

REVISED Strategic Enrollment Plan, 2022-2025 FINAL

Introduction:

Background: St. Paul College (SPC) is a public, urban, two-year school that typically enrolls more than 10,000 individuals producing approximately 4,500 FTE. In recent years, two-thirds of SPC students have been first-generation college students; 65% have been students of color; and 89% came from low-income families. These numbers reflect the city of St. Paul, which for many years has welcomed immigrants from a variety of countries. Several hundred SPC students require ESL services each year. In fall, 2021, 36.1% of first-time, full-time students enrolled in at least one developmental education course in reading, writing, or mathematics.

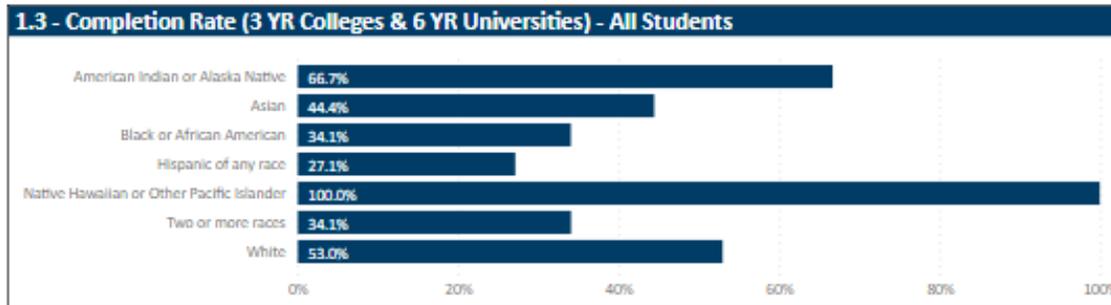
Aligned with our new strategic plan, *Creating a Stronger Future 2025*, and the revision of our mission, vision, and values, we aim to create and sustain a clear, coherent, and inspiring academic environment for all students, supporting their journey from orientation to commencement and on to employment. Our strategic plan is also grounded in our institutional commitment to become an anti-racist, trauma informed institution and strengthens our alignment with Minnesota State Equity 2030.

The second strategic direction, to *Cultivate a student-centered learning environment promoting and supporting academic excellence and personal development*, directly addresses our academics and enrollment. This strategic direction catalyzes us to emphasize retention, persistence, and completion of the students we enroll. It provides the foundation for us to develop a student-ready college. A focus of this strategic direction is enrollment and creating an academic environment that is student ready. It recognizes that students need more than just academics and great teaching to be successful. While we'll always be vigilant about our recruitment and enrollment efforts, this focus area strives to create seamless pathways for enrollment and achievement and remove the barriers to student success. **What we are trying to achieve is:** Help students succeed and eliminate barriers to success by identifying and addressing academic, social, emotional, and basic needs challenges faced by students.

Five-year enrollment trend:



Completion rate by race--equity gaps



1.3 Completion Rate Equity Gaps and Counts - All Students

Race / Ethnicity	Equity Gap (Parity=0%)	3 Year Equity Gap Trend	Change in Equity Gap Over 3 Years	Completion Rate	Cohort Count	Number to Reach Parity (Eliminate Equity Gap)
American Indian or Alaska Native	13.7%	Parity or Better	27.9%	66.7%	Less than 5	0
Asian	8.5%	Widening	3.5%	44.4%	171	15
Black or African American	18.9%	Narrowing	2.4%	34.1%	273	52
Hispanic of any race	25.8%	Widening	6.9%	27.1%	70	18
Native Hawaiian or Other Pacific Islander	47.0%	Parity or Better	98.8%	100.0%	Less than 5	0
Two or more races	18.9%	Widening	1.5%	34.1%	44	8
White	Comparison Group	Comparison Group	Comparison Group	53.0%	287	Comparison Group

Changes and Opportunities

The pandemic provided challenges to operations, enrollment, and academics. Yet the work of the college continued. The College suffered significant enrollment declines during the pandemic. Despite obstacles presented by the pandemic, there are opportunities and changes that provide significant circumstances to progress towards Saint Paul College strategic goals concerning enrollment and student success.

College restructuring and leadership changes: In 2021, the college underwent restructuring that coincided with a new permanent president. This reorganization resulted in the merging of the student affairs and academic affairs divisions under a new vice-president. The goal of this realignment is to build relationships across academic and student affairs that breakdown silos and coordinate strategies that ultimately contribute to student success. A new position, the Associate Vice President of Enrollment Management & Student Success, was created to facilitate this work and student affairs offices and departments, student success offices and departments, and recruitment moved under her supervision.

Enrollment Recovery: Despite the enrollment declines experienced during the pandemic, there are bright spots at Saint Paul College with regards to enrollment. The college experienced an increase in enrollment this fall (FY23)—one of only two colleges as part of the Minnesota state colleges system in the Twin Cities metro area to achieve this. PSEO numbers have increased due to the investment of a staff member focused specifically in this area. The College has also

experienced an increase in workforce development participation. In FY22, workforce development saw the highest generation of revenue for the Saint Paul program ever attained. This accomplishment came during a time period in which the majority of workforce development programs in the state suffered losses.

Title III grant: Title III grant work continued to provide important services to under-prepared, developmental education students. The Title III project is a change agent that has altered college culture to one that is pro-active to students needs. Positive outcomes and progress with these initiatives has emboldened the college to scale them institution-wide. The grant project has led the way for the college in a number of ways that include:

- Providing comprehensive and coordinated, 'wrap-around' support for DevEd students and demonstrating that such support increases student success.
- Bridging the divides between departments and units.
- Catalyzing specific changes, e.g., co-registration for paired math courses and the now college-wide online orientation program.
- Improving advising.
- Mandatory orientation (see below)
- D2L pilot project focused on data-driven advising utilizing d2l login information to better identify course success patterns to intervene earlier with students.
- Improving default rates through financial literacy. (Default rates have declined from the 2011 cohort rate of 27.4% to the 2019 cohort rate of 3.5%. Additionally, the college has experienced a decrease in total loans granted and the number of students taking out loans.)

Mandatory new student orientation: Implementation of mandatory new student orientation model piloted within Title III with dev ed students with success in retention, increase in GPA, and credit completion rate. Mandatory orientation has been implemented as part of an institutional requirement.

HLC Student Success Academy: A cross-functional team of faculty and staff have participated in the three-year HLC Persistence and Completion Academy which began in June 2019. The overall purpose is to provide a structured experience to evaluate and improve factors impacting student success. The College team has been engaged in a multi-step process designed to promote inquiry and action in areas that factor into the success of students. Four inventories that include data, initiatives, infrastructure, and engagement were created to connect understanding of student persistence, retention, and completion.

Equity scorecards: The Minnesota State System has implemented Equity by Design, a commitment to closing the achievement gaps. To monitor this progress, the System has developed an Equity Scorecard to serve as a resource and tool to advance equity, diversity, and inclusion (EDI) across our the Minn State system. The Equity Scorecard provides data to identify a holistic view of equity gaps for our student and employees, in order to inform approaches and strategies for bringing about greater equity.

The College is also involved in the Equity by Design pilot, an academic initiative at the course level.

Strategic Enrollment Management Goals and Key Performance Indicators (KPIs)

SEM Goal 1: Increase overall enrollment of new students by 2%

Strategy 1: Highlight the programs and strategies that focus on building partnerships, PSEO, recruitment activities, and facilitating FAFSA workshops

Tactic 1: Summer Bridge/Four Directions to support transition to college

Tactic 2: Use Direct Admissions lists to expand prospect pool

Tactic 3: Increase conversion rate of applicants to admitted to 45%

Strategy 2: Continue to build partnerships with K12 to promote enrollment at SPC

Tactic 1: PSEO

Tactic 2: Gateway to College

Tactic 3: College Readiness Academy

Tactics 4: Partner with Workforce Development on Summer Camps

Tactic 5: Leverage grants of Schultz, Perkins, and Title III to encourage career exploration of high school students and introduction of career pathways that Saint Paul College offers

Tactic: 3M/SPPS partnership Center

Tactic 7: Four Directions Grant

Strategy 3: Recruitment activities

Tactic 1: Facilitate FAFSA workshops to facilitate enrollment process

Tactic 2: Increase College visibility to prospects, local business, community partners and schools

Tactic 3: Expand high school base to charter schools

SEM Goal 2: Increase enrollment of adult learners by 2% annually

Strategy 1: Reframe programs and delivery options that appeal to adult learners

Tactic 1: Increase Credit for Prior Learning (CPL) opportunities for adult students.

Tactic 2: Strengthen partnerships and referrals with Adult Basic Education agencies

Tactic 3: Provide a gateway to credentials by strengthening outreach and marketing to industry partners to offer stackable credentials and upskill their employees

Strategy 2: Develop innovative marketing strategies that reach the adult learner's market

Tactic 1: Market in places that adults may frequent. (I.E.: QR codes in bars; grocery stores, places of worship, community centers,)

Tactic 2: Explore opportunities to expand the ATB program through grants, geofencing to identify potential students, and collaboration with Workforce Development and workforce and employment action centers.

Strategy 3: Strengthen partnership between Workforce Development program and Saint Paul College

Tactic 1: Design ways that course design can be aligned with employer demands

Tactic 2: Partnering with Workforce Development in recruitment events and enrollment

Tactic 3: Leverage Workforce Development relationship with existing Workforce Development partnerships

Tactic 3: Improving our referral process from Workforce Development to Saint Paul College

SEM Goal 3: Increase FAFSA applications by 5%

Strategy 1 Increase FAFSA and Financial Aid Activities

Tactic 1: Increase FAFSA completion sessions for current students and families

Tactic 2: Offer FAFSA Nights to prospective students and collaborate with High School FAFSA events.

Tactic 3: Facilitate proactive and targeted FAFSA sessions for students in TRIO, POY, SSS, programs (high cost programs)

Strategy 2 Engage Financial Awareness throughout a student's lifecycle

Tactic 1: Develop and facilitate Financial Aid and literacy awareness programs (I.E. effective money and debt management for students)

Tactic 2: Collaborate with the Foundation to Offer FAFSA/Scholarship workshops

Tactic 3: Increase student employment opportunities

Strategy 3 Improve Efficiency and Communication

Tactic 1: Improve the Financial Aid website to simplify financial aid content

Tactic 2: Develop a financial aid calendar to ensure all staff are aware of financial aid dates, deadlines, and events

Tactic 3: Expand on printed communication and material (financial aid information, aid application letter and award letters).

SEM Goal 4: Increase completion rate of BIPOC male students by 3%

Strategy 1: Develop BIPOC men mentoring program

Tactic 1: Conduct focus groups to identify reasons why our BIPOC men don't complete to identify barriers to non-completion

Tactic 2: Disaggregate within our BIPOC male cultures to understand the demographic composition of this group to better understand who they are so we can address their needs.

Tactic 3: Allocate staff time and resources to the development and implementation of the mentoring program

Tactic 4: Create a physical space for BIPOC students that provides social supports

Tactic 5: Prioritize BIPOC male students for holistic and intrusive advising

SEM Goal 5: Increase overall retention of students by 3%

Strategy 1: Improve retention strategies and communication throughout student life cycle

Tactic 1: Identify interventions and design semester long retention plan to engage students throughout the semester and identify success indicators (EAB, Contact Monkey)

Tactic 2: Implement mandatory orientation to help students successfully transition to Saint Paul College (focus registration & FA)

Tactic 3: Implement Mandatory First Semester Advising with a goal that 60% of new students will schedule an advising appointment with their advisor and create an academic plan

Tactic 4: Strengthen integrated/holistic service delivery model in a coordinated way (Intrusive advising, embedded academic support ADR, FA etc.)

Tactic 5: Expand Title III Data informed intrusive intervention (D2L Dataset Online Learner Intervention) PSEO, TRIO, and POY

Tactic 6: Define Student Ready for SPC and create messaging and continued training (ARTI, Psychologically Attuned messaging)

Tactic 4: Continue to build on Degrees when Due success through automation

Strategy 2: Reimagine front end career advising and exploration using the Guided Learning Pathways (GLP) framework

Tactic 1: Develop an onboarding process as part of GLP to help students stay on the path i.e., New Student Orientation by Meta Major

Tactic 2: Expand Focus2Career curriculum across academic pathways (is there a way to encourage faculty to assign extra credit)

Tactic 3: Declare Clear Program Technical Standards

Tactic 4: Identify/Enroll Students in Light the Fire Courses in First Semester

Tactic 5: Meta Majors

Tactic 6: Program Course Mapping

Tactic 7: Transfer Pathways

Strategy 3: Focus on First Year Advising strategies utilizing D2L to achieve a 60% retention for overall advising caseload to improve overall retention

Tactic 1: Implement Advising Caseloads that are holistic, intensive, and intrusive

Tactic 2: Implement data-driven learner analytics to identify students who are at risk of not succeeding and that enable advisors, faculty, and/or other student support professionals to intervene.

Strategy 4: Expand holistic academic (wrap-around and integrated) support model

Tactic 1: Design service models to incorporate culturally responsive practices (assessment, teaching, advising etc.,)

Tactic 2: Develop training timeline to build capacity of faculty and staff to support multi-lingual learners

Tactic 3: Develop general fund model to support core holistic academic support and identify plan for expansion using external funding

Strategy 5: Eliminate barriers to student success by serving the “whole” student (Basic needs, mental health, 4 Directions, SNAP, mentoring, transportation, technology)

Tactic 1: Open a food pantry for student access

Tactic 2: Provide additional assistance to students to access and navigate technology

Tactic 3: Develop an internal resource guide for students to help them with basic needs services and social and emotional services to connect them to sources of assistance

Tactic 4: Develop coordinated care model that promotes collaboration among academic and student services areas and refers students to appropriate areas.

SEM Goal 6: Close the equity gap of student success by race and grant 65% of degree and certificate awards to students of color

Strategy 1: Identify and implement collaborative student support structures for BIPOC students

Tactic 1: Increase the capacity of targeted supports for BIPOC students at key points of the academic year.

Tactic 2: Through EAB, provide the ability to view the racial composition of students

Tactic 4: Hold professional development activities to train advisors in relational communication strategies

Tactic 5: Sense of belonging*