

Strategic Enrollment Management (SEM) for Student Success

Priority 1: Enrollment, Retention, Persistence, Completion

Priority 2: Career, Transfer, Terminal Degree Completion

Priority 3: Alumni Relations

Priority 4: Campus and Community Engagement and Outreach

The underlying components utilized to inform the CCCC SEM for Student Success Plan consist of the CCCC mission and vision, key values, strategic plan, college assessment workflow, ITA (Institutional Transformational Assessment), institutional and reporting data, and the CCCC model for student success.

CCCC Mission

CCCC provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

CCCC Vision

CCCC builds a strong and viable Dakota community that enjoys physical, mental, emotional and spiritual health.

Key Values

Shared Responsibility

We are respectful of each other.

We believe in the value of educational and vocational training.

We believe in the potential of our students.

Commitment to Quality

We strive to be the very best tribal community college.

We employ fully qualified faculty and staff in all positions.

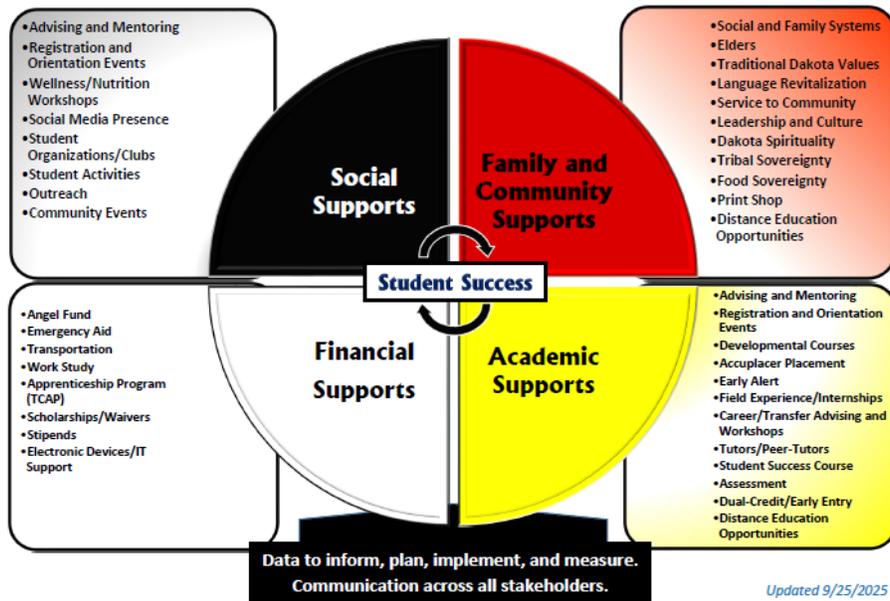
We maintain accreditation.

We structure the institution to optimize the skills and contributions of all.

CCCC Model for Student Success

Cankdeska Cikana Community College

Student success is defined as the achievement of the student's own, often developing, educational goals, which leads to independence and self-sufficiency.



CCCC SEM Planning and Implementation Team: 3D Committee

The 3D (Data Driven Decisions) Committee purpose is to foster the development, use, and understanding of institutional data and assure all committees are using data to inform their work. Committee membership is composed of leadership representing multiple departments across the institution.

Stuart Young, Dean of Administration, Chair, Project Lead, CNSS Contact Lead

Karen Saari, Institutional Data Manager, Recorder, Project Co-Lead

Dr. DeLana McLean, Dean of Student Services

Eric Rogness, Academic Dean

Darica Deckert, Communication and Outreach Director

Jessica Fish, Land Grant Director

DeShawn Lawrence, Registrar

Evelyn McDonald, Career and Technical Education Director

Lindsey OneBear, Financial Aid Director

Marliss Platz, Career/Alumni/Transfer Specialist

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Introduction

The CCCC SEM Plan was developed by the 3D planning team with the assistance of the American Indian College Fund Cultivating Native Student Success (CNSS) Project and in cooperation with American Indian Higher Education Consortium Cangleska Student Success Initiative (CSSI). CCCC has been able to leverage increased data capacity under the CNSS/CSSI projects to compile and analyze data to evaluate outcomes with intent to institutionalize data-driven decision-making processes for effective institutional planning and student success efforts. The team has analyzed historical institutional data as well as traditional reporting data (IPEDS, AIMS AKIS) and participated in Institutional Transformational Assessments (2023, 2025) in order to determine priority areas for the plan and guide the team in establishing Key Enrollment Indicators (KEIs), targets, and benchmarks aligned to the CCCC Strategic Plan, mission, and vision. In addition, the plan includes Key Performance Indicators (KPIs) for student success (previously developed with Achieving the Dream (ATD) under Project Success at CCCC prior to the onset of the CNSS/CSSI projects). The KPIs are based on team-established logic models for a holistic approach to student advising and data informed decision-making.

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Priority 1: Enrollment, Retention, Persistence, Completion

Objective: Increase student enrollment, retention/persistence, success, and completion through outreach and recruitment efforts and provision of holistic student advising, mentoring, and supports – both academic and non-academic – throughout the student education pathway; activities across all departments are informed by the incorporation of historical baseline data to establish areas of need, establish targets, track progress, and drive continuous improvement.

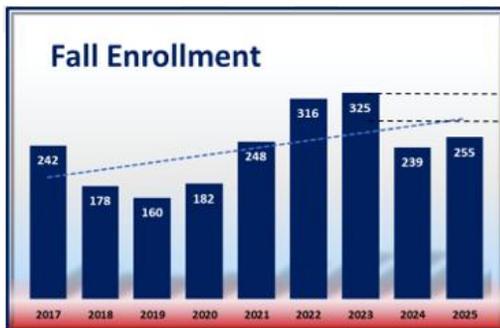
Enrollment

To promote increased enrollment, the focus is on disaggregation of enrollment data to determine low enrollment subpopulations or gaps, determine and target areas where enrollment could be increased, identify programs in high demand, and anticipate programming to serve changing needs of the student population and community. The college seeks to more fully understand the demographics of its student population and reasons why, and if, the student population is changing over time to help provide better supports to students. Understanding student enrollment allows the college to identify and provide needed programming and services to both current students and prospective students.

Enrollment Trends

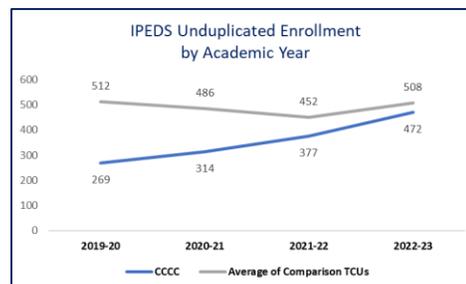
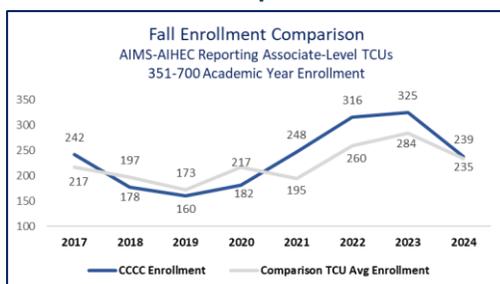
In the three-year period prior to Fall 2020, CCCC experienced declining enrollments. During, and following, the global pandemic, CCCC expanded services to students offering distance education options and online access to student services, leveraging Co-vid and other funding sources to provide various forms of financial aid and access services to students. From Fall 2020 to Fall 2023, enrollment increased significantly. The enrollment goals set forth in the CCCC 2023-2028 Strategic Plan reflect the intention of the college to maintain increased enrollment numbers despite expected decreased funding in combination with forecasted decreases in enrollment across state and other TCU comparison institutions. Fall 2024 saw a decrease in enrollment; however, enrollment has rebounded slightly for Fall 2025, and the enrollment target set remains reasonable as overall historical trends indicate.

Fall Enrollment Indicator



Target Range: 300 - 325

TCU Enrollment Comparison Data



Target: Maintain CCCC IPEDS at or above 2021-22 level of 377 students

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Enrollment Strategies

Analysis of enrollment trend and comparison data, continual assessment of student services, and various student surveys have led CCCC to focus on five strategies for maintaining and/or increasing enrollment.

Key Enrollment Indicator(s) (KEI)	CCCC Strategic Plan Alignment	Strategies	Activities/Responsibility
<p>Enrollment Maintain enrollment of 300 – 325 students</p> <p>Maintain IPEDS unduplicated student enrollment at or above 2021-22 level of 377 students</p>	<p>Priority 1 – Nurture Student Success Goal 1 Maintain enrollment of 300 – 325 students</p> <p>Priority 3 – Support Community Development Goal 3 Create and implement CEU courses, including micro-credentials</p>	<ul style="list-style-type: none"> ▪Increase outreach and recruitment efforts to area high schools ▪Continue to evaluate, enhance, and streamline application, advising, mentoring, orientation, and enrollment processes ▪Leverage social media (Facebook, website), boxholder mailings, campus events, presence at community events, campus tours toward increasing enrollment ▪Increase partnerships (MOAs) with state institutions, employers (apprenticeships/internships/field experience), and other TCUs to maximize student opportunities and enrollment ▪Establish CEU programs and credits as a means to both increase enrollment and serve community needs 	<p>Student Services, Financial Aid, CAT Specialist, Academics</p> <ul style="list-style-type: none"> ▪One-stop shop for application, registration, FAFSA, placement testing, advising, IT, registration; registration and advising checklists; online application and student portal ▪Registration events; Cankdeska Day; GED Day ▪Intentional personal contacts to current and former students informing of registration dates with invitation to register ▪Maximize tuition waiver incentives and scholarships <p>IT</p> <ul style="list-style-type: none"> ▪Immediate device access, setup, and support for students with on-going IT support <p>Institutional Data, Student Services, Outreach, Recruitment Committee</p> <ul style="list-style-type: none"> ▪Analysis of enrollment data to inform activities and recruitment planning <p>Dean Student Services, Registrar, Academic Dean, Curriculum Committee</p> <ul style="list-style-type: none"> ▪Work toward goal of establishing CEU programs and credits <p>Outreach/Communications, Recruitment Committee, Faculty</p> <ul style="list-style-type: none"> ▪Contact area high schools to promote dual-enrollment/early entry; program promotion; tours ▪Recruitment plan to target populations based on enrollment and retention data ▪Maintain and improve social media presence <p>Land Grant, Faculty, Staff</p> <ul style="list-style-type: none"> ▪Community and student workshops, 4H, Sunday Academy, Nature Academy to increase visibility, attract prospective students, and encourage community participation at the college <p>TCAP, Academic Dean, Faculty</p> <ul style="list-style-type: none"> ▪Expansion of student field experience, internships, and apprenticeships; leverage the TCAP opportunities available

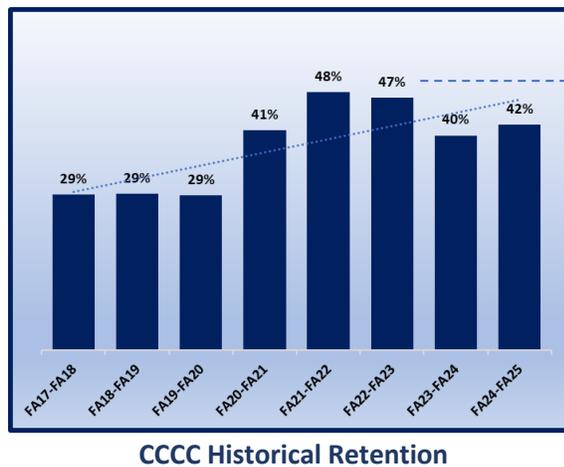
Retention and Persistence

CCCC has sought to understand factors affecting student retention and persistence using a mission-centered, holistic approach utilizing various data points to inform target areas for student success. The base questions for the college have been “Which students are we losing, when, and why?” and “Are there ways we can mitigate barriers to student retention and success?”. For example, full-time students are historically more successful (course success, satisfactory academic progress) than part-time students, with the new freshman cohort experiencing the least success. Data on other groups of students have been tracked and analyzed, including retention and persistence of late registrants and readmitted students. In 2018, the newly established advising model established sought not only to increase enrollment, but also to increase and streamline student services aimed to increase retention, persistence, and student success. Since that time, student services, academics, and IT have continually revised the advising model to accommodate changing student needs such as student distance application/education needs, financial needs, device and access needs, placement services, career/transfer services, and early alert services for at-risk students based on stop-out and student success data.

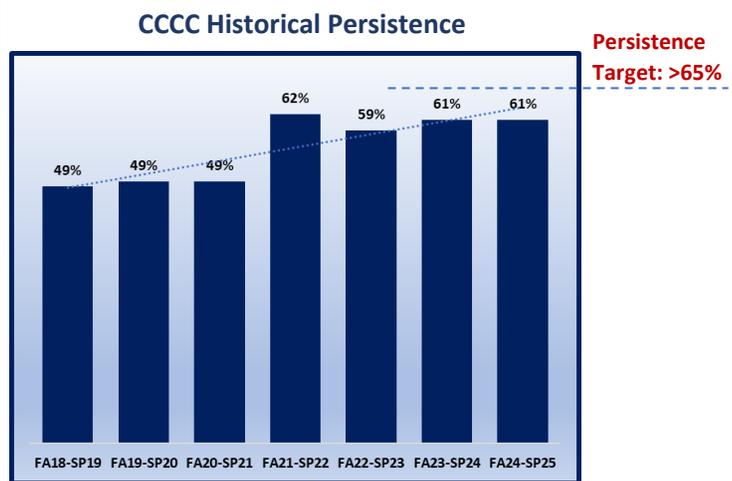
Retention and Persistence Trends

For the three-year period from Fall 2017 through Fall 2020, fall-to-fall retention of students was stagnant at 29% as was fall-to-spring persistence at 49%. Since that time, retention and persistence have greatly increased, similar to the increases in enrollment that were seen. CCCC attributes these increases to many of the same activities undertaken to increase enrollment through providing improved student services, financial supports, academic supports, and distance education options. Following analysis of CCCC historical, IPEDS, and AIMS retention and persistence data and trends, CCCC 2023-28 Strategic Plan targets were set for retention and persistence at >50% and >65%, respectively.

Retention and Persistence Indicators

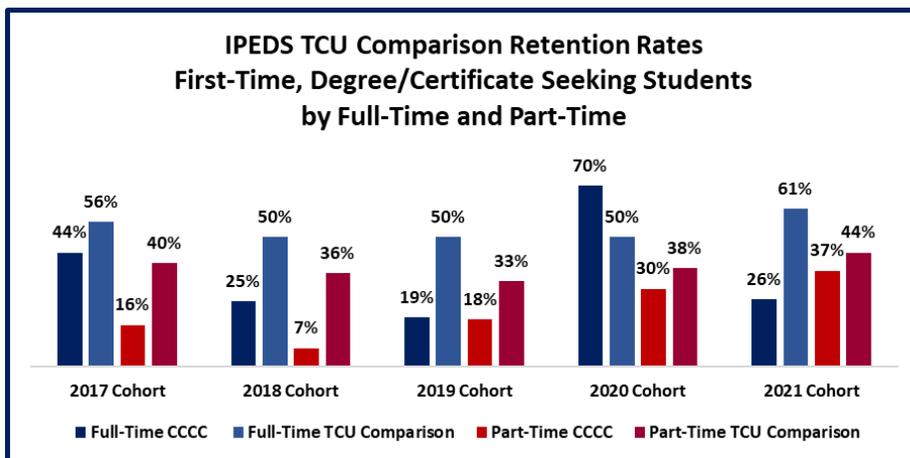
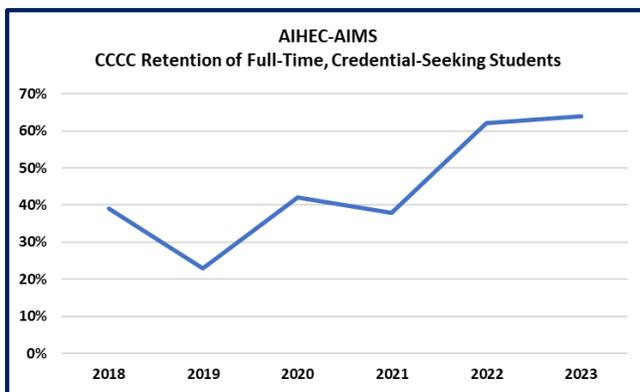
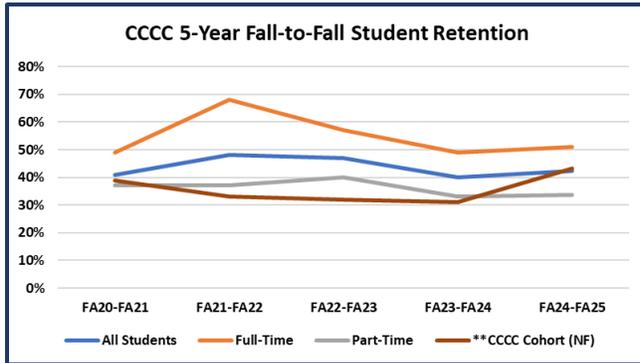


Retention
Target: >50%



Persistence
Target: >65%

Disaggregation and TCU Comparison Retention Data



Target: Increase CCCC IPEDS retention rates for both full-time and part-time students to more closely align with TCU comparison group rates

Retention and Persistence Strategies

In spring of 2023 and spring 2025, CCCC participated in Institutional Transformation Assessments (ITA) as an evaluation to determine how well the needs of students, staff, and the institution are being met. After analysis of the results, the following strategies were established in an effort to further increase student retention and persistence.

Key Enrollment Indicator(s) (KEI)	CCCC Strategic Plan Alignment	Strategies	Activities/Responsibility
<p>Retention and Persistence</p> <p>Increase CCCC fall-to-fall retention to greater than 50%</p> <p>Increase CCCC fall-to-spring persistence to greater than 65%</p> <p>Increase CCCC IPEDS retention rates for both full-time and part-time students to more closely align with TCU comparison group rates</p>	<p>Priority 1 – Nurture Student Success</p> <p>Goal 2 Maintain/develop strategies to improve retention (>50%) and persistence rates (>65%)</p>	<ul style="list-style-type: none"> ▪ Establish campus community and greater sense of student belonging by providing increased student activities, events, and clubs ▪ Improve student monitoring and Early Alert efforts for at-risk students ▪ Increase student awareness and use of assistance available with academic advising, math and English placement, tutoring, finances, device and tech support, and transfer/career services to ameliorate barriers to student persistence and retention ▪ Increase student and community presence on campus 	<p>Dean of Student Services, Academic Dean</p> <ul style="list-style-type: none"> ▪ On-line and in-person student orientation; on-going evaluation and revision ▪ Registration, advising and mentoring processes evaluated with on-going revision ▪ Student Success course; regular evaluation and revision <p>Financial Aid, Emergency Aid Committee</p> <ul style="list-style-type: none"> ▪ Support student retention by mitigating financial barriers ▪ Assist students in applying for financial aid, scholarships <p>Student Services, Recruitment Committee</p> <ul style="list-style-type: none"> ▪ Monthly campus events; incentives; ▪ Annual Student Recognition Celebration ▪ Increase on-campus cultural events ▪ Implement esports and athletic activities <p>Data Manager, Registrar</p> <ul style="list-style-type: none"> ▪ Provide timely data to support retention activities <p>Academic Dean, HR, Finance</p> <ul style="list-style-type: none"> ▪ Ensure highly-qualified faculty and quality instruction; support faculty professional development <p>IT, Student Services, Academic Dean</p> <ul style="list-style-type: none"> ▪ Ensure student access in LMS; provide tutorials for LMS, email, online portal <p>Academic Dean, Assessment and Curriculum Committees, Faculty</p> <ul style="list-style-type: none"> ▪ Clear course and program outcomes ▪ Immediate student access to grades and course requirements in LMS ▪ Assessment and Program Review to maximize student success <p>CAT Specialist</p> <ul style="list-style-type: none"> ▪ Early Alert, at-risk student contacts and support; tutoring referrals and services ▪ Intent to transfer services from time of enrollment; build liaisons between transfer institutions and students to encourage persistence in student education pathways ▪ Workshops for student academic success and employment skills <p>Land Grant, CTE, Faculty, Staff</p> <ul style="list-style-type: none"> ▪ Community and student workshops to develop contacts, support, sense of belonging, and awareness of programming

Relationship: Retention, Persistence and Student Success

CCCC continues to use previously established Key Performance Indicators (2018 - Present) for student success (course success, credit completion, satisfactory academic progress) in an effort to inform retention and recruitment activities. These indicators are used to inform Student Services, Academics, the Retention Committee, and SEM Team activities toward identifying and providing timely intervention for at-risk student populations in order to increase student retention, persistence, success, and performance in these areas. A particular focus is the new freshmen cohort (NF) who historically has experienced low success rates compared to the overall student population.

Through the ATD, CNSS and CSSI projects, CCCC has been able to expand data capacity to collect, organize, and disseminate data needed to make important decisions toward improving student success. CCCC is currently working to complete on-boarding to the National Student Clearing House Post-Secondary Partnership (PDP) in order to provide more immediate access to indicators for student success. In addition, the forthcoming AIMS-AIHEC dashboards in the near future will give more immediate and timely access to valuable comparison data with similar institutions.

Key Performance Indicators (KPIs) for student success	CCCC Strategic Plan Alignment	Historical/Baseline	Current Progress
Course Success (C or Higher) all students	Priority II – Practice Effective Teaching & Learning Processes Goal 1 Continuous academic improvement	Fall 2019 50% Fall 2020 58% Fall 2021 61% Fall 2022 66%"	Fall 2023 68% Fall 2024 66% Fall 2025 Fall 2026
Course Success (C or Higher) CCCC Cohort students (NF)		Fall 2019 34% Fall 2020 51% Fall 2021 51% Fall 2022 57%	Fall 2023 45% Fall 2024 55% Fall 2025 Fall 2026
Students earning zero credits Fall semester		Fall 2019 29% Fall 2020 34% Fall 2021 29% Fall 2022 24%	Fall 2023 27% Fall 2024 24% Fall 2025 Fall 2026
CCCC Cohort students (NF) earning zero credits Fall semester		Fall 2019 29% Fall 2020 35% Fall 2021 37% Fall 2022 24%	Fall 2023 21% Fall 2024 37% Fall 2025 Fall 2026
Retention CCCC Cohort students Fall-to-Fall CCCC Definition (NF)		FA18-FA19 14% FA19-FA20 9% FA20-FA21 39% FA21-FA22 33% FA22-FA23 32%	FA23-FA24 31% FA24-FA25 41% FA25-FA26 FA26-FA27
Students meeting SAP Satisfactory Academic Progress fall semester		Fall 2020 61% Fall 2021 55% Fall 2022 54%	Fall 2023 59% Fall 2024 60% Fall 2025 Fall 2026
Completion gateway math in the first year Fall CCCC Cohort (NF)		Fall 2019 7% Fall 2020 11% Fall 2021 5% Fall 2022 3%	Fall 2023 2% Fall 2024 2% Fall 2025 Fall 2026
Completion gateway English in the first year Fall CCCC Cohort (NF)		Fall 2019 7% Fall 2020 11% Fall 2021 15% Fall 2022 30%	Fall 2023 29% Fall 2024 51% Fall 2025 Fall 2026
Percent of Students Completing FAFSA Fall semester (Strategic Plan Goal 80%)		Fall 2020 65% Fall 2021 73% Fall 2022 69%	Fall 2023 71% Fall 2024 75% Fall 2025 77% Fall 2026

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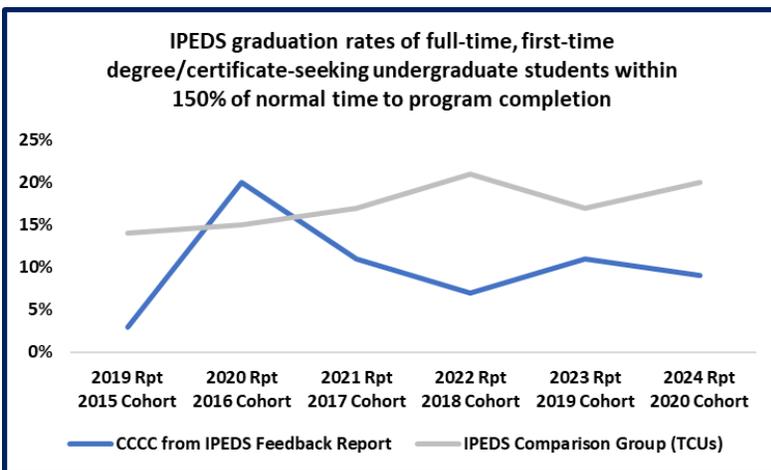
Completion/Graduation

Although CCCC has historically used the IPEDS 150% graduation rate as an indicator of student success, the indicator does not give a complete picture of student completion. This measure counts only full-time, first-time degree/certificate-seeking students; historically, more than half of CCCC students are part-time and they form a large percentage of CCCC graduates. In addition, the IPEDS measure does not give timely information on graduation rates. For instance, the 2024 IPEDS feedback report gives information from the 2020 cohort, and the report was not received until January 2025. In 2023, CCCC worked to establish a more immediate internal measure to try to provide additional insight into the graduation rates of its student population. Rather than a measure of time to completion, a ratio of graduates to student population was chosen.

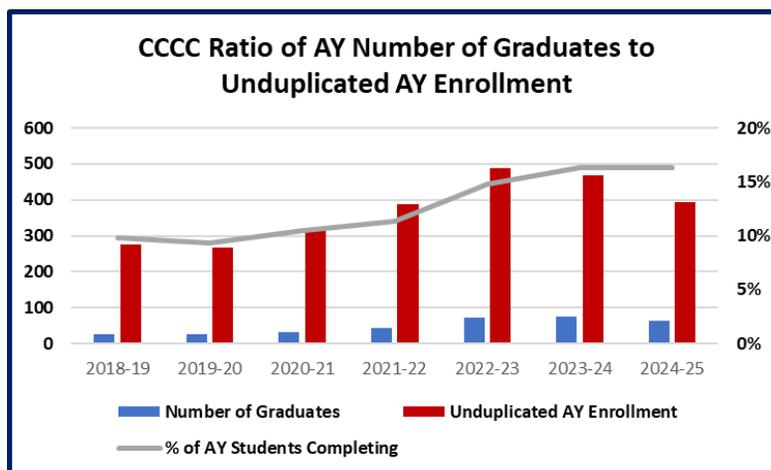
Completion/Graduation Trends

The historical IPEDS 150% graduation rates continue to fluctuate; therefore, target graduation rates were set using a 5-year average of 12%. The internal ratio measure reflects information only on the number of graduates compared to total enrollment, but gives the information that CCCC is seeing an increased percentage of its enrolled students completing each academic year.

Completion/Graduation Indicators



Target: Increase IPEDS 150% graduation rate 1% per year from the 12% 5-year average (2019 – 2024 IPEDS feedback reports)



Target: Maintain graduate numbers commensurate with enrollment numbers.

Completion/Graduation Strategies

CCCC strives to increase student completion rates in the same manner as for retention and persistence, with many of the same activities geared toward student success, retention, and persistence – through intentional activities designed to provide wrap-around services and quality instruction. In addition, through the advising process, areas for improvement have been identified which include increasing student knowledge of their chosen degree program requirements, keeping the degree audit in the student information system current at all time, and assisting students with timely completion of their applications for graduation.

Key Enrollment Indicator(s) (KEI)	CCCC Strategic Plan Alignment	Strategies	Activities/Responsibility
<p>Completion/ Graduation Increase 5-year average IPEDS graduation rate by 1% each year Maintain CCCC ratio of graduate numbers compared to enrollment</p>	<p>Priority 1 – Nurture Student Success Goal 3 Increase student graduation rate (CCCC 5-year average ending in 2021 is 12% per IPEDS)</p>	<ul style="list-style-type: none"> ▪Provide holistic student services pre-entry to post-completion ▪Leverage advising and degree audit through the Registrar’s office to ensure students are on-track for graduation, timely graduation application completion, and enhance student understanding of program graduation requirements 	<p>Registrar, Academic Dean, Advisors, Curriculum Chair ▪Maintain accuracy in the Empower degree audit, college catalog, and public-facing program information ▪Complete student degree audit one semester prior to graduation to ensure student understanding of degree requirements and allow for timely degree completion CAT Specialist, Student Services ▪Provide high quality career and transfer services to students President, Dean of Student Services, Academic Dean ▪Monitor and maintain accountability among staff for enrollment, retention and persistence, and student success activities within the college to increase likelihood of student completion and graduation</p>

Priority 2: Career, Transfer, Terminal Degree Completion

Objective: Provide student supports to increase post-completion outcomes for gainful employment, transfer, and terminal degree attainment. Work toward increased tracking of CCCC graduates, promotion of career and education pathways, and socialization of students and community. Develop internal measures for transfer and graduation to provide a clearer understanding of post-completion outcomes.

Career: Indicators, Strategies, and Progress

Key Enrollment Indicator(s) for Student Success (KEI)	CCCC Strategic Plan Alignment	Strategies	Current Progress
<p>Career</p> <p>Establish tracking system for post-completion employment</p> <p>Establish Career Center as a hub for supporting students throughout their educational pathways and post-completion employment assistance</p> <p>Utilize the alumni surveys to collect data on post-completion employment for past graduates</p>	<p>Priority I – Nurture Student Success Goal 4</p> <p>Establish tracking system for student transfers into bachelor’s programs but also for employment; determine appropriate software programs for tracking of students for transferring and for employment</p> <p>Priority II – Practice Effective Teaching and Learning Processes Goal 1</p> <p>Continue to expand project-based and career-focused learning experiences for students, including internships/ Apprenticeships; better integration of work study internships, and apprenticeships</p>	<ul style="list-style-type: none"> ▪ Establish CCCC tracking of post-completion employment within limitations that exist ▪ Allot and refurbish space to establish a Career Center ▪ Provide career and transfer services and workshops to assist students along their chosen pathway including collection of and use of data on intent to transfer at time of entry ▪ Link students with community resources to assist them with obtaining employment ▪ Provide workshops and field experiences for students to assist them in realizing their post-completion employment goals ▪ Increase relationships with employers (apprenticeships/ internships/field experience), and other tribal and community entities to maximize student opportunities for employment 	<ul style="list-style-type: none"> ▪ Career Center space allotted and refurbished 2023 ▪ CAT (Career/Alumni/Transfer) Specialist hired 2023 ▪ Graduate list compiled and contacts made to determine post-completion employment (on-going) ▪ Alumni survey at college and community events with incentives to collect post-completion employment information (on-going) ▪ Workshops made available to students in career skills (resume’ writing, job applications, etc.) to improve post-completion employment outcomes ▪ CAT Specialist participating in CTE and AICF Communities of Practice to receive training in developing student opportunities for entering the workforce ▪ Data Manager participating in TCU IR Community of Practice to keep up-to-date with methods other TCUs are utilizing to obtain post-completion employment data

Transfer

Transfer Trends

The historical CCCC IPEDS 150% transfer rates give little insight into the actual transfer rates for CCCC students. Again, the transfer rates track only full-time, first-time, degree/certificate seeking students graduating within 150% of normal time to program completion. Many students transferring out from CCCC to 4-year institutions do not do so immediately. In addition, many of the students who do transfer out are part-time students. In 2023, the college established its own internal transfer rate measure, discovering in the process that there is a high percentage of graduates that transfer more than a year after graduating. Also, this transfer rate indicates far more transfers taking place than IPEDS reflects.

Transfer Indicators

	2019 Rpt 2015 Cohort	2020 Rpt 2016 Cohort	2021 Rpt 2017 Cohort	2022 Rpt 2018 Cohort	2023 Rpt 2019 Cohort	2024 Rpt 2020 Cohort
IPEDS 150% Transfer Out Rate						
CCCC from IPEDS Feedback Report	3%	0%	0%	0%	4%	0%
IPEDS Comparison Group (TCUs)	15%	12%	13%	13%	14%	13%

Target: Increase IPEDS transfer rates by 1% per year from the 1.4% 5-year average

Definition: Transfer out rates of full-time, first-time, degree/certificate seeking undergraduate students within 150% of normal time to program completion.

CCCC Graduate Transfer	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
# (%) degree but not certificate seeking grads transferring within 1 year of CCCC graduation	2/18	11.1%	6/18	33.3%	6/15	40.0%	8/16	50.0%	14/25	56.0%	15/32	46.9%	16/53	30.2%
# (%) degree but not certificate seeking grads transferring more than 1 year after CCCC graduation	10/18	55.6%	4/18	22.2%	3/15	20.0%	1/16	6.3%	3/25	12.0%	5/32	15.6%	1/53	1.9%
Total Transfer degree but not certificate seeking to date	12/18	66.7%	10/18	55.6%	9/15	60.0%	9/16	56.3%	17/25	68.0%	30/32	93.8%	17/53	32.1%

Target: Increase AY transfer by 1% per year from the 62% 7-year average

Key Enrollment Indicator(s) for Student Success (KEI)	CCCC Strategic Plan Alignment	Strategies	Current Progress
<p>Transfer Rates</p> <p>Establish tracking system for student transfers into bachelor's programs</p> <p>Increase IPEDS Transfer rates</p> <p>Increase CCCC defined transfer rate by 1% per year over the prior 7-year average of 62%</p> <p>Establish Career Center as a hub for assisting students with transfer; develop liaisons with transfer institutions</p>	<p>Priority 1 – Nurture Student Success</p> <p>Goal 4</p> <p>Establish tracking system for student transfers into bachelor's programs but also for employment; determine appropriate software programs for tracking of students for transferring and for employment</p>	<ul style="list-style-type: none"> Establish CCCC definition for transfer rate that is meaningful at the institution level Gather baseline data and establish targets Allot and refurbish space to establish a Career Center Provide transfer services and workshops including collection of and use of data on intent to transfer at time of entry Link students with liaisons and resources at transfer institutions to maximize student comfort levels and increase student post-transfer success 	<ul style="list-style-type: none"> Career Center space allotted and refurbished 2023 CAT (Career/Alumni/Transfer) Specialist hired 2023 Intent to Transfer added to all incoming student applications; Registrar providing list of students intending to transfer to CAT Specialist each semester CAT Specialist initiating personal contacts to students intending to transfer to assist with the transfer process and help develop liaisons for students at transfer institutions (including field trips) in advance of transfer Graduate/Alumni list completed Internal measure developed for transfer rate Baseline data established and transfer targets set

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Terminal Degree Completion

Terminal Degree Completion Trends

In response to strategic planning goals, CCCC has attempted to determine whether or not students transferring out to 4-year institutions are completing terminal degrees. Along with the internal transfer rate measure established, a measure for terminal degree completion was established. Baseline data on both measures has been determined with the use of National Student Clearinghouse subsequent enrollment data and will be updated on a schedule moving forward.

Terminal Degree Completion Indicators

CCCC Graduate Terminal Degree Completion	2016-2017		2017-2018		2018-2019	
# (%) degree but not certificate seeking grads completing terminal degrees within 5 years of CCCC graduation	3/18	16.7%	3/18	16.7%	5/15	33.3%
# (%) degree but not certificate seeking grads completing terminal degrees more than 5 years after CCCC graduation	1/18	5.6%	1/18	5.6%	1/15	6.7%
Total Terminal Degree Completion to date for CCCC degree but not certificate seeking grads	4/18	22.2%	4/18	22.2%	6/15	40.0%

Target: Increase AY transfer by 1% per year from the 28% 3-year baseline average

Key Enrollment Indicator(s) for Student Success (KEI)	CCCC Strategic Plan Alignment	Strategies	Current Progress
<p>Terminal Degree Completion Establish CCCC terminal degree tracking to more fully reflect actual student completions</p> <p>Increase CCCC defined terminal degree completion rate by rate by 1% per year over the prior 3-year average</p>	<p>Priority I – Nurture Student Success Goal 4 Establish tracking system for student transfers into bachelor’s programs but also for employment</p>	<ul style="list-style-type: none"> Establish CCCC measure for terminal degree completion that is meaningful at the institution level Gather baseline data for terminal degree completion and establish targets Utilize data to further understand which students and from which programs are having successful terminal degree completion; determine actions of those programs regarding transfer and if similar efforts can be implemented to increase successful outcomes for other programs 	<ul style="list-style-type: none"> Internal measure developed for terminal degree completion Baseline data established and terminal degree completion targets set

Priority 3: Alumni Relations

Objective: Establish an accurate list of alumni and use to plan and promote campus activities, celebrate post-completion outcomes, and obtain post-completion employment information. Invite alumni participation at the college as a means to engage students with the community and increase their knowledge of education pathway outcomes.

Alumni Relations: Activities, Strategies, and Progress

Activities	CCCC Strategic Plan Alignment	Strategies	Current Progress
Alumni Tracking	Priority 1 – Nurture Student Success Goal 5 Better tracking of CCCC graduates and the promotion of the education pathway	<ul style="list-style-type: none"> ▪Research degrees awarded and current alumni to establish an alumni tracking system and database ▪Employ surveys and initiate alumni contacts to obtain employment and terminal degree completion data as much as is available ▪Implement a more formal means for tracking alumni post-completion employment 	<ul style="list-style-type: none"> ▪Alumni list compiled and tracking documents created ▪Alumni survey at college and community events with incentives to collect post-completion employment information (on-going) ▪Data Manager participating in TCU IR Community of Practice to keep up-to-date with methods other TCUs are utilizing to obtain post-completion employment data; collective effort to find a reliable means for obtaining the data
Alumni Engagement	Priority I – Nurture Student Success Goal 5 Establish an alumni club/group	<ul style="list-style-type: none"> ▪Initiate events designed to engage alumni with students and the campus community ▪Utilize the CCCC Education Center as a hub for alumni and community events and fostering alumni engagement 	<ul style="list-style-type: none"> ▪Annual Cankdeska Day implemented ▪Alumni invitation to various college events ▪Kickoff for alumni survey at opening of CCCC Education Center ▪Art show and various cultural events held and plans for future events at the Education Center

Priority 4: Campus and Community Engagement and Outreach

Objective: Increase levels of campus and community engagement through intentional activities designed to provide regular interaction between students, staff, and community. Leverage the activities to create awareness of college programming and opportunities and to establish the college as a resource for both students and community.

Campus and Community Engagement and Outreach: Activities, Strategies, and Progress

Activities	CCCC Strategic Plan Alignment	Strategies	Current Progress
Campus Engagement	Priority I – Nurture Student Success Goal 5 Socialization of students and community	<ul style="list-style-type: none"> ▪ Increase student activities, clubs, and opportunities to engage with college staff and students ▪ Refurbish student areas in the college 	<ul style="list-style-type: none"> ▪ Refurbishing of student areas of college in progress ▪ Student clubs added ▪ Archery and hand games courses/activities implemented ▪ Esports activities implemented (beginning stages) ▪ College basketball team reinstated ▪ Implementation of Annual Cankdeska Day ▪ Variety of in-person only courses offered each semester to attract students to campus and increase interaction between students and staff ▪ Various campus activities in planning stages (including Native American Heritage month activities; lunch and learn; etc.)
Community Engagement	Priority I – Nurture Student Success Goal 5 Promotion of the education pathway; socialization of students and community	<ul style="list-style-type: none"> ▪ Utilize the CCCC Education Center as a hub for community events and fostering community engagement ▪ Increase community events and hosting of community events 	<ul style="list-style-type: none"> ▪ Various campus activities in planning stages (including Native American Heritage month activities; lunch and learn; etc.); all events open to students and community ▪ College representation and participation in annual Fort Totten Days celebration ▪ Land Grant department hosting of numerous workshops toward developing community food sovereignty; hosting of various camps and workshops (4H/Extension); farmers market; community gardens; tilling services provided to community members

Community Education	Priority III – Support Community Development Goal 3 Create and implement CEU courses, including micro-credentials	▪Work toward establishing CEU programs and credits as a means to both increase enrollment and serve community needs	▪Student Services working toward identifying community needs for CEUs; researching college ability and requirements for providing CEUs, stackable credentials, and micro-credentials ▪Land Grant department hosting of numerous workshops toward developing community food sovereignty
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Continuity in Planning

The CCCC SEM Plan is a dynamic document which will require periodic adjustment based on analysis of data, needs of the student population and college, and changing community needs. It is the intent of the planning team to review the plan on an annual basis and revise and/or update the plan accordingly.



CCCC Strategic Enrollment Management (SEM) Workflow

Description	Oversight	Responsibility	Data Source(s)	Timeline/Freq	Method	Rationale
Enrollment, Retention, Persistence, Completion						
Prospective Students Area High Schools (dual enrollment/early entry)	Dean Student Services; Academic Dean	Outreach/Communications Director; Registrar; Admissions; Faculty	Empower	Prior to start of each semester	Outreach activities to area high schools; promotion of programs; presence at career fairs and community events	Dual-enrollment and early entry from area high schools provide an important population of prospective students
Prospective Students Campus Activities (Extension/4H/Nature/Sunday/Art Academies, Camps, Marketing, Social Media (Website, Facebook), Recruitment Events)	Dean Student Services; Academic Dean; Land Grant	Student Services; Academic Dean; Faculty; Land Grant Personnel; GED	Participant Lists	As scheduled	Co-curricular assessment; follow and support GED completers attending CCCC	Campus activities for pre-college populations increases awareness of college offerings for prospective students
Registration Events	Dean Student Services; Academic Dean	Outreach/ Communications Director; Admissions; Advisors; Faculty	Participants; social media hits	As scheduled	Regular refresh of marketing and social media tools; advertise recruitment events; promotion of programs; presence at career fairs and community events	Increasing awareness of college programming and courses will increase enrollment
Enrollment Trends	Dean of Administration; Institutional Data Manager	Institutional Data Manager; 3D Committee	CCCC Profile and data dashboard; enrollment	Each semester	Dissaggregation of enrollment trend data	Understand student population to maximize student supports
Outreach and Recruitment Plan	Dean of Student Services	Outreach and Communications Director; Retention Committee; Student Services	CCCC SEM Plan enrollment trends; Empower	Each semester	Assessment of outreach and recruitment strategies	Understand student population and community needs to maximize enrollment
Retention/Persistence Trends	Dean of Administration; Institutional Data Manager	Institutional Data Manager; 3D Committee	CCCC SEM Plan, profile and data dashboard; retention/persistence trends; IPEDS, AIMS	Each semester; annually for IPEDS, AIMS	Dissaggregation of retention and persistence data	Understand student population, stop outs, and readmits to maximize student supports
Student Success Key Performance Indicators (KPIs)	Dean of Administration; Institutional Data Manager	Institutional Data Manager; 3D Committee	CCCC SEM plan KPIs	Annually	Assessment of student success outcomes	Understand gaps in student subpopulations in order to mitigate factors affecting student success
Graduation Rates	Dean of Administration; Institutional Data Manager	Institutional Data Manager; 3D Committee	CCCC SEM Plan; IPEDS; AIMS	Annually	Assessment of graduation rates and targets	Determine if supports for student enrollment, retention and persistence translate to increased completion
Career, Transfer, Terminal Degree Completion						
Career Center Services	Dean of Student Services	CAT Specialist; Registrar	Data from Registrar on intent to transfer	Each semester	Career and transfer workshops; developing transfer liaisons and assist with transfer	Providing career and transfer services to students may increase post-completion outcomes
Transfer Rates	Dean of Administration; Institutional Data Manager	Institutional Data Manager; 3D Committee	CCCC SEM Plan transfer indicators; NSCH; IPEDS;	Annually	Assessment of transfer rates and targets	Providing career and transfer services to students may have a positive effect on post-completion outcomes
Terminal Degree Completion	Dean of Administration; Institutional Data Manager	Institutional Data Manager; 3D Committee	CCCC SEM Plan terminal degree completion indicators; NSCH; IPEDS;	Annually	Assessment of terminal degree completion and targets	Establishing agreements with 4-year institutions and providing transfer services will ease transfer processes and increase terminal degree completion
Post-Completion Employment	Dean of Student Services	CAT Specialist	Alumni survey; program faculty	On-going	Determine employment status of graduates through means currently available	Understand where graduates are finding employment to inform college programming and services
Alumni Relations						
Alumni Tracking	Institutional Data Manager	Institutional Data Manager; Registrar; CAT Specialist	Alumni tracking documents	On-going	Updates to alumni tracking documents as info is obtained	Determine if college programming is contributing to alumni success
Alumni Survey	Dean of Administration; Dean Student Services	CAT Specialist	Alumni Survey results	On-going	Updates to alumni tracking documents as info is obtained	Use surveys to obtain information on alumni post-completion outcomes
Alumni Events	Dean of Student Services	CAT Specialist, Student Services	Participant Lists	As scheduled	Events to engage alumni with students and promote the college as an alumni gathering place	Encourage alumni as a resource for encouraging positive student outcomes and creating awareness of college opportunities and
Campus and Community Engagement						
Student Activities and Clubs	Dean of Student Services; Academic Dean	Administration, staff, faculty, and students; Assessment Committee	Participant Lists	As scheduled	Co-curricular Assessment	Use student activities and clubs to engage students and create belonging as a means for improving student retention, persistence, completion, and success
Student Events	Dean of Student Services	Administration, staff, faculty, and students; Assessment Committee	Participant Lists	As scheduled	Co-curricular Assessment	Use student events as a resource for improving student retention, persistence, completion, and success
Community Events	Dean of Student Services; Academic Dean, Dean of Administration, Land Grant Director	Administration, staff, faculty, and students; Assessment Committee	Participant Lists	As scheduled	Co-curricular Assessment	Use community events as a resource for encouraging enrollment and creating awareness of college opportunities and success
CEU Planning and Offerings	Dean of Student Services; Academic Dean; Registrar	Dean of Student Services; Academic Dean; Registrar		Planning stage		
Education Center	President	Academic Dean; Art, Indigenous Studies, and Dakota Language faculty		Planning stage		
SEM Team (3D Committee)						
SEM Plan	Dean of Administration; Institutional Data Manager	3D Committee	Institutional data files; surveys; program, course, co-curricular assessments	Annually	Review, update data elements and narratives as changes occur	Adjust plan annually to reflect changing needs
SEM Workflow	Dean of Administration; Institutional Data Manager	3D Committee	CCCC SEM Plan	Annually	Update as SEM plan changes occur	Adjust plan annually to reflect changing needs