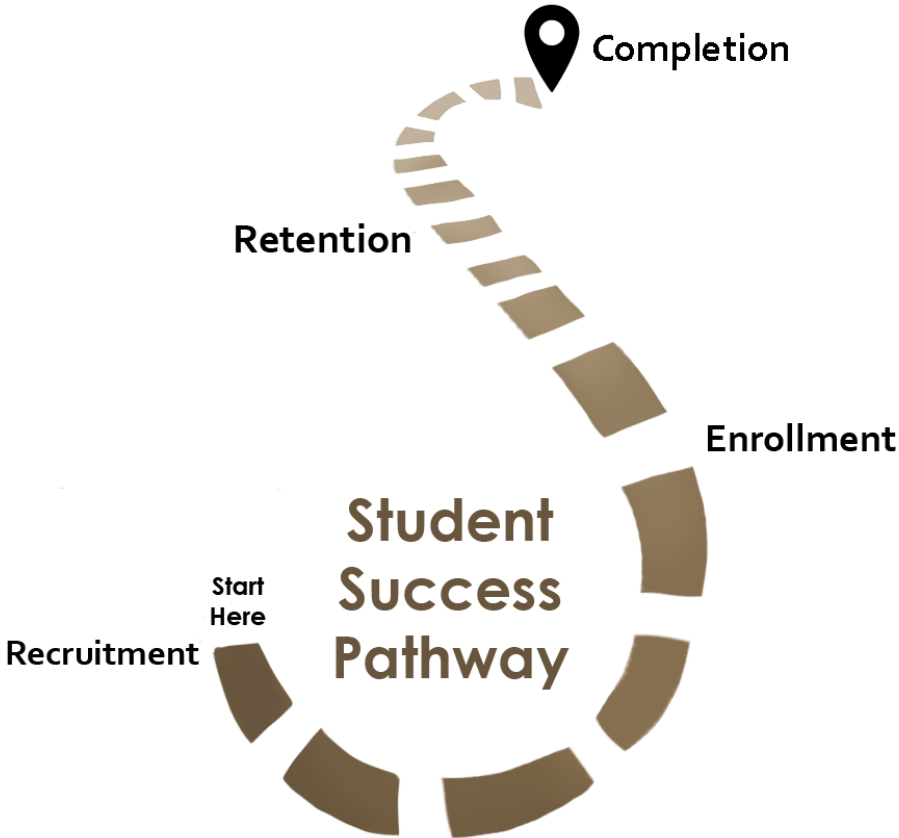


Southern West Virginia Community and Technical College

Strategic Enrollment Management Plan

Academic Years 2018-2023



Introduction:

Southern West Virginia Community and Technical College is dedicated to providing quality education to the district it serves with curriculum designed to meet not only the educational needs of persons within the district, but to courses and programs that meet specific state, national, and international needs. The Strategic Enrollment Management team have identified broad goals, key student enrollment lifecycle points, strategies, responsible parties, evaluation procedures, timelines, and budget needs which will assist the College in meeting its enrollment management goals. It is our belief that making changes in current college practices and following a good plan can make the College more successful.

Mission: Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.

Institutional Commitments: As a comprehensive community and technical college, Southern is committed to providing:

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.
3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.
4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.
6. Community interest programs and activities that promote personal growth and cultural enrichment.

Vision: Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.

Core Values: We will accomplish our mission by:

- Achieving excellence in education and service.
- Exhibiting integrity in all that we do.
- Collaborating and communicating actively with others.
- Being committed in word and deed.
- Imparting passion and compassion to our every task.
- Leading by encouragement and support of lifelong learning.
- Embracing change through bold actions.

- Being creative and innovative at all levels.
- Initiating opportunities for the community.
- Celebrating success.

Strengths, Weaknesses, Opportunities, and Threats:

Strengths

- Innovative and creative leadership among faculty, staff, and administrators.
- An institution that is responsive to student and community educational needs.
- Strong business and industry partnerships.
- Increasing number of articulation agreements with four-year colleges and universities.
- Comprehensive mix of general education and career/technical programs.
- A commitment to quality programs and courses.
- Increasing number of online courses and programs.
- Low cost tuition.
- Significant number of people wanting to live and work in the communities we serve.

Weaknesses

- Decreasing enrollment.
- Large numbers of students who are unprepared for college.
- Limited number completely online programs.
- Limited number of programs available on distant campuses.
- Lack of database or customer relationship management system (CRM) for recruitment.
- Need for better student advising and educational planning.
- Ability to sustain grant-funded programs a challenge.
- Lack of an Alumni program.

Opportunities

- Statewide implementation of the Guided Pathways to Success.
- Creation of a local chapter of the National Society of Leadership and Success.
- Creation of Southern Ambassadors.
- Growth of the Hatfield-McCoy Trail System.

Threats

- Limited or flat state funding into the foreseeable future.
- Rapidly advancing technology needs.
- Four year universities extending their recruitment efforts in our service area.
- Popularity of completely online universities.
- Other colleges potentially moving into service area.

Current Enrollment Situation:

Southern West Virginia Community and Technical College has experienced a decline in unduplicated headcount enrollment for more than five years. The decline in high school graduates and the downturn of the coal industry are direct correlations to the decrease in enrollment. The data below was acquired from the 2017 West Virginia Higher Education Report Card.

HEADCOUNT ENROLLMENT

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
2002	1838	1643	1680	1620	*1457

*Preliminary Census Headcount

About this Measure

This indicator tracks the number of students taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working toward a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.

HEADCOUNT ENROLLMENT, ADULT POPULATION (AGE 20 AND OLDER)

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1271	1099	1077	1115	986	*842

*Census Figure

About this Measure

This indicator tracks the number of non-traditional, adult students taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade and this age group will become a smaller proportion of West Virginia's population.

PERCENTAGE ADULT POPULATION (AGE 20 AND OLDER)

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
63.4%	59.8%	65.6%	66.4%	60.9%	*57.8%

*Census Figure

About this Measure

Percentage of non-traditional population of overall headcount enrollment.

ONE-YEAR RETENTION RATE

Fall 2013	Fall 2014	Fall 2015
53.4%	56.3%	54.8%

*Analytics data

About this Measure

This indicator provides the proportion of all first-time freshmen who are enrolled the following year at any West Virginia public college or university. Students are more likely to drop out during their first year of college than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates. Both degree and certificate seeking students were included. This first-year retention is an important milestone on the way to completion of a degree or certificate.

ALL CERTIFICATES AND DEGREES AWARDED (ACADEMIC YEAR)

2013	2014	2015	2016	2017	2018
378	306	384	398	419	*438

**Estimate*

About this Measure

This indicator provides the total number of certificates and associate's degrees whether career/technical or academic, awarded by institutions in each academic year.

CTCS STUDENTS ENTERING BACHELOR'S DEGREE PROGRAM FOLLOWING FALL

2013	2014	2015	2016	2017
120	121	101	-	-

About this Measure

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a community and technical college in the fall of the year indicated.

EMPLOYMENT PLACEMENT

2013	2014	2015	2016	2017
69.3%	76.7%		-	-

About this Measure

This measure reports the percentage of graduates who enter the workforce within two years of graduating and work at least one quarter. It is important to note that due to data restrictions employment placement is only representative of graduates working in the state of West Virginia. It is likely this has an effect on the employment placement rate of institutions who are close to the state boarder.

SKILL SET COMPLETERS

2013	2014	2015	2016	2017	2018
3063	4018	1992	2170	3046	3993

About this Measure

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.

Guiding Principles:

Recruit, Enroll, Retain, Complete

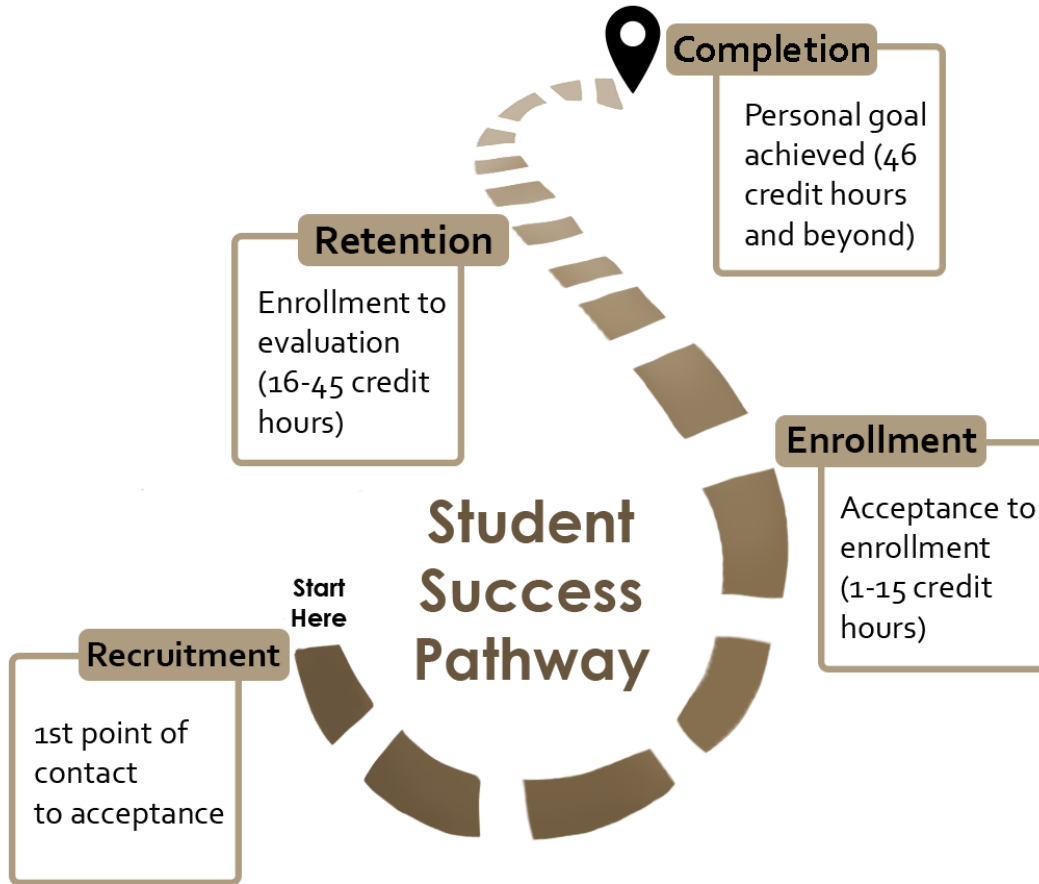
The College is committed to the Guided Pathway Project and will employ the initiatives throughout the College structure to improve the student success pathway indicators within this document.

Focus on Student Learning:

The purpose of Southern's Strategic Enrollment Management Plan is to improve student learning performance by:

- Increasing course completion rates.
- Increasing retention (fall-spring/fall-fall), persistence (4-yr) and employment rates.
- Increasing courses completed to 15 credits each semester and 30 credits each year.
- Increasing completion of math and English during the first year.
- Increasing credential awards.
- Decreasing median time to degree and college credits awarded.

The Strategic Enrollment Management Plan focuses on the four major phases of the student enrollment lifecycle:



- Recruitment: 1st point of contact to acceptance.
- Enrollment: Acceptance to Enrollment (1-15 credit hours).
- Retention: Enrollment to Evaluation (16-45 credit hours).
- Completion: Personal Goal Achieved (46 credit hours and beyond).

Enrollment Management Goals:

The following broad goals have been established to meet the challenges identified through an analysis of data presented by American Association of Community Colleges (AACC) Pathways Project, the Community and Technical College System of West Virginia Master Plan, and the reports submitted by Southern’s Strategic Enrollment Management Planning team.

- Increase the number of first-time Southern students.
- Increase the number of recruited students to enrollment.

- Improve persistence and retention rates.
- Increase institutional support for student success.
- Improve completion rates.
- Improve connections with alumni.

Strategies for Achieving Goals:

For each strategy listed under the four Key Enrollment Lifecycles, the accountable leader is required to complete the Strategic Enrollment Management Planning (SEMP) template and oversee the implementation strategies as well as manage the data reporting requirements within the Watermark Accountability Management System (AMS) system. Completion rates will be calculated as attainment of degree, certificate or skill-set as established by the student's personal goal.

Performance Assessment:

Performance measures are identified within the Strategic Enrollment Management Plan documents and will be recorded within the Watermark AMS system.

GOAL 1: Increase number of first-time Southern students.						
Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
RECRUITMENT Starts from the first point of contact to acceptance to Southern	1.1 Develop comprehensive and integrated marketing and communication outreach.	1.1.1 Coordinate and plan various modes of communication. 1.1.2 Create a recruitment activities and events calendar. 1.1.3 Create procedures for employees making public displays and presentations.	Director of Enrollment Management and Student Engagement (EMSE)	Print Digital Social Media Web TV		
	1.2 Set-up and implement tracking software.	1.2.1 Implement Banner Recruit Module.	Chief Information Officer (CIO)	Print Digital Social Media Web TV	Employee Training - Recruit Employee Training - ARGOS	
	1.3 Develop financial literacy campaign.	1.3.1 Implement default management plan. 1.3.2 Develop "Paying for College" communication package.	Director of Student Financial Assistance (FA)	Print Digital Social Media Web TV		

GOAL 2: Increase the number of recruited students to enrollment.						
Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
ENROLLMENT Starts from the point of acceptance to the census date (1-15 credit hours)	2.1 Create an efficient and student friendly admissions process.	2.1.1 Streamline the admission process. 2.1.2 Document Admissions communication process. New onboarding process.	Registrar	Print Digital Social Media Web TV		

GOAL 3: Improve persistence and retention rates.

GOAL 4: Increase institutional support for student success.

Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
<p>RETENTION</p> <p>Starts from census date through program evaluation (16-45 credit hours)</p>	<p>3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.</p>	<p>3.1.1 Validate programmatic and Course offering, sequence, quality and delivery.</p> <p>3.1.2 Expand Articulations.</p> <p>3.1.3 Integrate Academics and Workforce to help students obtain goals.</p> <p>3.1.4 Cultivate our Sector Advisory Teams</p>	<p>Vice President for Academic Affairs (VPAA)</p> <p>Associate Vice President for Academic Affairs (AVPAA)</p> <p>Vice President for Workforce and Development (VPWD)</p>	<p>Print</p> <p>Digital</p> <p>Social Media</p> <p>Web</p> <p>TV</p>		
	<p>4.1 Develop and implement student success initiatives.</p>	<p>4.1.1 Develop Orientation Program and/or First-Year Experience.</p> <p>4.1.2 Revise and Implement advising program.</p> <p>4.1.3 Strengthen and expand the Student Success Center locations and activities.</p>	<p>Vice President of Student Services/ Dean of Student Services (DSS)</p> <p>Director of Disabilities and Adult Services (DDAS)</p>	<p>Print</p> <p>Digital</p> <p>Social Media</p> <p>Web</p> <p>TV</p>	<ul style="list-style-type: none"> • First Year Experience (FYI)/Orientation training program for facilitators and/or mentors. • Advisor training. 	

GOAL 5: Improve completion rates.

GOAL 6: Improve connections with alumni.

Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
COMPLETION Starts from program evaluation to goal achievement (46 CH & Beyond)	5.1 Create a seamless graduation process.	5.1.1 Create new process for graduation application, review, and documentation including skill sets, certificates, and associate degrees.	Registrar	Print Digital Social Web TV		
	6.1 Develop and implement a graduate to alumni transition plan.	6.1.1 Develop alumni campaign.	Vice President for Institutional Advancement (VPIA)	Print Digital Social Web TV		

Preliminary Enrollment Targets

Assumptions Used for Targets:

Semester	Headcount	% Change	FTE	% Change
Fall 2013	2002		1,492.07	
Fall 2014	1838	-8.19%	1,387.07	-7.04%
Fall 2015	1643	-10.61%	1,243.13	-10.38%
Fall 2016	1680	2.25%	1,298.80	4.48%
Fall 2017	1621	-3.51%	1,253.60	-3.48%
Fall 2018 (25-Sept-2018)	1457	-10.12%	1,125.07	-10.25%

	2013		2014		2015		2016		2017	
FTEIC* Student	558	100%	471	100%	403	100%	472	100%	465	100%
Earned 6+ college credits in 1 st term	256	45.88%	272	57.75%	281	69.73%	307	65.04%	312	67.10%
Earned 12+ college credits in 1 st term	97	17.38%	100	21.23%	141	34.99%	164	34.75%	165	35.48%
Earned 15+ college credits in year 1	205	36.74%	197	41.83%	207	51.36%	229	48.52%	52	11.18%
Earned 24+ college credits in year 1	80	14.34%	75	15.92%	106	26.30%	134	28.39%	-	-
Earned 30+ college credits in year 1	33	5.91%	20	4.25%	34	8.44%	37	7.84%	-	-
Full-Time (self-identified)	475	85.13%	416	88.32%	352	87.34%	414	87.71%	419	90.11%
Completed college math in year 1	54	9.68%	105	22.29%	91	22.58%	124	26.27%	89	19.14%
Completed college english in year 1	275	49.28%	235	49.89%	252	62.53%	281	59.53%	243	52.26%
Term Retention from fall to spring	411	73.66%	341	72.40%	295	73.20%	337	71.40%	-	-
Year Retention from fall to fall	-	53.4%	-	56.3%	-	54.8%	-	-	-	-

*First-time Ever in College

	2013	2014	2015	2016	2017
FTEIC* Student	558	471	403	472	465
College Credits Completed	6300	5733	5873	6808	3634
College Credits Attempted	8915	8888	9066	10707	6131
% College Credits Completed	70.67%	64.50%	64.78%	63.58%	59.27%
Total Degrees Awarded	378	306	384	398	412
Median College-Level Credits **	90.9	89.0	90.8	87.1	87.2
Median Time to Degree (years) **	6.8	6.2	7.2	7.2	7.1
Median Time to Degree (terms) **	6.8	6.7	6.7	6.6	6.7
Persistence (Number Entered 4-yr)	121	120	101	-	-
Employment Placement Rate	71.4%	69.3%	76.7%	-	-

*First-time Ever in College | **Analytics data

Estimated College-Going High School Graduates (2017 Graduates/Fall 2018)

County	Graduates	Est. Going to College	Est. Going 2-Yr. Inst.	Est. Number Fall 2018 Enrollment
Boone	277	55.2%	16.6%	46
Lincoln	205	43.9%	16.1%	33
Logan	430	51.9%	28.1%	223
McDowell	216	37.5%	2.3%	5
Mingo	243	51.0%	29.2%	124
Wyoming	293	46.4%	18.4%	54
Total/Avg./Avg.	1664	47.7%	18.5%	485

According to a recent report from the West Virginia’s Climb (wvclimb.com) campaign, 97 percent of “good jobs” – those with median wages in the upper one-third in their occupations classification – created nationally since the economic recovery went to people with at least a bachelor’s degree (Carnavale, A., Jayasundera, T., & Gulish, A.). With less than one-third of West Virginians holding an associate degree or higher (31%), public institutions of higher education must work harder to equip more West Virginians with the training and skills necessary to land the good, high-paying jobs that will continue to drive the state’s economic recovery. West Virginia Climb has set an attainment goal of equipping 60% of West Virginians with a certificate or degree by 2030. The chart below includes data that we should be using to set our attainment goals.

If Southern West Virginia Community and Technical College accept the WVClimb challenge, we should strive to educate 29% (60% goal minus 31% current rate of West Virginians aged 25-64 who hold at least an associate degree) of our service population. That equates to 21,602 potential students.

US Census Data for Southern West Virginia Community and Technical College Service Area

County	Population	Population Age 18-64	Percentage Population Age 18-64	Percent Assoc. Degrees or Higher Age 25-64	Percentage Population Decline Since 2010
Boone	22,349	12,136	54.3%	14%	9.3%
Lincoln	20,825	11,037	53.0%	14%	4.1%
Logan	32,925	17,911	54.4%	16%	10.4%
McDowell	18,456	9,800	53.1%	8%	16.5%
Mingo	24,127	12,884	53.4%	16%	10.1%
Wyoming	21,210	11,517	54.3%	13%	10.9%
Total/Avg.	139,892	75,285	53.8%	13.5%	10.2%

Data Source:

AACC Pathways Project, Community and Technical College System of West Virginia Master Plan, Southern Census Data.

Carnavale, A., Jayasundera, T., & Gulish, A. Good Jobs Are Back: College Graduates are First in Line. Center on Education and the Workforce, Georgetown University, 2015.

Performance metrics for quarterly and yearly assessment will be developed by the Institutional Effectiveness Committee by December 13, 2018.

US Census Bureau, 2017

US Census Bureau, American Fact Finder, 2016

West Virginia’s Climb (WVClimb.com)

West Virginia Department of Education (ZOOMWV Data Dashboard)

West Virginia Higher Education Report Card 2017

Targets

The expected increase in unduplicated headcount will be achieved by increasing retention rates and application to enrollment initiatives. Our target goals for initiatives are below.

TARGET HEADCOUNT

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1525	1625	1750	1900	2075

TARGET COURSE COMPLETION RATE

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
62.5%	66%	70.5%	75%	80%

TARGET ONE-YEAR RETENTION RATE

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
57.5%	62.5%	68%	74.5%	80%

TARGET 30+ COLLEGE CREDIT IN YEAR 1

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
10%	27.5%	45%	65%	80%

TARGET MEDIAN COLLEGE-LEVEL CREDITS

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
85	83	80	78	75

TARGET COMPLETE COLLEGE MATH IN YEAR 1

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
22.5%	38%	53%	68%	80%

TARGET COMPLETE COLLEGE ENGLISH IN YEAR 1

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
55%	61%	67.5%	74%	80%

TARGET CERTIFICATES AND DEGREES AWARDED

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
420	465	510	560	600

TARGET SKILL SET COMPLETERS

2019	2020	2021	2022	2023
3310	3454	3592	3735	3884

TARGET MEDIAN TIME TO DEGREE

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
7 yrs.	6 yrs.	5 yrs.	4 yrs.	3 yrs.

Conclusion

Enrollment management is a powerful concept and will take time and effort to achieve results. The integration and communication between the College's units and departments, as well as staff, faculty, and administration are imperative to optimize Southern's enrollment, services, and recourses. We believe we are an institution that places students first. The implementation and success of this plan will be the result of the entire College community engaging in ongoing communication and actions to reach our desired goals.

Strategic Enrollment Management Planning Team

Allyn Sue Barker, Vice President for Workforce and Community Development and Interim Vice President for Student Services

Carol Howerton, Associate Vice President for Academic Affairs

Samuel Litteral, Vice President for Finance and Administration

Rita Roberson, Vice President for Institutional Advancement

Deanna Romano, Vice President for Academic Affairs

Darrell Taylor, Director of Enrollment Management and Student Engagement

Lillie Teeters, Faculty

Dianna Toler, Director of Disability and Adult Services

Teri Wells, Registrar

Appendices

Appendix A: Definitions

Appendix B: SEMP Action Plan Template

Appendix C: Recruitment Action Plans

Appendix D: Enrollment Action Plans

Appendix E: Retention Action Plans

Appendix F: Completion Action Plans

Appendix A: Definitions

Completed college credits: Number of college-level (i.e., non-remedial) credits completed (with grade C- or better) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

Completed college English in year 1: Number of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) English course (with grade C- or better) in the first full academic year. Withdrawals should be counted as attempting but not passing the course.

Completed college math in year 1: Number of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) math course (with grade C- or better) in the first full academic year. Withdrawals should be counted as attempting but not passing the course.

Completion: Number of students who met their personal goal(s) and earned a credential (skill-set, certificate, degree) or achieved desired educational outcome.

Credits to Degree: The total number of academic credits accumulated by a student at the degree-granting institution at the time of the awarding of an associate degree.

Earned 6+ college credits in 1st term: Number of fall cohort students who earned 6 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first term

Earned 12+ college credits in 1st term: Number of fall cohort students who earned 12 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first term

Earned 15+ college credits in year 1: Number of fall cohort students who earned 15 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first full academic year

Earned 24+ college credits in year 1: Number of fall cohort students who earned 24 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first full academic year

Earned 30+ college credits in year 1: Number of fall cohort students who earned 30 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first full academic year

Employment Placement: The percentage of graduates who enter the workforce within two years of graduating and work at least one quarter. Due to data restrictions, employment placement is only representative of graduates working in the state of West Virginia

Persistence: Number of fall cohort students who entered the subsequent fall semester at a 4-yr institution or who entered the workforce.

Skill Sets: Number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare

individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours.

Term Retention: Number of fall cohort students who enrolled in at least one credit-bearing course (including remedial) in term 2 (spring term).

Time to Degree: The total number of years of enrollment at the institution by a full-time student at the time of the awarding of an associate degree.

Year Retention: Number of fall cohort students who enrolled in at least one credit-bearing course (including remedial) during the subsequent fall semester.

Appendix B: Southern West Virginia Community and Technical College 2018 SEMP Action Plan Template

Key Enrollment Lifecycle:	Coordinator: (Accountability Leader)				
Action:					
Strategy:					
KPIs (Key Performance Indicators) and PIs (Performance Indicators): (Describe any baseline data and potential data collection points—Statistics)					
Narrative: (Overview of action)					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
Marketing Materials:					
Professional Development Needs:					
Evaluation/Assessment: (Processes)					
Potential Supporting Documentation:					

Appendix C: Recruitment Action Plans

Goal 1: Increase number of first-time Southern students.

Key Enrollment Lifecycle: RECRUITMENT	Coordinator: (Accountability Leader) Director Enrollment Management and Student Engagement				
Action: Develop comprehensive and integrated marketing and communication outreach.					
Strategy: 1.1 Coordinate and plan various modes of communication.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Letters, emails, texts, and phone calls sent to recruits. Facebook, Twitter, Instagram, YouTube posts. Number of inquiries.					
Narrative: (Overview of action) Develop letter, texts, and emails to be sent to prospective students. Develop social media campaign to engage potential students.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Send a follow-up letter to all college fair attendees who share their contact information with the college within 2 business days of receiving data download.	Director Enrollment Management and Student Engagement	\$750	Sept. 2018 (each year)	Oct. 2018 (each year)	<input type="checkbox"/>

Create and deliver high quality print marketing materials to give to attendees of area high school football games.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	??	Aug. 2018 (each year)	Nov. 2018 (each year)	<input type="checkbox"/>
Meet with each 12th grade high school counselor in Southern's service district to discuss the upcoming year and to set dates for visits, activities, and distribute materials.	Director Enrollment Management and Student Engagement	\$800	9/1/2018	10/15/2018	<input type="checkbox"/>
Schedule text messaging campaign with West Virginia Higher Education Policy Commission (WVHEPC)/West Virginia Community and Technical College System (WVCTCS).	Director Enrollment Management and Student Engagement	N/A	Oct. 2018	Nov. 2018	<input type="checkbox"/>
Create and deliver high quality marketing print materials to give to target high schools for early entry opportunities for juniors and seniors.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	\$350	Aug. 2018 (each year)	Sept. 2018 (each year)	<input type="checkbox"/>
Create and deliver high quality marketing print materials for 12-week classes to give to elementary and middle schools, and to head starts and day cares in the target area to recruit adult students.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	\$500	Aug. 2018 (each year)	Sept. 2018 (each year)	<input type="checkbox"/>
Create high quality marketing materials for fall Open House.	Vice President for Institutional	\$250	Aug. 2018	Aug. 2018	<input type="checkbox"/>

	Advancement				
Deliver Open House marketing print materials to college fairs, football games, and community events.	Director Enrollment Management and Student Engagement	N/A	Aug. 2018	Nov. 2018	<input type="checkbox"/>
Send College Application Week Care Package to all high school and middle schools in the service district.	Director Enrollment Management and Student Engagement	\$2000	10/1/2018	10/15/2018	<input type="checkbox"/>
Send letter to college fair attendees encouraging them to apply to Southern during College Application Week (CAW). 1. Pre-CAW Letter to those who already applied. 2. Pre-CAW Letter to those who have not applied.	Director Enrollment Management and Student Engagement	\$750	Oct. 2018	Nov. 2018	<input type="checkbox"/>
Acceptance letters sent to all qualifying applicants within one week of receiving application.	Registrar	\$1,000	Ongoing	Ongoing	<input type="checkbox"/>
Next Steps marketing flyer sent with acceptance letters.	Registrar	\$250	Ongoing	Ongoing	<input type="checkbox"/>
Faculty spotlight sent to all recruits, acceptances, high school personnel, human resource leaders, Head Starts, and Day Care Centers by way of email, web, Facebook, and Twitter.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	N/A	12/1/2018	12/30/2018	<input type="checkbox"/>
National Society of Leadership and Success (NSLS) Presentation Announcements on the web, radio, email, and letters (promotional items provided by NSLS).	Vice President for Institutional Advancement Director Enrollment	\$750	10/1/2018 2/1/2019	10/30/2018 2/28/2019	<input type="checkbox"/>

	Management and Student Engagement				
Finish what you started postcard to all potential students not currently enrolled, but have more than 45 credits.	Director Enrollment Management and Student Engagement	\$350	10/1/2018	11/30/2018	<input type="checkbox"/>
Letter from faculty member of program area plus marketing material about program to recruits and accepted students.	Director Enrollment Management and Student Engagement	\$750	2/1/2019	2/29/2019	<input type="checkbox"/>
Follow-up letter sent to all participants at high school and middle school visits.	Director Enrollment Management and Student Engagement	\$1,000	10/1/2018	5/31/2019	<input type="checkbox"/>
Online programs marketing postcard sent to College Board distribution list.	Director Enrollment Management and Student Engagement	\$3,000	11/1/2018	5/31/2019	<input type="checkbox"/>
Pre-registration email to current and potential students with next steps.	Director Enrollment Management and Student Engagement	N/A	4/1/2019	Registration	<input type="checkbox"/>
Send College Decision Days survey to high school counselors.	Director Enrollment Management and Student Engagement	\$50	3/15/2019	4/1/2019	<input type="checkbox"/>
Create College Decision Days student package for each high school senior who identifies Southern as his/her college choice.	Vice President for Institutional Advancement	\$2,000	3/15/2019	4/1/2019	<input type="checkbox"/>

Create and implement social media initiative with National Society of Leadership and Success (NSLS) and Southern Ambassadors.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement Student Success Center Coordinator	N/A	10/2018	5/15/2019	<input type="checkbox"/>
Register early letter/email sent to all current students and all accepted students for next term.	Director Enrollment Management and Student Engagement	??	10/15/2018 3/15/2019	11/1/2018 4/1/2019	<input type="checkbox"/>
Plan a “one contact per month” recruitment/marketing campaign for current and prospective students.	Director Enrollment Management and Student Engagement Vice President for Institutional Advancement	??	8/13/2018	8/1/2019	<input type="checkbox"/>
Create and implement a marketing plan to parents that highlights low-cost tuition, close to home, and safe campuses.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	\$350	8/1/2018	4/1/2019	<input type="checkbox"/>
Marketing Materials:					

Professional Development Needs:

Evaluation/Assessment: (Processes)

Potential Supporting Documentation:

Goal 1: Increase number of first-time Southern students.

Key Enrollment Lifecycle: RECRUITMENT	Coordinator: (Accountability Leader) Chief Information Officer				
Action Plan Title: 1.2 Implement the Banner Recruiting module.					
Strategy: Start loading students electronically and manually into the Recruiting module and build/track the communication with each student.					
KPIs and/or PIs: Number of students loaded. Communication plan automated and tracked.					
Narrative: The college has been using Filemaker Pro as a database for recruiting but it is a separate system than Banner. For greater efficiencies and to eliminate a duplication of systems, we need to phase out the use of this system and implement the Recruiting Module of Banner so all of our student information will be integrated.					
<u>Implementation Schedule</u>					
<u>Steps</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Banner setup to reduce duplicates and allow for loading of students from different sources.	Chief Information Officer	N/A	August 2018	October 2018	<input type="checkbox"/>
Train staff on BANNER Recruitment Module	Director Enrollment Management and Student	N/A	Ongoing	Ongoing	<input type="checkbox"/>

	Engagement				
Begin loading recruits for Spring 2019 and Fall 2019 into Banner.	Director Enrollment Management and Student Engagement	N/A	October 2018	Ongoing	<input type="checkbox"/>
Implement process to identify new recruits from Financial Aid FAFSA records.	Chief Information Officer	N/A	September 2018	October 2018	<input type="checkbox"/>
Use Argos and Banner to create automated communications to recruits.	Director Enrollment Management and Student Engagement Chief Information Officer	N/A	September 2018	Ongoing	<input type="checkbox"/>
Create Argos reports to summarize and analyze recruitment information.	Director Enrollment Management and Student Engagement Chief Information Officer	N/A	September 2018	Ongoing	<input type="checkbox"/>
Marketing Materials:					

Professional Development Needs:

Evaluation/Assessment:

Potential Supporting Documentation:

Goal 1: Increase number of first-time Southern students.

Key Enrollment Lifecycle: RECRUITMENT		Coordinator: (Accountability Leader) Director of Student Financial Assistance			
Action: 1.3 Develop a Financial Literacy Plan.					
Strategy: Implement a default management plan.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Number of students who applied for loans, number of students who received a loan, number of students in default, number of students who received pre-loan counseling, number of students who received exit counseling, number of students with loans that completed the term, number of students with loans who withdrew from college.					
Narrative: (Overview of action)					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost /Description</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
All new students and their parents/guardians are required to attend a new student orientation session on responsible borrowing and loan repayment.	Director of Financial Aid	N/A	6/2019	Ongoing	<input type="checkbox"/>
Financial aid staff invited to Orientation classes to discuss financial aid and implement financial aid literacy education. The class will also include responsible	Director of Financial Aid	N/A	8/2018	Ongoing	<input type="checkbox"/>

borrowing and loan repayment.					
Incorporate a "Consider the Cost" form into the Student Loan procedure.	Director of Financial Aid	N/A	8/2018	Ongoing	<input type="checkbox"/>
Create a loan repayment quiz to assess students' understanding of loan repayment obligations, capitalized interest, and in-school budgeting.	Director of Financial Aid	N/A	8/2018	10/2018	<input type="checkbox"/>
Implement loan repayment quiz in introductory math courses.	Vice President for Academic Affairs	N/A	1/2019	Ongoing	<input type="checkbox"/>
Students on Warning or Probation in regards to their academic progress who are loan borrowers will be contacted within the first three weeks of the semester to meet with a financial aid counselor and a Student Services Specialist.	Director of Financial Aid	N/A	1/2019	Ongoing	<input type="checkbox"/>
Contract with EdFinancial Services to provide delinquency outreach to borrowers.	Director of Financial Aid	TBD	8/2018	Ongoing	<input type="checkbox"/>
Marketing Materials:					
Professional Development Needs:					
Evaluation/Assessment: (Processes)					
Potential Supporting Documentation:					

Appendix D: Enrollment Action Plans

Goal 2: Increase the number of recruited students to enrollment.

Key Enrollment Lifecycle: ENROLLMENT	Coordinator: (Accountability Leader) Registrar				
Action: 2.1 Create an efficient and student friendly admissions process.					
Strategy: Streamline the admissions process.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Number of 1st time freshmen.					
Narrative: (Overview of action) Create an efficient admissions process using student self-service, mySouthern.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost /Description</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Update the self-service admissions process on mySouthern.	Registrar Chief Information Officer	\$0.00			<input type="checkbox"/>

Expand the Van P-20 model at Van to remainder of grades.	Academic Leadership Team	\$0.00 Grant covered - tuition/fees for students.			<input type="checkbox"/>
Plan and Implement Early College initiatives with other schools and counties.	Academic Leadership Team	Grant covered			<input type="checkbox"/>
Review existing and develop new 2+2 articulation agreements.	Academic Leadership Team	Travel for leadership team			<input type="checkbox"/>
Review EDGE credits and expand in Business and Healthcare areas.	Academic Leadership Team	\$1,000.00 workshops for faculty and secondary schools			<input type="checkbox"/>
Develop and implement a reverse transfer process.	Registrar	\$0.00			<input type="checkbox"/>
Develop processes for students at a distance to apply, register, and withdraw without having to come to campus.	Registrar	\$0.00			<input type="checkbox"/>
Marketing Materials: PR on projects, EDGE brochures, Listings for 2+2 articulation, process outlines.					
Professional Development Needs: Training on understanding the models, information sharing sessions, EDGE articulation workshops.					
Evaluation/Assessment: (Processes) Assessment plan for early college programs with assessment of student learning, tracking and evaluation of students who articulate in with credits for success and time to completion.					

Potential Supporting Documentation: Completed articulation agreements, enrollment, MOU's. EDGE listing, all printed documents for processes.

Appendix E: Retention Action Plans

Goal 3: Improve persistence and retention rates.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Vice President for Academic Affairs				
Action: 3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.					
Strategy: Validate programmatic and course offering, sequence, quality and delivery.					
KPIs and PIs: (Describe any baseline data and potential data collection points--statistics) Fall to Fall, Fall to Spring, 4-yr., employment, hours earned (math/English/content)					
Narrative: (Overview of action) Develop program documents and matching schedule offerings to meet Guided Pathways to Success (GPS) outcomes.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Program documents must include 30 hours per year, math/English first year, and at least 9 content hours.	Deans Program Leads	\$1,000	Summer 2018	December 2018	<input type="checkbox"/>
Meta Major program alignment.	Deans		August	December	<input type="checkbox"/>

	Program Leads		2018	2018	
Program documents must include advising notes.	Deans Program Leads		Summer 2018	December 2018	<input type="checkbox"/>
Schedule supports all program documents.	Deans/ Vice President for Academic Affairs		September 2018	November 2018	<input type="checkbox"/>
Course delivery review.	Deans Vice President for Academic Affairs		September 2018	November 2018	<input type="checkbox"/>
Marketing Materials: Guided pathway documents with advising notes. 15 to finish and 60 hour program campaign.					
Professional Development Needs: Program advising including meta major placement. Blackboard/Quality Matters (QM) for online course offerings.					
Evaluation/Assessment: (Processes) Student survey for advising. Math/English review. KPIs above.					
Potential Supporting Documentation: Guided Pathways to Success (GPS) documents. Course offering analysis.					

Goal 3: Improve persistence and retention rates.

Key Enrollment Lifecycle: RETENTION		Coordinator: (Accountability Leader) Vice President for Academic Affairs			
Action: 3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.					
Strategy: Expand Articulations.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Baseline Information Number of current articulation agreements for EDGE, 2+2, and core coursework. Early College data (Van, Dual, and Early Admissions - on site) Data: Time to graduation for programs; hours articulated in.					
Narrative: (Overview of action) Expand options for students to gain college credit and decrease the time to graduation.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost /Description</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Create a University Center to bring colleges on campus	Vice President for Academic Affairs	\$0.00 Office space (potential rent)			<input type="checkbox"/>
Expand the Van High School P-20 model at Van High School to remainder of grades.	Academic Leadership Team	\$0.00 Grant covered -			<input type="checkbox"/>

		tuition/fees for students.			
Plan and Implement Early College initiatives with other schools and counties.	Academic Leadership	Grant covered			<input type="checkbox"/>
Review existing and develop new 2+2 articulation agreements.	Academic Leadership	Travel for leadership team			<input type="checkbox"/>
Review EDGE credits and expand EDGES credits in Business and Healthcare program areas.	Academic Leadership	\$1000.00 workshops for faculty and secondary schools			<input type="checkbox"/>
Develop and implement a reverse transfer process.	Registrar	\$0.00			<input type="checkbox"/>
Marketing Materials: Public relations on projects, EDGE brochures, Listings for 2+2 articulation, and process outlines.					
Professional Development Needs: Training on understanding the models, information sharing sessions, EDGE articulation workshops.					
Evaluation/Assessment: (Processes) Assessment plan for early college programs with assessment of student learning, tracking and evaluation of students who articulate in with credits for success, and time to completion.					
Potential Supporting Documentation: Completed articulation agreements, enrollment, MOU's. EDGE listing, all printed documents for processes.					

Goal 3: Improve persistence and retention rates.

<p>Key Enrollment Lifecycle: RETENTION</p>	<p>Coordinator: (Accountability Leader) Vice President for Academic Affairs and Vice President for Workforce and Community Development and Vice President of Student Services/Dean of Student Services</p>				
<p>Action: 3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.</p>					
<p>Strategy: Integrate academics and workforce units to help students obtain goals.</p>					
<p>KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Number of employers engaged with the college (Workforce Matrix data-Employers served; affiliation agreements); Number of enrollment, contact hours, completers in workforce (non-academic credit) programming (Workforce Matrix data).</p>					
<p>Narrative: (Overview of action) Expand and align non-academic credit workshops/classes/programs to complement academic credit options and give educational and skill development opportunities to the citizens.</p>					
<p><u>Implementation Schedule</u></p>					
<p><u>Activities</u></p>	<p><u>Responsibility</u></p>	<p><u>Cost</u></p>	<p><u>Start Date</u></p>	<p><u>Target Completion Date</u></p>	<p><u>Complete</u></p>
<p>Create catalog/calendar of non-academic credit/community education classes for fall, spring/summer that complements the academic</p>	<p>Vice President for Workforce and Community</p>	<p>\$2000</p>	<p>September 2018</p>	<p>June 2019</p>	<p><input type="checkbox"/></p>

catalog/calendar.	Development Workforce Director				
Create communication portal for sector partnership team.	Vice President for Academic Affairs Vice President for Workforce and Community Development Workforce Director	??	March 2019	August 2019	<input type="checkbox"/>
Conduct and collect needs assessment of workforce training needs of employers and nonprofits.	Vice President for Academic Affairs Vice President for Workforce and Community Development Workforce Director	\$1000	October 2018	March 2019	<input type="checkbox"/>
Develop Learn and Earn opportunities.	Vice President for Academic Affairs Vice President for Workforce and Community Development Dean, School Career and		November 2018	August 2019	<input type="checkbox"/>

	Technical Studies				
Develop a business and industry advisory program model.	Vice President for Academic Affairs Vice President for Workforce and Community Development Deans of Schools		October 2018	August 2019	<input type="checkbox"/>
Marketing Materials: Design both print and virtual catalog for each season (Fall, Spring/Summer).					
Professional Development Needs: Evaluation/Assessment: (Processes)					
Potential Supporting Documentation: Workforce Matrix Report (Annual)					

Goal 4: Increase institutional support for student success.

Key Enrollment Lifecycle: RETENTION		Coordinator: (Accountability Leader) Director of Disabilities and Adult Services			
Action: 4.1 Develop and implement student success initiatives.					
Strategy: Revise and Implement advising program.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics)					
Narrative: (Overview of action) Implement Guided Pathways Model approach to advising to assist students with staying on the path to success.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Provide appreciative, on-time advising with each student.	Student Services/Faculty	N/A	Apr. 2019	Ongoing	<input type="checkbox"/>
Attend Guided Pathway Training (GPS).	Vice President for Academic Affairs	N/A	Sept. 2018	Sept. 2018	<input type="checkbox"/>

Implement Guided Pathways.	Vice President for Academic Affairs Vice President of Student Services /Dean Student Services Faculty, Student Services, Staff, Students	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Increase student advising participation by requiring students to meet with faculty and/or staff advisor each semester.	Vice President for Academic Affairs	N/A	Apr. 2019	Ongoing	<input type="checkbox"/>
Implement 15 to finish each semester.	Advisors, Faculty, Student Services	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Students earn 30 credits in the first academic year.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Students complete gateway math and English courses first semester.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Earn nine credits in a program path the first year.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Develop academic maps aligned with a set of meta-majors.	Academic	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>

	Leadership Team				
Establish transfer pathways.	Academic Leadership Team	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Guide students to choose and enter a pathway as a part of the appreciative advising process.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
New students completes a career assessment before registration can begin.	Student Services	N/A	Apr. 2019	Ongoing	<input type="checkbox"/>
New student completes an online pre-orientation before registration can begin.	Student Services	N/A	May 2019	Ongoing	<input type="checkbox"/>
Include Financial Literacy as part of the appreciative advising process.	Financial Aid and Student Services	N/A	Aug. 2019	Ongoing	<input type="checkbox"/>
Provide course availability to meet program needs.	Vice President for Academic Affairs	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Encourage students to complete milestone courses each semester to keep students on track.	Vice President of Student Services /Dean, Student Services	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>
Continue to develop new program pathways to produce graduates to fill high-demand careers.	Vice President for Academic Affairs	N/A	Sept. 2018	Ongoing	<input type="checkbox"/>

Train student services specialist and faculty advisors on GPS advising approach.	Advisors, Faculty, Student Services	N/A	October 2018	Ongoing	<input type="checkbox"/>
Revise "Steps to Registration" as needed.	Vice President of Student Services /Dean, Student Services	N/A	July 2018	Ongoing	<input type="checkbox"/>
Continue to offer Accuplacer placement testing.	Vice President of Student Services	N/A	On going	Ongoing	<input type="checkbox"/>
Identify and record primary and secondary advisors in BANNER at admission acceptance.	Registrar	N/A	April 2019	Ongoing	<input type="checkbox"/>
Schedule new students first advising session with the secondary advisor for advising and registration.	Advisors	N/A	April 2019	Ongoing	<input type="checkbox"/>
Students with 15 or more credits should meet with their primary advisor for advising and registration.	Vice President for Academic Affairs	N/A	April 2019	Ongoing	<input type="checkbox"/>
Student on academic probation should meet with their primary (or secondary) advisor biweekly for guidance and support.	Vice President for Academic Affairs Vice President of Student Services/Dean of Student Services	N/A	April 2019	Ongoing	<input type="checkbox"/>
Marketing Materials: PR materials on GPS, new program flyers and brochures, financial literacy brochure					

Professional Development Needs: GPS Training, Staff Training on GPS, Faculty Training on GPS, train faculty and staff on Next-Generation ACCUPLACER testing

Evaluation/Assessment: (Processes)

Potential Supporting Documentation:

GOAL 4: Increase institutional support for student success.

Key Enrollment Lifecycle: RETENTION		Coordinator: (Accountability Leader) Director of Disabilities and Adult Services			
Action: 4.1 Develop and implement student success initiatives.					
Strategy: First Year Experience (FYI)/Orientation Program.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Increase attendance in the First Year Experience (FYI)/Orientation programs.					
Narrative: (Overview of action) Assist students with a successful transition to college and to develop necessary skills as new freshman college students.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost /Description</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Implement mandatory First Year Experience (FYI)/Orientation to college program for all new students.	Vice President for Academic Affairs		August 2019		<input type="checkbox"/>
Develop and offer FYE/orientation to college courses to be taken within the first year of college.	Vice President for Academic Affairs		August 2019		<input type="checkbox"/>

	Vice President for Academic Affairs				
Strengthen partnerships with faculty, staff, alumni, and student leaders for increased involvement in the FYE program.	Faculty, Advisors, Student Services	N/A	August 2018 Ongoing		<input type="checkbox"/>
Create and provide an informational packet of college activities, and resources for the FYE program.	Vice President for Institutional Advancement		June 2019		<input type="checkbox"/>
Implement "Welcome Week" that engages students in campus activities and resources.	Student Services, Advisors		August 2019		<input type="checkbox"/>
Revise New Student Orientation Day Program.	Vice President of Student Services /Dean of Student Services		June 2019		<input type="checkbox"/>
Provide First Year Experience (FYI) interest groups and seminars.	Coordinator of Student Success Center	N/A	August 2019		<input type="checkbox"/>
Encourage students to use resources provided by the Student Success Center/ Learning Studio.	Coordinator of Student Success Center	N/A	August 2018 Ongoing		<input type="checkbox"/>
Develop a first-year resources webpage on Southern's website.	Vice President for Institutional Advancement	N/A	August 2019		<input type="checkbox"/>

Increase in the involvement of clubs, organizations, and leadership (Student Governments, Southern Ambassadors, and Skills USA).	Coordinator of Student Success Center	N/A	August 2018/ ongoing		<input type="checkbox"/>
Provide opportunities for students to engage in student activities and events on and off campus.	Vice President of Student Services /Dean Student Services	N/A	August 2018		<input type="checkbox"/>
Develop and design a FYE faculty resource guide.	Vice President for Institutional Advancement		August 2019		<input type="checkbox"/>
Increase student opportunities for service and civic engagements.	Vice President of Student Services /Dean Student Services	N/A	August 2019		<input type="checkbox"/>
Marketing Materials: Public relations project materials needed; post on social media, website, digital, TV and print.					
Professional Development Needs: First Year Experience faculty training. Train faculty and staff on how to use the online pre-orientation program.					
Evaluation/Assessment: (Processes) Faculty and staff surveys.					
Potential Supporting Documentation:					

Goal 4: Increase institutional support for student success.

Key Enrollment Lifecycle: RETENTION		Coordinator: (Accountability Leader) Director of Disabilities and Adult Services			
Action: 4.1 Develop and implement student success initiatives.					
Strategy: Strengthen and expand the student success center locations and activities					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics)					
Narrative: (Overview of action)					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost /Description</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Completion Date</u>
Identify and provide a temporary dedicated space for the development of a Student Success Center on each of Southern's campus locations.	Student Success Center Coordinator	N/A	August 2018		<input type="checkbox"/>
Continue to work on Phase II of the planning and renovations for the Student Success Center/Learning Studio at the Logan campus.	Vice President of Student Services President Vice President for Finance and Administration		August 2018		<input type="checkbox"/>

Provide furniture, equipment, computers and supplies for both the temporary and new space for the Student Success Center.	Vice President for Finance and Administration	Cost??	August 2018		<input type="checkbox"/>
Establish policies and procedures for the student success center/learning studio.	Student Success Center Coordinator		August 2019		<input type="checkbox"/>
Establish types of tutoring, resources and support needed for providing academic support to students.	Student Success Center Coordinator		August 2018		<input type="checkbox"/>
Hire part-time Academic Success Specialist (tutors).	Student Success Center Coordinator		August 2018		<input type="checkbox"/>
Establish a check-in and check-out system for tracking data	Student Success Center Coordinator	N/A	August 2018		<input type="checkbox"/>
Develop a tutoring schedule and disseminate across campuses	Student Success Center Coordinator	N/A	August 2018		<input type="checkbox"/>
Work closely with faculty to provide appropriate academic support each semester	Student Success Center Coordinator	N/A	August 2018		<input type="checkbox"/>
Offer First Year Experience interest groups and seminars.	Student Success Center Coordinator		August 2019		<input type="checkbox"/>
Implement Early Alert System and integrate with BANNER	Chief Information Officer	Jan. 2019	August 2019		<input type="checkbox"/>
Provide ongoing proctoring of placement testing, proctoring of tests for disability services, and proctoring of national tests.	Vice President of Student Services/Dean Student Services		Ongoing		<input type="checkbox"/>

Develop a Student Success Center social media campaign to increase students' awareness of program services, scheduling, and events.	Vice President for Institutional Advancement Student Success Center Coordinator		August 2018		<input type="checkbox"/>
Continuously invite faculty members to bring classes/students to the SSC on their campuses	Student Success Center Coordinator		August 2018		<input type="checkbox"/>
Create formative and summative assessment activities for continued growth and development	Student Success Center Coordinator		August 2018		<input type="checkbox"/>
Host informational meetings at the SSC for faculty and staff each semester	Student Success Center Coordinator		August 2018		<input type="checkbox"/>
Develop Student Success Center webpage on Southern's website	Vice President for Institutional Advancement		August 2019		<input type="checkbox"/>
Become a member of the College Reading and Learning Association (CRLA) tutoring program	Student Success Center Coordinator		August 2019		<input type="checkbox"/>
	Marketing Materials: PR project materials needed; door signage for the learning studio, signage inside the studio, post on social media, website, digital, TV and print.				
	Professional Development Needs: Training on ALEKS for math tutors				
	Evaluation/Assessment: (Processes) Faculty and staff surveys, daily student surveys using the check-in and check-out system				
	Potential Supporting Documentation:				

Appendix F: Completion Action Plans

Goal 5: Improve completion rates.

Key Enrollment Lifecycle: COMPLETION	Coordinator: (Accountability Leader) Registrar				
Action: 5.1 Create a seamless graduation process.					
Strategy: Create a new process for applying for graduation, evaluating graduation candidate, and documenting completers.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Data will include the number of applicants, number of degrees and certificates for which applicants applied, number of additional degrees and certificates evaluated, and number of actual completers. Also include skill set counts from each academic school.					
Narrative: (Overview of action) Create an efficient graduation process using Student Self-Service, mySouthern, for applying and DegreeWorks for evaluating candidates' program requirements.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Create the self-service graduation application	Registrar Chief Information Officer	\$0.00	Spring '19		<input type="checkbox"/>

Create a “Student Success Fee” for all students to pay.	Registrar, Business Office Board of Governors	\$0.00	Spring ‘19		<input type="checkbox"/>
Roll out DegreeWorks for fall graduation evaluation.	Registrar Academic and Student Services Leadership	\$500 - \$1000	Fall ‘18		<input type="checkbox"/>
Implement Graduation Checkout prior to registration dates – include multiple departments.	Registrar Academic, Student Services, Financial Aid, Business Office, Library	\$500- \$1000	Spring ‘19		<input type="checkbox"/>
Revise substitution/waiver process.	Registrar Deans of Schools	\$0.00	Spring ‘19		<input type="checkbox"/>
Marketing Materials: Graphics for self-service and printed graduation application, invitations to graduation check out, and brochures and printed material for DegreeWorks rollout and graduation application deadlines.					
Professional Development Needs: Training on self-service graduation application, training on DegreeWorks, information sharing sessions, and substitution/waiver process.					
Evaluation/Assessment: (Processes) Review data collected on number of applicants vs. number of completers, assess amount of time needed to evaluate graduation applications using DegreeWorks, collect data on number of substitutions received and processed.					
Potential Supporting Documentation: Graduation application, brochures, processes of using new methods.					

Goal 6: Improve connections with alumni.

Key Enrollment Lifecycle: COMPLETION		Coordinator: (Accountability Leader) Rita Roberson, Vice President for Institutional Advancement			
Action: 6.1 Develop and implement a graduate to alumni transition plan.					
Strategy: Develop Alumni Association that will build community and financial support for Southern. Will also help to develop tracking of Southern's graduates.					
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Data collection will come from Banner and Raiser's Edge.					
Narrative: (Overview of action) Define Alumni, gather data according to definition, create invitation, and mail. Gather assessment of results.					
<u>Implementation Schedule</u>					
<u>Activities</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Start Date</u>	<u>Target Completion Date</u>	<u>Complete</u>
Define Alumni.	Vice President for Institutional Advancement	N/A		10/31/18	<input type="checkbox"/>
Gather Data.	Vice President for Institutional	N/A		11/26/18	<input type="checkbox"/>

	Advancement Vice President of Finance and Administration				
Develop guidelines for request.	Vice President for Institutional Advancement	N/A		12/3/18	<input type="checkbox"/>
Design invitation and mail.	Vice President for Institutional Advancement	\$500		12/13/18	<input type="checkbox"/>
Marketing Materials:					
Professional Development Needs:					
Evaluation/Assessment: (Processes)					
Potential Supporting Documentation:					