# Title of Document:

Recruitment, Enrollment, and Retention Plan

# Date(s):

2020-2024

# Department:

Student Success

# Description:

This plan outlines recruitment goals and projections as well as retention efforts and strategies.

# RED LAKE NATION COLLEGE

## Recruitment, Enrollment, and Retention Plan

## 2020 to 2024

*Revised: December 3, 2019*

# Purpose Statement

Red Lake Nation Colleges' aim is to make data-informed and data-driven decisions and to use historical information to help drive the future enrollment strategies of the college.

# Objectives

**The Recruitment and Retention Plan approach is built upon three key objectives:**

**To establish clear and realistic goals:**
The Student Success division will work as a team to optimize enrollment and admissions to start each year with goals that are attainable. It is important to look at both new student recruitment and improvements in student retention to help achieve enrollment level goals.

**To develop innovative strategies to reach each goal:**
Student Success must develop activities to assist the college to reach overall enrollment and retention objectives. Evaluations are conducted to determine whether or not a co-curricular activity is helpful. Outreach efforts should occasionally be updated to reflect the changing needs and goals of RLNC.

**To put Red Lake Nation College recruitment/retention strategies into a written action plan:**
This plan's aim is to establish clearly identified recruitment/retention goals. The annual work plan is the Student Success team's daily operations guide. RLNC Student Success will also utilize the "Achieving the Dream" Student Success action plan 2018-2021.

# Student Success Mission

To provide each student with support and encouragement through a variety of services, guided by the Red Lake Nation College mission, vision, and values.

## Foundational Theories

# Unconditional Positive Regard

"Unconditional Positive Regard" (UPR)  is the practice of showing complete support and acceptance of students regardless of what they say or do. Much like we all show UPR to our children when they  make mistakes, and we do not judge them but we forgive them, show them UPR, and show them love. It involves building relationships through trust, rapport and strong listening skills, without any pre-judgement.

# Intrusive Advising

The practice of proactively identifying potential issues or obstacles of each student and then working with them to address these concerns before they can have a negative impact on the student's academic performance. Students work with advisors through the admissions process to identify these concerns and build connections and relationships.

# Recruitment Initiatives for 2020-2024 Academic Years

Strive to achieve the number of students for enrollment levels.  Each semester, a specific recruitment and enrollment goal will be set amongst staff and administration of RLNC that is based on demographic research and survey data.

| | Year | Total Headcount | Full-time Degree Seeking | Part-time Degree Seeking | ISC annual | PSEO Headcount | Non-Beneficary Headcount |
|---|---|---|---|---|---|---|---|
| **Target** | | **12% per annual** | **70% (12cr)** | **30% (6cr)** | **Projections** | **25% (3cr)** | **10%** |
| Actual | 18-19 | **181 | 98 | 42 | 215 | 20 | 4.7 |
| f o r e c a s t e d | 19-20 | 202 | 141 | 61 | 343 | 30 | 10 |
| | 20-21 | 226 | 158 | 68 | 384 | 44 | 15 |
| | 21-22 | 253 | 177 | 76 | 430 | 56 | 18 |
| | 22-23 | 283 | 198 | 85 | 481 | 67 | 22 |
| | 23-24 | 316 | 221 | 95 | 537 | 78 | 27 |

**RLNC Five Year Projections - by funding type**

| | |
|---|---|
| | BIE/ISC Indian Student Count |
| | MN Post Secondary Student |
| | MN Non-Beneficary Count (not tribally enrolled) |

The above chart shows projections for Red Lake Nation College to represent disaggregate enrollment goals for a five year period. Student enrollment targets are characterized by a goal percentage as well as determined by potential funding calculations for either FTE or ISC based on total credit counts.

- Chart increases student enrollment by 12% to 5% by student funding type, per academic year
- ISC projections are defined by the avg. of 12 credits for full-time degree seeking students and 6 credits part-time degree seeking
- PSEO typically avg. 3 credits per academic term

**Goal 2:  Use and manage student contact forms in Populi for daily follow-up and report on these contacts weekly.  Contact at least 7 students per day via phone, texts, email, Facebook or in person at Red Lake High school and other local area schools. Contacts will include tribal programs and government center employees.**

The Director of Recruitment and Outreach will provide a weekly report every Friday by 5pm to their supervisor, of their follow through on the spreadsheet and results via a weekly running total of recruitment and enrollment for the upcoming semester:  An example of this report is provided below:

**Recruitment and Enrollment Report for Spring Semester 2019  (Report Example below)**

| Report Date: | | | | |
|---|---|---|---|---|
| **Potential Student** | **Recruitment Date** | **Date Contacted** | **Notes** | **Registration Date** |

| | | | | |
|---|---|---|---|---|
| John Doe | 3/24/19 | 2/25/19<br>3/21/19<br>3/22/19 | Student was contacted on three different occasions.  He still intends on enrolling for next fall semester but hasn't completed the paperwork yet.<br><br>Set up a meeting with the student and assist him in completing the admissions and financial aid paperwork. | |
| Jane Doe | 3/24/19 | 2/25/19<br>3/22/19 | Student was contacted on 2/25/19.  She has already completed all of the admissions paperwork and the FAFSA.  We have scheduled and appointment for her to come in and complete the COMPASS test and register for fall classes. | |
| Bill Smith | 3/27/19 | 3/27/19 | Bill came in on 3/27/1, completed all admissions and financial aid paperwork, completed the COMPASS test and registered for fall term as a student.<br><br>Make sure to follow up with him in May or June to make sure he is aware of when to register for his specific fall classes. | 3/27/19 |

**Goal 3: Develop a monthly schedule of visits, with a minimum of four visits to various schools and/or campus visits every month.**

The Director of Recruitment and Outreach will contact local area high schools to schedule visits.  Area schools of interest will include:

1. Red Lake High School
2. Bemidji High School
3. Blackduck High School
4. Kelliher High School
5. Northome High School
6. Clearbrook High School
7. Bagley High School
8. Trek North Charter High School
9. Voyagers Charter High School
10. New Beginnings GED Program
11. Red Lake High School GED Program

Develop professional relationships with each school's key counselor staff members and Indian Education school staff.  Provide them with the proper information and presentations to their groups and scholarship committees so that they can provide this information to students.  Inform them of the quality of education, costs savings, transferability of credits and the new campus.

Focus on lunchroom meeting locations in common spaces rather than out of the way private rooms. Arrange visits where you can meet with maximum numbers of students rather than small, limited groups. Increase contact access through electronic and social media.  Emphasize quality of education, cost savings and transferability of credits.  Provide notification flyers to each school at least three weeks ahead of your visit and follow up to make sure your flyers are posted.  Ask for school announcements too.

**Goal 4: Develop a calendar of yearly events and college fairs to attend regularly.**

The Director of Recruitment and Outreach will create a file to include events attended and contact information for the event. Follow up to inquire about the opportunity to participate in the event will happen annually.  This will include college fairs and all other large educational recruitment gatherings or large social events where you can meet and provide RLNC information.

**Goal 6: Develop and maintain a Social Media presence and regular update to Website Information.**

The Director of Recruitment and Outreach will utilize several different platforms to extend the outreach to students. RLNC will also use the tools within Populi and CANVAS as well as the website and Facebook.  New tools should also be explored due to the new social distancing environment that is likely here to stay.

**Goal 7: Continue to expand Postsecondary Education Option (PSEO) Program by reaching out to additional high schools and identifying their needs.**

The Director of Recruitment and Outreach will discuss postsecondary education options with all surrounding high schools within our 60-mile radius and work with the VP of Operations & Academic Affairs to offer courses at the high schools, through virtual learning, and/or at the RLNC campus.

**Goal 8: Recruit and attract achievement based students from area high schools with Presidential and Achievement Scholarships provided by institutional RLNC resources.**

Target college bound students with a GPA of 3.0 and higher.

# Retention Initiatives for 2020-2024 Academic Years

**Initiative 1:** Increase current retention rate (37%) to 45% and persistence rate (57%) to 85% within this four-year period.

> Strategy 1: Provide a fall orientation for all registered students with a 70% attendance rate.

> Strategy 2: Implementing at least one additional campus group/leadership opportunity per year.

> Strategy 3: Create teams/cohorts within classes so that students are more supportive of each other in being successful in their course work and degree completion.

> Strategy 4: Using intrusive advising, keep students engaged with their Success Mentors and RLNC events and co-curricular activities.

**Initiative 2:** Increase graduation rate by 2% each academic year.

> Strategy 1: Provide graduate luncheons during the spring semester to discuss graduation requirement, portfolio development and other life skill topics regarding life after college

> Strategy 2: Continue to provide a career/four-year degree exploration program and increase college/career placement visits by 2% per year.

**Initiative 3**: Decrease current withdrawal rates (33%) by 3% each academic year.

> Strategy 1: Continue to use, modify, and increase the use of the Academic Alert system (in Populi) to identify students who are struggling within the first week of class.

> Strategy 2: Increase provided services to at-risk students by implementing peer study groups that are monitored and supported by staff.

> Strategy 3: Continue to improve the range of campus accessibility services offered to students who qualify for such services.

> Strategy 4: Continue to provide academic progress monitoring after Week 1, Week 2, Week 4, and Midterm week

**Initiative 4:** Decrease current credit failure rates (15%) by 3% each academic year.

> Strategy 1: Continue to provide academic tutoring labs to those students needing extra assistance and increase usage by students by 2%.

> Strategy 2: Continue to provide and improve the Success Mentor Program and determine its effectiveness each semester by increasing the number of students providing feedback by 50%.

> Strategy 3: Continue to provide and improve Monday Gatherings twice a month that includes a variety of topics to help students be successful in college.

## RLNC target student Demographic Profile - 2020 TO 2024

- **It is projected that there will be a build up to an enrollment level of 316 potential FTE at the RLNC by the year 2024. This a 210% enrollment increase over seven years and with the addition of a new, $11.4M campus.**

- **Since we have an open enrollment policy at our college, we can accept any students who have at least a high school diploma or a GED.**

- According to the Applied Insights study in 2011, they performed on the Red Lake demographics, an average of 150 High School Graduate age students will graduate with a diploma or GED every year from the Red Lake Community.

- **Of this 150 total, we estimate that 75%, or 110 HS graduates will be produced from the Red Lake Community each year that will be considered the primary target market for the RLNC.**

- **We project to annually get 85 of these 110 potential students, or 77% of the available Red Lake Community Member high school students. As the only higher education option in the community and the only college within 50 miles, we feel this is highly likely to maintain a high percentage of the local students who have a high distance barrier to attend the next closest college that is about an hour drive, one way.**

- Our projections include any Post-Secondary Enrollment Option (PSEO) Program students, which would be a continuing student who would be likely to attend the RLNC.
- Plus, there is a large, non-traditional, potential student population of 2,000 people from the ages of 25 to 44. This large group of 2,000 potential students are people with diplomas or GED's who have never attended college.
- We estimate getting about 50 of these non-traditional students out of the 2,000 size group each year. By 2020, this group will total 2,250 people.
- Second year, returning students retention rates of traditional age high school students will be approximately 76% by the year 2020.

- **Listed here is the breakdown of the projections by student type for the fall 2021 RLNC enrollment class:**

| Fall 2021 Profile Class | Number | % of Enrollment |
|---|---|---|
| NEW HS Graduates from RL Community | 85 | 34% |
| Returning HS Graduates from RL Community | 65 | 26% |
| Non Traditional Age Students from RL Community | 50 | 20% |
| Natives within 60 miles of Red Lake or Off of Reserv. | 30 | 12% |
| Non-Native Students w/in 60 miles of Red Lake | 20 | 8% |
| **TOTAL** | **250(191)** | **100%** |

- Retention and Persistence rates will increase dramatically over the next five years as our group size increases and our student support structure is further established and improved.

- **Based on a gradual build up to this 250 enrollment in the fall of 2021, this are the projected enrollment and recruitment goals for 2019 to 2024:**

- In order to achieve a set, annual enrollment goals, we must recruit 1.3 X the number we plan to enroll since we will not be able to enroll everyone we recruit. Many will be no-shows for many reasons or students will select other schools.

- This relatively high 77% local success rate of recruiting is our estimate based on the fact that we have excellent higher educational offerings, an outstanding new campus facility, low cost educational programs and high distance barriers to the local community that prevents many from attending the next closest college, which is over an hour drive one way.

# Update Report: From December 3, 2019, for 2019

Here is an update report for the Recruitment and Enrollment Plan for 2019 and 2020.  Based on the projected recruitment and enrollment plan, there is a gap between the plan and actual numbers.  The gap can be best explained from two major discoveries from after the grand opening of our new campus in 2015.

First, we have a major lack of housing on the Red Lake reservation and that is having a bigger than expected impact on our recruitment and enrollment.  In 2015, we based some of our recruitment projections on Leech Lake Tribal College and their growth after their new campus was built.  Given both of our reservations are similar in size and populations, it seemed like a natural comparison.  However, the difference that was not apparent is that they are able to maintain a larger enrollment with a "commuter base of students."

We expected we would have this larger base of commuter students as well.  However, that larger commuter base of students has not panned for Red Lake the way it does for Leech Lake.  Since Leech Lake has larger local towns and areas with plentiful housing stocks such as Bemidji (only 12-15 minutes away) or Walker (only 20-25 minutes away), students can live off of the reservation and still be somewhat close.  This allows Leech Lake to recruit from a larger area and obtain more non-Native students as well.

Red Lake is more rural with a 35-45-minute commute to larger areas like Bemidji, so this tends to reduce our ability to recruit there and attract off reservation students, both Native and non-Native.  As a result of this lack of Red Lake housing to support our college, we proceeded with helping to address the housing issue by proposing a Student Housing facility that would contain 181 beds for students right next to the Red Lake Nation College.

This facility was planned over two years from 2018 and 2019 with input from the community, Tribe and students.  The result was a beautiful, four story facility that would cost approximately $11M.  The financing cost would be covered by an IRS, low income, housing tax credit program that would just require the Tribe to follow the rules of the program and do annual reporting.

The Tribe was the lead in the project with the college providing the main operational management, similar to the new campus financing and construction plans.  The architectural plans, designs and construction budgets, and IRS program application paperwork are generally completed and paid for.  The only hold up is a legal issue with the land next to the college.  Once the Tribal legal issues are complete, the project will continue. The student housing project is planned to continue in 2021 or 2022.

The second major impact to the gap in recruitment and enrollment is the lack of success we have had in obtaining non-Natives to attend RLNC.  To address this issue, we are intensifying our recruitment of surrounding high schools and also providing new, merit-based scholarships to higher qualified students so more students will make RLNC the first choice of college rather than as a second or third choice college.  Starting in the Fall of 2020, we will be offering our first ever Presidential ($4K) and Achievement Scholarships ($2K) to higher performing students.  Several of these merit-based scholarships will be targeted for Non-Native students from surrounding area high schools.

These two major issues of lack of local Red Lake housing and failure to recruit from surrounding areas within 60 miles, resulted in about 50 less RLNC students coming from surrounding areas within 60 miles, and approximately 30 fewer students from Red Lake High School each year.  Based on experience, we are finding many of these students coming right out of high school want full college experiences with dormitories and campus life opportunities.  The total of these reductions in 2019 projected to actual recruitment and enrollment is 80 students, or exactly the gap from recruitment projections (Total RLNC projected students of 240 in the Fall of 2019) to Actual enrollment in the Fall of 2019 of 160 students.

# Appendix 1 - Director of Recruitment and Outreach Job Description

**RED LAKE NATION COLLEGE**
**Position Description**

| | |
|---|---|
| **POSITION TITLE:** | **Director of Enrollment & Outreach – Full-Time** |
| **DEPARTMENT:** | **President** |
| **REPORTS TO:** | **President** |
| **CLASSIFICATION:** | **Non-Exempt** |
| **REVISED:** | **March 2020** |
| **DEADLINE:** | **Open until filled** |

**PRIMARY FUNCTIONS:** The purpose of this position is to effectively recruit new students, focus on recruiting high achievement students and to help successfully retain new and returning students.

**ACCOUNTABILITY:** The Recruitment & Retention Counselor reports directly to the President.

**ESSENTIAL RESPONSIBILITIES:** Essential responsibilities and duties may include, but are not limited to the following:

- Represent RLNC both on and off campus to prospective students, parents, secondary school counselors and other individuals or organizations involved in the college selection process.
- Focus on recruiting and filling RLNC scholarships for high achieving students.
- Build relationships with all high school counselors and scholarship committees to sell and promote RLNC scholarships and get high school applicants.
- Make presentations to high school students explaining the benefits of attending RLNC.
- Plan and implement recruitment activities for high schools, college fairs, community events, etc. Prepare a calendar of these activities and provide a copy to the President and coordinate with Student Success staff.

- Develop and maintain professional work relationships and positive, regular communication with Red Lake High School staff and all surrounding high school staff.
- Welcome prospective students by arranging and conducting campus tours, conducting follow-up activities such as contacting students via phone, email, or postcard.
- Maintain a recruitment log, including when, where, and outcome of contact made with prospective students. Provide a copy of this log to the President on a weekly basis.

- Provide semester reports of recruitment activities to ensure the college reaches its annual and semester recruiting goals. Provide a copy of this report to the President and share with the Student Success Department.
- Maintain a travel log, including when, where and outcome of recruitment efforts.
- Establish good, accurate student information files on all prospective students and become familiar with all prospective students.

- Refer students requiring additional assistance to the appropriate support service.
- Assist students in completing the FAFSA.
- Serve as a Success Mentor for a caseload of students and meet with them regularly to review their needs and progress.
- Collaboratively work with all staff to identify early, assist, and monitor RLNC "at risk" students who appear to be struggling academically or socially and intervene early.
- Assist the College in facilitating the resolution of faculty and student issues that require a thorough knowledge of at-risk students.
- Create an effective meeting and communication system to maintain contact with students, staff, and faculty members to help with student retention.
- Assist Student Success Counselors & Registrar with student admissions process as needed.
- Assist the Director of Student Success and Registrar by collecting data regarding enrollment and retention.
- Work closely with Administrative Team on mandatory higher education reporting.
- Other duties as assigned.

## EXPERIENCE/REQUIREMENTS:
- Knowledge of and commitment to the mission of RLNC.
- Knowledge of Anishinaabe culture and demonstrated ability to work with Native communities.
- Knowledge of technology used in educational programs and services.
- Excellent ability to communicate effectively verbally and in writing.
- Ability to work effectively with groups of diverse ages and educational backgrounds.
- Ability to effectively coordinate recruitment events.
- Ability to exhibit leadership in program and budget management and planning.
- Ability to work effectively as a team member of the RLNC.
- Ability to provide outstanding quality customer service and support to students, RLNC staff members and all community and college stakeholders.
- Be willing to continue your education and training.

- Administrative experience working with students in higher education is highly preferred.
- Must be a professional, positive, supportive, energetic and encouraging type of person to help motivate students to attend college and stay in school.
- Friendly, outgoing type of personality is required since this is a position that interacts intensely with the public both within and outside of the college.
- Must be able to develop trust and positive relationships with all students.

**EDUCATION/QUALIFICATIONS:**
- BA or BS degree required. Master's Degree is preferred.
- Red Lake Nation College graduate is preferred.
- Red Lake Tribal knowledge and history is preferred.
- Some experience in higher education as a student or staff is required.
- Administrative experience working with students in higher education is highly preferred.
- Must be professional, positive, supportive, energetic, and encouraging to help motivate students to attend college and stay in school.
- Friendly, outgoing personality is required since the position interacts intensely with the public both within and outside of the college.
- Must be able to develop trust and positive relationships with all students.

**LICENSES AND OTHER REQUIREMENTS:**
- Must pass a pre-employment criminal background check.
- Must pass a pre-employment drug and alcohol test.
- Possession of a valid MN driver's license.

This position follows our Red Lake Tribal Member and Indian Preference Policy.

**HOW TO APPLY:**
Please email an employment application, resume, unofficial graduate transcript and a short recruiting PowerPoint sample to Mandy Schram, Vice President of Operations and Academic Affairs, mandy.schram@ rlnc.education. Employment applications can be found at:
https://www.rlnc.education/employment-forms

# Appendix 2 - Co-Curricular Assessment Form

## Co-Curricular Assessment

Red Lake Nation College has defined "co-curricular programming" as extra-curricular activities, programs and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College. Co-curricular activities have department-specific objectives and are embedded within the academic course structure.

**Co-Curricular Programming**

*Red Lake Nation College has defined "co-curricular programming" as programs and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College. Co-curricular activities have department specific objectives and are embedded within the academic course structure.*

**01 IDENTITY**
Outcome: Participants will gain a better understanding of themselves as Anishinaabe people within the context of a global society.

**02 LEADERSHIP**
Outcome: Participants will demonstrate an understanding of group dynamics and effective teamwork.

**03 CULTURE**
Outcome: Participants will demonstrate Anishinaabe awareness and knowledge.

**04 CIVIC RESPONSIBILITY**
Outcome: Participants will assume a sense of civic responsibility and a commitment to public life.

**05 SUCCESS**
Outcome: Participants will develop and prepare for additional education and career opportunities.

**06 GLOBAL AWARENESS**
Outcome: Participants will gain a greater awareness of global and multicultural perspectives.

| Academics | Student Success | Continuing Education/Extension |
|---|---|---|
| **Civic Responsibility**<br>What is assessed?<br>Paritcipation in events that benefit the community? | **Leadership**<br>What is assessed?<br>Membership in Student Government and other student organizations | **Culture**<br>What is assessed?<br>Participation in events and workshops exploring Anishinaabe culture, art, and history. |
| **Global Awareness**<br>What is assessed?<br>Participant understanding of global and cultural perspectives. | **Success**<br>What is assessed?<br>Participation in the Success Mentor Program, tutoring services, and career and transfer planning. | **Identity**<br>What is assessed?<br>Cultural events that focus on the exploration of one's identity. |

## Event Information

Name of Event:

Date of Event:

Facilitator:

Facilitator Credentials:

Purpose of Learning Experience:

How does it contribute to the mission of the College?

Which co-curricular theme do you intend for the learning experience to impact? (Identity, Leadership, Culture, Civic Responsibility, or Success)

## Measurable Learning Outcomes/Instruments

Which learning outcome are you measuring?

What specific, observable, or measurable skill or knowledge will students be able to demonstrate as a result of this event? Example: As a result of participating in the Resume Writing Workshop, students will create an updated resume.

## Select the Assessment Method

How many students participated in the learning experience?

What assessment method will you use to determine whether or not students achieved your stated learning outcome?

What instrument will you use to measure this achievement? (Examples: pre and post-tests, final results such as a resume)

## Analyze and Interpret the Results Following the Event

What are the results?

What themes emerged?

Did the learning experience do what it was intended to do?

## Report and Use Results

How will you use these results to guide future events?

How could this or a similar learning experience be enhanced for the future?

# Appendix 3 - Achieving the Dream Student Success Action Plan



# TCU 2018 STUDENT SUCCESS ACTION PLAN

## INSTRUCTIONS

At the end of the discovery and planning period, all 2017 Achieving the Dream institutions are expected to complete and submit an Action Plan. This provides an opportunity to translate the discovery and learning over the last year or more into an overarching student success vision and strategy for the institution. Within the Action Plan, institutions articulate their student success priorities and identify efforts that will help them achieve these priorities. The plan should show how the institution will seek to improve systems, maximize impact through scaling and align resource allocation to support such improvements.

*Please note: While your Action Plan is a valuable resource for Achieving the Dream and your coaches, its primary purpose is to guide your team as you move forward and sustain this work. Thus, it is important to ensure it is written in a way that will help existing and new team members understand your institution's student success vision, and plan their role in helping achieving it. Treat this plan as a living document that can flex and change as your institution's needs and reality change.*

Institution Name:  Red Lake Nation College

## SECTION I.

### CONTRIBUTORS TO THE ACTION PLAN

Please list the name and titles of the Action Plan authors and indicate who has primary responsibility for monitoring execution progress?

| Name | Title | Responsible for Monitoring Progress? |
|---|---|---|
| Dan King | President/CEO | Project Success |
| Devery Fairbanks | Instructor/Student Success Counselor | Emergency Grant Fund |
| Jeffrey Jones | Instructor | Carnegie Math Pathways |
| Mandy Schram | VP of Operations and Academic Affairs | Data Team |
| Nadine Bill | Director of Assessment and Institutional Effectiveness | Data Team |
| Nokomis Paiz | VP of Student Success | Core Team Leader, Emergency Grant Fund |
| Tami Niswander | Chief Financial Officer | Grant Funds, Student Internships |
| Rose Barrett | Student Success Counselor | Events Committee |

## SECTION II.

Achieving the Dream™

## STUDENT SUCCESS VISION

**a)** Briefly outline your overarching student success vision.

*Note: A student success vision describes the ideal student experience at your institution. A strong vision offers a clear, specific, and inspiring understanding of what the institution aspires to become or achieve and can be used by all stakeholders to set priorities and guide actions. The vision is a concise and forward-looking statement that engages and motivates the college community to action and clearly articulates the benefits for student success.*

> Oshki-Manidoo (new spirit) a central part of our overall college goals which focus on cultural connections, academic excellence and improvement in college operations. Oshki-Manidoo goals include institution wide improvements in our key success indicators: course completion, retention and graduation rates.

**b)** Briefly describe your _two_ key student success priorities for helping your institution achieve its student success vision for the ideal student experience. For each priority, specify up to three major goals and the specific student success efforts designed to collectively achieve systemic improvement. Please indicate whether these are existing or new efforts. Next, list the essential institutional capacity or capacities from ATD's Institutional Framework to support each stated priority.

*Note: A student success effort is defined as a policy, practice, or procedure designed to promote student success or reduce/eliminate barriers to students' progress and ultimate success in education and the labor market.*
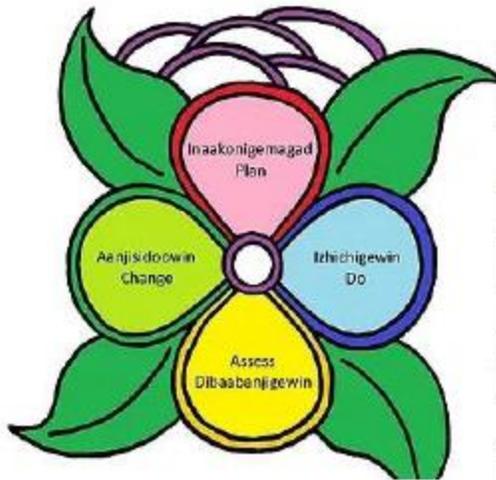


| | |
|---|---|
| Priority #1 Name | Increase student retention rate by 3% each year through students connecting with culturally relevant programming and services. |
| Major Goals | Increase student persistence and graduation, utilization of support services, increase data analysis |
| Student Success Efforts (note whether existing or new) | Existing: faculty training regarding support services available to students, Faculty mentor program, advising based in Ojibwe Cultural Values, disability accommodations, two-spirit Ally training and presentations, suicide prevention, Narcan training, free health screenings, Academic warning program, Emergency Grant Fund, <br><br> New: Peer mentor program, Student Centered teaching philosophy, CCSSE, SENSE, CCFSE, Math Pathways, |
| Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework) | Data & Technology: discussion with admin, faculty and our Board of Regents centered on sharing data and utilizing it to guide student centered decisions. As we are a relatively new institution, we are establishing benchmarks with the assistance of the many survey opportunities offered by Project Success and ATD. <br><br> Equity: Our new student centered teaching philosophy works to ensure ongoing conversations about equity. We disaggregate survey data to identify achievement gaps. |

| Priority #2 Name | Increase student completion rate in Math Pathways by 3% every year |
|---|---|
| Major Goals | cross train to increase tutoring capacity and appropriate registration advising, culturally relevant adaptation of curriculum |
| Student Success Efforts (note whether existing or new) | Existing: Attend all Math Pathways training opportunities, make all efforts to implement culturally relevant math pathways curriculum, <br><br> New: Student Success staff attend training opportunities to appropriately advise students in selecting math courses, Utilize student centered teaching philosophy to guide culturally relevant implementation process , will be offering another section of the course for fall semester 2018. |
| Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework) | Teaching and Learning: Throughout implementation of Math Pathways there has been an ongoing discussion about possible ways to accelerate the process of developmental courses in an effort to increase success and movement toward degree credit courses. <br><br> Equity: Our new student centered teaching philosophy works to ensure ongoing conversations about equity. We disaggregate survey data to identify achievement gaps. |

| Priority #3 Name (optional) | |
|---|---|
| Major Goals | |
| Student Success Efforts (note whether existing or new) | |
| Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework) | |

c) Provide a visual representation of how your priorities and related efforts work together to achieve your student success goals and vision (see the Student Success Visual Examples document under Submissions/Reporting in the TCU Student Success Community in ATD Connect to see other colleges' visuals). Please submit this visual together with your completed Action Plan.

Achieving the Dream™



**Inaakonigemagad/ Plan:**
Increase student retention rate by 3% each year through students connecting with culturally relevant programming and services.

**Izhichigewin/Do:**
Increase student persistence and graduation, utilization of support services, increase data analysis
Increase student completion rate in Math Pathways
Utilize student centered teaching philosophy

**Dibaabanjigewin/Assess:**
Utilize data to establish benchmarks and identify student achievement gaps

**Aanjisidoowin/Change:**
Modify, adjust, add culturally relevant student centered services

Section III.

## INSTITUTIONAL CAPACITY ASSESSMENT TOOL RESULTS

Reflecting on your experience and results from taking the Institutional Capacity Assessment Tool (ICAT) and the capacities you identified as necessary to achieve your student success priorities, please share how you plan to leverage strengths and bolster areas of improvement.

| Priority | ICAT Capacity Area(s) | ICAT Score | Plans to Leverage Strengths or Build Capacity |
|---|---|---|---|
| 1 | Data and Technology | 3.5 | Utilizing data to establish benchmarks and identify student needs |
| 1 and 2 | Equity | 3.5 | Identify achievement gaps |
| 2 | Teaching and Learning | 3.6 | Faculty utilize student centered teaching philosophy |

## SECTION IV.

## EVIDENCE SUPPORTING THESE PRIORITIES

Provide **quantitative and qualitative** student outcome data that informed the selection of your student success priorities and efforts. Also, include any evaluation/assessment data conducted on existing student success efforts

related to these priorities. Examples include SENSE/CCCSE data, math pathways data, early momentum measures, focus group results etc. Please include disaggregated data on key characteristics such as gender, Pell status, race etc.

1. Data Analysis from fall 2016 through fall 2017: by utilizing academic advising, students are able to preserve persistence as evidenced by decrease in failing grades and total withdraws.
2. Students Placed in Developmental Math Class from 2014 through 2017 has declined from 78-74%.
3. Fall semester 2017 was our first Pathways class where we had 21 students completed the course, 7 failed and 14 passed.
   Spring Semester 2018 16 students are enrolled.
4. Percent of Students Withdrawn or Failed by semester has fluctuated from fall 16 through fall 17.
5. We met our 45% retention and 85% persistence goals for 2017-2018 retention goal but will continue to improve upon our graduation rate goal of 25%.
6. SENSE 2017 data: Students entering our college feel significantly lower than the cohort mean, perception of clear and high expectations from college staff and faculty. They may not understand what they must do to be successful.
7. Utilize student course surveys for student input on how to improve instruction and curriculum.
8. Implement focus groups.
9. Utilize data gathered from faculty at ICAT world cafe.

## SECTION V.

### PRIORITY WORK PLANS

Please provide more detail on each student success priority you have set in section II, including a work plan for each priority. The work plans should incorporate all student success efforts, including institutional policy and procedural changes planned for each priority area. Please indicate the year each action step will be completed and designate a staff member who is responsible for ensuring completion and identify required resources.

### Priority 1

| Priority 1 Work Plan |
| --- |

**Name and description of priority**

Increase student retention rate by 3% each year through students connecting with culturally relevant programming and services.

**Measurable indicators of progress by *year, term, or month*:**

- Year 1 (Fall)
  - Establish student retention data benchmark from previous Academic Year and set goal 3% higher for current Academic year
  - Establish data benchmarks for Student Support contacts for; academic advising, counseling, disability services, transferring information, and career services.
  - Establish data benchmark for withdrawal rates and compare to previous Academic year.
- Year 1 (Spring)
  - Establish student persistence data benchmark as compared to previous Academic year.
  - Track withdraw rate.
- Year 2 (Fall)
  - Track student retention data benchmark from previous Academic Year and set goal 3% higher for current Academic year
  - Track data benchmarks for Student Support contacts for; academic advising, counseling, disability services, transferring information, and career services.
  - Track data benchmark for withdrawal rates and compare to previous Academic year

| Major Action Steps | Y1 | Y2 | Y3 | Lead Staff Member(s) | Resources Required |
| --- | --- | --- | --- | --- | --- |
| Faculty training regarding support services available to students | x | x | x | Nokomis Paiz and Student Services staff | Orientation, class time, Social media, Emails, flyers |
| Faculty mentor program | x | x | x | Devery Fairbanks | Faculty and staff advisors, lunch incentives, surveys |
| Advising based in Ojibwe Cultural Values | x | x | x | Nokomis Paiz and Student Services staff | Documentation of advising in Populi, cross-training of staff, tallies of advising contacts |
| Engage students with co-curricular programming | x | x | x | Events Committee | Sign in sheet data, pre and post surveys, increased programming opportunities |
| Emergency Grant Fund, | x | x | x | Nokomis Paiz | Data tracking for student recipients |
| Peer mentor program | | x | x | Rose Barrett | Student advisors, training days, lunch incentives, surveys |
| Disaggregate data from surveys administered | | x | x | Nadine Bill and Data team | CCSSE, ICAT, SENSE, CCFSE, in house reporting and surveys, AIMS/AKIS reports |

## Anticipated Implementation Challenges

Describe any challenges that need to be addressed before implementation and how you will address them. Examples include policy, staffing, logistical issues, or organizational shifts or changes needed to accelerate your success.

| Challenge | Resolution Plan | Requires Policy Change Y/N |
|---|---|---|
| Difficulty reaching students | Intrusive advising i.e., social media, visit to their house | no |
| Data disaggregation | Work with Nadine and Data team to interpret data in meaningful ways | no |
| Peer mentor retention | Keep running list of alternate mentors | no |
| Factors that affect student retention i.e., grief/loss | Unconditional Positive Regard | no |

## Scaling

Design your work with scale in mind. If you are *not* implementing these strategies at scale, briefly describe how you will scale these efforts over the next 1-3 years to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-3. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.
[Limit to 400 words.]

We are already at scale.

Priority 2

| Priority 2 Work Plan | | | | | |
|---|---|---|---|---|---|
| **Name and description of priority** | | | | | |
| Increase student completion rate in Math Pathways by 3% every year | | | | | |
| **Measurable indicators of progress by** *year, term, or month*: <br> • Track student retention rates each term | | | | | |
| **Major Action Steps** | **Y1** | **Y2** | **Y3** | **Lead Staff Member(s)** | **Resources Required** |
| cross train to  increase tutoring capacity and appropriate registration advising, | x | x | x | Jeff Jones | Attend Math Pathways training opportunities |
| culturally relevant adaptation of curriculum <br><br> make all efforts to implement culturally relevant math pathways curriculum, | x | x | x | Jeff Jones | Collaborate with Ojibwe faculty and staff for cultural relevancy <br><br> Collaborate with other TCU's for Cultural relevancy |
| Offer additional sections of the course for fall semester 2018. |  | x | x | Jeff Jones | Faculty time |
| Review Accuplacer scores for accurate placement of students | x | x | x | Jeff Jones | Faculty time |

## Anticipated Implementation Challenges

Describe any challenges that need to be addressed before implementation and how you will address them. Examples include policy, staffing, logistical issues, or organizational shifts or changes needed to accelerate your success.

| Challenge | Resolution Plan | Requires Policy Change Y/N |
|-----------|-----------------|----------------------------|
| Students may not be prepared for Math Pathways | Increase tutoring and math intensives | no |
| Culturally relevant programming | Allocate time to collaborate and lesson plan | no |
| Factors that affect student retention i.e., grief/loss | Unconditional Positive Regard | no |

## Scaling

Design your work with scale in mind. If you are *not* implementing these strategies at scale, briefly describe how you will scale these efforts over the next 1-3 years to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-3. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.
[Limit to 400 words.]

> Target population are developmental students who score under predetermined score on Accuplacer.

# Achieving the Dream™

## Section VI.

### COMMUNICATING FOR ENGAGEMENT & BUY IN

How will you communicate your plans and progress to relevant stakeholders, including your board of trustees, faculty, staff, students, and local community?

a) Describe your efforts to increase the breadth and depth of engagement with college stakeholders over your institution's discovery and planning period.
b) How effective were these activities in engaging new stakeholders or deepening engagement?
c) What strategies do you plan to adopt to broaden and deepen engagement over the coming year to build upon your successes?

*Note: You may wish to review Achieving the Dream's Communications Plan guidelines and template for additional guidance. This can be found in the TCU Student Success Community on ATD Connect at* connect.achievingthedream.org.
[Recommend 300 – 500 words.]

Initial training was given to Board of Regents, faculty, staff, students and our local community during the 2017-2018 Academic year.

a.) We will continue to update all stakeholders of our Oshki Manidoo program components in an effort to increase student retention.
b.) Students have reported increased awareness of where to go for support and what services are available. Our Progressive Academic Student Success Committee meets monthly and discusses students who may be in need of additional supportive services.
c.) Student Success services has multiple levels of student contact. We will work to deepen our engagement through student advising in an effort to identify, address and implement any needed supportive services. Our data dictionary is growing with the potential to have powerful impacts on our student retention rates this information is shared through our monthly data team meetings.