Cal Poly
Humboldt.

**Strategic Enrollment
Management Plan** 2023–2028

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Strategic Enrollment Management Plan 2023–2028

Foreword

February 1, 2023

This is our moment.

We are in a critical moment in the history of Cal Poly Humboldt. The polytechnic designation and name change in January of 2022 changed the trajectory of our enrollment. The path of enrollment declines we had seen over several years suddenly ceased, and the Fall 2023 class showed a slight increase over the previous years. We now stand at the precipice of extreme growth and change.

The goals set forth in the Polytechnic Prospectus in 2021 are lofty—to double our enrollment in seven years. This growth, coupled with an unprecedented influx of state funding to support and bolster the transition, will result in a great deal of change for our campus—more students, more faculty and staff, more student housing, as well as new and updated infrastructure.

Our applications for Fall 2023—the first class of students applying to Cal Poly Humboldt—have roughly doubled over last Fall. Projections indicate we will be bringing in the largest incoming class—First-time Undergraduates and new Transfers—in ten years. This has caused a great deal of excitement and apprehension on campus, but we are ready for the challenge.

New leadership in Enrollment Management is in place to help meet the challenge: Dr. Chrissy Holliday, Vice President of Enrollment Management & Student Success, began her tenure on January 3, 2023. Dr. Kip Darcy, Interim Director of Admissions, began his tenure on December 12, 2022, with a contract extending at least one year. Peggy Metzger, Humboldt's Director of Financial Aid for ten years, continues her work as Interim Executive Director of Enrollment Management at least through the spring. These leaders will establish both stability and clear vision among the EM teams and via campus collaboration.

In November 2022, Cal Poly Humboldt engaged the services of EM-Powerhouse (em-powerhouse.com) to assist with strategic enrollment planning and assess the structure and strength of the Admissions unit, with the ultimate goal of determining our readiness to meet our enrollment goals. EM-Powerhouse has conducted fact-finding interviews and met regularly with the admissions team. We look forward to receiving a report with recommendations for improvement in the structure, strategies and mission of the Admissions team within the next few weeks.

To support the polytechnic buildout and support our students, several implementation groups were convened, including the Inclusive Student Success (ISS) committee, which was charged with developing a comprehensive institutional strategy on academic success, retention, and degree completion. This committee is made up of broad campus representation and is co-facilitated by Academic Programs and Enrollment Management. Over the last year ISS has made a sustainable budgetary investment to support student success and strengthen basic needs, advising, onboarding, first year experience, DEI, sense of belonging and removing barriers from our curriculum and other initiatives. ISS has committed about $2 million in both ongoing and one time funding to address these needs and is working on funding models and subgroups to continue to support student success.

Additionally, the university has determined that Summer 2023 classes will be offered state-side—this is an historic change, as summer has been offered through self-support for over 20 years. With this change, we estimate that we can add between 250 and 500 FTES for summer 2023, getting us much closer to our funded target of 7,603 resident FTES.

A large team of cross-campus stakeholders began work in Fall 2022 to update and build this five-year Strategic Enrollment Plan. Two teams were built—one focused on recruitment, the other on retention—as well as a steering committee to compile the work and unite ideas into one plan. Some initiatives outlined in this plan have existed for some time; others are new. For example, many committees and campus working groups were already leading efforts to enhance retention, and their work is reflected in this document. The need to include that work as part of our enrollment strategies resulted in a recommendation by this group to launch a Retention Steering Committee, which will happen in February. Cal Poly Humboldt is embracing this strategic opportunity to review campus structures and processes that will support the monitoring, implementation and management of our recruitment and retention efforts. With new leadership and collaborative structures now in place, we will drive a more strategic approach to recruitment and retention.

As we developed this Strategic Enrollment Management (SEM) plan, the campus identified barriers that have historically impacted recruitment and retention of students. One of those barriers to growth is student housing. We know our area has little available off-campus housing, and what is available is often offered at a premium, frequently pricing students out of the market. We do have new student housing in development, including the Craftsman Mall project, which is projected to open Fall 2025 and house 964 students. In the interim, we identified "bridge housing" opportunities to support campus growth. In Fall 2022, we added 92 beds to our housing portfolio using a local hotel. We plan to increase our bridge housing beds to 613 additional beds for the Fall 2023 semester and will likely increase that to approximately 950 beds for the Fall 2024 semester to decrease housing barriers to student enrollment.

Cal Poly Humboldt is poised for rapid growth. We believe this plan demonstrates that we are up to the challenges that brings, and are moving rapidly to respond to shifting realities caused by this change.

Executive Summary

This SEM plan sets outcomes and objectives that will create rapid and sustainable enrollment growth for Cal Poly Humboldt over the next five years, while also supporting our efforts to reach our Graduation Initiative 2025 goals. This plan sets measurable targets in terms of recruiting and retaining California-resident students, while also increasing efforts to recruit and welcome out-of-state and out-of-country students to Humboldt's diverse community.

As part of the Polytechnic implementation, Cal Poly Humboldt has articulated a clear path forward to meet California State University's funded target of 7,603 Annual Resident FTES in Fall 26. The keystone for this plan is our polytechnic status and the new academic programs that support that proposal.

Projecting a doubling of enrollment growth within seven years, expected fall headcount will increase from 5,562 students (Fall 2021) to over 11,00 students in the Fall of 2028. There are two main objectives to reach these enrollment goals:

- **Vastly increase application numbers and yield to bring in larger incoming classes**

- **Increase retention rates overall, with a specific goal of first-to-second year retention increasing to at least 80% for the cohort entering Fall 2027**

Our enrollment growth is intrinsically tied to our transition to a Polytechnic institution and the opportunity to implement a more strategic approach in both recruitment and retention efforts. Our new strategies will clarify and improve the collaboration between Enrollment Management and other campus units such as Academic Affairs. A comprehensive Polytechnic transformation process is underway, with seven teams addressing the areas of 1) Budget, Finance & Reporting, 2) Communications, 3) Curriculum & Academic Programming, 4) Enrollment & Growth Management, 5) Facilities, 6) Inclusive Student Success (GI 2025), and 7) Technology & Infrastructure. These teams are actively leading different elements of campus processes and infrastructure, and the campus has been working diligently to identify resource needs to accelerate our polytechnic transformation. We are successfully launching twelve new academic programs in the Fall of 2023 (8 Bachelor's, 1 Master's, and 3 certificates). These new majors and the Poly designation are key triggers for the doubling of application numbers from Fall 2022 to Fall 2023.

What follows are detailed plans that outline our new and continuing efforts in the areas of recruitment and retention, including objectives and measurable targets.

Multi-year Enrollment Targets

	Fall 24	Fall 25	Fall 26	Fall 27	Fall 28	Fall 29	Fall 30
Headcount TOTAL	**7,550**	**8,598**	**9,864**	**10,521**	**11,007**	**11,630**	**12,132**
Annual FTES (.848)	24–25	25–26	26–27	27–28	28–29	29–30	30–31
Annual Resident FTES Targets/Actuals	6,402	7,223	8,365	8,869	9,279	9,862	10,288
CSU Target Annual Resident FTES	7,603	7,603	7,603	7,603	7,603	7,603	7,603
Difference	–1,201	–380	762	1,266	1,676	2,259	2,685

Recruitment: Expanding the pipeline and increasing yield

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
1. Office of Admissions systems and practices have been modernized	1.1 **Fundamentally assess** and reorganize the operating structure of recruitment and admissions, focusing on team structure, technology, and processes	1.1 Benchmark people, process, and technology associated with recruitment & admissions—run **best-in-class operations** appropriate for Humboldt	1.1 2022 – 2023	VP for Enrollment Management & Student Success Director of Admissions Director of Marketing
	1.2 Recommit to **fully utilize Slate**—review implementation with an emphasis on the CRM features	1.2(a) Ensure key staff is **fully trained in the CRM** (Slate)	1.2(a) 2022 – 2023	
		1.2(b) Ensure connection between campus data warehouse and CRM to conduct **data analytics** on name purchases	1.2(b) 2022 – 2023	
	1.3 Develop a **comprehensive communication plan** from search to final matriculation, utilizing multi-channel efforts to segmented populations	1.3(a) Focus on development of **yield-related communications** to accepted students	1.3(a) Spring 2023	
		1.3(b) Create and facilitate a **communications stakeholder group** with regular meetings	1.3(b) Spring 2023	
		1.3(c) Develop and implement a **"belonging" campaign** for newly admitted students	1.3(c) 2022 – 2023	
	1.4 Apply best practice **territory management** strategies	1.4(a) Create specific territories	1.4(a) 2023 – 2024	
		1.4(b) Integrate **territory management** into CRM	1.4(b) 2023 – 2024	
		1.4(c) Measure and report performance (accountability)	1.4(c) 2023 – 2024	
2. Organizational changes have been implemented	2.1 Ensure organizational chart reflects **operational goals** according to the SEM plan	2.1(a) **Assess admissions and enrollment** functions as a service-oriented and goal-driven organization	2.1(a) 2022 – 2023	VP for Enrollment Management & Student Success Executive Director of Housing Director of Residence Life Facilities Management
		2.1(b) Recommend **staffing changes** and updated position descriptions	2.1(b) 2022 – 2023	
		2.1(c) Implement **new organizational structure**	2.1(c) 2023 – 2024	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
2. Organizational changes have been implemented	2.2 **Increase housing** bed capacity to support increased student enrollment	2.2(a) Implement **bridge housing** options up to 650 – 900 additional total beds	2.2(a) Fall 2023	VP for Enrollment Management & Student Success Executive Director of Housing Director of Residence Life Facilities Management
		2.2(b) Implement **additional bridge housing** options up to 1,200 additional total beds	2.2(b) Fall 2024	
		2.2(c) Open **new residential facility** (950 new beds) and continue bridge housing as needed	2.2(c) Fall 2025	
	2.3 Utilizing analytics and review of best practices, strategically focus resources on process improvement initiatives and programming that positively impact student yield rates (particularly for students with financial aid, transfer credit, and housing needs)	2.3(a) **Collaborate with campus partners** for sustainable peer (student-to-student), staff, and faculty call and/or postcard campaigns to admitted students and track confirmation rates	2.3(a) Spring 2024	
		2.3(b) **Implement systems changes necessary to prov**ide preliminary degree audit and transfer credit evaluation updates for applicants who provide official transcripts to make informed decisions to confirm admission	2.3(b) Fall 2025	
3. Branding of recruitment materials and communications has been fully transitioned to Cal Poly Humboldt	3.1 Ensure web pages are **user friendly** and accessible to all	3.1(a) Upgrade existing program **web sites** to ensure mobile phone capability for users	3.1(a) 2022 – 2023	Director of Admissions Director of Marketing VP for Enrollment Management & Student Success Provost and VP for Academic Affairs
		3.1(b) Develop and implement **public facing visuals** to support brand engagement	3.1(b) 2023 – 2024	
	3.2 Develop and implement **brand activation campaigns** to target groups (e.g., First-Year, Transfer, BIPOC, Native)	3.2(a) Develop and implement **print materials** highlighting the Cal Poly Brand	3.2(a) 2023 – 2024	
		3.2(b) Develop and implement email and **social media** materials highlighting Cal Poly Brand	3.2(b) 2023 – 2024	
		3.2(c) Develop and implement recruitment materials that are in **both English and Spanish** (print and other)	3.2(c) 2023 – 2024	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
3. Branding of recruitment materials and communications has been fully transitioned to Cal Poly Humboldt	3.3 **Integrate faculty** formally into recruitment related processes	3.3(a) Ensure **faculty stakeholders** are part of the formal communications plan and strategy development	3.3(a) 2023	Director of Admissions Director of Marketing VP for Enrollment Management & Student Success Provost and VP for Academic Affairs
		3.3(b) Implement **experiential learning partnerships**—corporations and agencies as part of student recruitment in the Cal Poly brand	3.3(b) 2023 - 2024	
		3.3(c) Facilitate **academic program partnerships** as part of formal visits/visit days on campus	3.3(c) 2023 - 2024	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
4. Application and yield strategies have been strengthened	4.1 Acquire and nurture **strategic prospect lists** for both transfer and first-year students	4.1(a) Develop and implement a **strategic name buying** process	4.1(a) 2023	Director of Admissions Provost and VP of Academic Affairs Director of Marketing VP for Enrollment Management & Student Success
	4.2 Enhance options and opportunities to **experience the North Coast** / highlight internship and career opportunities	4.2(a) Enhance current on-campus tours to allow students and families to **experience the Redwood Coast**	4.2(a) 2023	
	4.3 Create a **virtual visit experience**	4.3(a) Develop and implement **immersive** and video related tours of campus	4.3(a) 2023 – 2024	
	4.4 Enhance **early outreach efforts** to first-year prospects in grades before 11th grade and transfer students in their first year of community college.	4.4(a) Increase the number of prospects within the campus CRM **beyond high school seniors** and community college students to engage with early outreach efforts.	4.4(a) 2023-24	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
4. Application and yield strategies have been strengthened	4.5 **Focus recruitment efforts** on the schools, regions, and tribal communities that produce enrolled and retained students, with an emphasis on enrolling students who reflect the diversity of the State of California.	4.5(a) Expand **Humboldt First** recruitment efforts each year, beyond the scholarship offering, to include expanding student populations and identified programming.	4.5(a) 2023–24	Director of Admissions Provost and VP of Academic Affairs Director of Marketing VP for Enrollment Management & Student Success
		4.5(b) Identify potential **regional partners** and develop sustainable relationships through agreed memorandums of understanding (TRIO Programs, School Districts, Community College Programs, Community-Based Programs)	4.5(b) 2023–2024	
		4.5(c) Continue focus on applications from **BIPOC students** to align Humboldt enrollment proportionally with the diverse student enrollment of the CSU	4.5(c) 2023–2024	
	4.6 Enhance the tailored **multi-channel communication plan** for applicants to address key factors impacting student choice to accept admission (e.g. basic needs, relocation, financial aid, housing, missing documents, transfer credit/time to degree)	4.6 Monitor and **increase engagement** with applicant communications, including caseload applicant management to support students' transition from applicant to confirmed status	4.6 Spring 2023	
	4.7 **Reinvest in key yield events: California Admitted St**udent Receptions (early spring semester) and Spring Preview	4.7 **Increase participation** in these events. Increase confirmation rate for event participants	4.7 Spring 2023	
	4.8 Increase **integration of cultural centers and student life organizations engaged with applican**ts earlier, setting a foundation of a sense of belonging and caring	4.8 Increased participation in cultural center and **student life** activities and programming	4.8 Fall 2023	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
5. Transfer student strategies have been strengthened	5.1 Strengthen **partnerships with feeder community colleges** through 2+2 pathways and increased recruitment presence	5.1(a) Increase prospective students from **community college partners**	5.1(a) 2022–2023	Director of Admissions Provost and VP for Academic Affairs Registrar Dean of Students Director of Student Life VP for Enrollment Management & Student Success
		5.1(b) **Develop mapping** between identified CC partners and existing Associate Degree for Transfer (ADT) pathways as well as non-ADT pathways. Build 2+2 roadmaps for top pathways, identifying applicable non-ADT pathways for curriculum not available at the sending institution	5.1(b) 2023–2024	
	5.2 Update **Transfer Student web site**	5.2(a) Ensure that **transfer content** is practical, beneficial, and current as well as in both English and Spanish	5.2(a) 2023–2024	
	5.3 Enhance Transfer Student **Campus Life Experience**	5.3(a) Form a **Transfer Student Organization** with a community space on campus	5.3(a) 2023–2024	

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Retention: Creating a student-ready campus

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
1. The **basic needs** of students have been addressed	1.1 Continue to enhance **basic needs infrastructure**; maintain campaigns to link existing campus and community resources, staff, and online skills modules; dedicate ongoing funding for food purchases for distribution through the campus pantry	1.1(a) Hire Basic Needs Coordinator and provide student assistant funding, ongoing (hired Fall 2022, ongoing)	1.1(a) 2022–2023	VP for Enrollment Management & Student Success Dean of Students
		1.1(b) Build out and assess **campaign outreach efforts**	1.1(b) 2023–2024	
	1.2 Continue to enhance the campus infrastructure and programming to address issues of **campus safety and sense of wellbeing** for our students in areas of equity, Title IX, Policing and Conduct	1.2(a) **Fill key vacancies** and enhance staffing levels in key areas related to safety and wellbeing	1.2(a) 2023–2024	VP for Enrollment Management & Student Success Provost and VP for Academic Affairs
		1.2(b) Provide training to all staff and faculty on key issues related to **student safety and wellbeing**	1.2(b) 2024–2025	
		1.2(c) Ensure **Transparency and Accountability** in areas of equity, Title IX, Policing and Conduct	1.2(c) 2023–2024	
		1.2(d) Review the results of the recent **Safety Survey** and identify areas for improvement	1.2(d) 2022–2023	
		1.2(e) **Review and improve processes** related to the University response to instances of harm	1.2(e) 2023–2024	
	1.3 Continue working with local communities and campus stakeholders to make data-informed decisions, while continuing to explore, develop, and implement policies and practices to increase **equitable access to affordable housing** for students	1.3(a) Increase the number of available beds for **on-campus housing** for new first-year and transfer students	1.3(a) 2022–2026	Executive Director of Housing
		1.3(b) Establish Temporary Housing Program emergency housing placements with ongoing funding	1.3(b) 2024–2025	
		1.3(c) Increase the number of available beds for **alternative residential housing** for continuing students	1.3(c) 2024–2025	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
1. The basic needs of students have been addressed	1.4 Broaden capacity in student access to critical services through hiring of additional **Mental Health Clinicians** with special focus on serving the BIPOC student population	1.4 Increase BIPOC student participation in Mental Health services in support of **improved BIPOC student retention**	2023–2024	Director of Health & Wellness
	1.5 Increase opportunities for **student employment** and build awareness of current internships, fellowships, etc.	1.5 Increase total number of students employed or engaged in **internship & service learning** opportunities each year through 2029	2024–2025	Director of Career Center Director of Center for Community Based Learning
2. Advising structures, systems, and major entry pathways meet the needs of students	2.1 Increase the capacity and number of additional professional advisors to **reduce the Student to Professional Advisor Ratio** (to 200:1), including professional advisors in programs that serve special populations (El Centro, Umoja Center)	2.1(a) Hire **new professional advisors** in the advising center and for the Cultural Centers for Academic Excellence.	2.1(a) 2022–2023	AVP of Academic Programs Director of Advising
		2.1(b) Increase first-term, one-year and two-year retention of first-time full-time undergraduate students, **closing equity gaps** for Pell, first-generation & URM students	2.1(b) 2024–2025	
	2.2 Provide ongoing funding for faculty to support 3 Advising Fellows to assist in continuity of advising structures across the institution with focus on: advisor training program, evaluating academic probation, and transfer student advising	2.2(a) Develop, implement, and assess a sustainable **advisor training program** across the University	2.2(a) 2022–2023	AVP of Academic Programs Director of Advising
		2.2(b) **Reduce academic probation and disqualification rate** of first-time full-time undergraduates at end of their first term and first year	2.2(b) 2023–2024	
		2.2(c) Increase the **two-year graduation rate** for transfer students	2.2(c) 2024–2025	
	2.3 Increase **access and utilization rates with degree audit & degree planning tools** by students and advisors to identify clear roadmaps to graduation	2.3(a) Increase student use of **degree planning tools** and maintain high utilization (goal: 90%)	2.3(a) 2023–2024	AVP of Academic Programs Registrar
		2.3(b) Establish a data-informed, student-centered process to create upcoming class schedules based on historical/projected data, student plan demand, and key stakeholders to **inform course offerings**	2.4(b) 2023–2024	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
2. Advising structures, systems, and major entry pathways meet the needs of students	**2.4 Identify, develop, and implement an** e-advising system **to support collaborative and holistic advising across campus, including** early alert	2.4(a) Gather requirements from stakeholders and identify **e-advising system** to meet campus needs	2.4(a) 2022–2023	AVP of Academic Programs Director of Advising
		2.4(b) Establish **early alert** systems and processes	2.4(b) 2023–2024	
3. Support systems have been created to meet the **academic needs of students** and retain students	3.1 By Fall 2024, expand the high impact practice of implementing first-year student learning communities rooted in place **(Place-Based Learning Communities, PBLCs)**, to all first-year students via a block-enrollment, opt-out model; embed transitional curriculum to enhance student's first-year experience	3.1 Increase the first-term and one-year **retention rates** of first-time full-time undergraduates who participated in PBLC/SLC and ongoing as new programs come online	3.1 2023–2024 2024–2025	Director of PBLCs AVP of Academic Programs
	3.2 Enhance **support and onboarding of low-income and first-generation science students** through hiring EOP STEM/Outreach position and expanding EOP Summer Bridge to provide a 1-week pre-enrollment Science Experience	3.2 Increase retention and graduation rates of EOP STEM cohort	3.2 2023–2024	Director of EOP
	3.3 Expand **academic support services** to improve success rates of English & Math Category 3 & 4 students during their first year	3.3 Increase completion of general education English & Math courses in the first year; increase first-term and one-year retention rates of first-time full-time undergraduates (a related early start proposal has been submitted to the Chancellor's Office)	3.3 2024–2025	Provost and VP for Academic Affairs AVP of Academic Programs Chair of English Chair of Mathematics
	3.4 Implement, assess, adjust and sustain **academic and support services** that are responsive to the diverse experiences and needs of **transfer students**	3.4(a) Increase the two-year and 4-year graduation rates of URM transfer students	3.4(a) 2024-2025	VP for Enrollment Management & Student Success AVP of Academic Programs
		3.4(b) Transfer Admissions Coordinator role to support community college partnerships, pathways, and provide leadership and support to Transfer Student Ambassadors (peer ambassadors working with incoming and recent transfer students)	3.4(b) 2024-2025	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
3. Support systems have been created to meet the **academic needs of students** and retain students	3.5 Enhance and build out **communication campaigns for returning and continuing students around registration, advising, and graduation** (emails, texts, and text-bot campaigns); monitor analytics of the campaign and enrollment trends to make adjustments in real-time	3.5(a) Increase the percentage of continuing eligible students who successfully enroll in classes during the early registration period.	3.5(a) 2023-2024	Registrar VP for Enrollment Management & Student Success Director of Advising
		3.5(b) Increase the four-year and six-year graduation rates, and close equity gap of URM first-time full-time undergraduate students	3.5(b) 2024-2025	
		3.5(c) Target and increase percentage of students who return and re-enroll after stopping out within the last two years	3.5(c) 2023-2024	
		3.5(d) Hire and implement the role of a retention specialist in the registrar's office	3.5(d) 2022-2023	
4. Foster **meaningful, inclusive student success** throughout the institution and community	4.1 Prioritize **student life experience and student engagement activities** to foster a meaningful sense of belonging, combat homesickness, and create a connection to place/the region	4.1(a) Establish baseline sense of belonging for students attending Cal Poly Humboldt and create comprehensive assessment tools for student engagement activities	4.1(a) 2023-2024	Director of Student Life Dean of Students
		4.1(b) Increase programming designed to increase sense of belonging on campus	4.1(b) 2024-2025	
	4.2 Prioritize developing and supporting **culturally relevant programs and support services**	4.2(a) **Increase staffing** to Cultural Centers for Academic Excellence as well as additional programs across campus (CCAE Advisors have already started)	4.2(a) 2022-2025	Dean of Students VP for Enrollment Management & Student Success
		4.2(b) Cultural Centers for Academic Excellence and Cultural events are adequately **funded and resourced**	4.2(b) 2023-2024	
		4.2(c) Departments and programs outside of the CCAEs prioritizing **culturally relevant** programs, curriculum, Training, and Support Services	4.2(c) 2023-2024	
		4.2(d) Campus culture and programs **recognize, honor, and support** the intersecting identities of our students	4.2(d) 2023-2024	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
4. Foster **meaningful, inclusive student success** throughout the institution and community	4.3 Continue to **address physical space** needs to increase and sustain community development, belonging and accessibility for Cal Poly Humboldt's growing student body.	4.3(a) **Off-campus housing** is affordable and accessible for students who can't/don't want to live on campus	4.3(a) 2025–2026	VP for Administrative Affairs & Finance VP for Enrollment Management & Student Success
		4.3(b) All major programs have a **Place-Based Learning Community**	4.3(b) 2024–2025	
		4.3(c) The Gutswurrak Student Activities Center will be the **central gathering and activity space** on campus	4.3(c) 2024–2025	
		4.3(d) Plan and implement a plan to **expand physical space** on campus with new structures to adequately support the needs of current and future student populations	4.3(d) 2023–2024	
		4.3(e) All campus buildings and areas are **fully accessible** to campus population (including transportation/mobility getting from one side to the other)	4.3(e) 2024–2025	
		4.3(f) Provide and maintain spaces that are **welcoming and inclusive** to students	4.3(f) 2023–20225	
	4.4 Continue to develop and support programming focused on increasing a sense of **community on and off campus in the local area**	4.4(a) Adequately resource strategic programming to **increase student connections** and sense of belonging in the local community	4.4(a) 2024–2025	VP for Enrollment Management & Student Success AVP of Academic Programs
		4.4(b) Continue partnerships with Equity Arcata and increase student participation in **community working groups**	4.4(b) 2023–2024	
		4.4(c) Increase programming focused on **community partnerships** and off-campus events	4.4(c) 2024–2025	

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
4. Foster **meaningful, inclusive student success** throughout the institution and community	4.5 Expand use of the campus **system of record to capture student engagement**	4.5(a) Presence is used with all/the majority of campus sponsored events/activities to **track engagement**	4.5(a) 2024–2025	Dean of Students Director of Student Life
		4.5(b) Departments and offices across campus are **appropriately trained** to use Presence	4.5(b) 2023–2024	
		4.5(c) The university has developed and utilizes **co-curricular transcripts** to increase language around the impact of co-curricular engagement on	4.5(c) 2024–2025	
		4.5(d) Advising systems and **student engagement systems** are managed to create combined reports	4.5(d) 2024–2025	
5.Invest in classroom, Teaching and **learning and academic interventions**, and classroom climate	5.1 Support, implement and assess **faculty-led curricular redesign** through formal and informal training programs, professional development, and one-time funding opportunities, to improve student success in classes with historically high equity gaps and/or DFW rates	5.1(a) Identify, monitor, and **improve student outcomes** in high-enrollment, high-DFW courses with the largest equity gaps, a related proposal was submitted regarding equity priority	5.1(a) 2023–2024	Provost and VP of Academic Affairs Director of the Center for Teaching and Learning
		5.1(b) Training/ professional development is available and encouraged/ required to **address high equity gaps**	5.1(b) 2024–2025	
	5.2 Continue weaving the Integrated Assessment and Planning (IAP) initiative throughout the structure of institutional planning and assessment to align with budgetary sustainability goals and create a continuous **cycle of assessment, planning, and implementation**	5.2 Implement phases 3 & 4 of IAP as part of the campus-wide strategic plan	5.2 2024–2025	Provost and VP of Academic Affairs

Outcome	Objective	Objective Measures	Target Timeline	Responsible Unit / Position
5.Invest in classroom, Teaching and **learning and academic interventions**, and classroom climate	5.3 Continue to address the lack of **course offerings and availability as a barrier** to full, timely registration, including evaluation of course modality and accessibility	5.3(a) Review and update the **scheduling policy**	5.3(a) 2023–2024	AVP of Academic Programs Registrar Director of Advising
		5.3(b) Work with Associate Deans and Institutional Research and Reporting to **analyze student success data**	5.3(b) 2023–2024	
		5.3(c) Associate Deans work with Vice Provost's office to work on **course modality**, times, and accessibility, recommendations	5.3(c) 2023–2024	
		5.3(d) The **DARS schedule planner** is widely used in most/ all programs	5.3(d) 2023–2024	
		5.3(e) Strategically **plan ahead for personnel requirements** (lecturer pool, permanent hires, etc)	5.3(e) 2023–2024	
		5.3(f) **Strategically plan the use of online courses** to address accessibility and bottleneck courses	5.3(f) 2024–2025	
	5.4 Increase support for students through training and resources for faculty providing **reasonable accommodations** and holistic support for students in need	5.4(a) training for faculty is available around **course accessibility**	5.4(a) 2023–2024	VP for Enrollment Management & Student Success Dean of Students
		5.4(b) support centers (ARC, SDRC, etc) are **adequately staffed and resourced** to support faculty training	5.4(b) 2024–2025	
		5.4(c) Review and implement a **streamlined referral process** for faculty & staff to refer students to services (expand CARE referral process to other student services)	5.4(c) 2023–2024	

TABLE: Retention Targets through 2028

First Year Retention Rates for FTUG

	ACTUALS		TARGETS					
fall cohort	2020	2021	2022	2023	2024	2025	2026	2027
retention rate	73.3%	73.6%	75%	76%	77%	78%	79%	80%

Second Year Retention Rates for FTUG

	ACTUALS	TARGETS						
fall cohort	2020	2021	2022	2023	2024	2025	2026	2027
retention rate	59.3%	60.0%	61%	62%	63%	64%	65%	66%

Inventory of Campus Committees and Working Groups Focused on Retention:

Retention Steering Committee—launching in February 2023
Polytechnic Implementation Working Group—Enrollment & Growth Management
Polytechnic Implementation Working Group—Inclusive Student Success (GI 2025)
CSU Equity Priority Task Forces—five priorities—five groups
Institutional Programming Model Group
Enrollment Projections Group
Advising Working Group
Advising Round Table
Place-Based Learning Committee Task Force
Diversity & Inclusion Campus Advisory Council
Orientation Steering Committee

The SEM Plan Teams:

Steering Committee:

Peggy Metzger (chair), Interim Executive Director of Enrollment Management, Director of Financial Aid
Dr. Chrissy Holliday, Vice President of Enrollment Management & Student Success
Amy Moffatt, Associate Director, Institutional Assessment
Michael Le, Director of Institutional Research & Reporting
Jenni Robinson Reisinger, University Registrar
Carmen Bustos-Works, Vice Provost
Sandy Wieckowski, Associate Director of Student Financial Services
Bori Mazzag, Associate Dean of the College of Natural Resources & Sciences
Justus Ortega, Associate Dean of the College of Professional Studies
Loren Collins, Interim Director of Advising
Stephen St. Onge, Executive Director of Housing & Auxiliaries
Kristen Stegeman-Gould, Director of Marketing

Recruitment Team:

Stephen St. Onge (chair), Executive Director of Housing & Auxiliaries
Marissa Holguin, Transfer Coordinator, Office of Admissions
Chelsea Mooney, Interim Associate Director of Enrollment Management Communications
Sierra Farmer, Evaluator, Office of Admissions
Dave Heise, Associate Dean Fellow, College of Arts, Humanities & Social Studies
Fernando Paz, Coordinator of the Cultural Centers for Academic Excellence
Leo Canez, Admissions Counselor
Todd Larsen, Senior Director, Housing Operations

Retention Team:

Loren Collins (chair), Interim Director of Advising
Amy Sprowles, Faculty Associate Dean for Undergraduate and Graduate Studies
Rama Rawal, Interim Director, Educational Opportunity Program
Molly Kresl, Associate Dean of Students
Christian Guillen, Systems Analyst, Financial Aid
Tracy Smith, Director of Retention through Academic Mentoring Program (RAMP)
Heather Madar, Associate Dean of the College of Arts, Humanities & Social Studies
Sasheen Raymond, Director of Indian Tribal & Educational Personnel Program (ITEPP)
Seth Bradley, Research Assistant, Institutional Research & Reporting