

South Central College

# Enrollment Management Charter

FY2018-2022

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## I. Introduction

The purpose of enrollment management is to identify, recruit, and retain students in order for South Central College to fulfill its mission and strategic goals. The following enrollment management plan will owe much of its success to the institution's ability to refine current recruitment and retention practices, while developing new strategies to achieve our goals and align academic programs to predict and respond to regional needs.

This charter reflects an effort to focus the work of the Strategic Enrollment Planning Council and Enrollment Action Teams as they strive to improve South Central College's ability to identify and attract potential students, improve student persistence, retention, graduation, transfer and their overall success. The Strategic Enrollment Planning Council (SEPC) is comprised Dr. Susan Tarnowski (VPSAA), David Armstrong (CFO), Judy Zeiger (Dean of Student Affairs), Shelly Megaw (Director of Marketing) and chaired by Dr. Narren J. Brown (Executive Director of Research & Institutional Effectiveness) [<add hyperlink>](#).

## II. Reason for a South Central College Plan

In Fall 2017, President Annette Parker charged the campus with developing an enrollment management plan to improve our 150% time to completion rates, improve our first year student to retention rate, and grow enrollment by 10% percent or 445 students. The development of this enrollment management plan will align campus resources to address these goals and focus our future planning and budgeting. This plan provides concrete goals and strategies for the next five fiscal years (2018-2022).

## III. Five-Year Enrollment Trends at South Central College

South Central College is experiencing an enrollment downturn, like most of the community colleges in the Minnesota State system. Between fiscal years<sup>1</sup> 2012 and 2016, South Central College credit seeking headcount dropped by 22.5% corresponding to a 24% decrease in Full-Year Equivalent (FYE). Additionally, First-Year Full-Time Student enrollment has decreased by 28.5%. During this same time, enrollment of Students of Color<sup>2</sup> has grown from 12.7% to 19.2%. Pell Eligible Student enrollment grew from 36.4% to 39.5% and the First Generation population grew from 22.3% to 23.3%. Collectively,

<sup>1</sup> Fiscal year 2013 would include the summer and fall semesters of 2012 and spring semester of 2013. Fiscal year and academic year are used interchangeably throughout this document.

<sup>2</sup> Minnesota State definition of Students of Color includes students from the following racial-ethnic categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or any race, Native Hawaiian or Pacific Islander, and students who identify as two or more races. Nonresident Alien students and students whose race and ethnicity are unknown are not counted as Students of Color.<sup>3</sup> Minnesota State definition of Underrepresented Students is a student of color, Pell eligible, or First Generation using the MN definition of First Generation where neither parent has any postsecondary education.

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these three groups are SCCs Underrepresented Student<sup>3</sup> population. Underrepresented Students as a percentage of South Central's credit seeking population grew from 50.6% to 52.5%.

Though headcount and FYE at South Central College continuously decreased, retention rates fluctuate. Overall SCC has a first year retention rate of ~53.2%. Retention rates for those starting in the fall vary from ~52.9% to ~57.9%. For students starting in the spring, there is a more pronounced variation in retention ranging from ~42.7% to ~54.1%. SCC's first fall to second fall retention averages 55.9% and differs from its first spring to second spring retention that averages 49.6%. This difference in first semester to third semester retention is not significant, but substantive.

Though the average retention rate at South Central College regularly exceeds that of other Minnesota State colleges, there is a retention gap between various demographic groups. The retention rate for First-Time Full-Time Students of Color differs from that of white students. Student of Color retention from first term to second term (regardless of the first term being fall or spring) is 48.6%. However, for white students this rate is 54.2%, representing a retention rate difference of ~6%. Although this difference is not significant, it is notable.

#### IV. Changes and Opportunities

The State of Minnesota is also going through changes in its citizenry that will have an impact on our enrollment management plan. According to the Minnesota Office of Higher Education, 2018 through 2022 represent the beginning of a relatively flat trend in the number of high school graduates. In fact, the Minnesota Office of Higher Education projects that 2018 to 2022 will net ~5,000 more graduates than were produced between 2012 and 2016 resulting in less than 2% growth.

Estimates indicate that this same period will correspond with a growth in high school graduates of color of nearly 13,000 students or ~23%. Historically, 50% of all Minnesota high school graduates or a little more than 150,000 students between 2018 and 2022 will attend an institute of higher education in in Minnesota and 30% of them will attend a Minnesota Public 2 Year college. The list of top 25 colleges attended by students enrolling the fall after their high school graduation does not include SCC. Between 2016 and 2021 the State of Minnesota is expected to grow by 2% while the population in our surrounding area is expected to grow by 1%. However, every ethnic/racial population with the Students of Color spectrum is estimated to see grow 10 to 19% except for Hispanics which are estimated to grow by 8%.

##### *Border States*

Most of our neighboring states will also experience a decline in high school graduates. South Dakota and North Dakota are expected to see decreases greater than **10%** from 2018-2022. Wisconsin should

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<sup>3</sup> Minnesota State definition of Underrepresented Students is a student of color, Pell eligible, or First Generation using the MN definition of First Generation where neither parent has any postsecondary education.

experience a decline just below 10% during the same period. Iowa is the lone border state expected to remain steady with its number of high school graduates.

The [South Central College Strategic Plan](#) puts forth five institutional Goal Areas. These are:

- Appreciative Inquiry (AI) Culture
- Holistic Learner Services
- Quality Education
- Partnerships & Collaboration
- Marketing, Branding & Recruitment

The [Minnesota State Strategic Framework](#) provides further definition and guidance/structure for our enrollment management plan. The three parts of the Strategic Framework are:

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota's workforce and community needs
- Deliver to students, employers, communities, and taxpayers the highest value / most affordable option

#### *Summary of Changes and Opportunities*

The environment in which we recruit and retain students is changing. The number of high school graduates is declining. This declining population is growing more diverse, and our traditional out-of-state markets are experiencing the same. The demographic shifts shared above will be significant factors in enrollment management planning.

## **V. Elements of a Strategic Enrollment Management Plan**

Strategic enrollment planning is a large complicated task. Therefore enrollment planning must be:

- forward facing using data to identify how the institution's current offerings match the future external environment.
- comprehensive and integrated leveraging multiple types of student enrollment categories and programs.
- data informed utilizing extensive information and statistics to guide the creation of strategies.
- academically oriented having keen focus toward curricular and co-curricular programs complementing marketing, recruitment, and retention efforts.
- technologically savvy maximizing tactics or action items that build or enhance operational system efficiencies, technology enhancements, and services or activities to promote student success.

Outcomes should also be clearly defined, operationalizable and measurable. However, it is important that the desired outcomes be the destination, to achieve institutional buy-in and project ownership through the creation of cross-functional teams tasked with developing the route taken to reach the destination.

Another way to think of outcomes is as goals. Goals are the overall conclusion or accomplishments that the plan is hoping to achieve. Goals should be specific, quantifiable, and measurable. Moreover, thinking of the route taken as the strategies for reaching ones goals provides a useful framework. Strategies are the methods that we will use to accomplish the goals. However, having a goal and strategy are not enough. To reach the stated goal utilizing the defined strategy, action is required. Therefore, South Central College will create **Enrollment Action Teams** tasked with developing the strategies, transforming them into Enrollment Action Plans and then executing said plans. Actions Plans should include a specific action to proposed, who is responsible, estimated cost for the action, a timeline for the action, and a rational for how the plan will affect an outcome(s).

## VI. Enrollment Management Goals, Strategies and Outcomes

South Central College has identified the following goals based on our Mission, Strategic Plan, the Minnesota State Strategic Framework, shifting state demographics and historical data.

### **Goal One:**

Increase unduplicated headcount

#### *Objectives/Desired Outcomes:*

- Ten (10) percentage point or 445 increase in unduplicated headcount by 2022 or
  - Increase by 2% annually above FY 2017 count

#### *Strategies:*

#### *Actions:*

#### *Resources:*

### **Goal Two:**

Increase the first term to second term persistence

#### *Objectives/Desired Outcomes:*

- Five (5) percentage point increase in first semester to third semester retention by 2022
  - Increase term-to-term (first term to second term) persistence by 1% annually

#### *Strategies:*

#### *Actions:*

#### *Resources:*

**Goal Three:**

Increase first to third semester retention

***Objectives/Desired Outcomes:***

- Five (5) percentage point increase in first semester to third semester retention by 2022
  - Increase first-year student fall-to-fall retention incrementally by 1% annually
  - Increase first-year student spring-to-spring retention incrementally by 1% annually

***Strategies:******Actions:******Resources:*****Goal Four:**

Increase the percentage of students obtaining a degree

***Objectives/Desired Outcomes:***

- Five (5) percentage point increase in 150% time to degree by 2022
  - Increase 150% time to degree incrementally by 1% annually

***Strategies:******Actions:******Resources:*****Goal Five:**

Close the Achievement Gap by reducing the difference in success measures between underrepresented & majority demographic groups

***Objectives/Desired Outcomes:***

- Five (5) percentage point reduction in success measure difference by 2022
  - Reduce the first term to second term persistence gap by 1% annually
  - Reduce the second term to third term persistence gap by 1% annually

***Strategies:******Actions:******Resources:***