

## CCC Strategic Enrollment Plan

2022-23 through 2025-26

### Introductory Text

At Clackamas Community College (CCC), we are here to serve our students and community. Our vision and mission guide our decision making and as we continually learn about [our community and our students](#), we adapt to their needs and think toward the future.

CCC Vision: Empowering individuals, strengthening communities.

CCC Mission: As our community's college, we cultivate equitable, innovative, and responsive education.

As a multifaceted institution, there are many measures of institutional health that can be identified and monitored as part of ensuring that we are meeting our commitments to our students and community members with enrollment levels being one of those measures. By engaging in Strategic Enrollment Management (SEM) planning we seek to anticipate and respond to changing economic and workforce factors and strive to improve upon our existing practices in an effort to influence our enrollment overall. This SEM Plan is a culmination of efforts that include:

- SEM Report written and shared with college community between 2018 and 2020 and Key Enrollment Indicators for student enrollment identified;
- Integration of continuing efforts of previous Strategic Priorities (notably Guided Pathways) and new Holistic Student Support (HSS) and Diversity, Equity and Inclusion (DEI) Strategic Priorities;
- Incorporating the SEM report and plan development, tracking, and assessment into the Access, Retention and Completion (ARC) Committee with the ARC chair serving on CCC's Mission Fulfillment Committee to ensure continuity between the plan and related institutional strategic plans.

### Integration of SEM and Strategic Priority

Between 2019-2021, the college went through an extensive Strategic Plan design process to provide a cohesive vision for the college and help inform what services and programs we should be providing, how to more fully integrate into the community, how to create a more inclusive culture and dismantle racism, and how to prepare students for the careers of the future. The Strategic Plan identifies five priorities: 1) Excellence in Teaching and Learning, 2) Holistic Student Support, 3) Diversity, Equity, and Inclusion, 4) Organizational Health, and 5) Community Connections. While each of these priorities relate to the Key Enrollment Indicators identified in the SEM report, and several of these priorities will help recruit, retain, and improve the lives of students of Black, Indigenous and People of Color (BIPOC), women and those from low-socio-economic status, the Holistic Student Support priority specifically connects to the work of the SEM plan. The strategic indicators outlined in the SEM report and the Strategic Priority Plan are to:

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- By end of 2025-2026 academic year:
  1. Increase student FTE (Full-time Equivalent) and Headcount (HC)
  2. CCC employees confidently and consistently connect students to the services they need (holistic student support indicator);
  3. Students ease of access to services is improved (holistic student support indicator);
  4. Students sense of belonging and connectedness to CCC is increased (holistic student support indicator).

### Key Enrollment Indicators (KEI's)

Key Enrollment Indicators (KEI's) are the metrics used as part of the Strategic Enrollment (SEM) plan to assess the efficacy of the institution's overall enrollment and sets targets for where enrollment could grow within a five-year span of time. The KEI's listed below were developed out of the work of the SEM Report between 2018-2020 and help establish the baseline and target data needed to monitor and track CCC's overall enrollment at various levels at the institution. These KEI's are: enrollment by student type, FTE by credit level, and Retention by student type. Each KEI has baseline data taken from academic years 2016-2019 and sets enrollment targets for academic year 2025-2026.

The college has established the following KEI's (see appendix A for full data table):

#### *Enrollment*

- New students (defined as applicants to enrolled) segmented by the following specific populations:
  - Adult Learner
  - Degree-certificate seeking
  - First generation
  - First-term, first year
  - Race/Ethnicity
- High School Connections
  - Advanced College Credit applicants enrolled in ACC courses
- Total annual headcount

#### *FTE*

- Number of credits students take (annually)
  - Annual total (includes non-credit)
  - Full-time status (12+ credits)
  - Half-time status (6-11 credits)

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- Less than half-time (1-5 credits)

*Retention*

- Term-to-term and fall-to-fall
  - All new credit students
  - All students transitioning from GED/Adult High School Diploma and/or English for Speakers of Other Languages to college level
  - First generation
  - Pell recipients
  - Race/ethnicity

**Enrollment (Total FTE and HC) Goals**

The pandemic of 2020-2023 significantly altered the enrollment landscape for community colleges nationally, regionally, and at CCC. Fall 2021 enrollment at CCC was down 22% from fall 2019 and 37% since 2016. Due to these declines, new FTE, Headcount (HC) and Enrollment goals were established. The percentage increases are calculated annually from the prior year’s FTE and HC. For example, 5,000 FTE in 2022-23 is a 10% increase over the 2021-22 FTE of 4,500.

Three growth scenarios were developed to provide a barometer of CCC’s enrollment impact on both funding and capacity:

- Problematic: CCC is underfunded and has underutilized space.
- Target: CCC’s funding and space usage is on track.
- Aspirational: CCC is approximately fully funded and is close to maximum capacity.

|         | Problematic<br>FTE/HC/Enrollment<br>(5%) | Target<br>FTE/HC/Enrollment<br>(10%) | Aspirational<br>FTE/HC/Enrollment<br>(15%) | Final               |
|---------|--|--------------------------------------|--|---------------------|
| 2018-19 |  |                                      |  | 6,400/24,600/88,400 |
| 2019-20 |  |                                      |  | 5,600/21,700/79,300 |
| 2020-21 |  |                                      |  | 4,800/17,600/68,500 |
| 2021-22 |  |                                      |  | 4,500/18,800/66,100 |
| 2022-23 | 4,700/19,700/69,400                      | 5,000/20,700/72,700                  | 5,200/21,600/76,000                        | 4,800/19,800/70,800 |
| 2023-24 | 5,000/20,800/74,000                      | 5,300/21,800/78,000                  | 5,500/23,000/81,400                        |                     |
| 2024-25 | 5,250/21,800/77,700                      | 5,800/24,000/85,800                  | 6,300/26,400/93,610                        |                     |
| 2025-26 | TBD                                      | TBD                                  | TBD  |                     |

**Note.** Each cell contains enrollment goals listed as: FTE /HC/Enrollment

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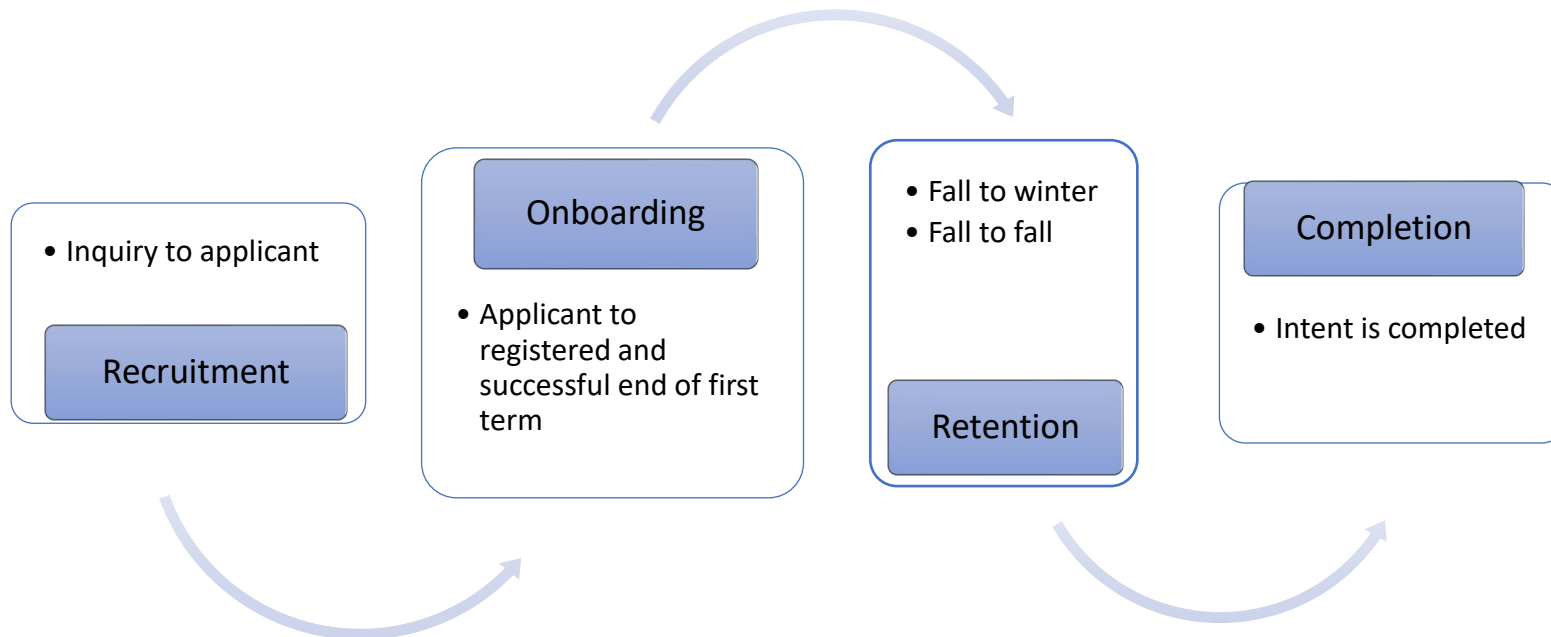
### How to Increase FTE by 500 Per Year

We know that in order to reach that increase, the college needs an additional 23,200 credits over the year ( $23200 * 11/510 = 500$  FTE)

| # of Students | # of Credits for Year | FTE Increase |
|---------------|-----------------------|--------------|
| 516           | 45                    | 500          |
| 644           | 36                    | 500          |
| 967           | 24                    | 500          |
| 1933          | 12                    | 500          |
| 7333          | 3                     | 500          |

### Cycle Influencing KEI's

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



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SEM Goals and Plan

The following goals, strategies, and tactics are designed to fulfill the strategic indicators that have been identified in the CCC strategic plan.

Additionally, in the spring of 2022, the College established a response plan to influence enrollment for the 2022-23 academic year. That plan can be found in appendix C of this SEM plan. Some of those activities are duplicated in the following plan. You can find a list of acronyms and what it stands for in appendix D (hint: turn on the navigation pane by clicking on the bookmark icon).

Legend: Green = 2022-23, 2023-24 initiatives. Blue = completed

| <b>Goal 1: Increase Total FTE and Headcount (HC):</b>  |  |  |                 |  |   |  |
|--|--|--|-----------------|--|---|--|
| <ul style="list-style-type: none"> <li>2023-24: From 4,800 FTE to 5,300 FTE</li> <li>2023-24: From 19,800 HC to 21,800 HC</li> </ul> |  |  |                 |  |   |  |
| <b>Strategy 1: Enhance Admissions, Onboarding Processes and Related Activities</b>   |  |  |                 |  |   |  |
| <i>Tactic</i>  |  | <i>Lead and Partners</i>   | <i>Timeline</i> | <i>Activities</i>  | <i>Indicator (Milestone or Percentage)</i>  | <i>Status (At Risk, On Track, Completed)</i> |
| 1.1.1  | Develop comprehensive recruitment campaign for prospects and applicants with a particular focus on students from systemically oppressed populations. | <p><b>Lead:</b> Director of Recruitment and Admissions</p> <p><b>Partners:</b> College Relations and Marketing, Director of Career Pathways, Director of Workforce Development, Director of Adult Education, Director of Office of Education Partnerships.</p> | 2022-24         | <ol style="list-style-type: none"> <li>Virtual preview events in English and in Spanish for prospective students and parents.</li> <li>Systematize sending new applicant registration postcards to all new applicants.</li> <li>Orientation activities – Pre-welcome week</li> <li>Create applications (admission/scholarship) in Spanish</li> <li>Evaluate current high school and outreach recruitment strategies.</li> <li>Identify and collaborate with affinity groups (these need to be identified) and allies to advance</li> </ol> | <p><b>Milestone:</b> Comprehensive recruitment plan developed.</p> <p><b>Measure:</b> Applicant yield increased; specific student population yield increased.</p> | On-Track; completion December, 2023          |

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|       |   |  |         | <p>outreach and recruitment activities.</p> <ol style="list-style-type: none"> <li>Evaluate/assess needs of traditionally oppressed student populations.</li> <li>Include intentional call campaigns from more students, faculty and staff (explore robocalls as well).</li> <li>Explore marketing campaigns that include: How long will it take me? How much does it cost? Better skills = better jobs. Print materials for older students and reach out to organizations like Veterans and Food Bank.</li> </ol> |   |             |
| 1.1.2 | Systematize virtual drop-in support week for new applicants each term.      | <p><b>Lead:</b> Director of Recruitment and Admissions</p> <p><b>Partners:</b> College Navigators, Institutional Research and Reporting, Applied Information Technology Specialist</p> | 2023-24 | <ol style="list-style-type: none"> <li>Codify current Start Lab (virtual and in-person) plan</li> <li>Establish surveys; capture attendance and track end of first term success rates (grades and next term enrollment).</li> </ol>  | <p><b>Milestone:</b> Start Lab plan documented</p> <p><b>Measure:</b> Increased % of applicants complete all “getting started steps” and matriculate</p> <p><b>Measure:</b> % of students successfully complete first term and enroll for subsequent term</p> |             |
| 1.1.3 | Assess, develop and offer bridge activities for students who need help with | <p><b>Lead:</b> Dean, AFaC</p> <p><b>Note:</b> ESOL and Librarians offering North Star Computer Literacy</p>   | 2023-24 | <ol style="list-style-type: none"> <li>Begin conversations with key faculty in fall 2022</li> <li>Assess current state: what is happening, who is the population? Do we still have remnants of</li> </ol>  | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> Number of students that attend sessions.</p>  | In progress |

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|   | digital literacy/tech skills.                              | Module – Spanish offering coming soon – in conjunction with College Navigators and the Start Lab? Tutoring and Academic Computing Lab Coordinator, OLET, Dean, IEP                    |                           | computer literacy assessment? Perhaps workshops (not academic/credit).<br>3. Increased number of students have the basic technical skills to attend classes in all modalities.   |   |                                   |
| 1.1.4   | Continue annual CTE Showcase event.                        | <b>Lead:</b> Fall 2022: Workforce Advisor (Tom Brown).<br><b>Partners:</b> Director of Recruitment and Admissions, Workforce Advisor, Career Connected Learning                       | Fall 2022 and Spring 2023 | 1. Codify annual CTE showcase event<br>2. Incorporate into comprehensive recruitment plan (1.1.1)<br>3. TAPS staff follow up with prospective applicants from the CTE Showcase   | <b>Milestone:</b> Implementation plan for showcase documented.<br><b>Measure:</b> Increase CTE Enrollment and transition from HS CTE Programs | Completed                         |
| 1.1.5   | Enhance consistent outreach to stopped out students.       | <b>Lead:</b> Associate Dean, Academic Foundations and Connections (AFaC) and Director of Adult Education.<br><b>Partner:</b> Workforce Director, Institutional Research and Reporting | 2022-23                   | 1. Retention navigators connect with stopped out students and reducing barriers to returning.<br>2. Codify processes for consistent outreach efforts.<br>3. Increase understanding of why students leave and determine what would make it “easy” for them to return. | <b>Milestone:</b> Resources identified for reaching out to students.<br><b>Measure:</b> % increase of stopped out students returning to CCC.  | On track; complete September 2023 |
| <b>Strategy 2: Create Clear Pathways and Accessibility to Courses for students from systemically oppressed populations and those facing barriers (BIPOC, low-socio-economic status, and women).</b> |  |   |                           |  |   |                                   |
| 1.2.1   | Address scheduling challenges through creation of schedule | <b>Lead:</b> Director of Curriculum and Scheduling  | 2021-25                   | 1. Schedule guidelines: Identify and adopt common stop and start times for CCC courses in support of student ease of schedule building<br><b>Completed!</b>  | <b>Milestone (s):</b> TBD<br><b>Measure:</b> Students are able to complete science prerequisites  | In progress                       |

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|  | <p>guidelines which emphasize consistency, and prioritize student needs.</p> | <p><b>Partners:</b> Instruction and Student Services (InSS) Deans, Institutional Effectiveness and Planning (IEP), Curriculum and Scheduling, Institutional Research and Reporting</p> |  | <ol style="list-style-type: none"> <li>2. Block scheduling: Identify courses that are often taken together (e.g. Math and Writing or CTE); facilitate collaborative planning efforts so that they fit together on the same days (not same times). (2024-25)</li> <li>3. Block scheduling: Identify courses that should be linked, so students can get enrolled in both required sections as needed (e.g. Science Labs are not currently connected to required science courses).<br/>Question: This may have been resolved; has it? <b>Completed!</b></li> <li>4. Multi-term registration: organize efforts (in partnership with Registrar, Department Chairs) to project schedules further into the future, and create infrastructure so students can make longer-term commitments to degree and certificate programs. (2025-26)</li> <li>5. Course scheduling consistency: Identify course series (E.g. A&amp;P, Sciences) and offer them on the same day and time throughout the year (e.g. sections of A&amp;P offered on the same day/time of week, each term) (2024-25)</li> <li>6. Assessment to support schedule innovation: Research student needs and preferences, and work with Registrar/Department chairs to align the schedule with student input. Use course planning data from Self Service to determine the number of</li> </ol> | <p>and navigate schedules more clearly.</p> <p><b>Measure:</b> Increased enrollment due to ease of access to courses.</p> <p><b>Measure:</b> Students are able to plan and anticipate what their schedule will be in advance and navigate schedules more clearly.</p> <p><b>Measure:</b> Students are able to create a schedule that aligns with their work schedules.</p> |  |
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|       |  |  |         | sections needed and which courses to offer for each term. (2025-26)   |  |                                |
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| 1.2.2 | Assess Course and Services Modality Preferences. Explore course offering format.   | <p><b>Lead:</b> InSS Deans, Academic Foundations and Connections (AFaC) Associate Dean</p> <p><b>Partners:</b> Director of Institution Research and Reporting, Curriculum and Scheduling</p>                                       | 2022-24 | <ol style="list-style-type: none"> <li>Align the preference of students with available course modality, E.g. based on our student population which course modality most fits the needs of students to help them complete their program?</li> <li>Explore five (5) week courses to boost access and outcomes for adult part-time students (EAB/Chemeketa did this).</li> <li>Explore undoing current academic term: life happens, students need flexibility. Offer shorter terms, rolling enrollment.</li> <li>Implement findings from above activities as appropriate.</li> </ol> | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> TBD</p>  | On track; complete winter 2024 |
| 1.2.3 | Create pathways for transition (English for Speakers of Other Languages (ESOL), GED/Adult Basic Education (ABE)) students. | <p><b>Lead:</b> Director of Adult Education</p> <p><b>Partners:</b> Director of Recruitment and Admissions, AFaC Dean, TAPS Associate Dean, Career Pathways Director, Workforce Director, Institutional Research and Reporting</p> | 2022-24 | <ol style="list-style-type: none"> <li>Continue development of transition studies pathways (Skills Dev./GED and ESOL). (Translation – moving from GED/ESOL to college level).</li> <li>Develop additional IET and/or bridge courses for students.</li> <li>Assess needs of adult population as studies indicate they need more than daytime classes and services. They need flexibility.</li> <li>Implement recommendations from HECC CPL grant (2022-23)</li> </ol>  | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> More students have a clear pathway from GED into designated programs with career ready options.</p> <p><b>Measure:</b> Increased FTE due to clear pathway alignment.</p> |                                |

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| <p>1.2.4<br/>Sunsetted</p> | <p>Assess and expand and streamline Career Pathways and Less-Than-One-Year Certificates.</p> | <p><b>Lead:</b> Future Ready Oregon Career Pathways Director, TAPS Dean<br/><br/><b>Partners:</b> Dean, Arts and Sciences, Faculty, Curriculum Committee, Executive Director of College Relations and Marketing</p>   | <p>2022-24</p> | <ol style="list-style-type: none"> <li>1. Review current Career Pathway and Less than One Year Certificate with departments and CTE Advisory Committees to ensure relevance for students and applicability in the labor market.</li> <li>2. Recommend spinning up programs more quickly.</li> <li>3. More non-credit credentials (e.g. Fast Forward). Not FA eligible but subsidize?</li> </ol> | <p><b>Milestone:</b> TBD<br/><br/><b>Measure:</b> Students access relevant short-term training options.<br/><br/><b>Measure:</b> Improved program relevance.</p>  | <p>On track</p> |
| <p>1.2.5</p>               | <p>Continue expansion of First-Year Experience Course(s)</p>                                 | <p><b>Lead:</b> Title III Director and Counseling Chair<br/><br/><b>Partners:</b> AFaC Dean, InSS Deans, Educational Focus Area (EFA) Network, Counseling department, Curriculum and Scheduling Office, Registrar, Director of Financial Aid, Institutional Research and Reporting, Applied Information Technology Specialist (Momentum Metrics Report)</p> | <p>2022-24</p> | <ol style="list-style-type: none"> <li>1. Continue to make FYE courses mandatory in degrees and certificates.</li> <li>2. Assess/explore/align expanded FYE Options: E.g. Offering a condensed course on Saturdays or offering options in the summer (for first time students?). Confirm FYE courses are offered when students need them.</li> </ol>  | <p><b>Milestone:</b> TBD<br/><br/><b>Measure:</b> Increased number of programs officially include FYE as part of the program.<br/><b>Measure:</b> More students complete FYE and are retained.<br/><b>Measure:</b> Increased enrollment and completion.</p> |                 |
| <p>1.2.6</p>               | <p>Explore requirement of Educational Focus Area (EFA) 101 courses.</p>                      | <p><b>Lead:</b> EFA Development Network, InSS Deans<br/><br/><b>Partners:</b> Curriculum and Scheduling Office, Registrar, Director of Financial Aid,</p>   | <p>2023-24</p> | <ol style="list-style-type: none"> <li>1. Assess retention and completion of EFA 101 completers compared to general student population.</li> <li>2. Implement EFA 101 surveys to evaluate effectiveness.</li> </ol>   | <p><b>Milestone:</b> Data created informing retention of EFA 101 participants.<br/><br/><b>Measure:</b> Increased number of programs</p>  |                 |

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|       |  | Institutional Research and Reporting  |         |  | officially include EFA 101 as part of the program.   |  |
| 1.2.7 | Improve the process in which students are identified as undecided from their application or based on their active program and map out the process to support undecided students in selecting an EFA and career choice early. | <p><b>Lead:</b> Director of Student Academic Support Services</p> <p><b>Partners:</b> Director of Adult Education, Director of Admissions and Recruitment, Director of Office of Education Partnerships, Career Center, Work Force Director, Career Pathways Director</p> | 2023-24 | <ol style="list-style-type: none"> <li>All students will be assigned to an EFA advisor based on first their primary program and second their secondary program if their primary program doesn't have an EFA associated with it.</li> <li>All students will be assigned to an EFA advisor based on first their primary program and second their secondary program if their primary program doesn't have an EFA associated with it.</li> <li>Send targeted communication (i.e. outreach) to all students who are truly undecided via Navigate messaging campaigns to encourage students to engage with the Career Center and Undecided student webpage.</li> </ol> | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> % increase of students with a designated EFA and/or % decrease of students who are undecided.</p> <p><b>Measure:</b> % increase of stopped out students returning to CCC</p> |  |

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| <b>Goal 2: Ensure CCC employees confidently and consistently connect students to the services they need.</b> |  |  |                 |   |  |  |
|--|--|--|-----------------|---|--|--|
| <b>Strategy 1: Provide Consistent Messaging to CCC Students and Employees.</b>                               |  |  |                 |   |  |  |
| <i>Tactic</i>  |  | <i>Lead and Partners</i>   | <i>Timeline</i> | <i>Activities</i>   | <i>Indicator (Milestone or Percentage)</i>   | <i>Status (At Risk, On Track, Completed)</i> |
| 2.1.1  | Enhance Moodle experience for students.  | <p><b>Lead:</b> Vice-President of InSS</p> <p><b>Partners:</b> Full-Time Faculty, Associate Faculty, InSS Deans, Online Learning and Educational Technology (OLET), Institutional Research and Reporting</p> | 2022-24         | <ol style="list-style-type: none"> <li>1. Implement mandatory consistency in Moodle shell configurations (e.g. key resources and syllabi).</li> <li>2. Explore allowing access to Moodle shells prior to start of term. Note: This may not work for some faculty; consider adding an “early indicator” for Moodle shells so that students know they have access to the course.</li> <li>3. Show the “shell icon” with basic start information so that students can at least see they are registered for the course and get book information prior to course beginning.</li> </ol> | <p><b>Milestone:</b> ISP language created to mandate consistent Moodle shell and implemented.</p> <p><b>Measure:</b> Students report ease of access to Moodle resources and access to key Moodle components.</p> | On Track                                     |
| 2.1.2  | Create registration/important dates communication plan. Systematize (automate?) the plan | <p><b>Lead:</b> Registrar</p> <p><b>Partners:</b> Registrar, Student Services, CRM, Navigate. 3.0 Team</p>   | 2022-23         | <ol style="list-style-type: none"> <li>1. Systematize registration message; Utilize multi-channel communication to provide registration/action focused information to enhance existing modes (emails, portal, etc.).</li> <li>2. Conduct an annual audit of emails to students to make sure we are communicating effectively – use a tool like a CRM to help with this process.</li> <li>3. Develop text message about important dates for registration.</li> </ol>   | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> TBD</p>  | Completed                                    |

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|--|--|---|---------|---|---|-------------|
|  |  |   |         | <p>Email campaigns via Navigate.<br/>Computer messaging on CCC computers with reminders about enrolling in classes for the following term.</p> <p>4. Determine which messages should be tailored to specific cohorts of students (veterans, DRC, adult learners, DEI) and implement.</p>  |   |             |
| <b>Strategy 2: Provide Shared Knowledge Opportunities for CCC Students and Employees</b> |  |   |         |   |   |             |
| 2.2.1  | Provide CCC employees with understanding of where to find resources.   | <p><b>Lead:</b> ARC Financial Resources subcommittee</p> <p><b>Partners:</b> Institutional Research and Reporting</p>   | 2022-24 | <ol style="list-style-type: none"> <li>1. Develop presentation for College Council, other audiences. Identify, explain and direct staff to existing financial resources. And create repository for keeping presentations for recurring reference.</li> <li>2. Develop confidence surveys for faculty and staff.</li> <li>3. Participating in ramp-up week!</li> </ol> | <p><b>Milestone:</b> Presentation developed.</p> <p><b>Measure:</b> CCC Employees report increased confidence in appropriately referring students to resources.</p> | In progress |
| 2.2.2  | Provide CCC employees and students with understanding of Student Services Hub (formerly One Place) and Cougar Connect. | <p><b>Lead:</b> Associate Dean, AFaC</p> <p><b>Partners:</b> College Relations and Marketing, Tutoring and Academic Computer Lab Coordinator, AFaC Student Services Directors</p> | 2022-25 | <ol style="list-style-type: none"> <li>1. Develop presentations and resources regarding Student Services Hub (answered, etc.)</li> <li>2. Develop presentations and resources regarding Cougar Connect.</li> <li>3. Replicate Student Services Hub and Cougar Connect concepts virtually (Cougar Connect exists virtually already)</li> </ol>                         | <p><b>Milestone:</b> Presentations developed and delivered.</p> <p><b>Measure:</b> Increased Student Services Hub and Cougar Connect appointments.</p>              |             |

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| 2.2.3 | Continue sharing student communication with employees.  | <p><b>Lead:</b> Student Life and Leadership (Student Bulletin), Dean of AFaC (all other student messaging)</p> <p><b>Partners:</b> CRM, Institutional Research and Reporting</p>     | 2022-23 | <ol style="list-style-type: none"> <li>1. Rebrand Student Bulletin</li> <li>2. Determine who sends Student Bulletin to employees and when</li> <li>3. Identify additional student related communication should be shared with CCC employees.</li> <li>4. Survey employees to assess increased confidence in knowing student-related communication and referrals.</li> </ol> | <p><b>Milestone:</b> Student bulletin rebranded; communication plan developed</p> <p><b>Measure:</b> CCC employees report increased confidence in appropriately referring students to resources.</p> | Completed |
| 2.2.4 | Create resources for using student systems (Navigate, Self-Service, Moodle, myClackamas and email.) | <p><b>Lead:</b> Access, Retention and Completion (ARC) Retention Subcommittee</p> <p><b>Partners:</b> AFaC Student Services Directors, College Relations and Marketing, IT, OLET</p> | 2023-24 | <ol style="list-style-type: none"> <li>1. Assess what exists in each department currently.</li> <li>2. Determine if those can be put together in one location.</li> <li>3. Develop any additional videos that instructs on how to use these systems.</li> </ol>   | <p><b>Milestone:</b> Inventory of videos completed; repository site identified; new content created for systems missing.</p> <p><b>Measure:</b> TBD</p>  |           |

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**Goal 3: Improve students ease of access to services with a particular lens on students from traditionally oppressed populations.**

**Strategy 1: Integration of Student Supports and Success Strategies with a particular lens on students from systemically oppressed populations.**

| <i>Tactic</i> |  | <i>Lead and Partners</i>  | <i>Timeline</i> | <i>Activities</i>   | <i>Indicator (Milestone or Percentage)</i>       | <i>Status (At Risk, On Track, Completed)</i> |
|---------------|--|---|-----------------|---|--|--|
| 3.1.1         | Implement Navigate related referrals and alerts.   | <b>Lead:</b> Director of Student Academic Support Services<br><br><b>Partners:</b> Full-time Faculty, Associate Faculty, Staff, InSS Deans                      | 2022-23         | <ol style="list-style-type: none"> <li>1. Implement campus-wide Navigate Referrals System (both on-campus and online).</li> <li>2. Systematize Navigate Alerts (including Kudos) for all faculty and staff to send to students</li> </ol>   | <b>Milestone:</b> TBD<br><br><b>Measure:</b> TBD | Completed                                    |
| 3.1.2         | Assess student behavior in online environment to inform and establish best practices in referrals. | <b>Lead:</b> OLET<br><br><b>Partners:</b> Navigate 3.0 Team, InSS Deans, Institutional Research and Reporting   | 2023-24         | <ol style="list-style-type: none"> <li>1. Faculty pull stats from Moodle to learn student behavior (how long are they logged, response time, discussion posts, etc.).</li> <li>2. Refine referral process as needed.</li> </ol>   | <b>Milestone:</b> TBD<br><br><b>Measure:</b> TBD |  |
| 3.1.3         | Implement activities to prevent dropping out of CCC.   | <b>Lead:</b> Registrar<br><br><b>Partners:</b> Director of Student Academic Support Services, AFaC Applied Information Technology Specialist, IT, Institutional | 2023-24         | <ol style="list-style-type: none"> <li>1. Create mechanism for students to report why they are dropping a class (including a drop-down reason upon dropping).</li> <li>2. Create intervention strategies.</li> <li>3. Explore whether students should be prevented from all of their classes without talking with someone who can help keep them enrolled.</li> </ol> | <b>Milestone:</b> TBD<br><br><b>Measure:</b> TBD |  |

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|                    |  | Research and Reporting  |           |   |   |             |
|--------------------|--|---|-----------|---|---|-------------|
| 3.1.4<br>Sunsetted | Develop medical leave withdrawal option and process.                             | <b>Lead:</b> ARC/ISP Policy Teams<br><br><b>Partner:</b> CARE Team  | 2024-25   | 4. Create process for students who have illness/emergencies and need more time to catch up in a course.   | <b>Milestone:</b> TBD<br><br><b>Measure:</b> TBD  |             |
| 3.1.5              | Address retention barriers for students from systemically oppressed populations. | <b>Lead:</b> Dean, AFaC<br><br><b>Partners:</b> Director, Student Life, Chief Diversity, Equity and Inclusion Officer, Institutional Research and Reporting | 2022-2025 | <ol style="list-style-type: none"> <li>1. Climate survey (employees and students?)</li> <li>2. Achievement gap work that has occurred.</li> <li>3. Identify a means for assessing process barriers to retention for students from systemically oppressed populations. (If we don't already do this!).</li> <li>4. Address the barriers students from systemically oppressed populations encounter.</li> </ol> | <b>Milestone:</b> TBD<br><br><b>Measure:</b> TBD  | In progress |
| 3.1.6              | Offer additional services in multiple languages.                                 | <b>Lead:</b> Dean, AFaC, Dean, IEP<br><br><b>Partners:</b> Chief Diversity, Equity and Inclusion Officer, Director of Institutional Research and Reporting  | 2023-24   | <ol style="list-style-type: none"> <li>1. Create inventory of services currently provided.</li> <li>2. Ask students what they need in other languages.</li> <li>3. Identify gaps.</li> <li>4. Implement changes based on findings.</li> </ol>   | <b>Milestone:</b> Services is defined, inventory completed, gaps filled.<br><br><b>Measure:</b> TBD | On track    |
| 3.1.7<br>Sunsetted | Scale up mental health services.   | <b>Lead:</b> AFaC Dean<br><br><b>Partners:</b> Counseling Department, Grants  | 2025-26   | <ol style="list-style-type: none"> <li>1. Assess levels of student need.</li> <li>2. Identify what is needed to provide appropriate levels of support.</li> <li>3. Identify resources</li> </ol>  | <b>Milestone:</b> Mental health needs are   |             |



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|                    |   |  |         |   |   |  |
|--------------------|---|--|---------|---|---|--|
|                    |   | Office, Institutional Research and Reporting   |         |   | assessed and documented.<br><b>Measure:</b> TBD |  |
| 3.1.8<br>Sunsetted | Explore trauma informed care.   | <b>Lead:</b> TBD<br><b>Partners:</b> TBD   | 2025-26 | 1. <del>Determine if trauma informed approach to services and instruction is a college-wide supported effort.</del><br>2. <del>Research best practices in trauma-informed care.</del><br>3. <del>Develop implementation plan.</del> | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD    |  |
| 3.1.9              | Enhance response to students accessing multiple resources for CARE related support. | <b>Lead:</b> TBD<br><b>Partners:</b> CARE Team, EFA Development Network, Institutional Research and Reporting, Applied Information Technology Specialist | 2024-25 | 1. Establish Pre-CARE Team (i.e. CARE “Light”).<br>2. Hold weekly/bi-weekly service area or EFA teams, to support students connected to many services.  | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD    |  |
| 3.1.10             | Explore creation of Services for Students with Children Resource Center             | <b>Lead:</b> Dean, AFaC<br><b>Partners:</b> Dean, IEP, the YMCA, ECE program/department.   | 2024-25 | 1. Meet with PSU Children Resource Center team<br>2. Determine if appropriate for CCC<br>3. Determine resources needed<br>4. Expand existing CCC/YMCA Drop-in Childcare   | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD    |  |
| 3.1.11             | Enhance services and support for part-time and less-than part-time students.        | <b>Lead:</b> Dean, AFaC<br><b>Partners:</b> IR, Foundation, AFaC Student Services Directors, Director of Harmony and Wilsonville                         | 2025-26 | 1. Identify barriers facing part-time students.<br>2. Explore the needs student have to receive services (e.g. online, interactive, tutoring).<br>3. Explore ways to encourage part-time students to enroll full-time               | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD    |  |

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|  |   |   |         |   |   |  |
|--|---|---|---------|---|---|--|
| 3.1.12   | Expand access to basic needs resources.       | <p><b>Lead:</b> Director of Adult Education</p> <p><b>Partners:</b> Director of Recruiting and Admissions, Associate Dean of Academic Foundations and Connections</p> | 2023-24 | <ol style="list-style-type: none"> <li>1. Explore feasibility of expanding Wacheno East to three floors with enough space for more external agency support. This includes virtual and physical hub for wrap-around centers and services.</li> <li>2. Partner with external agencies to provide services to students (e.g. Volunteers in Medicine, transportation, YMCA, Boys and Girls Club, DHS, Voc. Rehab).</li> <li>3. Ensure students know about these supports (streamline them online and in person).</li> <li>4. Explore 24-hour hotline (outsourced).</li> </ol> | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> TBD</p> |  |
| <b>Strategy 2: Raising Awareness of Financial Resources and building financial literacy and Security</b> |   |   |         |   |   |  |
| 3.2.1  | Ensure student bills are clear and accessible | <p><b>Lead:</b> Bursar/Student Accounts Manager</p> <p><b>Partners:</b> ARC Financial Resources and Supports, Business office</p>                                     | 2023-24 | <ol style="list-style-type: none"> <li>1. Make all account/bill information available 24/7</li> <li>2. Include more financial aid information to students</li> <li>3. Add to ASG class raps</li> <li>4. Make cost of classes easy to find in Self-Service/Student Planning and the Schedule of Classes Search Tool (not just the PDF)</li> <li>5. Make bills easier to understand (how?)</li> <li>6. Create documentation/resources about how to pay and provide in multiple languages.</li> </ol>  | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> TBD</p> |  |

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|                    |  |  |         |  |  |          |
|--------------------|--|--|---------|--|--|----------|
| 3.2.2              | Ensure cost of education is clear  | <b>Lead:</b> TBD<br><b>Partners:</b> TBD   | 2023-24 | <ol style="list-style-type: none"> <li>1. Identify for students exactly how much college is going to cost (including clarification of fees and when they are applicable).</li> <li>2. NOTE: Gen Z is far more concerned about value than brand recognition.</li> <li>3. NOTE 2: Students aren't taking loans but can't afford the cost of attendance.</li> </ol> | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD |          |
| 3.2.3<br>Sunsetted | Enhance access to Financial Aid Resource Lab   | <b>Lead:</b> Director of Financial Aid<br><b>Partners:</b> None  | 2022-23 | <ol style="list-style-type: none"> <li>1. <del>Increase number of virtual and in-person appointments available in the Financial Aid Resource Lab (FARL).</del></li> <li>2. <del>Offer in Spanish.</del></li> </ol>   | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD | On track |
| 3.2.4              | Systematize contacting students who have indicated CCC on their FAFSA but have not completed other onboarding steps. | <b>Lead:</b> Director of Financial Aid<br><b>Partners:</b> Title III Navigators, Admissions and Recruitment                      | 2023-24 | <ol style="list-style-type: none"> <li>1. Systematize and document contacting students who have indicated CCC on their FAFSA but have not completed other onboarding steps.</li> </ol>   | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD |          |
| 3.2.5              | Increase leveraged funds and SNAP reimbursement.   | <b>Lead:</b> STEP Coordinator<br><b>Partners:</b> IEP, OEP, Director of Adult Education, InSS Deans, Director of Career Pathways | 2022-23 | <ol style="list-style-type: none"> <li>1. Grow number of participants (activities to be developed).</li> <li>2. Integrate the work of STEP, Career Pathways, Benefits Navigator, IET's</li> </ol>  | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD |          |
| 3.2.6              | Expand foundation unrestricted funds.  | <b>Lead:</b> Executive Director of Foundation  | 2022-23 | <ol style="list-style-type: none"> <li>1. Develop plan for generating unrestricted funds.</li> <li>2. See PCC's model</li> </ol>   | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD |          |

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|  |  |                             |  |  |  |  |
|--|--|-----------------------------|--|--|--|--|
|  |  | <b>Partners:</b> Dean, AFaC |  |  |  |  |
|--|--|-----------------------------|--|--|--|--|

**Goal 4: Strengthen students' sense of belonging and connectedness at CCC.**

**Strategy 1: Ensure student experiences are inclusive and welcoming particularly with a lens on systemically oppressed student populations.**

| Tactic             |   | Lead and Partners  | Timeline | Activities  | Indicator (Milestone or Percentage)              | Status (At Risk, On Track, Completed) |
|--------------------|---|--|----------|---|--|---------------------------------------|
| 4.1.1              | Review online orientation with specific lens of systemically oppressed student populations. | <b>Lead:</b> Access, Retention and Completion (ARC), Retention Subcommittee<br><br><b>Partners:</b> ARC, DEI Committee   | 2021-22  | 1. Assess new student online orientation using DEI framework.   |  | Completed                             |
| 4.1.2              | Develop EFA brand/cohort/sense of place.  | <b>Lead:</b> Director of Title III Grant/Guided Pathways Coordinator<br><br><b>Partners:</b> EFA Development Network (Dean of Arts and Sciences), Guided Pathways Task Force, ARC, CRM, InSS Deans | 2025-26  | 1. Each EFA has support network/team identified and communicated.<br>2. Campaign for “sense of place” in each EFA developed and implemented | <b>Milestone:</b> TBD<br><br><b>Measure:</b> TBD |                                       |
| 4.1.3<br>Sunsetted | Systematize belonging   | <b>Lead:</b> InSS Deans  | 2023-24  | 1. Two activities for both instruction and services   | <b>Milestone:</b> TBD                            |                                       |

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|                    |  |  |         |  |  |                                  |
|--------------------|--|--|---------|--|--|----------------------------------|
|                    | mindset of knowing students names across instruction and services. | <b>Partners:</b> Center for Teaching and Learning, Full-time Faculty, Associate Faculty  |         | identified and standardized (done consistently each term)<br>2. Beyond the first term<br>3. How does this work online versus in person   | <b>Measure:</b> TBD                          |                                  |
| 4.1.4<br>Sunsetted | Explore student development theory learning sessions.              | <b>Lead:</b> TBD<br><b>Partners:</b> Dean of AFaC, Dean of Students, Center for Teaching and Learning, Full-time Faculty, Associate Faculty. | 2025-26 | 1. Explore need of creating a culture of civil discourse.<br>2. Create content grounded in student development theory (go to where the student is and bring them with you to where you want them to be).<br>3. Learning sessions developed.  | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD |                                  |
| 4.1.5              | Explore brand identity college-wide.                               | <b>Lead:</b> TBD<br><b>Partners:</b> TBD   | 2025-26 | 1. Brand identity identified. Ask: Who are we? What do we do for students? What is our promise to students and how do we deliver on that promise? NOTE: Lumina grant text is foundation of this work. NOTE 2: Gen Z is far more focused on value than brand recognition (EAB).<br>2. Campaign developed and implemented. | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD |                                  |
| 4.1.6              | Enhance intake process.  | <b>Lead:</b> AFaC Applied Information and Technology Specialist  | 2022-24 | 1. Consolidate current intake forms into the supplemental admissions application (in progress).  | <b>Milestone:</b> TBD<br><b>Measure:</b> TBD | On track; complete December 2023 |

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|       |  |   |         |  |   |  |
|-------|--|---|---------|--|---|--|
|       |  | <b>Partners:</b> Admissions, Navigators, STEP, CP/IET, Benefits, Advising, Institutional Research and Reporting |         | <ol style="list-style-type: none"> <li>2. Barriers to first term success researched. Assess who needs to be included in the intake process. Ensure we recognize each student's unique experience (including cultural background and gender identity).</li> <li>3. Intake process developed and implemented</li> <li>4. Assess that this process is working</li> </ol>  |   |  |
| 4.1.7 | Create culture of help-seeking behavior. | <p><b>Lead:</b> TBD</p> <p><b>Partners:</b> Center for Teaching and Learning, Counseling Department</p>         | 2025-26 | <ol style="list-style-type: none"> <li>1. Research help-seeking behavior traits.</li> <li>2. Explore how we remove the stigma for folks who ask for help (e.g. include in FYE? Student spokesperson? Easily available...Helps staff/faculty what is available (?). Promote the Student Services Hub. Go to students who appear lost?</li> <li>3. Identify to activities to develop and implement.</li> </ol> | <p><b>Milestone:</b> TBD</p> <p><b>Measure:</b> TBD</p> |  |

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Appendices

Appendix A: Key Enrollment Indicator (KEI) Table

| <i>Indicator</i> | <i>Measure</i>  | <i>Baseline (3-year average for 2016-17, 2017-18 and 2018-19 unless noted; these are credit only students)</i> | <i>2024-25 Targets (start tactics 2021-22)</i> | <i>2029-30 Targets*<sup>1</sup></i> |
|------------------|---|--|--|-------------------------------------|
| Enrollment       | Applicant to enrolled (yield rate) <sup>2</sup>                                   | 10,812/6,084 (56%)   | 10,812/6,762 (59%) <sup>3</sup>                | TBD July 2022                       |
|                  | <ul style="list-style-type: none"> <li>Degree Certificate Seeking</li> </ul>      | 3,679/1,563 (42%)  | 3,679/1,610 (45%) <sup>3</sup>                 | TBD Fall 2022                       |
|                  | <ul style="list-style-type: none"> <li>First Generation<sup>4</sup></li> </ul>    | 10,812/721 (6%)  | 10,812/836 <sup>3</sup> (3% compounded)        | TBD Fall 2022                       |
|                  | <ul style="list-style-type: none"> <li>First term, first year (FTEIC)</li> </ul>  | 10,812/2,967 (27%)   | 10,812/3,440 <sup>3</sup> (3% compounded)      | TBD July 2022                       |
|                  | <ul style="list-style-type: none"> <li>High School<sup>5</sup></li> </ul>         | N/A  | N/A  | TBD July 2022                       |
|                  | <ul style="list-style-type: none"> <li>Adult Learner<sup>6</sup></li> </ul>       | 334/233 (70%)  | 387/270 (3% compounded)                        | TBD July 2022                       |
|                  | <ul style="list-style-type: none"> <li>Race/ Ethnicity</li> </ul>                 | 534 (18% of first term, first year)  | 619 (3% compounded)                            | TBD July 2022                       |
|                  | High School Connections   |  |  |                                     |
|                  | <ul style="list-style-type: none"> <li>ACC Yield Rate (ACC applicants)</li> </ul> | 2,508/2,297 (92%)  | 2,508/2,297 <sup>7</sup> (92%)                 | TBD July 2022                       |

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|           | enrolled in ACC courses)   |         |  |               |
|-----------|--|---------|--|---------------|
|           | Total Headcount  | 25,652  | 29,737 (3% compounded)   | TBD July 2022 |
| FTE       | Annual total (includes non-credit)                                 | 6815.7  | 7,901 (3% compounded)  | TBD July 2022 |
|           | Full-time status (12+ credits)                                     | 2,879   | 3,337.5% (3% compounded)   | TBD July 2022 |
|           | Half-time status (6-11 credits)                                    | 1,783.6 | 2,067.6 (3% compounded)  | TBD July 2022 |
|           | Less than half-time status (1-5 credits)                           | 1,142.8 | 1,324.8 (3% compounded)  | TBD July 2022 |
| Retention | Fall-to-winter – all new credit students (FA/16-FA/18)             | 67.7%   | 73.7% (Strategic Priority 4 percentage points above state average) | TBD July 2022 |
|           | <ul style="list-style-type: none"> <li>Race/ Ethnicity</li> </ul>  | 66.0%   | 70.2% (4 percentage points above CCC average)                      | TBD July 2022 |
|           | <ul style="list-style-type: none"> <li>First-Generation</li> </ul> | 63.4%   | 67.4% (4 percentage points above CCC average)                      | TBD July 2022 |
|           | <ul style="list-style-type: none"> <li>Pell Recipients</li> </ul>  | 77.2%   | 81.2% (4 percentage points above CCC average)                      | TBD July 2022 |



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|  |  |       |   |               |
|--|--|-------|---|---------------|
|  | Fall-to-fall – all new credit students (FA/15-FA/17 Fall 2018 coming soon) | 46.2% | 50.2% (4 percentage points above CCC average) | TBD July 2022 |
|  | <ul style="list-style-type: none"> <li>Race/ Ethnicity</li> </ul>          | 43.4% | 46.4% (4 percentage points above CCC average) | TBD July 2022 |
|  | <ul style="list-style-type: none"> <li>First- Generation</li> </ul>        | 38.1% | 42.1% (4 percentage points above CCC average) | TBD July 2022 |
|  | <ul style="list-style-type: none"> <li>Pell Recipients</li> </ul>          | 50.6% | 54.6% (4 percentage points above CCC average) | TBD July 2022 |

Data source: Pgs. 11-14, Strategic Enrollment [Report](#)

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Appendix B: Departmental Recruitment and Retention Survey (2021) Results Summary

In fall of 2021, a survey was sent to all department chairs and directors asking the following questions:

- 1) What has your department done in the last year in support of student recruitment (i.e. finding new students for the program/college)?
- 2) What has your department done in the last year in support of term-to-term or year-to-year retention (i.e. keeping existing students around to finish what they started)?

We also provided an opportunity to provide thoughts or observations about their efforts to recruit and/or retain students.

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| Category                               | Recruitment  |   |
|--|--|---|
| Instruction / classroom                |  | <ul style="list-style-type: none"> <li>• Establish Rapport</li> <li>• Highlight registration dates, upcoming classes</li> <li>• Intentional outreach to students in need, e.g. who have missed class</li> <li>• Referring students to resources and services to reduce barriers.</li> <li>• Connecting students to community partners or employers as in-class speakers</li> <li>• Student-centered teaching and high-impact practices</li> </ul> |
| Academic support                       |  | <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Counseling</li> </ul>  |
| Digital Marketing                      | For example, <ul style="list-style-type: none"> <li>• Google ads</li> <li>• Geo-fenced marketing</li> <li>• Paid social media ads</li> <li>• Email newsletter</li> </ul> | For example, <ul style="list-style-type: none"> <li>• Zoom backgrounds</li> <li>• Email background banners</li> <li>• Social media ads</li> <li>• Social media engagement</li> <li>• My Clackamas live chat</li> </ul>  |
| External “Broadband” marketing         | For example, <ul style="list-style-type: none"> <li>• Newspaper ads,</li> <li>• Billboards</li> <li>• Radio,</li> <li>• Mass transit</li> </ul>                          |   |
| Internal and/or more “local” marketing | For example, <ul style="list-style-type: none"> <li>• Catalog</li> <li>• Schedule of classes</li> <li>• Posters</li> <li>• Fliers</li> <li>• Brochures</li> </ul>        | For example, <ul style="list-style-type: none"> <li>• Reader board slides</li> <li>• CCC Blog</li> </ul>  |
| Earned media                           | <ul style="list-style-type: none"> <li>• Press releases,</li> <li>• response to media inquiries</li> </ul>   | <ul style="list-style-type: none"> <li>• Work with Clackamas Print</li> </ul>   |
| Web site                               | <ul style="list-style-type: none"> <li>• Marketing web “landing pages”</li> </ul>  |   |

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|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Web page maintenance / creation</li> <li>• Program and dept. pages</li> </ul>   |  |
| <b>Category</b>                           | <b>Recruitment</b>   | <b>Retention</b>   |
| Dual credit activities                    | <p>Instructional Depts.</p> <ul style="list-style-type: none"> <li>• promoting new ACC courses to high schools</li> </ul> <p>Ed. Partnerships</p> <ul style="list-style-type: none"> <li>• targeted promo postcards based on purchased address lists</li> <li>• meet with HS administrators about dual credit options</li> <li>• quarterly HS counselor meetings. Depts. invited to present</li> </ul> | <p>Ed. partnerships</p> <ul style="list-style-type: none"> <li>• multiple student contacts to keep students on path</li> <li>• quarterly outreach to previous ACC students</li> </ul>  |
| Advising – getting on and staying on path | <p>Student Services Depts.</p> <ul style="list-style-type: none"> <li>• Virtual Admissions appts.</li> <li>• Emphasis on onboarding (PASS, informing about resources)</li> <li>• Streamlining scheduling appts. and onboarding processes using technology</li> <li>• Expanding hours of availability for advising and onboarding</li> </ul>  | <p>Student Services Depts.</p> <ul style="list-style-type: none"> <li>• Connect students we recruit/onboard with College Navigators for continued support to lead to retention.</li> </ul> <p>Instructional Depts.</p> <ul style="list-style-type: none"> <li>• Faculty and instructional staff advising</li> <li>• Cohort advising for degrees and certificates</li> <li>• Faculty referrals to supports</li> </ul> |

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|                 |   |  |
|-----------------|---|--|
| <p>Outreach</p> | <p>Student Services Depts.</p> <ul style="list-style-type: none"> <li>• Calling all degree-seeking applicants</li> <li>• Virtual recruitment and new student events</li> <li>• Virtual HS recruiting events</li> <li>• Connection to FAFSA completers or with incomplete aid apps.</li> </ul> <p>Instructional Depts.</p> <ul style="list-style-type: none"> <li>• Program faculty and staff outreach and recruiting</li> <li>• Grant-funded program promotion</li> <li>• Program-specific promotional materials, e.g. videos</li> <li>• Non-credit workshops</li> <li>• Partnerships with community organizations</li> </ul> | <p>Student Services Depts.</p> <ul style="list-style-type: none"> <li>• Applicant call campaigns, often include returning CCC students and case by case basis troubleshoot, reactivate, get to the right resources to return</li> <li>• Email to students close to completing</li> <li>• Connect to students who have been disqualified from financial aid, or have aid but have not registered for term</li> <li>• Fin. Aid – advise student about instructional support rather than withdrawal</li> </ul> <p>Instructional Depts.</p> <ul style="list-style-type: none"> <li>• Connecting to students in programs (e.g. advising, email</li> </ul> |
|-----------------|---|--|

Appendix C: Working Together: 2022-23 Enrollment and Retention Action Plan

## Working Together

### 2022-23 Enrollment and Retention Action Plan

Background / context for enrollment problem:

Snapshot of Enrollment Fall 2019 compared to Fall 2021:

|            | Fall 2019 | Fall 2021 |
|------------|-----------|-----------|
| Headcount  | 13,968    | 11,726    |
| Enrollment | 28,388    | 22,256    |
| FTE        | 2,019     | 1,484     |

Fall 2021 enrollment was down 22% from Fall 2019. Since 2015, enrollment is down 37% for CCC, and it also happens to be exactly down 37% for the combined FTE of the 17 community colleges. All larger community colleges are showing very similar drops in enrollment since the pandemic started in Spring of 2020.

Current FTE:

Summer 2022: -12.4%

Fall 2022: 0.2%

**Target: 10% year-over-year increase in enrollment (duplicated headcount) in FY 2022-23, excluding dual credit. Stretch Goal: 15%**

Leading Indicators:

- Advising appointments

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- FAFSA applications
- PASS placement
- Admission applications

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| <b>Goal 1: Increase new student enrollment and retention of current students</b>   |   |  |                                   |  |
|--|---|--|-----------------------------------|--|
| <b>Strategy 1: Enhance Marketing, Admissions and Onboarding Processes and Activities</b>   |   |  |                                   |  |
| <b>Action</b>  |   | <b>Lead and Partners</b>                         | <b>Timeline</b>                   | <b>Measure</b>   |
| 1.1.1  | Connect with all credential-seeking, prospective students.  | Jennifer Anderson<br>Chris Sweet<br>Kelly Love   | FY 2021-22<br>FY 2022-23          | Admission applications and application yield   |
| <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>• Prospective students who complete future student inquiry form receive automatic/immediate email from Infusionsoft system, encouraging them to connect with team for admissions support/college information.</li> <li>• Applicant phone calls.</li> <li>• Applicant postcards– all new degree/certificate seeking applicants receive a welcome postcard with a registration reminder.</li> <li>• Applicant email campaigns– all degree/certificate seeking applicants receive a series of date-based emails guiding them through onboarding steps, connecting with admissions/College Navigator support, leading to first term registration and advising support.</li> <li>• Educational Focus Areas (EFA) Navigators are following up with students as well.</li> </ul> |   |  |                                   |  |
| 1.1.2<br><b>NEW</b>  | Hold and support on-campus events to communicate that we are open.  | Jennifer Anderson                                | Spring/Summer 2022                | Increased admission applications and application yield   |
| <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>• Instructional department open houses – June 1</li> <li>• Student Resource Fair – June 1</li> <li>• Plan summer preview sessions</li> <li>• Host weekly campus tours (restarted tours early May 2022)</li> <li>• Planning additional open houses in July, August, and/or September</li> </ul>  |   |  |                                   |  |
| 1.1.3<br><b>NEW</b>  | Increase coordination between Enrollment Management and Office of Ed. Partnerships, with more high school visits. | Jennifer Anderson<br>Chris Sweet<br>Ni’cole Sims | Spring 2022 through<br>FY 2022-23 | Contact made with ACC students moving from high school to college; increased FTE for those students. |
| <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>• Targeted outreach to high school graduates who participated in our early college programs to encourage matriculation and fall term enrollment, including emails, phone calls and text messages.</li> <li>• Spring high school/senior recruitment – Visit high schools (in-person and virtually), coordinate both recruitment events and individual admissions appointment days (often meet with 10-15 seniors for onboarding support in one visit).</li> </ul>  |   |  |                                   |  |



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|  |   |                                   |   |  |
|--|---|-----------------------------------|---|--|
| 1.1.4<br><b>NEW</b>  | Email approx. 830 ACC-earning high school seniors, encouraging them to get started at CCC/highlighting benefits/reminder of OR Promise deadline.  | Chris Sweet<br>Ni'cole Sims       | May 2022. Continue through FY 2022-23                     | Enrollment (HC, FTE and Enrollment) of ACC students                      |
| 1.1.5  | Community Relations and Marketing: Comprehensive campaigns involving multiple media (print, radio, TV, social media, billboards, email).  | Lori Hall                         | FY 2021-2022<br>FY 2022-2023 – with anticipated revisions | Admission Applications compared to fall 2019 (or at least similar trend) |
| <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>• Campaigns include a Grow Your Own grant campaign for Teaching and Education, a campaign for Industrial Technology (Industrial Maintenance, Renewable Energy, and Electronics Engineering Technology), and an organic campaign for ESOL/GED/ABE, as well as general brand awareness.</li> <li>• <a href="#">See full campaign here.</a></li> </ul> |   |                                   |   |  |
| 1.1.6<br><b>NEW</b>  | Partner with financial aid, College Navigators, and others to reach out to all OR Promise applicants to ensure completion of financial aid steps and registration so they don't lose their grant opportunity.   | Jennifer Anderson<br>Terrie Sanne | Late June/July 2022                                       | FAFSA completions and aid awarded  |
| 1.1.7<br><b>NEW</b>  | Admissions/onboarding support- On campus admissions meetings offered M-Th, virtual admissions (Zoom/phone) available M-F, including evening support as needed. Admissions appointments available in Spanish; utilizing unique calendar scheduling page (info and follow-up in Spanish). | Chris Sweet                       | Spring 2022 through FY 2022-23                            | Admission Applications and application yield                             |
| 1.1.8<br><b>NEW</b>  | Follow up with all high school seniors who complete PASS (placement) Intake Survey finalize   | Dustin Bare                       | Spring 2022 through FY 2022-23                            | PASS placements  |

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|---|--|---|--|---|
|   | their placement and assist with any other needs.   |   |  |   |
| 1.1.9<br><b>NEW</b>   | Identify short-term programs and certificates to promote.  | David Plotkin<br>InSS Deans<br>Lori Hall            | Summer 2022                                  | Status of implementation  |
| 1.1.10<br><b>NEW</b>  | Explore possibility of gap year. Provide non-credit experiences based on EFAs to explore options, careers and possibilities.   | David Plotkin<br>InSS Deans                         | FY 2022-23 for implementation<br>Summer 2023 | Status of implementation  |
| 1.1.11  | Navigators are following up with students on their lists who had applied but had not enrolled in previous terms.   | Kelly Love  | Spring 2022 through<br>FY 2022-23            | Headcount and Enrollment  |
| 1.1.12<br><b>NEW</b>  | Retention navigator sent emails to 5,000 previous students who left during the pandemic and is following up with everyone who gets back to her to help them return to CCC. | Kelly Love  | Spring 2022 through<br>FY 2022-23            | Headcount and Enrollment of these students  |
| 1.1.13<br><b>NEW</b>  | College Relations and Marketing is using this same list for a paid media campaign to amplify messaging.  | Lori Hall<br>Kelly Love                             |  | Headcount and Enrollment  |
| <b>Strategy 2: Create Clear Pathways and Accessibility to Courses</b> |  |   |  |   |
| <b>Action</b>   |  | <b>Lead and Partners</b>                            | <b>Timeline</b>                              | <b>Measure</b>  |
| 1.2.1<br><b>NEW</b>   | Provide courses in modalities and times that serve all students as much as possible.   | David Plotkin<br>InSS Deans<br>Chairs and Directors | Spring 2022 through<br>FY 2022-23            | % of different modalities; fill rate of courses                                   |
| 1.2.2<br><b>NEW</b>   | Continue providing information for depts. to schedule based on student preference.   | Jason Kovac<br>David Plotkin<br>Ashley Sears        | Fall 2022                                    |   |
| 1.2.3   | Continue collaboration between instructional departments regarding scheduling (e.g., ensuring  | David Plotkin<br>InSS Deans<br>Chairs and Directors | AY 2022-23                                   | # of scheduling conflicts between required courses within a degree or certificate |

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|   |   |                              |                                |  |
|---|---|------------------------------|--------------------------------|--|
|   | pre-reqs and related instruction are in sync with program schedule).  |                              |                                |  |
| 1.2.4<br><b>NEW</b>   | Implement work on block scheduling.   | Jason Kovac<br>Dru Urbassik  | AY 2022-23                     | Status of implementation   |
| 1.2.5<br><b>NEW</b>   | Create on-campus drop-in child care opportunities. Potential collaboration with YMCA.   | Jason Kovac<br>Tara Sprehe   | Summer 2022 through FY 2022-23 | Status of implementation   |
| <b>Strategy 3: Create a Recruitment Plan for specific student populations, including systemically nondominant (SND) populations</b> |   |                              |                                |  |
| <b>Action</b>   |   | <b>Lead and Partners</b>     | <b>Timeline</b>                | <b>Measure</b>   |
| 1.3.1<br><b>NEW</b>   | Navigators follow up with all first-generation applicants and are running the weekly start labs (in-person/hybrid).                     | Kelly Love                   | Spring 2022 through FY 2022-23 | Application yield  |
| 1.3.2   | Continue to hire Spanish-speaking staff members to assist Spanish-speaking students and with growing enrollment in the Spanish courses. | Tara Sprehe<br>David Plotkin | Ongoing                        | Ability to serve Spanish-speaking and Latinx students and prospective students |

**Goal 2: Begin to create and maintain up-to-date, consistent messaging and shared knowledge related to student support (Holistic Student Support Action 1)**

**Strategy 1: Provide Consistent Messaging for CCC Students and Employees**

|               |   |                          |                    |                                     |
|---------------|---|--------------------------|--------------------|-------------------------------------|
| <b>Action</b> |   | <b>Lead and Partners</b> | <b>Timeline</b>    | <b>Measure</b>                      |
| 2.1.1         | Targeted messaging (email and phone calls) to all non-graduated students from winter and spring 2022 to encourage enrollment in fall 2022 to complete their credential. | Dustin Bare              | Spring/Summer 2022 | Enrollment and Graduation Petitions |
| 2.1.2         | One-on-one academic and career planning to help new, returning  | Dustin Bare              | Ongoing            | Retention                           |

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|                     |  |   |                                   |           |
|---------------------|--|---|-----------------------------------|-----------|
|                     | and current students start and stay on their path.   |   |                                   |           |
| 2.1.3<br><b>NEW</b> | Collaborate with College Relations and Marketing, College Navigators, and with support of Access and Recruitment Subcommittee to create a Student Technology Tools Support video, addressing the confusion that many new students feel with so many technology tools that do different things (student email, myClackamas portal, Navigate, Moodle, etc.) – overview of what each is used for, and who is there to help. |   |                                   | Retention |
| 2.1.4<br><b>NEW</b> | Consistently incorporate career / advising about future / skills acknowledgement into courses, both through advising visits and training for faculty.  | David Plotkin<br>InSS Deans<br>Chairs and directors | Summer 2022<br>through AY 2022-23 |           |

| <b>Strategy 2: Provide shared knowledge opportunities for CCC students and employees</b>  |   |                          |                        |                |
|---|---|--------------------------|------------------------|----------------|
| <i>Action</i>   |   | <i>Lead and Partners</i> | <i>Timeline</i>        | <i>Measure</i> |
| 2.2.1   | Provide current students with registration reminders. | Jennifer Anderson        | FY 2021-22 and ongoing | Retention      |
| <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>• Advising and Navigator teams provide outreach to remind students</li> <li>• College Relations and Marketing and Admissions “Register now, win big” campaigns: email banners, Zoom backgrounds, desktop screen takeovers, Moodle popups, Student Bulletin, CCC This Week, FYI Today, student portal, social media, electronic reader board</li> <li>• Script for faculty to share in their courses – coming from Deans</li> <li>• Advisors visiting some classes</li> </ul> |   |                          |                        |                |

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|                     |  |  |                                |                              |
|---------------------|--|--|--------------------------------|------------------------------|
| 2.2.2<br><b>NEW</b> | Strongly encourage a preferred Moodle shell with common elements.  | Katrina Boone<br>InSS Deans<br>David Plotkin     | Summer 2022 through AY 2022-23 | Consistency of Moodle shells |
| 2.2.3               | Create messaging, tools, and actions for all employees to increase retention of students.  | Jennifer Anderson<br>David Plotkin<br>InSS Deans | Summer 2022 through AY 2022-23 | Status of implementation     |
| 2.2.4<br><b>NEW</b> | Promote EFAs, including further development of community-building for students in particular Focus Areas.  | David Plotkin<br>Sue Goff<br>Lori Hall           | FY 2021-22 through FY 2022-23  |                              |
| 2.2.5<br><b>NEW</b> | Revision of website, including redesign of the homepage and redesign templates and content for program pages (currently 90+ pages): integrate with new online catalog, provide dynamic salary and career information, add cost info, add full-time and part-time road maps, improve copy search engine optimization (SEO), add cost of attending streamline pages, introduce widgets for highlights/callouts, update testimonial widget. | Lori Hall  | FY 2022-23                     | Status of implementation     |

**Goal 3: Improve ease of access to and between services (Holistic Student Support Action 2)**

**Strategy 1: Increase student financial and resource security**

| <i>Action</i>       | <i>Lead and Partners</i>  | <i>Timeline</i> | <i>Measure</i>                 |  |
|---------------------|---|-----------------|--------------------------------|--|
| 3.1.1<br><b>NEW</b> | Outreach to students with FAFSA applications who are not in Colleague, email and phone. | Terrie Sanne    | Spring 2022 through FY 2022-23 | FAFSA completions, aid awarded, headcount and enrollment                     |
| 3.1.2               | Financial aid advisors connect new students to resources and                            | Terrie Sanne    | Spring 2022 through FY 2022-23 | FAFSA completions, aid awarded, headcount, enrollment, advising appointments |

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|                      |  |              |                                |  |
|----------------------|--|--------------|--------------------------------|--|
|                      | assistance with application and advising.  |              |                                |  |
| 3.1.3<br><b>NEW</b>  | Outreach to students with incomplete financial aid files, email and phone.   | Terrie Sanne | FY 2021-22 through FY 2022-23  | FAFSA completions, aid awarded, headcount and enrollment |
| 3.1.4                | Coordinate outreach with Admissions for ORSAA (Oregon Student Aid Application – for students who do not qualify to complete the FAFSA) students, coordinated meetings with students. | Terrie Sanne | FY 2021-22 through FY 2022-23  | Scholarship applications, headcount, enrollment          |
| 3.1.5<br><b>NEWV</b> | Outreach to students previously disqualified to advise and assist with the appeal process, email and phone.  | Terrie Sanne | Spring 2022 through FY 2022-23 | Advising appointments, enrollment                        |

**Goal 4: Strengthen students' sense of belonging at CCC (Holistic Student Support Action 3)**

**Strategy 1: Ensure student experiences are inclusive and welcoming**

| <b>Action</b>       |  | <b>Lead and Partners</b>                                  | <b>Timeline</b>                | <b>Measure</b>                                      |
|---------------------|--|---|--------------------------------|---|
| 4.1.1<br><b>NEW</b> | Provide refresh training on Belonging and Growth mindsets.   | Jason Kovac<br>Jil Freeman<br>David Plotkin<br>InSS Deans | Summer 2022 through AY 2022-23 | Number of employees who participate in trainings    |
| 4.1.2<br><b>NEW</b> | Understand students sense of belonging through existing surveys, targeted surveys, and focus groups. | Tara Sprehe   | Summer 2022 through AY 2022-23 | Data available to understand students' experiences. |

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Appendix D: Acronyms and Glossary

| Acronym | Stands For  |
|---------|---|
| A&P     | Anatomy and Physiology  |
| ABE     | Adult Basic Education   |
| AFaC    | Academic Foundations and Connections  |
| ARC     | Access, Retention and Completion (CCC committee)  |
| ASG     | Associated Student Government   |
| CARE    | Coordinates, Assesses, Responds, Engages  |
| CCC     | Clackamas Community College   |
| CP      | Career Pathway  |
| CPL     | Credit for Prior Learning   |
| CRM     | College Relations and Marketing   |
| CRM     | Customer Relationship Management  |
| CTE     | Career Technical Education  |
| DEI     | Diversity, Equity and Inclusion   |
| DHS     | Department of Human Services  |
| DRC     | Disability Resource Center  |
| EAB     | Not an acronym; EAB is a third-party research entity with products the college uses (e.g. Navigate) |
| ECE     | Early Childhood Education   |
| EFA     | Educational Focus Area  |
| ESOL    | English for Speakers of Other Languages   |
| FA      | Financial Aid   |
| FAFSA   | Free Application for Federal Student Aid  |
| FARL    | Financial Aid Resource Lab  |
| FTE     | Full-Time Equivalent (formula for calculating reimbursement)  |
| FYE     | First Year Experience   |
| GED     | General Education Development   |
| HC      | Head Count  |
| HECC    | Higher Education Coordinating Commission  |
| HS      | High School   |
| HSS     | Holistic Student Support  |

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|           |   |
|-----------|---|
| IEP       | Institutional Effectiveness and Planning        |
| IET       | Integrated Education and Training               |
| InSS      | Instruction and Student Services                |
| ISP       | Instructional Standards and Procedures          |
| IT        | Information Technology                          |
| KEI       | Key Enrollment Indicator                        |
| OEP       | Office of Education Partnerships                |
| OLET      | Online Learning and Educational Technology      |
| PCC       | Portland Community College                      |
| PSU       | Portland State University                       |
| SEM       | Strategic Enrollment Management                 |
| SNAP      | Supplemental Nutrition Assistance Program       |
| STEP      | SNAP Training and Employment Program            |
| TAPS      | Technology, Applied Science and Public Services |
| TBD       | To Be Determined                                |
| Voc Rehab | Vocational Rehabilitation                       |
| YMCA      | Young Men’s Christian Association               |

This link is to a google doc detailing definitions to terms such as “student”, “retention”, “consistent” etc.:

[https://docs.google.com/spreadsheets/d/1tU5-xPa1rqlexAj5qV2y\\_dzRkKp4uwLn/edit?usp=sharing&oid=117777402748024813224&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1tU5-xPa1rqlexAj5qV2y_dzRkKp4uwLn/edit?usp=sharing&oid=117777402748024813224&rtpof=true&sd=true)