2017

Strategic Enrollment Management: Summary and Recommendations

Inver Hills Community College

Submitted on behalf of SEM Workgroup by Wendy Robinson
Inver Hills Community College
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Contents

Introduction

The creation of a strategic enrollment management (SEM) plan begins with taking a holistic and critical look at our existing recruitment, enrollment, and retention efforts in order to determine strategies that will stabilize our enrollment for the 2017-2020 academic years.

SEM planning began in September 2017 with the creation of a workgroup consisting of faculty, staff, and administrators. The SEM workgroup members were:

Name	Title
Wendy Robinson (chair)……………………………	VP, Student Affairs
Christina Royal (ex-officio) …………………………..	Provost/VP of Academic Affairs
Tarryl Clark……………………………………………..	Interim VP of Academic Affairs
Javier Salinas…………………………………………..	Admissions Advisor
Jenna Baumgard……………………………………….	Admissions Advisor
Libby Wicklund…………………………………………	Admissions Advisor
Shoua Madland…………………………………………..	Advisor
Patrick Jacobson-Schulte……………………………	CFO
Amanda Barklind………………………………………	Director of Academic Advising
Rob Harris………………………………………………	Counselor
LeAnne Schmidt………………………………………	Counselor
Angela Burns………………………………………….	Director of Marketing
Steve Strom……………………………………………	Dean of STEM & Social Sciences
Scott Klaehn…………………………………………..	Director of Enrollment Services/Registrar
Nathan Easler…………………………………………	Enrollment Management Analyst
Emily Dowdle………………………………………….	Financial Aid Officer
Scott Roelke……………………………………………	Director, Financial Aid
Angela Burns…………………………………………..	Director of Marketing and Communications
Emily Johnson…………………………………………	Director of Career Services
Don Cassidy……………………………………………	Faculty, Business
Anthony Collins………………………………………..	Faculty, English
Cheryl Redinger………………………………………	Faculty, Human Services
Barb Curchack…………………………………………	Faculty, Psychology
Wendy Marson…………………………………………	Director of Institutional Research
Mary Jo Gardner………………………………………	K-12 Partnership Coordinator
Rachel Marzahn………………………………………	Marketing
Zach Sullivan………………………………………….	Faculty, Political Science

The Process

The SEM workgroup began by first reviewing existing data regarding student enrollment and retention for IHCC, including recognizing that our headcount has decreased every fall since 2011, dropping from an unduplicated head count of 6095 (2011) to 4998 (2016)[1]. To understand this decrease in headcount, we first explored external factors that impact the available pool of prospective students. Some of the factors discussed in-depth include:

Demographic shifts:
- The average size of graduating classes at most of our top tier feeder high schools has been steadily decreasing since 2010. Most estimates indicate that the number of graduating high school seniors is increasing slowly but won't be at 2010 levels until 2022 or later.[2]
- The number of adults in the 25-44 age range in Dakota County has decreased 3% from 2010-2015.
- The number of adults in the 25-44 age range in Scott County has decreased 3.3%[3] from 2010-2015
- The populations of Dakota and Scott County are getting older, with state demographers anticipating that the number of Dakota County residents over the age of 65 will double from 2005 to 2030.

Higher education saturation:
- Minnesota has one of the most well-educated populations in the state, with almost 50% of adults having a college degree
- 30% of college going recent high school graduates will attend college out-of-state, resulting in a net loss of students even with in-coming non-Minnesota students
- 60% of students will attend college within 100 miles of home. There are 123 colleges and universities within 100 mile radius of Inver Hills
  - 31 public
  - 22 community colleges
- Inver Hills doesn't have distinct academic or program options that aren't also available at many of our peer institutions
- Given that the community colleges in the Twin Cities metro area all have comparable tuition levels, we don't have a competitive advantage in terms of cost.

Strong economy:
- Minnesota has a low unemployment rate of 4.0%
  - Dakota and Scott Counties both have unemployment rates less than 3.5%, which means that there are employment opportunities readily available for prospective students
- The poverty rate for our primary counties is less than both the state and national average at under 10%
  - Poverty rates are higher for populations of color, particularly Black and Latino/a residents

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[1] Source: Inver Hills Factbook
[2] Source: WICHE
[3] Source for Dakota and Scott County data: MN DEED Labor Market presentation, March 3, 2017

In addition to discussing our external challenges, we identified Inver Hills specific challenges, most notably a lack of name recognition among potential students in our target areas[4]. Simply stated, being a "best kept secret" isn't a viable branding or recruiting strategy. Additional institutional challenges include:

- IHCC students are predominantly part-time and our part-time students average six credits per semester. This is lower than many of our peers and represents a significant challenge to student retention. We rank 6 out 10 in the metro area for headcount to FYE ratio.
- 40% of IHCC students enter with previous college credit, which limits the amount of credit they need to take here.
- 30% of students attending New Student Orientation indicate that they do not intend to complete a degree at IHCC
- 22% of students attending New Student Orientation indicate that they are neutral or lacking in confidence that IHCC is the right school for them[5].
- We aren't fully saturated at our top feeder schools. Ideally we would be receiving 20% of the graduating class of our top schools, but most recent data indicates that we are only at the 20% threshold for one school (South Saint Paul High School).

School Name	Graduating class size (2015)	Number that enrolled at IHCC (2016 fall start)	Percentage	Average number of students per fall term from this school: 2005-2016
Eagan High School	480	43	8.90%	50
Rosemount High School	432	54	12.50%	55
Simley High School	204	34	16.60%	51
Park High School	402	51	12.60%	58
Farmington High School	397	26	6.50%	35
Hastings High School	330	44	13.30%	44
Eastview High School	414	17	4.10%	32
Henry Sibley High School	291	50	17.10%	45
Woodbury High School	422	12	2.80%	23
Apple Valley High School	348	19	5.40%	21
South Saint Paul High School	163	38	23.30%	37
East Ridge High School	401	18	4.40%	20 (six years data)
Lakeville South High School	439	7	1.50%	8
Burnsville High School	489	17	3.40%	20
School of Environmental Study	140	2	1.40%	11

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[4] Source: 2011 Claris Report
[5] Source for NSO data: 2016 survey conducted by Student Affairs, June-August

To develop a comprehensive SEM plan we also need to identify our institutional strengths and values. Our strengths and values include:

- Strong academic programs
- High degree of transferability of our credits for students who wish to earn an eventual bachelor's degree
- Attractive campus
- Robust student services, including services for veteran and military affiliated students, students with disabilities, and underrepresented students
- Open access philosophy that is welcoming of a diverse community of learners

With our strengths and challenges in mind, the SEM group spent several months exploring more than 25 potential strategies related to recruitment, enrollment, and/or retention. The following questions were used to determine if a particular strategy warranted serious consideration by the campus community:

- Is there research to support this idea?
- Would this require changes to existing IHCC policy or procedures?
- Would this likely require additional staff or faculty positions?
- Would this require curricular changes and/or changes to existing degree requirements?
- Does this make sense for our students, our campus, and our community?
- Would this make a large enough impact to justify investing time and resources to make it happen?
- Do these support the strategic performance metrics identified by the Minnesota State system office?

The SEM group also review existing recruitment and retention strategies, which include:

- Focusing recruitment efforts on tier one high schools and pulling back from tier two schools and early college recruitment (middle school-10th grade).
- On-going recruitment events including high school visits, college fair attendance, hosting campus visits and tours, high school counselor informational lunch, Open House, and participating in College Knowledge month
- Splitting one admission recruiter position to include Director of Diversity responsibilities and renewing the focus of this position to support the recruitment of underrepresented students.
- First time student advising initiative, which is a pro-active approach to get first time students to complete an academic planning appointment within their first semester.
- Classroom visits by request to share information on campus resources and registration
- Encouraging participation in the Add it Up and Tuition Match programs
- Faculty early alert program, which is not currently being fully utilized and may need to be revisited as a strategy.

While the SEM group determined which strategies to explore for Fall 2017 and beyond, the Student Affairs division implemented several short-term initiatives to have an impact on Summer 2017 and Fall 2017 enrollment. These ideas are listed below and were not included in the campus consultation process.

Summer and Fall 2017 Strategies

#1. Improve existing recruitment, financial aid, and enrollment communications

A communication review team has been working, and continues to work, on making substantial revisions to a variety of communications aimed at both prospective and current students. This group has looked critically at communications including:

- the post-admissions welcome letters
- new student orientation invitations
- academic warning and suspension letters
- payment due letters
- admissions letters

These letters, and more, have been revised with the goal to make the letters more welcoming, clear, and conversational.

This group has also identified that there is a lack of positive communication to continuing students from the institution (continuing students are likely to hear from us only if they owe us money and/or are in academic warning or suspension status). To fill this gap, creation of a positive end of the semester letter to students in good standing is underway.

#2. Restructure New Student Orientation

New Student Orientation (NSO) is required for all new to IHCC students and is a critical transition moment where students move from being prospective students to being enrolled students. After surveying incoming students in Summer 2016, a workgroup was convened to create a new model for NSO that is designed to be more engaging, to solidify the student's choice of IHCC, and to do more to focus on the academic side of the IHCC experience. Changes to NSO include:

- Creation of a separate NSO track for students who already have earned college credit
- Implementation of break-out sessions to allow students to choose topics they are most interested in. Sessions include paying for college, student success and involvement, transfer planning, and information for adult learners
- Increased involvement of faculty, including the creation of a short video featuring student success tips from faculty, program information break-out sessions (nursing, business, and more), and a break-out session on what faculty expect from students
- Creation of the New Student Guide, designed to be a guide to both NSO and first semester success.

One additional change was to offer larger sessions (100 students per session capacity) in order for NSO to feel more dynamic and to give students a better sense of the community they are entering.

#3. Increase summer enrollment for continuing students

In order to increase summer enrollment for current students, the Student Affairs division engaged in a calling campaign, financial aid sent emails to students who still had financial aid available for the summer term, and the advising department sent personalized emails to students with suggestions of summer classes that would fulfill a degree requirement.

#4. Increase community exposure

In an effort to raise our community profile, IHCC has:

- Hosted an event sponsored by Trout Unlimited's education branch that brought over 500 5th-12th graders to campus (Spring 2017)
- Hosted Casa de Esperanza's Latin@ Youth Conference that targeted youth ages 11-18 (Spring 2017)
- Signed up for several summer community events, including: Westside Saint Paul Cinco de Mayo festival, Twin Cities Pride Festival, Rondo Days, and Rosemount Leprechaun Days.

Question to consider: Should these strategies continue for the future? Are they compatible/incompatible with any of the ideas identified for 2017-2020?

SEM Ideas for the Futures

The SEM group identified 12 strategies to share for campus consultation and consideration. These ideas were first researched, discussed, and debated within the SEM group prior to being shared with the campus community for additional feedback. It should be noted that while many of these ideas were supported by the majority of the SEM group, there were some ideas advanced to the campus consideration phase that the SEM group felt would require separate workgroups in the future to fully develop and implement.

An in-person gallery walk event was included in the IHCC annual research conference on April 20, 2017. As part of this event, students, faculty, and staff were invited to review strategy posters and to rate each idea as a "green" (I support this idea), "yellow" (I'm not sure, I have questions, or I don't understand it), or "red" (I don't support this idea or I don't think it would work). Those who attended the gallery walk were given the option to fill out a comment card[6] on each poster to tell us more about how they voted and why. Please note that not everyone who participated filled out a comment card, so the number comment card responses is lower than the overall number of responses. They were also given one gold star sticker that they could place on the poster that had the idea they were most excited about.

An electronic survey was created for those that were not able to attend the gallery walk and presented the same strategies with the same instructions. The survey was sent to faculty and staff.

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[6] See Appendix A for example of a comment card

Over 110 faculty and staff and approximately 20 students gave feedback on the following strategies:

Basic Concept	Recruitment	Retention	Target population	Faculty and Staff Response	Student response
#1 15 Credits as Full Time					
Students who attend part-time are at higher risk for stopping out and students who are minimally full time (12 credits) are still not on track to graduate in two years. This idea is to encourage part-time students to become full-time and full-time students to take 15 credits for fall and spring semesters		X	All students who are currently averaging less than 15 credits per semester	Yellow to Green	Red
#2 Branding for Adult Learners ("Inver Advantage for Adult Learners"					
IHCC has many advantages for adult (24+) students but are there ways to make information about being an adult learner easier to find and more appealing? Can we brand Inver as the most appealing, convenient, and valuable option for adult learners in the metro area?	X		Adult students	Green	Green
#3 Use of Predictive Analytics Model for Intrusive Advising Project					
Using a predictive analytics model already created by IHCC Institutional Research office, counseling & advising center would create a targeted intrusive advising plan for students in a designated band		X	To be determined, would target primarily new students within a certain band	Green	Green
#4 Mandatory First Year Experience Course					
Build on our existing OnCourse curriculum and make enrollment in a credit bearing first year experience course mandatory		X	New students, excluding PSEO and concurrent enrollment, with less than 24 transfer credits	Green	Yellow to Green
#5 Student Services in the Classroom Model					
This is a "light touch" intervention that uses existing staff and resources to help students connect to campus resources and provide just-in-time information about academic planning and student success.		X	Students in courses that are typically taken in the first year. Start with a pilot in LCOMM classes and expand to other identified courses from there.	Green	Green

Basic Concept	Recruitmen	Retention	Target population	Faculty and Staff Response	Student response
# 6 Increase Program/Major Specific Recruitment					
Create more robust admissions communications and recruitment plans designed to recruit students who express interest in particular academic programs or areas.	X		Adult learners, traditional age students, underrepresented students interested in selected academic interest areas	Green to Yellow	Green
#7 South of the River Center					
Invest more time, effort, and financial resources to grow the enrollment and presence of the South of the River Center.	X	X	Adult learners, students in Burnsville area	Red to Yellow	Red
# 8 Increase Underrepresented Student Enrollment					
Invest more time, effort, and financial resources to grow the enrollment of students in underrepresented populations (students of color, low income students, first generation students).	X		Underrepresented students	Green	Green
#9 Mandatory Program for Student on Academic Warning or Suspension					
Create an intervention plan for student on academic warning, including mandatory components like workshops or a credit bearing success course		X	Students failing to make good academic progress	Green to Yellow	Green to Yellow
#10 Increase the Number of Students Who Apply for Financial Aid					
Increase the number of prospective and enrolled students who have applied for financial aid	X	X	Prospective and current students without FAFSA on file who appear to be financial aid eligible	Green	Green
#11 Creation of Cohort Model for Adult AA Degree Students					
Explore the creation of a cohort model for adult students to improve retention and completion rate of adult students	X	X	Adult learners	Green to Yellow	Green to Yellow

Basic Concept	Recruitmen	Retention	Target population	Faculty and Staff Response	Student response
#12 Performance Based Scholarships/Grants					
Target a group of students (perhaps using predictive model or by first generation status) who are less likely to be retained and incentivize them to engage in positive college going behaviors.	X	X	To be determined. Students who are at increased risk of not persisting	Yellow	Green

Strategies: In Depth

Strategy #1: 15 Credits as Full-Time

Concept:
Most IHCC students are part-time and even our full-time students do not average enough credits per semester to finish an associate's degree in two years. Research suggests that the longer a student is in college, the less likely they are to finish.

Actions:
Our proposal would be to proactively encourage more students to be full-time and for those that are full-time to take 15 credits per semester. Activities to support this strategy would include a new marketing and communication plans, an advising approach that promotes full-time enrollment, and efforts to increase student awareness of financial aid options for full time students.

Assessment:
We would compare average credits completed per semester for full and part-time students and would seek to increase the average from 2016-2017 baseline.

Would this require changes to existing policy? No. This wouldn't be mandatory nor would it change our official definition of full-time

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? Not in the short term, but possibly more faculty if increased enrollment goals were realized

Campus Feedback:
- 20% of faculty/staff and 62% of students identified this as a "red" idea:
    - 4 people selected the option "Too difficult to implement"
    - 9 people selected the option "Not a good fit for our campus" :
    - 12 people selected the option "Not sure that this would help improve enrollment or retention"
    - 3 people selected the option "Other"

- 48% of faculty/staff and 31% of students identified this as a "yellow" idea
  - 2 people selected the option "I don't understand this concept or strategy"
  - 18 people selected the option "I need more information"
  - 12 people selected the option "I'm ambivalent about this idea"
  - 10 people selected the option "Not sure if there would be enough return on investment"
  - 11 people selected the option "Other"

- 32% of faculty/staff and 6% of students identified this as a "green" idea[7]
  - 5 people selected the option "I think this would be a great fit for our campus"
  - 17 people selected the option "The idea makes sense and seems like it would work"
  - 9 people selected the option "Would take work but would offer a good return on investment"
  - 14 people selected the option "Aligns with our mission and values"
  - 11 people selected the option "Other"
- 8% of faculty/staff identified this as the "gold star" idea

Comments:
The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into four main categories

- The idea is good in theory, but don't think students would or could take more credits
- I don't feel the idea is realistic financially for students
- There is research that supports the idea and the idea has merit.
- Those that don't believe that this would improve student success and retention

Strategy #2: Branding for Adult Learners ("Inver Advantage for Adult Learners")

Concept:
IHCC has many advantages for adult (24+) students but are there ways to make information about being an adult learner easier to find and more appealing? Can we brand Inver as the most appealing, convenient, and valuable option for adult learners in the metro area?

Actions:
This would be an effort to create a brand around what we are already doing by using marketing and website to highlight that adult students have access to: a dedicated advisor, a dedicated admissions recruiter, specialized orientation options, a robust Credit for Prior Learning program, and more. We would also consider working with the Foundation for a specialized scholarship for adult students.

Assessment:
Tracking traffic to website, compare enrollment rates of adult students to 2016-2017 baseline

Would this require changes to existing policy? No

Would this require changes to curriculum? No

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[7] There was a marked difference between the approval for this idea from the in-person gallery walk and the electronic survey for this strategy. Those who attended the gallery walk were more "red" compared to those that did the electronic survey (24% to 16%). Those that did the electronic survey were more "green" than the gallery walk participants (45% to 20%)

Would this require hiring additional staff or faculty? Not anticipated

Campus feedback:

4% of faculty/staff and 0% of students identified this as a "red" idea:

- o 3 people selected the option "Not sure that this would help improve enrollment or retention"
- o 3 people selected the option "Other"

- 16% of faculty/staff and 44% of students identified this as a "yellow" idea
  - o 6 people selected the option "I need more information"
  - o 5 people selected the option "I'm ambivalent about this idea"
  - o 7 people selected the option "Not sure if there would be enough return on investment"
  - o 7 people selected the option "Other"

- 80% of faculty/staff and 56% of students identified this as a "green" idea
  - o 30 people selected the option "I think this would be a great fit for our campus"
  - o 42 people selected the option "The idea makes sense and seems like it would work"
  - o 16 people selected the option "Would take work but would offer a good return on investment"
  - o 26 people selected the option "Aligns with our mission and values"
  - o 16 people selected the option "Other"
- 7% of faculty/staff identified this as the "gold star" idea

Comments:

The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into three main categories

- Bring back or revitalize ASAP
- Increase evening course options to support this idea
- Seems like a good alignment with Title III

Strategy #3: Use of Predictive Analytics Model for Intrusive Advising Project

Concept:

Using a predictive analytics model already created by IHCC Institutional Research office, counseling & advising center would create a targeted intrusive advising plan for students in a designated band

Actions:

Identify the band of students to target (those with a 30%-60% chance of being retained, for example). This would possibly replace current intrusive advising model that focuses on all first time college students. Advisors would be assigned specific students and would have designated check points throughout the first two semesters.

Assessment:

Retention of students in the targeted band

Would this require changes to existing policy? No

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? Not anticipated

Campus Feedback:

- 3% of faculty/staff and 0% of students identified this as a "red" idea:
  - 2people selected the option "Too expensive to implement"
  - 2 people selected the option "Other"

- 30% of faculty/staff and 6% of students identified this as a "yellow" idea
  - 2 people selected the option "I don't understand this idea"
  - 14 people selected the option "I need more information"
  - 2 people selected the option "I'm ambivalent about this idea"
  - 7 people selected the option "Not sure if there would be enough return on investment"
  - 11 people selected the option "Other"

- 68% of faculty/staff and 88% of students identified this as a "green" idea
  - 29 people selected the option "I think this would be a great fit for our campus"
  - 38 people selected the option "The idea makes sense and seems like it would work"
  - 19 people selected the option "Would take work but would offer a good return on investment"
  - 21 people selected the option "Aligns with our mission and values"
  - 14 people selected the option "Other":
- 6% of faculty/staff and 11% of students identified this as the "gold star" idea

Comments:

The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into four main categories:

- How do we decide who to target?
- Do we have enough advisors/counselors to implement?
- Need to have faculty engagement to make this work
- Would need to act within first few weeks of term to be meaningful

Strategy #4: Mandatory First Year Experience Course

Concept:

Inspired by the belief that students don't do optional, community colleges around the country are implementing a mandatory student success or first year experience class for new students (or target populations of students, e.g. students in the A.A. programs, for example). The idea that is that all students would benefit from an extended on-boarding experience and with prolonged contact with a concerned representative of the institution that can offer on-going support and referral to campus resources.

Action:

IHCC would explore expanding existing offerings of OnCourse or other student success course models. Implementation for this idea would be targeted for fall 2018 or spring 2019. This idea would involve significant collaboration between student affairs and academic affairs to implement.

Assessment:

Collaborate with IR to track variables such as GPA, credits attempted/completed, student success and retention for students who register for the class and compare to prior years data on similar measures. Compare with students who should have attempted the class but did not.

Would this require changes to existing policy? Possibly

Would this require changes to curriculum? Possibly

Would this require hiring additional staff or faculty? Possibly

Campus Feedback

- 8% of faculty/staff and 25% of students identified this as a "red" idea:
    - 4 people selected the option "Too expensive to implement"
    - 1 person selected the option "Too difficult to implement":
    - 4 people selected the option "Not a good fit for our campus"
    - 4 people selected the option "Not sure that this would help improve enrollment or retention"
    - 3 people selected the option "Other"

- 24.5% of faculty/staff and 44% of students identified this as a "yellow" idea
    - 2 people selected the option "I don't understand this concept or strategy"
    - 9 people selected the option "I need more information"
    - 5 people selected the option "I'm ambivalent about this idea"
    - 7 people selected the option "Not sure if there would be enough return on investment"
    - 8 people selected the option "Other"

- 67% of faculty/staff and 31% of students identified this as a "green" idea
    - 34 people selected the option "I think this would be a great fit for our campus"
    - 34 people selected the option "The idea makes sense and seems like it would work"
    - 27 people selected the option "Would take work but would offer a good return on investment"
    - 30 people selected the option "Aligns with our mission and values"
    - 11 people selected the option "Other"
- 23.5% of faculty/staff identified this as the "gold star" idea. **Note**: This strategy got the most gold stars from faculty/staff.

Comments:

The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into four main categories:

- Good idea for at-risk students, but do all students need it?
- This is a proven best practice, we should do it
- Needs to be part of the degree program
- Students, especially adults, wouldn't like it

Strategy #5: Student Services in the Classroom Model

Concept:
This is a "light touch" intervention that uses existing staff and resources to help students connect to campus resources and provide just-in-time information about academic planning and student success.

Action:
In this model, a student affairs staff is paired with an instructor for a particular class. During the course of the semester, the student affairs person visits the class 3-5 times for brief information sharing on timely topics and to provide referrals and action items to students (e.g. "Registration is next week, so here is how you look up the schedule of classes and if you need an advising appointment call XXXX…"). This could be piloted first with LCOMM courses with future expansion into other courses identified by academic and student affairs.

The student affairs staff member assigned to the class would also contact the students via email during the semester with additional information. Ideally students would feel that they have a "go to" person to help them navigate the college.

Assessment:
Would collaborate with IR to determine which variables could be used to compare outcomes from sections using the model with sections that do not.

Would this require changes to existing policy? No

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? No, but given that it would require an investment of time for advising/counseling staff, we'd have to prioritize this with other forms of intrusive advising such as the existing first-time student advising project.

Campus Feedback:
- 9% of faculty/staff and 0% of students identified this as a "red" idea:
    - 1 person selected the option "Too expensive to implement"
    - 1 person selected the option "Too difficult to implement"
    - 3 people selected the option "Not sure that this would help improve enrollment or retention"
    - 6 people selected the option "Other"

- 21% of faculty/staff and 33% of students identified this as a "yellow" idea
    - 1 person selected the option "I don't understand this concept or strategy"
    - 12 people selected the option "I need more information"
    - 5 people selected the option "I'm ambivalent about this idea"
    - 4 people selected the option "Not sure if there would be enough return on investment"
    - 4 people selected the option "Other"

- 70% of faculty/staff and 67% of students identified this as a "green" idea
    - 36 people selected the option "I think this would be a great fit for our campus"
    - 44 people selected the option "The idea makes sense and seems like it would work"
    - 28 people selected the option "Would take work but would offer a good return on investment"

o 23 people selected the option "Aligns with our mission and values"
o   14 people selected the option "Other"
- 21% of faculty/staff and 13% identified this as the "gold star" idea

Comments
The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into four main categories:

- Makes sense because students are a captive audience
- Would help build relationships between student affairs and academics
- Some faculty might not be interested and/or wanting to give up classroom time
- Not needed for all students/programs. Start with specific targeted classes.

Strategy #6: Increase Program/Major Specific Recruitment

Concept:
Create admissions communications plans designed to recruit students who express interest in particular academic programs or areas.

Action:
Communications plan would include letters from faculty (created by faculty, sent out by admissions), program specific recruitment events including class visits, and more, including targeted new student orientation programs. Could also focus on highlight transfer pathway areas.

Assessment:
Track the student engagement rate with communications, track enrollment in areas with targeted recruitment plans

Would this require changes to existing policy? No

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? No, but additional recruitment staff would expand what could be done in this area

Campus Feedback:
- 6% of faculty/staff and 0% of students identified this as a "red" idea:
  - 2 people selected the option "Not a good fit for our campus"
  - 4 people selected the option "Not sure that this would help improve enrollment or retention"
  - 4 people selected the option "Other"

- 36% of faculty/staff and 20% of students identified this as a "yellow" idea
  - 1 person selected the option "I don't understand this concept or strategy"
  - 21 people selected the option "I need more information"
  - 2 people selected the option "I'm ambivalent about this idea"
  - 15 people selected the option "Not sure if there would be enough return on investment"
  - 11 people selected the option "Other"

- 58% of faculty/staff and 80% of students identified this as a "green" idea

- o 18 people selected the option "I think this would be a great fit for our campus"
- o 31 people selected the option "The idea makes sense and seems like it would work"
- o 17 people selected the option "Would take work but would offer a good return on investment"
- o 12 people selected the option "Aligns with our mission and values"
- o 10 people selected the option "Other"
- 1% of faculty/staff and 13% of students identified this as the "gold star" idea

Comments:

The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into five main categories:

- Faculty aren't recruiters; this is too much work for faculty
- Students change their minds on majors a lot, so would this be effective?
- Good idea, everyone should be involved in recruitment
- Isn't this marketing and/or admissions job?
- Good idea, low cost and showcases great faculty work

Strategy #7: South of the River Center

Concept:

Invest more time, effort, and financial resources to grow the enrollment and presence of the South of the River Center.

Actions:

This could include exploring how to increase the daytime utilization of SOTR, including possibly with high school partners. Also look at course offerings and existing partnerships.

Assessment:

Track enrollment for courses and use of services at SOTR.

Would this require changes to existing policy? No

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? Perhaps in the future is student enrollment demanded it.

Campus Feedback:

- 43% of faculty/staff and 69% of students identified this as a "red" idea:
  - o 20 people selected the option "Too expensive to implement"
  - o 6 people selected the option "Too difficult to implement"
  - o 15 people selected the option Not a good fit for our campus
  - o 30 people selected the option "Not sure that this would help improve enrollment or retention"
  - o 10 people selected the option "Other"

- 41% of faculty/staff and 31% of students identified this as a "yellow" idea
  - o 1 person selected the option "I don't understand this concept or strategy"
  - o 24 people selected the option "I need more information"
  - o 5 people selected the option "I'm ambivalent about this idea"

- o 19 people selected the option "Not sure if there would be enough return on investment"
- o 4 people selected the option "Other"

- 16% of faculty/staff and 0% of students identified this as a "green" idea
  - o 3 people selected the option "I think this would be a great fit for our campus"
  - o 9 people selected the option "The idea makes sense and seems like it would work"
  - o 9 people selected the option "Would take work but would offer a good return on investment"
  - o 7 people selected the option "Aligns with our mission and values"
  - o 6 people selected the option "Other"
- 2% of faculty/staff identified this as the "gold star" idea

Comments:
The campus community also had the opportunity to make general comments on this strategy. The comments generally fell into four main categories

- Resources are scarce, this takes away from main campus resources
- What's the plan for SOTR? We don't know how it is doing or where it is going.
- What need does SOTR address? Why are we there now?
- We need to go "all-in" or stop doing it.

Strategy #8: Underrepresented Student Recruitment

Concept:
Invest more time, effort, and financial resources to grow the enrollment of students in underrepresented populations (students of color, low income students, first generation students).

Action:
Creation of more robust recruitment plan for these students. Expand recruitment into "tier two" high schools. Identify more ways to bring underrepresented students to campus, including those in grades 7-10. Explore how to use TRIO program strategies and model to serve more students to increase retention of students in these categories.

Assessment:
Enrollment and retention rates for underrepresented students compared to current benchmarks

Would this require changes to existing policy? No

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? No, but additional recruitment staff would be useful and/or need to determine how to best prioritize this effort with other recruitment efforts that target other populations (e.g. adult students, tier one high schools, etc.)

Campus Feedback:
- 5% of faculty/staff and 6% of students identified this as a "red" idea:
  - o 2 people selected the option "Too expensive to implement"
  - o 1 person selected the option "Too difficult to implement"
  - o 4 people selected the option "Not sure that this would help improve enrollment or retention"

- o 2 people selected the option "Other"

- 26% of faculty/staff and 0% of students identified this as a "yellow" idea
    - o 1 person selected the option "I don't understand this concept or strategy"
    - o 8 people selected the option "I need more information"
    - o 6 people selected the option "I'm ambivalent about this idea"
    - o 4 people selected the option "Not sure if there would be enough return on investment"
    - o 8 people selected the option "Other"

- 68% of faculty/staff and 94% of students identified this as a "green" idea
    - o 36 people selected the option "I think this would be a great fit for our campus"
    - o 28 people selected the option "The idea makes sense and seems like it would work"
    - o 22 people selected the option "Would take work but would offer a good return on investment"
    - o 38 people selected the option "Aligns with our mission and values"
    - o 10 people selected the option "Other"
- 10% of faculty/staff and 38% of students identified this as the "gold star" idea

Comments:
- We already do this but need more resources in admissions area to do more
- We need to have additional services to serve this population well, more TRIO like options
- Makes sense, this is the growing population in the state
- Need to do more to support retention of this population

Strategy #9: Mandatory Program for Student on Academic Warning or Suspension

Concept:
Students who are not in good academic standing need additional, intentional intervention

Action:
Students who don't meet SAP standards would have a hold placed on their account and be required to engage in a series of interventions that could range from success workshops for students on warning to a mandatory student success course for those that go on suspension and wish to appeal to be allowed to return. This idea recognizes that students who aren't making academic progress need to more intervention to change behaviors.

Assessment:
Track outcomes for students on warning or suspension and compare to 2016-2017 benchmarks. Success would be seeing a reduction in the number of students who move from Warning to Suspension/

Would this require changes to existing policy? Likely

Would this require changes to curriculum? Possible creation of specific course if that option was agreed upon.

Would this require hiring additional staff or faculty? Not anticipated

Campus Feedback
- 18% of faculty/staff and 6% of students identified this as a "red" idea:

- o 2 people selected the option "Too expensive to implement"
- o 3 people selected the option "Too difficult to implement"
- o 4 people selected the option "Not a good fit for our campus"
- o 11 people selected the option "Not sure that this would help improve enrollment or retention"
- o 10 people selected the option "Other"

- 40% of faculty/staff and 44% of students identified this as a "yellow" idea
  - o 1 person selected the option "I don't understand this concept or strategy"
  - o 25 people selected the option "I need more information"
  - o 4 people selected the option "I'm ambivalent about this idea"
  - o 5 people selected the option "Not sure if there would be enough return on investment"
  - o 5 people selected the option "Other"

- 42% of faculty/staff and 50% of students identified this as a "green" idea
  - o 12 people selected the option "I think this would be a great fit for our campus"
  - o 26 people selected the option "The idea makes sense and seems like it would work"
  - o 20 people selected the option "Would take work but would offer a good return on investment"
  - o 14 people selected the option "Aligns with our mission and values"
  - o 4 people selected the option "Other"
- 6% of faculty/staff and 0 of students% identified this as the "gold star" idea

Comments:
- Students would drop out rather than take the class; would drive students to our competition
- This is a barrier for students; would be shaming or discouraging
- We need to do more for this population of students; these students need more accountability

Strategy #10: Increase the Number of Students Who Apply for Financial Aid
Concept: There are many IHCC students who do not apply for financial aid. Those who are eligible but have not applied may be "leaving money on the table" and might be able to work fewer hours or to take more credits if they were accessing financial aid.

Action:
We would seek to increase the number of students who complete FAFSA through improved communications, creation of "how to" videos, and targeted efforts to adult learners.

Assessment:
Compare percentage of IHCC students who complete the FAFSA to 2016-17 benchmarks

Would this require changes to existing policy? No

Would this require changes to curriculum? No

Would this require hiring additional staff or faculty? Possibly additional financial aid staff if required

- 2% of faculty/staff and 0% of students identified this as a "red" idea:
  - o 1 person selected the response "Not sure that this would help improve enrollment or retention"
  - o 1 person selected the response "Other"

- 17% of faculty/staff and 12.5% of students identified this as a "yellow" idea
    - 5 people selected the option "I need more information"
    - 2 people selected the option "I'm ambivalent about this idea"
    - 4 people selected the option "Other"

- 81% of faculty/staff and 87.5% of students identified this as a "green" idea
    - 36 people selected the option "I think this would be a great fit for our campus"
    - 54 people selected the option "The idea makes sense and seems like it would work"
    - 28 people selected the option "Would take work but would offer a good return on investment"
    - 29 people selected the option "Aligns with our mission and values"
    - 10 people selected the option "Other"
- 2% of faculty/staff and 0 of students% identified this as the "gold star" idea

Comments:
- Make sure we don't encourage student to take on too much debt
- "No brainer"; something we should definitely be doing
- Need to have more financial aid staff; have financial aid staff more accessible to students; have a way for students to sit down with someone in financial aid for help

Strategy #11: Creation of Cohort Model for Adult AA Degree Students

Concept:
Explore the creation of a cohort model for adult students to improve retention and completion rate of adult students.

Action:
Explore ideas including how to package the AA degree into a four to six semester model which would feature block scheduling (possibly over 8 week terms and including some online courses) so that students would be have a predictable schedule (e.g. every Tues/Thursday night for six semesters) and would form connections with fellow students. This idea requires further discussion and a separate working group and would have a 2018-2019 implementation target date

Assessment:
Enrollment in cohort classes, success of students in the cohort classes.

Would this require changes to existing policy? Not anticipated

Would this require changes to curriculum? Possibly

Would this require hiring additional staff or faculty? Not anticipated unless increased enrollment demanded it.

Campus Feedback:
- 9% of faculty/staff and 20% of students identified this as a "red" idea:
    - 4 people selected the option "Too expensive to implement"
    - 3 people selected the option "Too difficult to implement"
    - 2 people selected the option Not a good fit for our campus

- - 5 people selected the option "Not sure that this would help improve enrollment or retention"
  - 5 people selected the option "Other"

- 43% of faculty/staff and 40% of students identified this as a "yellow" idea
  - 4 people selected the option "I don't understand this concept or strategy"
  - 27 people selected the option "I need more information"
  - 6 people selected the option "I'm ambivalent about this idea"
  - 13 people selected the option "Not sure if there would be enough return on investment"
  - 4 people selected the option "Other"

- 48% of faculty/staff and 40% of students identified this as a "green" idea
  - 18 people selected the option "I think this would be a great fit for our campus"
  - 25 people selected the option "The idea makes sense and seems like it would work"
  - 12 people selected the option "Would take work but would offer a good return on investment"
  - 11 people selected the option "Aligns with our mission and values"
  - 5 people selected the option "Other"
- 6% of faculty/staff and 0 of students% identified this as the "gold star" idea

Comments:
- Need to make sure we sell this so students will understand the value
- Works well for graduate programs
- Need to have better services (library, café, student services) for evening students if we do this
- We already have ASAP, just need to do more with that
- This is what we should be doing in Burnsville

Strategy #12: Performance Based Scholarships/Grants

Concept:
Target a group of students (perhaps using predictive model or by first generation status) who are less likely to be retained and incentivize them to engage in positive college going behaviors.

Actions:
Students would sign up for program at the start of first semester. Students would get small award for meeting specific milestones. For example: $50 for completing advising appointment within first month, $50 for registered for next semester during first two weeks of registration, $100 for completing first semester in good academic standing. Awards would be added up and applied to next semester tuition and fees.

Assessment:
Track academic standing, credits attempted/completed, GPA for students in program.

Would this require changes to existing policy? Not anticipated

Would this require changes to curriculum? Not anticipated

Would this require hiring additional staff or faculty? Not anticipated

Campus Feedback:

- 20% of faculty/staff and 7% of students identified this as a "red" idea:
  - 9 people selected the option "Too expensive to implement"
  - 7 people selected the option "Too difficult to implement"
  - 8 people selected the option Not a good fit for our campus
  - 8 people selected the option "Not sure that this would help improve enrollment or retention"
  - 4 people selected the option "Other"

- 42% of faculty/staff and 7% of students identified this as a "yellow" idea
  - 14 people selected the option "I need more information"
  - 7 people selected the option "I'm ambivalent about this idea"
  - 10 people selected the option "Not sure if there would be enough return on investment"
  - 8 people selected the option "Other"

- 38% of faculty/staff and 86% of students identified this as a "green" idea
  - 17 people selected the option "I think this would be a great fit for our campus"
  - 22 people selected the option "The idea makes sense and seems like it would work"
  - 14 people selected the option "Would take work but would offer a good return on investment"
  - 12 people selected the option "Aligns with our mission and values"
  - 10 people selected the option "Other": 10 votes
- 5% of faculty/staff and 33 of students% identified this as the "gold star" idea

Comments:

- Seems unfair to have this available to some students and not others
- Would costs be sustainable? What about our current funding challenges?
- Idea has proven success at other places; Money talks

Other Suggestions

As part of the campus comment period, member of the IHCC community shared the following ideas as alternate suggestions:

"It would be great to see a restructure of student services. More staff, review the front line processes we currently have in place. Figure out ways that we can better serve the students."

"Continue to open up communications between faculty, student services and students themselves. Students have great ideas that we can tap into. Hold a brainstorming session to capture suggestions. Be current with how other schools are retaining and recruiting students. Create a distinct brand for IHCC that will stand out in the marketplace."

"There are a lot of ideas on this survey / in the SEM strategic direction. A lot I can see as being viable or useful but there needs to be commitment. And some of them can work together vs. being listed separately. I.e. Adult learners + intrusive advising + Burnsville. All of those things work together, or could. Why aren't they listed as a succinct strategy? Listing them separately elicits competition wherein they could complement one another."

"Create and implement a solid professional marketing plan. This is long overdue."

"A reduction in the cost of credits each successive semester a student attends - your class cost less each semester you are here - that would be a great selling point for our campus!! each semester the price of credit drops about $10-20 "

"Mandatory training in use of D2L, online course enrollment and withdrawal system, etc."

"Community College = Save Money 4yr degree vs 2yr and 4yr It is less money every time with a 2 X 4 and can include 4 year students taking summer classes at a 2yr. Especially challenging courses - Anatomy, Calc, Public Speaking"

"A Business Development representative working with 4-year institutions who have articulation agreements with us, organizing corporate events on companies' locations (e.g.: Medtronic, 3 M, Target stores, etc.) can help us access the adult market who either want to be promoted or are in transition."

"Increase the recruitment staff. How about more supplemental instruction?"

"A better marketing program."

"Don't forget about the area private high schools. Developing a better image at schools like St. Croix Lutheran, Trinity, St. Thomas-Academy, Cretin-Durham, esp. for our specialty programs like EMT and nursing, is a good idea. Begin with guidance counselors at those schools and do not be put off. Many students and families are seeking options other than four year schools. Long term: Actively develop new academic tracks and programs in healthcare fields. Offer more CNA classes. Develop PTA and OTA programs."

"Being more proactive on social media, a lot of the younger kids check the college out online/google reviews/Facebook reviews, getting current students to do reviews on the college would benefit and easily promote our college. Many people now a days are personally choosing colleges based on other's experience and not necessarily for the types of degrees as there are other colleges that offer the degree but say has a better review."

Strategy Combinations

Given that we likely do not have the time, resources, or campus support to move ahead with all twelve strategies, it may be worthwhile to consider some combinations of strategies identified here that would also align well with existing efforts. Some possibilities for this include:

Adult Leaner Focus:
- Strategy #2 Branding for Adult Learners
- Strategy #5 Increase Program/Major Specific Recruitment
- Strategy #11 Creation of a Cohort Model for Adult AA Degree Students

Aligns with:

- Title III Grant
- ASAP Program, which could be reviewed and revitalized as a next stage to the SEM process

Retention Focus:

- Strategy #1 15 Credits as Fulltime
- Strategy #3 Use of Predictive Analytics Model for Intrusive Advising
- Strategy #4 Mandatory First Year Experience Course
- Strategy #5 Student Services in the Classroom (phased out as mandatory FYE is implemented)
- Strategy #12 Performance Based Scholarships/Grants

Aligns with:

- Early alert program which could be reviewed and revitalized as a next stage to the SEM process
- First time student intuitive, which could be reviewed and revitalized as a next stage to the SEM process

Combination of Recruitment and Retention Focused *Most Supported Ideas*

These are the ideas that were 70% "green" or higher for both current students and faculty and staff.

- Strategy #8: Underrepresented Student Recruitment
- Strategy #10: Increase the Number of Students Who Apply for Financial Aid
- Strategy #5: Student Services in the Classroom Model
- Strategy #3: Use of Predictive Analytics Model for Intrusive Advising Project

Aligns with:

- First time student advising efforts
- TRIO program

Underrepresented Student Focus

To effectively serve underrepresented students we would need to focus on both recruitment and retention.

- Strategy #8: Underrepresented Student Recruitment
- Strategy #4 Mandatory First Year Experience Course
- Strategy #1 15 Credits as Fulltime
- Strategy #10: Increase the Number of Students Who Apply for Financial Aid
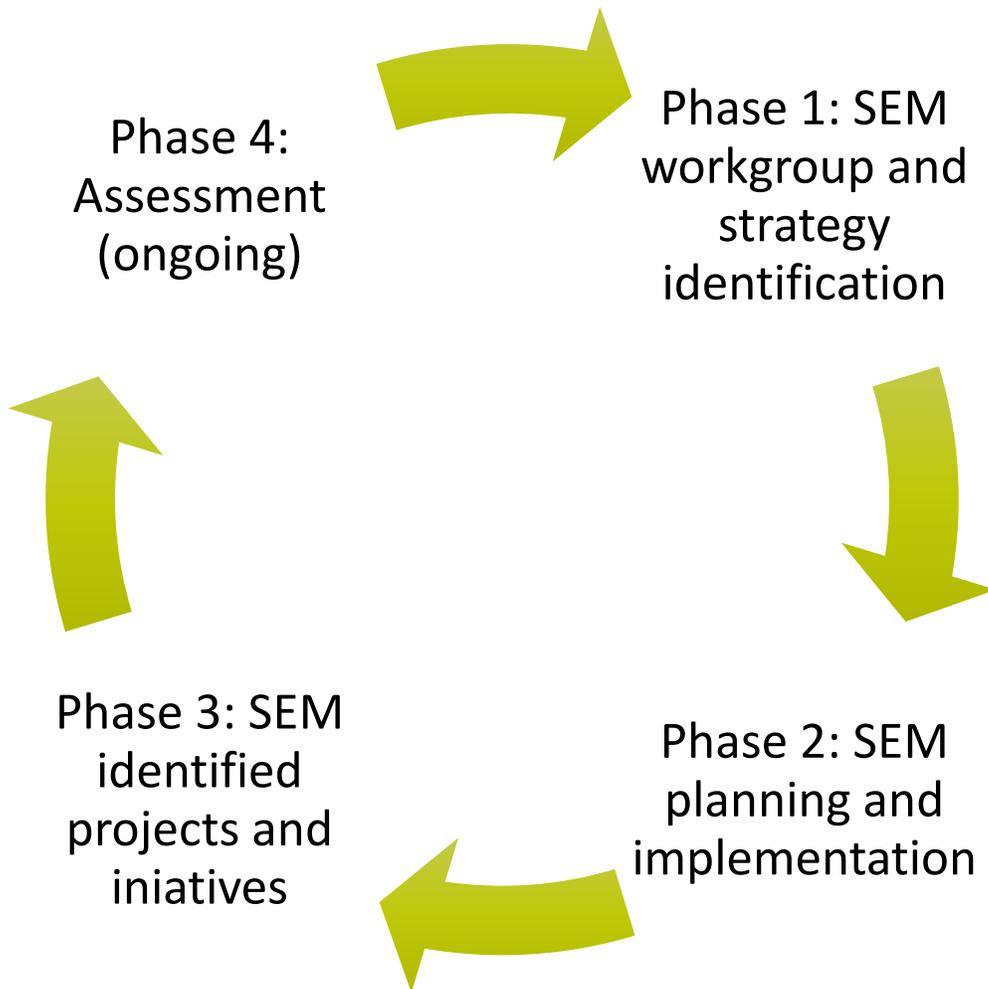- Strategy #12 Performance Based Scholarships/Grants

Aligns with:

- Diversity and equity work plan
- System strategic performance metrics

The clusters list above are examples and it may be beneficial for the leadership of IHCC to determine which specific mix of strategies will offer the best return on investment and what, if any, additional fiscal resources we want to dedicate toward SEM efforts.

Conclusion and Next Steps

The SEM process is designed to build upon our existing strengths and to stabilize our enrollment through intentional efforts in recruiting and retention. Planning and assessment are integral parts of the process and will require on-going oversight by an enrollment management workgroup. SEM plans must be reviewed and revised based on new data, ideally every three to four years.

Phase 4: Assessment (ongoing)

Phase 1: SEM workgroup and strategy identification

Phase 2: SEM planning and implementation

Phase 3: SEM identified projects and iniatives

This report represents the major work of the first phase.

The work of this phase will be concluded with the selection of strategies by IHCC administration. Phase 2 will begin in Summer 2017 with the creation of SEM planning teams and the creation of an assessment plan and implementation timeline. A follow up report, with initial assessment information, will be created in Spring 2018 to be shared with the campus community.

Appendix A

Strategy #1:
15 Credits as Full Time

Please answer the question based on the sticker you chose.

Please indicate why you used a red sticker (select all that apply):

☐ Too expensive to implement
☐ Too difficult to implement
☐ Not a good fit for our campus
☐ Not sure that this would help improve enrollment or retention
☐ Other: Please describe _____

Please indicate why you used a yellow sticker (select all that apply):

☐ I don't understand this concept or strategy
☐ I need more information
☐ I'm ambivalent about this idea
☐ Not sure if there would be enough return on investment
☐ Other: please describe _____

Please indicate why you used a green sticker (select all that apply):

☐ I think this would be a great fit for our campus
☐ The idea makes sense and seems like it would work
☐ Would take work but would offer a good return on investment
☐ Aligns with our mission and values
☐ Other: please describe _____