# Cal Poly Humboldt.



## Strategic Enrollment Management Plan
### 2023-2028 Spring 2025 Revision

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# Strategic Enrollment Management Plan 2023-2028 Spring 2025 Revision

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May 1, 2025

The Strategic Enrollment Management Plan of 2023-2028 was intended as a living document - with annual reviews of progress leading to regular updates including status and additions.  The SEM implementation team tracks progress on each objective, then updates the plan accordingly, updating the campus as a whole as to progress.

The most significant update to the plan involves updated enrollment targets.  With enrollment growing steadily but incrementally over the past three academic years, we have reflected on the original enrollment targets as laid out in the Polytechnic Prospectus published in 2022. New enrollment targets, with more reasonable, incremental growth, have been strategically developed and were approved by the Chancellor.  The goal of 11,674 total headcount is now estimated to be reached in the Fall of 2035 .

| | Fall 25 | Fall 26 | Fall 27 | Fall 28 | Fall 29 | Fall 30 | Fall 31 | Fall 32 | Fall 33 | Fall 34 | Fall 35 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Target Headcount TOTAL (FTES driving) | 6,347 | 6,837 | 7,518 | 8,246 | 8,917 | 9,503 | 10,007 | 10,467 | 10,904 | 11,300 | 11,674 |
| % growth from prior year | 4.99% | 7.72% | 9.96% | 9.68% | 8.14% | 6.57% | 5.30% | 4.60% | 4.18% | 3.63% | 3.31% |
| Annual FTES Target Year | 25-26 | 26-27 | 27-28 | 28-29 | 29-30 | 30-31 | 31-32 | 32-33 | 33-34 | 34-35 | 35-36 |
| Likely Annual Resident FTES (.854) | 5,420 | 5,839 | 6,420 | 7,042 | 7,615 | 8,116 | 8,546 | 8,939 | 9,312 | 9,650 | 9,970 |
| CSU Target Annual Resident FTES | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 | 7,154 |
| Difference | -1,734 | -1,315 | -734 | -112 | 461 | 962 | 1,392 | 1,785 | 2,158 | 2,496 | 2,816 |
| % within target | 76% | 82% | 90% | 98% | 106% | 113% | 119% | 125% | 130% | 135% | 139% |

This Spring 2025 update to the plan includes status updates (column three) for all previous objectives, as well as new objectives added.  Highlights of the new objectives in the plan include building out a robust Career Development Services Center, improving Advising across campus with initiatives suggested by the NACADA review, and increasing and adding additional cultural centers.

# Recruitment: Expanding the pipeline and increasing yield

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---------|-----------|--------------------|-----------------------------|------------------------------|
| **1. Office of Admissions systems and practices have been modernized** | 1.1 **Fundamentally assess** and reorganize the operating structure of recruitment and admissions, focusing on team structure, technology, and processes<br><br>1.2 Recommit to **fully utilize Slate**—review implementation with an emphasis on the CRM features<br><br>1.3 Develop a **comprehensive communication plan** from search to final matriculation, utilizing multi-channel efforts to segmented populations<br><br>1.4 Apply best practice **territory management** strategies | 1.1 Benchmark people, process, and technology associated with recruitment & admissions—run **best-in-class operations** appropriate for Humboldt<br><br>1.2(a) Ensure key staff is **fully trained in the CRM** (Slate)<br><br>1.2(b) Ensure connection between campus data warehouse and CRM to conduct **data analytics** on name purchases<br><br>1.3(a) Focus on development of **yield-related communications** to accepted students<br><br>1.3(b) Create and facilitate a **communications stakeholder group** with regular meetings<br><br>1.3(c) Develop and implement a **"belonging" campaign** for newly admitted students<br><br>1.4(a) Create specific territories<br><br>1.4(b) Integrate **territory management** into CRM<br><br>1.4(c) Measure and report performance (accountability) | 1.1 completed<br><br>1.2 in progress<br><br>1.2 in progress<br><br>1.3(a) completed and continuing<br><br>1.3(b) in progress<br><br>1.3(c) not yet begun<br><br>1.4(a) completed<br><br>1.4(b) completed<br><br>1.4(c) in progress | VP for Enrollment Management & Student Success<br><br>Director of Admissions<br><br>Director of Marketing |
| **2. Organizational changes have been implemented** | 2.1 Ensure organizational chart reflects **operational goals** according to the SEM plan<br><br>2.2 **Increase housing** bed capacity to support increased student enrollment<br><br>2.3 Utilizing analytics and review of best practices, **strategically focus resources on process improvement initiatives and programming** that positively impact student yield rates (particularly for students with financial aid, transfer credit, and housing needs) | 2.1(a) **Assess admissions and enrollment** functions as a service-oriented and goal-driven organization<br><br>2.1(b) Recommend **staffing changes** and updated position descriptions<br><br>2.1(c) Implement **new organizational structure**<br><br>2.2(a) Implement bridge housing options up to 650 – 900 additional total beds<br><br>2.2(b) Implement additional **bridge housing** options up to 1,200 additional total beds<br><br>2.2(c) Open **new residential facility** (950 new beds) and continue bridge housing as needed<br><br>2.3(a) **Collaborate with campus partners** for sustainable peer (student-to-student), staff, and faculty call and/or postcard campaigns to admitted students and track confirmation rates<br><br>2.3(b) Implement systems changes necessary to provide preliminary degree audit and transfer credit evaluation updates for applicants who provide official transcripts to make informed decisions to confirm admission | 2.1(a) completed<br><br>2.1(b) completed<br><br>2.1(c) completed<br><br>2.2(a) no longer needed<br><br>2.2(b) no longer needed<br><br>2.2(c) opening Fall 2025 as planned<br><br>2.3(a) started and continuing<br><br>2.3(b) in progress | VP for Enrollment Management & Student Success<br><br>Executive Director of Housing<br><br>Director of Residence Life<br><br>Facilities Management |

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
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| **3. Branding of recruitment materials and communications has been fully transitioned to Cal Poly Humboldt** | 3.1 Ensure web pages are **user friendly** and accessible to all<br><br>3.2 Develop and implement **brand activation campaigns** to target groups (e.g., First Year, Transfer, BIPOC, Native)<br><br>3.3 **Integrate faculty** formally into recruitment related processes | 3.1(a) Upgrade existing program **web sites** to ensure mobile phone capability for users<br><br>3.1(b) Develop and implement **public facing** visuals to support brand engagement<br><br>3.2(a) Develop and implement **print materials** highlighting the Cal Poly Brand<br><br>3.2(b) Develop and implement email and **social media** materials highlighting Cal Poly Brand<br><br>3.2(c) Develop and implement recruitment materials that are in **both English and Spanish** (print and other)<br><br>3.3(a) Ensure **faculty stakeholders** are part of the formal communications plan and strategy development<br><br>3.3(b) Implement **experiential learning partnerships**—corporations and agencies as part of student recruitment in the Cal Poly Brand<br><br>3.3(c) Facilitate **academic program partnerships** as part of formal visits/visit days on campus | 3.1(a) completed<br><br>3.1(b) completed<br><br>3.2(a) completed<br><br>3.2(b) completed<br><br>3.2(c) started and continuing<br><br>3.3(a) started and continuing<br><br>3.3(b) started and continuing<br><br>3.3(c) completed | Director of Admissions<br><br>Director of Marketing<br><br>VP for Enrollment Management & Student Success<br><br>Provost and VP for Academic Affairs |



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| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| **4. Application and yield strategies have been strengthened** | 4.1 Acquire and nurture **strategic prospect** lists for both transfer and first-year students<br><br>4.2 Enhance options and opportunities to **experience the North Coast** / highlight internship and career opportunities<br><br>4.3 Create a **virtual visit experience**<br><br>4.4 Enhance **early outreach efforts** to first-year prospects in grades before 11th grade and transfer students in their first-year of community college.<br><br>4.5 **Focus recruitment efforts** on the schools, regions, and tribal communities that produce enrolled and retained students, with an emphasis on enrolling students who reflect the diversity of the State of California.<br><br>4.6 Enhance the tailored multi-channel communication plan for applicants to address key factors impacting student choice to accept admission (e.g. basic needs, relocation, financial aid, housing, missing documents, transfer credit/ time to degree)<br><br>4.7 **Reinvest in key yield events:** California Admitted Student Receptions (early spring semester) and Spring Preview<br><br>4.8 Increase **integration of cultural centers and student life organizations** engaged with applicants earlier, setting a foundation of a sense of belonging and caring<br><br>4.9 Create and distribute annual recruitment plan that focuses on updated needs, and responds to national trends and shifting demographics<br><br>4.10 Expand access to scholarships and the strategic application of scholarships and aid to make college more affordable for all students | 4.1(a) Develop and implement a **strategic name buying** process<br><br>4.2(a) Enhance current on-campus tours to allow students and families to **experience the Redwood Coast**<br><br>4.3(a) Develop and implement **immersive** and video related tours of campus<br><br>4.4(a) Increase the number of prospects within the campus CRM **beyond high school seniors** and community college students to engage with early outreach efforts.<br><br>4.5(a) Expand **Humboldt First** recruitment efforts each year, beyond the scholarship offering, to include expanding student populations and identified programming.<br><br>4.5(b) Identify potential **regional partners** and develop sustainable relationships through agreed memorandums of understanding (TRIO Programs, School Districts, Community College Programs, Community-Based Programs)<br><br>4.5(c) Continue focus on applications from **BIPOC students** to align Humboldt enrollment proportionally with the diverse student enrollment of the CSU<br><br>4.5(d) Target recruitment efforts toward increasing enrollment to reflect the diversity of the state, with specific initiatives to Black Student Success<br><br>4.6 Monitor and i**ncrease engagement** with applicant communications, including caseload applicant management to support students' transition from applicant to confirmed status<br><br>4.7 **Increase participation** in these events. Increase confirmation rate for event participants<br><br>4.8 Increased participation in cultural center and **student life** activities and programming<br><br>4.10(a) Increase funding to HumboldtFirst scholarships for local students, in addition to general unrestricted donor-funded scholarships to use as recruitment incentives<br><br>4.10(b) Establish tuition guarantee program for qualified applicant (Green and Gold Guarantee) | 4.1(a) started and continuing<br><br>4.2(a) in progress<br><br>4.3(a) in progress<br><br>4.4(a) started and continuing<br><br>4.5(a) started and continuing<br><br>4.5(b) started and continuing<br><br>4.5(c) started and continuing<br><br>4.6 started and continuing<br><br>4.7 started and continuing<br><br>4.8 in progress<br><br>4.9 NEW<br><br>4.10 (a) NEW<br><br>4.10(b) NEW | Director of Admissions<br><br>Provost and VP of Academic Affairs<br><br>Director of Marketing<br><br>VP for Enrollment Management & Student Success |

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| **5. Transfer student strategies have been strengthened** | 5.1 Strengthen **partnerships with feeder community** colleges through 2+2 pathways and increased recruitment presence<br><br>5.2 Update **Transfer Student web site**<br><br>5.3 Enhance Transfer Student **Campus Life Experience** | 5.1(a) Increase prospective students from **community college partners**<br><br>5.1(b) **Develop mapping** between identified CC partners and existing Associate Degree for Transfer(ADT) pathways as well as non–ADT pathways. Build 2+2 roadmaps for top pathways, identifying applicable non–ADT pathways for curriculum not available at the sending institution<br><br>5.2(a) Ensure that **transfer content** is practical, beneficial, and current as well as in both English and Spanish<br><br>5.3(a) Form a **Transfer Student Organization** with a community space on campus | 5.1(a) started and continuing<br><br>5.1(b) started and continuing<br><br>5.2(a) in progress<br><br>5.3(a) completed | Director of Admissions<br><br>Provost and VP for Academic Affairs<br><br>Registrar<br><br>Dean of Students<br><br>Director of Student Life<br><br>VP for Enrollment Management & Student Success |

## RETENTION: Creating a student-ready campus

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| 1. The **basic needs** of students have been addressed | 1.1 Continue to enhance basic **needs infrastructure**; maintain campaigns to link existing campus and community resources, staff, and online skills modules; dedicate ongoing funding for food purchases for distribution through the campus pantry | 1.1(a) Hire Basic Needs Coordinator and provide student assistant funding, ongoing (hired Fall 2022, ongoing)<br><br>1.1(b) Build out and assess **campaign outreach efforts** | 1.1(a) started and continuing<br><br>1.1(b) started and continuing | VP for Enrollment Management & Student Success<br><br>Dean of Students |
| | 1.2 Continue to enhance the campus infrastructure and programming to address issues of **campus safety and sense of wellbeing** for our students in areas of equity, Title IX, Policing and Conduct | 1.2(a) **Fill key vacancies** and enhance staffing levels in key areas related to safety and wellbeing<br><br>1.2(b) Provide training to all staff and faculty on key issues related to **student safety and wellbeing**<br><br>1.2(c) Ensure **Transparency and Accountability** in areas of equity, Title IX, Policing and Conduct<br><br>1.2(d) Review the results of the recent **Safety Survey** and identify areas for improvement<br><br>1.2(e) **Review and improve processes** related to the University response to instances of harm | 1.2(a) started and continuing<br><br>1.2(b) started and continuing<br><br>1.2(c) started and continuing<br><br>1.2(d) started and continuing<br><br>1.2(e) started and continuing | VP for Enrollment Management & Student Success<br><br>Provost and VP for Academic Affairs |

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| 1. The **basic needs** of students have been addressed | 1.3 Continue working with local communities and campus stakeholders to make data-informed decisions, while continuing to explore, develop, and implement policies and practices to increase **equitable access to affordable housing** for students | 1.3(a) Increase the number of available beds for **on-campus housing** for new first-year and transfer students<br><br>1.3(b) Establish Temporary Housing Program emergency housing placements with ongoing funding<br><br>1.3(c) Increase the number of available beds for **alternative residential housing** for continuing students | 1.3(a) new housing to open Fall 2025 on time<br><br>1.3(b) completed<br><br>1.3(c) completed | Executive Director of Housing |
| | 1.4 Broaden capacity in student access to critical services through hiring of additional **Mental Health Clinicians** with special focus on serving the BIPOC student population | 1.4 Increase BIPOC student participation in Mental Health services in support of **improved BIPOC student retention** | 1.4 not yet begun | Director of Health & Wellness |
| | 1.5 Increase opportunities for **student employment** and build awareness of current internships, fellowships, etc. | 1.5 Increase total number of students employed or engaged in **internship & service learning** opportunities each year through 2029 | 1.5 not yet begun | Director of Career Center<br><br>Director of Center for Community Based Learning |

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|---|---|---|---|---|
| 2. Advising structures, systems, and major entry pathways meet the needs of students | 2.1 Increase the capacity and number of additional professional advisors to **reduce the Student to Professional Advisor Ratio** (to 200:1), including professional advisors in programs that serve special populations (El Centro, Umoja Center) | 2.1(a) Hire **new professional advisors** in the advising center and for the Cultural Centers for Academic Excellence.<br><br>2.1(b) Increase first term, one-year and two-year retention of first-time full-time undergraduate students, closing equity gaps for Pell, first-generation & URM students | 2.1(a) completed<br><br>2.1(b) in progress | AVP of Academic Programs<br><br>Director of Advising |
| | **2.2 Provide ongoing funding for faculty to support 3 Advising Fellows to assist in continuity of advising structures across the institution with focus on:** advisor training program, evaluating academic probation, and transfer student advising | 2.2(a) Develop, implement, and assess a sustainable advisor training program across the University<br><br>2.2(b) Reduce academic probation and disqualification rate of first-time full-time undergraduates at end of their first-term and first-year<br><br>2.2(c) Increase the **two-year graduation rate** for transfer students | 2.2(a) completed<br><br>2.2(b) in progress<br><br>2.2(c) in progress | AVP of Academic Programs<br><br>Director of Advising |

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| 2. Advising structures, systems, and major entry pathways meet the needs of students | 2.3 Increase **access and utilization rates with degree audit & degree planning tools** by students and advisors to identify clear roadmaps to graduation | 2.3(a) Increase student use of **degree planning tools** and maintain high utilization (goal: 90%)<br><br>2.3(b) Establish a data-informed, student-centered process to create upcoming class schedules based on historical/projected data, student plan demand, and key stakeholders to **inform course offerings**<br><br>2.3(c) Expand access to the DARS degree planner for Graduate and post-bacc students | 2.3(a) started and continuing<br><br>2.4(b) started and continuing<br><br>2.3(c) NEW OBJECTIVE | AVP of Academic Programs<br><br>Registrar |
| | **2.4 Identify, develop, and implement an e-advising system to support collaborative and holistic advising across campus, including** early alert | 2.4(a) Gather requirements from stakeholders and identify **e-advising system** to meet campus needs<br><br>2.4(b) Establish **early alert** systems and processes | 2.4(a) in progress<br><br>2.4(b) in progress | AVP of Academic Programs<br><br>Director of Advising |

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|---|---|---|---|---|
| 3. Support systems have been created to meet the **academic needs of students** and retain students | 3.1 By Fall 2024, expand the high impact practice of implementing first-year student learning communities rooted in place **(Place-Based Learning Communities, PBLCs)**, to all first-year students via a block-enrollment, opt-out model; embed transitional curriculum to enhance student's first-year experience | 3.1 Increase the first-term and one-year **retention rates** of first-time full-time undergraduates who participated in PBLC/SLC and ongoing as new programs come online | 3.1 in progress | Director of PBLCs<br><br>AVP of Academic Programs |
| | 3.2 Enhance **support and onboarding of low-income and first-generation science students** through hiring EOP STEM/Outreach position and expanding EOP Summer Bridge to provide a 1-week pre-enrollment Science Experience | 3.2 Increase retention and graduation rates of EOP STEM cohort | 3.2 in progress | Director of EOP |
| | 3.3 Expand **academic support services** to improve success rates of English & Math Category 3 & 4 students during their first year | 3.3 Increase completion of general education English & Math courses in the first year; increase first-term and one-year retention rates of first-time full-time undergraduates (a related early start proposal has been submitted to the Chancellor's Office) | 3.3 in progress | Provost and VP for Academic Affairs<br><br>AVP of Academic Programs<br><br>Chair of English<br><br>Chair of Mathematics |

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|---|---|---|---|---|
| 3. Support systems have been created to meet the **academic needs of students** and retain students | 3.4 Implement, assess, adjust and sustain **academic and support services** that are responsive to the diverse experiences and needs of **transfer students** | 3.4(a) Increase the two-year and 4-year graduation rates of URM transfer students<br><br>3.4(b) Transfer Admissions Coordinator role to support community college partnerships, pathways, and provide leadership and support to Transfer Student Ambassadors (peer ambassadors working with incoming and recent transfer students) | 3.4(a) targets not reached<br><br>3.4(b) complete | VP for Enrollment Management & Student Success<br><br>AVP of Academic Programs |
| | 3.5 Enhance and build out **communication campaigns for returning and continuing students around registration, advising, and graduation** (emails, texts, and text-bot campaigns); monitor analytics of the campaign and enrollment trends to make adjustments in real-time | 3.5(a) Increase the percentage of continuing eligible students who successfully enroll in classes during the early registration period.<br><br>3.5(b) Increase the four-year and six-year graduation rates, and close equity gap of URM first-time full-time undergraduate students<br><br>3.5(c) Target and increase percentage of students who return and re-enroll after stopping out within the last two years<br><br>3.5(d) Hire and implement the role of a retention specialist in the registrar's office | 3.5(a) increased and progress continues<br><br>3.5(b) in progress<br><br>3.5(c) completed<br><br>3.5(d) completed | Registrar<br><br>VP for Enrollment Management & Student Success<br><br>Director of Advising |
| | 3.6  Improve processes and structures around academic advising across campus | 3.6(a) Institutionalize a culture shift toward consistent, equitable advising: Creation of a campus-wide Advising Purpose Statement, A Strategic Plan for Advising, Student Advising SLOs (NACADA)<br><br>3.6(b) Establish roles, responsibilities and guidelines for all faculty advising to ensure consistent advising (NACADA)<br><br>3.6(c) Implement early intervention for academically struggling students using PASS (Proactive Advising for Student Success)<br><br>3.6(d) Implement CRM for Advising - SLATE to rollout Fall 2025 (NACADA)<br><br>3.6 (e) Establish a certificated faculty advising training program (NACADA)<br><br>3.6(f) Establish campus-wide training for Culturally Responsive Advising (NACADA)<br><br>3.6(g) Implement a campus-wide communication plan around advising, enrollment and registration (NACADA)<br><br>3.6(h) Implement programming and provide robust resources to support students on academic notice. | NEW OBJECTIVES | Director of Advising<br><br>Vice Provost & AVP of Academic Programs |

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| 4. Foster **meaningful, inclusive student success** throughout the institution and community | 4.1 Prioritize **student life experience and student engagement activities** to foster a meaningful sense of belonging, combat homesickness, and create a connection to place/the region | 4.1(a) Establish baseline sense of belonging for students attending Cal Poly Humboldt and create comprehensive assessment tools for student engagement activities<br><br>4.1(b) Increase programming designed to increase sense of belonging on campus<br><br>4.1(c) Collaborate with academic departments to align student engagement activities and sense of community into students' academic experience | 4.1(a) in progress<br><br>4.1(b) in progress<br><br>4.1(c) NEW OBJECTIVE | Director of Student Life<br><br>Dean of Students |
| | 4.2 Prioritize developing and supporting **culturally relevant programs and support services** | 4.2(a) **Increase staffing** to Cultural Centers for Academic Excellence as well as additional programs across campus (CCAE Advisors have already started)<br><br>4.2(b) Cultural Centers for Academic Excellence and Cultural events are adequately **funded and resourced**<br><br>4.2(c) Departments and programs outside of the CCAEs prioritizing **culturally relevant** programs, curriculum, Training, and Support Services<br><br>4.2(d) Campus culture and programs **recognize, honor, and support** the intersecting identities of our students<br><br>4.2(e) Secure funding for specific Black Student Success initiatives, centered around the Umoja Center and the DEI office<br><br>4.2(f) Create an LGBTQIA+ center with dedicated space<br><br>4.2(g) Create a Dream center with dedicated space | 4.2(a) in progress<br><br>4.2(b) in progress<br><br>4.2(c) in progress<br><br>4.2(d) in progress<br><br>4.2(e) NEW<br><br>4.2(f) NEW<br><br>4.2(g) NEW | Dean of Students<br><br>VP for Enrollment Management & Student Success |

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|---|---|---|---|---|
| 4. Foster **meaningful, inclusive student success** throughout the institution and community | 4.3 Continue to **address physical space** needs to increase and sustain community development, belonging and accessibility for Cal Poly Humboldt's growing student body. | 4.3(a) **Off-campus housing** is affordable and accessible for students who can't/don't want to live on campus<br><br>4.3(b) All major programs have a **Place-Based Learning Community**<br><br>4.3(c) The Gutswurrak Student Activities Center will be the **central gathering and activity space** on campus<br><br>4.3(d) Plan and implement a plan to **expand physical space** on campus with new structures to adequately support the needs of current and future student populations<br><br>4.3(e) All campus buildings and areas are **fully accessible** to campus population (including transportation/mobility getting from one side to the other)<br><br>4.3(f) Provide and maintain spaces that are **welcoming and inclusive** to students | 4.3(a) in progress<br><br>4.3(b) completed<br><br>4.3(c) completed<br><br>4.3(d) in progress<br><br>4.3(e) in progress<br><br>4.3(f) in progress | VP for Administrative Affairs & Finance<br><br>VP for Enrollment Management & Student Success |
| | 4.4 Continue to develop and support programming focused on increasing a sense of **community on and off campus in the local area** | 4.4(a) Adequately resource strategic programming to **increase student connections** and sense of belonging in the local community<br><br>4.4(b) Continue partnerships with Equity Arcata and increase student participation in **community working groups**<br><br>4.4(c) Increase programming focused on **community partnerships** and off-campus events | 4.4(a) in progress<br><br>4.4(b) started and continuing<br><br>4.4(c) in progress | VP for Enrollment Management & Student Success<br><br>AVP of Academic Programs |
| | 4.5 Expand use of the campus **system of record to capture student engagement** | 4.5(a) Presence is used with all/the majority of campus sponsored events/activities to **track engagement**<br><br>4.5(b) Departments and offices across campus are **appropriately trained** to use Presence<br><br>4.5(c) The university has developed and utilizes **co-curricular transcripts** to increase language around the impact of co-curricular engagement on personal and professional development<br><br>4.5(d) Advising systems and **student engagement systems** are managed to create combined reports | 4.5(a) not yet begun<br><br>4.5(b) not yet begun<br><br>4.5(c) in progress<br><br>4.5(d) in progress | Dean of Students<br><br>Director of Student Life |

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| 5.Invest in classroom, Teaching and **learning and academic intervention**s, and classroom climate | 5.1 Support, implement and assess **faculty-led curricular redesign** through formal and informal training programs, professional development, and one-time funding opportunities, to improve student success in classes with historically high equity gaps and/or DFW rates | 5.1(a) Identify, monitor, and **improve student outcomes** in high-enrollment, high-DFW courses with the largest equity gaps, a related proposal was submitted regarding equity priority 5<br><br>5.1(b) Training/professional development is available and encouraged/required to **address high equity gaps** | 5.1(a) in progress<br><br>5.1(b) completed | Provost and VP of Academic Affairs<br><br>Director of the Center for Teaching & Learning |
| | 5.2 Continue weaving the Integrated Assessment and Planning (IAP) initiative throughout the structure of institutional planning and assessment to align with budgetary sustainability goals and **create a continuous cycle of assessment, planning, and implementation** | 5.2 Implement phases 3 & 4 of IAP as part of the campus-wide strategic plan | 5.2 no longer applicable | Provost and VP of Academic Affairs |
| | 5.3 Continue to address the lack of **course offerings and availability as a barrier** to full, timely registration, including evaluation of course modality and accessibility | 5.3(a) Review and update the **scheduling policy**<br><br>5.3(b) Work with Associate Deans and Institutional Research and Reporting to **analyze student success data**<br><br>5.3(c) Associate Deans work with Vice Provost's office to work on **course modality**, times, and accessibility, recommendations<br><br>5.3(d) The **DARS schedule planner** is widely used in most/all programs<br><br>5.3(e) Strategically **plan ahead for personnel requirements** (lecturer pool, permanent hires, etc)<br><br>5.3(f) **Strategica**lly plan the use of online courses to address accessibility and bottleneck courses | 5.3(a) not yet begun<br><br>5.3(b) not yet begun<br><br>5.3(c) not yet begun<br><br>5.3(d) in progress<br><br>5.3(e) not yet begun<br><br>5.3(f) not yet begun | AVP of Academic Programs<br><br>Registrar<br><br>Director of Advising |
| | 5.4 Increase support for students through training and resources for faculty providing **reasonable accommodations** and holistic support for students in need | 5.4(a) training for faculty is available around **course accessibility**<br><br>5.4(b) support centers (ARC, SDRC, etc) are **adequately staffed and resourced** to support faculty training<br><br>5.4(c) Review and implement a **streamlined referral process** for faculty & staff to refer students to services (expand CARE referral process to other student services) | 5.4(a) completed<br><br>5.4(b) not yet begun<br><br>5.4(c) completed | VP for Enrollment Management & Student Success<br><br>Dean of Students |

| Outcome | Objective | Objective Measures | Status as of February 2025 | Responsible Unit / Position |
|---|---|---|---|---|
| 6. Invest in a robust Career Development Services Office | 6.1 The Career Development Services Office has a full staff<br><br>6.2 The CDSO has the space and infrastructure needed to serve students<br><br>6.3 The CDSO has increased employee engagement and direct connections with students<br><br>6.4 The CDSO has increased its ability to offer career advising to students | 6.1 Full staffing includes 4 career advisors, 1 employee relations coordinator, and one Director<br><br>6.2 Sufficient infrastructure is including but not limited to 6 private office spaces for Advisors, Coordinator, and Director. As well as main work-space with computer stations for students to drop in and work independently or with peer advisors<br><br>6.3 Measured through participation of employers at the Part-TIMe Job Fair, Engineering Internship & Job Fair, and the Career Expo and Job Fair<br><br>6.4 Annual reviews of career advisor meetings and POS surveys from student clients. | NEW OBJECTIVES | VP for Enrollment Management & Student Success<br><br>Director of Career Services |

### First year retention rates for FTUG

| | ACTUALS | | | | TARGETS | | | |
|---|---|---|---|---|---|---|---|---|
| **Fall Cohort** | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| **Retention Rate** | 73.3% | 73.6% | 75.3% | 75.3% | 77% | 78% | 79% | 80% |

### Second year retention rates for FTUG

| | ACTUALS | | | TARGETS | | | | |
|---|---|---|---|---|---|---|---|---|
| **Fall Cohort** | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| **Retention Rate** | 59.3% | 60.6% | 63.6% | 62% | 63% | 64% | 65% | 66% |

# The SEM Implementation Team:

**Dr. Chrissy Holliday**, Vice President of Enrollment Management & Student Success

**Peggy Metzger**, Executive Director of Enrollment Management and Director of Financial Aid

**Michael Le**, Chief Data Officer and Director of Institutional Research, Analytics & Reporting

**Jenni Robinson Reisinger**, University Registrar

**Aolany Navas**, Director of Admissions

**Stephanie Souter**, Research Analyst, Institutional Research, Analytics & Reporting

**Steven Margell**, Research Analyst, Institutional Research, Analytics & Reporting

**Carmen Bustos-Works**, Vice Provost and Associate Vice President of Academic Programs

**Bori Mazzag**, Associate Dean of the College of Natural Resources & Sciences

**Justus Ortega**, Associate Dean of the College of Professional Studies

**Mark Wicklund**, Director of Assessment

**Mitch Mitchell**, Associate Vice President of Student Success and Dean of Students

**Ramesh Adhikari**, Chair of the School of Business

**James Graham**, Associate Professor, Environmental Science & Management

**Dave Heise**, Associate Professor, Philosophy

**Loren Collins**, Director of Advising

**Kristen Stegeman-Gould**, Director of Marketing

**Chelsea Mooney**, Associate Director of Strategic Student Communications

**Todd Larsen**, Senior Director, Enterprise Services

**Rama Rawal**, Director, Educational Opportunity Program

**Heather Madar**, Associate Dean of the College of Arts, Humanities & Social Studies