All Students	43.3%	41.0%	40.2%	37.2%	34.6%
Students of Color	47.0%	42.3%	43.3%	42.4%	37.0%
First Generation	47.2%	44.0%	43.4%	40.9%	37.7%

KPM 3.1

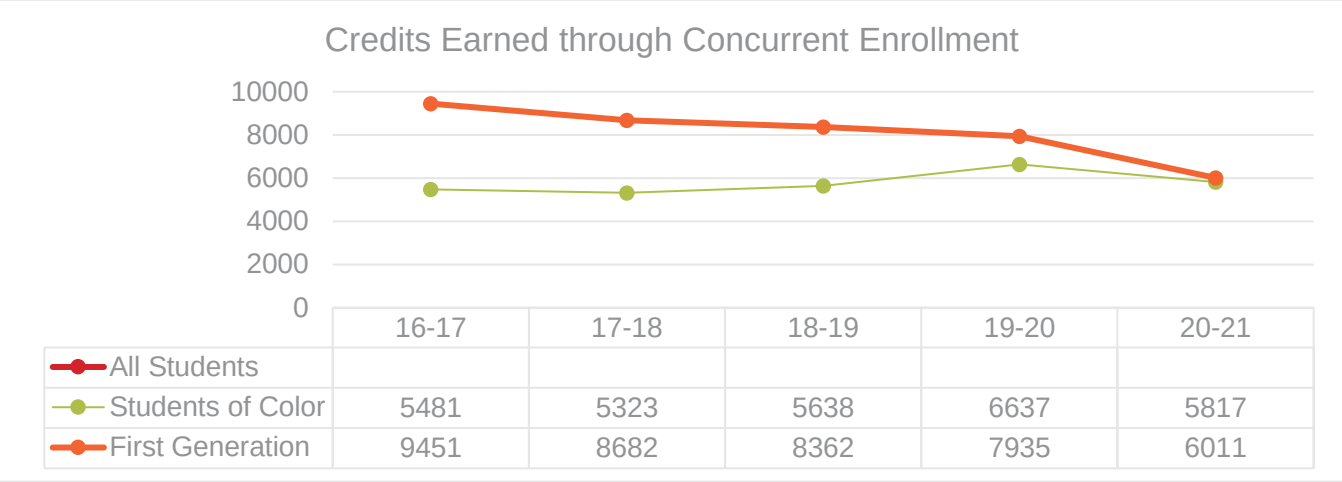
INCREASE CCCS COLLEGE CREDENTIALS AWARDED TO CONCURRENT ENROLLMENT STUDENTS BY 1% EACH YEAR THROUGH FY2025.



	16-17	17-18	18-19	19-20	20-21
All Students	579	620	721	697	442
Students of Color	136	143	180	211	133
First Generation	268	268	305	273	135

KPM 3.1

INCREASE SUCCESSFUL CREDIT COMPLETION THROUGH CONCURRENT ENROLLMENT BY 1% EACH YEAR THROUGH FY2025.



	16-17	17-18	18-19	19-20	20-21
All Students					
Students of Color	5481	5323	5638	6637	5817
First Generation	9451	8682	8362	7935	6011

Appendix C: YEAR 1 TACTICAL PLAN (2022 – 2023)

Strategy	Tactic	Accountability	Timeline/Due Date	Target(s)	Status/Outcome(s)_
1.1	Develop annual data set to provide to each program which will support planning efforts as well as program improvement opportunities	Lead: SEM Data & Reporting Team Lead • Executive Director of Planning, Analytics, and Effectiveness • Academic Affairs Deans • Dean of Enrollment Management • SEM Data & Reporting Team	• Proposed data points determined in summer 2022 • Faculty input on data points collected in fall 2022 • First run of data dissemination in spring 2023 • Feedback collected from faculty in spring 2023	Pilot data sets will be provided to departments/academic programs in spring 2023. 85% positive feedback from faculty on the utility of data provided & attempts are made to address feedback	
1.1	Assign a team at the college to track national trends in post-pandemic teaching modalities, and charge them to report back to appropriate committees and leadership on trends	Lead: College President • Team members TBD	• Early Fall 2022: identify team to track trends and charge them with providing appropriate and actionable research • Early Spring 2023: Team provides update on trends to the Executive Leadership Team and invitees • End of spring 2024: Team provides final report with existing and recommended investments in technology, infrastructure, and professional development	TBD: Targets to be set by research team after reviewing trends and collecting data on current practices. Targets for 24-25 will be established by the end of spring term 2023.	
1.2	Identify challenges to staffing and develop strategies to increase efficiency, timeliness, and diversity of hiring.	Lead: ED Human Resources • TBD	TBD	Expectations for process steps are outlined, including standard time to completion.	

Strategy	Tactic	Accountability	Timeline/Due Date	Target(s)	Status/Outcome(s)_
1.2	Utilize multiple channels to imbue a sense of ownership and ambassadorship for the college within our community of faculty and staff.	Lead: Dean of Enrollment Management • Marketing & Communications • Executive Leadership Team	• Include information in enrollment updates and open forums on employee engagement in recruitment efforts • Create "Faces of RRCC" videos to use for recruitment and marketing purposes	CCCS Employee Climate Survey Data will show a 4% increase in the strongly agree/agree category for the question: I am proud to say that I am an employee of my institution (2021 = 78.2%). A collection of videos will be established (>5) which can be used for a variety of marketing purposes.	
2.1	Fully engage with data and knowledge sharing in the EAB Moonshot project to close equity gaps.	Lead: ED of Diversity, Equity, and Inclusion • Executive Leadership Team • ED of Planning, Analytics, and Effectiveness • Dean of Enrollment Management • Dean of Students • Deans of Academic Affairs • Director of Financial Aid	Summer 2022: Onboarding meeting with EAB Moonshot representatives; develop timeline for year one of activities Fall 2022: Share timeline and form/recruit appropriate task forces to complete our data and knowledge sharing	TBD after initial meeting with EAB.	

Strategy	Tactic	Accountability	Timeline/Due Date	Target(s)	Status/Outcome(s)_
2.1	Identify courses with large equity gaps in completion and recruit faculty teaching those courses to participate in development around inclusive teaching and equity in the classroom	Lead: ED of DEI • ED of PAE • Inclusive Teaching Council • Teaching and Learning Center • Deans in Academic Affairs	Summer 2022: Begin reviewing data on course pass rates; identify areas of focus Fall 2022: Work with Deans in Academic Affairs to determine how to approach faculty with development opportunities; recruit faculty Spring 2023: Identified faculty will complete professional development around inclusive teaching and classroom equity	Reduce equity gaps by X% in targeted courses year-over-year.	
2.2	Develop schedule of outreach to recapture students who have stopped out, prioritized to meet our equity goals.	Lead: Dean of Enrollment Management • Dean of Students • EAB Navigate Team • Mass Communication Council • Retention Council • ED of Diversity, Equity, and Inclusion	Create schedule prior to fall 2022 of data pulls and outreach to complete at key points during the academic year.	Increase re-admit student population by XX students per year.	
2.4	Conduct a thorough review of data for transfers to at least one 4-year institution and connect with their team on strategies for improvement.	Lead: Dean of Enrollment Management • Executive Director of Planning, Analytics, and Effectiveness • Director of Advising • AVP of Academic Affairs	Summer 2022: Identify which institution to review Fall 2022: Review and Analyze Data Fall 2022: Meet with partner institution to discuss strategies.	Set target after first institution is identified based on our current transfer rate.	

Strategy	Tactic	Accountability	Timeline/Due Date	Target(s)	Status/Outcome(s)_
3.4	Identify activities occurring at the college which contribute to retention and review data on student success for these students at RRCC; Increase student participation in these activities	Lead: SEM Retention Council Lead • Dean of Students • Retention Council • Co-Curricular Council • TRiO Director • Campus Life Director • FYE Coordinator • SRC Director • Director of Marketing	• Collect data and write report on existing activities which support retention at RRCC in fall 2022 • Propose new activities which could contribute to retention in spring 2023 • Implement mechanism to track student participation in activities which support retention	Establish baseline for student participation in activities with positive retention impacts by the end of AY22-23 Develop targeted recruitment actions (marketing and incentives) for high-retention activities	
3.5	Identify potential pathways to sustainability for emergency funds for students (mirroring those available during the pandemic)	Lead: Executive Director of Institutional Advancement and/or Director of Financial Aid • Director of Financial Aid • College President • Housing and Food Insecurity Council Representative • Dean of Students • ED of PAE • SEM Data & Reporting Team Lead	• Fall 2022: collect data on student financial need and disseminated funds for the past five years, along with retention data and analyze for correlations; share results at quarterly SEM meeting	Establish a fund with at least $XX annually available to disburse to students in immediate financial need.	
4.1	Recruit and re-enroll students and support them in order to meet our goals for the COSI Finish What You Started (FWYS) Grant	Lead: Director of Advising	• Spring 2022: Hire advisor for FWYS program and begin recruiting students	240 students in the will enroll in the FWYS program. 55% (143) of FWYS students will be retained fall-to-fall. 30% (78) of FWYS students will earn a credential within 4 years.	

Strategy	Tactic	Accountability	Timeline/Due Date	Target(s)	Status/Outcome(s)_
4.1 & 1.3	Apply for CCCS grants to support our efforts with adult learners.	Leads: Dean of Enrollment Management & Dean of Academic Affairs • Student Affairs Leadership Team • Academic Affairs Leadership Team • Business Services	Complete two grant applications prior to the June 2022 deadline.	Secure $40,000 for hybrid technology upgrades and $40,000 for extended evening and weekend hours in Student Affairs.	
4.1	Create and facilitate professional development opportunities around andragogy and serving adult learners	Leads: Teaching and Learning Center Coordinator • ED of DEI • Inclusive Teaching Council	Fall 2022: Determine needs for professional develop in regards to adult learners Spring: pilot development opportunity(ies) with faculty as determined by TLC and ITC	10 faculty will complete the pilot development opportunity	
4.2	Create a plan to encourage both concurrent enrollment and matriculation/ retention from high schools with high numbers of underserved students (students of color, low income students, and first-generation students)	Lead: AVP of Academic Affairs • Concurrent Enrollment Instructional Manager • Concurrent Enrollment Student Success Manager • ED of DEI • Dean of Enrollment Management • Director of Admissions • Director of Marketing	Summer 2022: Identify three high schools target in our service area. Fall 2022: Begin to build stronger relationships with target high schools Spring 2023: Visit target high schools to recruit potential students and encourage concurrent students to stay with us.	Increase recruitment from target high schools by 5%.	
4.3 & 4.4	Bring together stakeholders to map the current and future landscapes for non-credit/for-credit pathways and opportunities for alignment across the institution.	Lead: Dean of Workforce • Deans of Academic Affairs • Dean of Enrollment Management • ED of Advancement • Registrar (Associate Dean of Enrollment Management)	Summer 2022: Hire new Dean for Workforce Fall 2022: Identify steps to aligning our credit and non-credit pathways.	TBD	

Strategy	Tactic	Accountability	Timeline/Due Date	Target(s)	Status/Outcome(s)_
4.1 & 4.5	Identify one business in our community to work with to develop a targeted program, and through this partnership develop our process for business-responsive program development and enrollment	Lead: Dean of Enrollment Management • Dean of Workforce • Associate Dean of Enrollment Management/Registrar • Director of Admissions • AVP of Academic Affairs • Academic Deans, and particularly Dean(s) over the selected programs for this pilot • VP of Administrative Services or designee	TBD – needs to be collaboration between AA and SA	TBD	