

ENROLLMENT MANAGEMENT PLAN

2017 - 2020

*College of the
Redwoods*

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Introduction

The 2017 – 2020 Enrollment Management Plan is a three-year evolving plan that includes goals and strategies that are aligned to the College’s mission, Educational Master Plan, and integrated planning. This evolving plan is intended to provide strategies for access and inclusiveness, and quality for the college and the students it serves. The 2017-2020 plan reflects the college’s ongoing enrollment management efforts. The work done towards the 2015-17 and 2013-14 Enrollment Management Plans is included in this report, showing a history of advances.

Enrollment Management Plan Committee

In support of the college's mission and strategic plan, the Enrollment Management Committee analyzes trends and uses data to recommend strategies to optimize enrollment. Among the EMC's responsibilities:

- Recommend strategies to meet and sustain enrollment targets
- Recommend a comprehensive recruitment and retention plan; and
- Recommend purposeful linkage between marketing, recruitment, and branding.

The EMC includes a cross sectional representation of employee groups and a student representative.

The following committee members contributed to this plan.

Angelina Hill, Vice President of Instruction & Student Development (Chair)
Dave Bazard, Dean of Math, Science, Behavioral & Social Sciences
Erin Wall, Dean of Career & Technical Education
George Potamianos, Interim Dean of Arts & Humanities
Rianne Connor, Director of Enrollment & Financial Aid Services
Tiffany Schmitcke, Manager of Admissions & Records
Maggie White, Professor of Health, Kinesiology, and Athletics
Rory Johnson, Director of the Del Norte Education Center
Stephanie Burres, Administrative Assistant to the VPISD

The enrollment planning process enables faculty and staff to create action plans that turn our vision and concepts for the future into reality. Through the planning process we can:

- make clearer choices about growth.
- define clear lines of responsibility for different aspects of the growth process.

This plan was developed to support the College's Mission and institutional plans.

Mission

College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education.

The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning.

Vision

College of the Redwoods is a learning community where lives are transformed.

College History

The Redwoods Community College District was formed in January of 1964 by an election of the voters of Humboldt County. A bond issue of \$3,600,000 was passed for the initial construction of what is now the college's Eureka Campus.

From 1965-1967, the college offered courses and programs on the campus of Eureka High School. More than 1800 students registered at the College in 1965-66. The initial staff of the college consisted of 31 full-time faculty and administrative staff and approximately 85 part-time faculty.

In May of 1975, the residents of coastal Mendocino County voted for annexation into the Redwoods District, and in July of 1978, Del Norte County joined the district.

The initial construction of the college's Eureka Campus, seven miles south of the city of Eureka, began in 1968 and was completed in 1975. The Del Norte Education Center in Crescent City was constructed in 1981; and the Mendocino Education Center, just south of Fort Bragg, was constructed in 1986. The college also maintains the Klamath-Trinity Instructional Site on the Hoopa Indian Reservation, approximately 60 miles northeast of Eureka and the Garberville Instructional Site, approximately 70 miles south of Eureka.

The college celebrated its 50th anniversary in 2014.

Enrollment Management Values

The College requested a Professional Resource Team (PRT), assigned by the Chancellor's Office, to offer support to CR's enrollment and curriculum management strategies. The team visited the College twice in 2016-2017. This group of colleagues from across the state recommended that CR develop a set of Enrollment Values to guide all aspects of enrollment management. The Enrollment Management Committee developed the following set of Values in spring 2017. The values anchor this enrollment management plan, are aligned with the college's Mission and Education Master Plan, and represent the commitment the college makes to students. These values will be more broadly shared with all stakeholder groups in fall 2017.

- Courses are scheduled so that students can achieve their education plan within the regular time to degree/certificate completion.
- Decisions that impact enrollment (e.g., expanding and adjusting offerings) are informed by data.
- Enrollment management supports student success (e.g., utilize modalities that best fit students at each CR location, offer tutoring and courses that help students succeed).
- Resources are maximized while not compromising student success. Available resources include physical space/room availability, instructor availability. Fiscal resources are impacted by TLU cost, fill rates, facility costs, etc.
- Decisions that impact enrollment enhance CR's involvement and partnerships with the community, such as with high schools.
- New initiatives are carefully planned, and informed by data.

Enrollment Trends

Enrollments at College of the Redwoods, and colleges across the state, peaked in 2009-2010. CR enrollments declined for the next several years due to an improving economy and a decline in high school graduates, and repeated accreditation sanctions including Show Cause. Enrollments fell to a district-wide all-time low in 2014-2015. The table below shows the year-over-year (YOY) change in total full-time equivalent students (FTES). Enrollments increased 1.5 percent in 2016-2017 compared to 2015-2016.

Year	Resident FTES	Total FTES	YOY Change
2016 – 2017*	3855	4136	1.5%
2015 - 2016	3779	4074	0.4%
2014 - 2015	3815	4059	-1.8%
2013 - 2014	3930	4132	-6.3%
2012 - 2013	4224	4408	-9.9%
2011 - 2012	4656	4891	

*all 2016-2017 data is projected while waiting for attendance reporting for some summer classes

In the table below, full-time equivalent faculty (FTEF) is used to indicate the cost of instruction. Comparing apportionment generated (FTES) to instructional costs (FTEF) provides a measure of the fiscal efficiency of the course. The year-over-year (YOY) change in efficiency shows that, although enrollments have stopped declining, offerings are not as efficient as they were during years of greater enrollment demand.

Year	Total FTES	FTEF	FTES/FTEF	YOY FTES/FTEF
2016 - 2017	4136.47	175.2	23.6	-4.9%
2015 - 2016	4074.25	164.1	24.8	-2.4%
2014 - 2015	4059.14	159.5	25.4	1.5%
2013 - 2014	4131.96	164.9	25.0	-5.7%
2012 - 2013	4407.63	165.8	26.5	-6.6%
2011 - 2012	4890.85	171.9	28.4	

Some of the decline in efficiency is due to the non-credit program. The average FTES/FTEF in non-credit courses over the last five is 16.7 compared to 25.9 for credit courses. The non-credit program grew sharply in 2014-2015. In recent years, the non-credit program has brought in almost 200 FTES , but has also caused a visible increase in efficiency.

Year	FTES		FTES/FTEF		YOY FTES		YOY FTES/FTEF	
	Credit	Non-Credit	Credit	Non-Credit	Credit	Non-Credit	Credit	Non-Credit
2016-2017	3944.9	191.6	24.4	14.3	1.7%	-2.2%	-3.3%	-24.6%
2015-2016	3878.5	195.8	25.2	19.0	-1.6%	67.1%	-2.3%	9.1%
2014-2015	3942.0	117.2	25.8	17.4	-3.8%	231.6%	2.7%	-9.0%
2013-2014	4096.6	35.3	25.1	19.1	-7.0%	5254.5%	-5.5%	28.7%
2012-2013	4407.0	0.7	26.6	14.9	-9.8%	-86.9%	-6.7%	-2.0%
2011-2012	4885.8	5.1	28.5	15.2				

The following table breaks down enrollment trends at each location of instruction. Note that online courses are broken out into an “Online” location. Online enrollments have been strong in the last two years, and especially in summer 2017. Enrollments at the Eureka campus have leveled out. Del Norte enrollments continue to decline, but at a smaller rate in the past two years than prior to 2015-2016. Enrollments at Klamath-Trinity continue to decline. Possible reasons for the decline include a saturation of the local population taking popular programs such as Early Childhood Education, and difficulty finding associate faculty to teach a variety of classes.

The college maintained about 60 FTES at the Mendocino Campus while continuing to offer the fine woodworking program. The college has plans in place when it loses these resident FTES in 2017-2018 when the fine woodworking program transitions to Mendocino College.

FTES by Location of Instruction by Year

Location	Resident FTES	Total FTES	YOY Change
Eureka			
2016 - 2017	2972	3208	0.0%
2015 - 2016	2951	3209	-1.3%
2014 - 2015	3049	3252	4.8%
2013 - 2014	2944	3104	-4.6%
2012 - 2013	3106	3255	-7.9%
2011 - 2012	3372	3535	
Del Norte			
2016 - 2017	293	303	-3.5%
2015 - 2016	304	314	-3.8%
2014 - 2015	318	326	-17.8%
2013 - 2014	384	397	-5.0%
2012 - 2013	405	417	-16.0%
2011 - 2012	480	496	
Klamath-Trinity			
2016 - 2017	61	63	-14.8%
2015 - 2016	71	73	-6.4%
2014 - 2015	76	78	-23.6%
2013 - 2014	101	103	8.0%
2012 - 2013	94	95	-20.0%
2011 - 2012	117	119	
Mendocino			
2016 - 2017	56	75	5.1%
2015 - 2016	62	72	-3.1%
2014 - 2015	55	74	-62.0%
2013 - 2014	172	194	-25.5%
2012 - 2013	250	261	-23.9%
2011 - 2012	299	343	
Online			
2016 - 2017	473	487	20.4%
2015 - 2016	390	404	24.7%
2014 - 2015	314	324	-1.6%
2013 - 2014	324	330	-12.1%
2012 - 2013	366	375	-3.6%
2011 - 2012	381	389	

Note: Pelican Bay is grouped with Del Norte

The following table provides the FTES by the location of the faculty teaching the course. This removes the “Online” campus. By doing so, the enrollments brought by the Del Norte Campus reached a low in 2014-2015, but have increased very slightly in the past two years. This grouping allowed Pelican Bay to be separated and you can see that enrollments more than doubled in 2016-2017.

FTES by Location of Faculty by Year

Location	Resident FTES	Total FTES	YOY Change
Eureka			
2016 - 2017	3340.43	3575.79	1.2%
2015 - 2016	3271.24	3534.46	0.2%
2014 - 2015	3314.28	3525.79	4.4%
2013 - 2014	3213.14	3377.74	-5.6%
2012 - 2013	3418.91	3576.51	-6.8%
2011 - 2012	3666.42	3836.84	
Del Norte			
2016 - 2017	342.65	354.4	0.3%
2015 - 2016	342.05	353.29	0.3%
2014 - 2015	343.73	352.19	-16.3%
2013 - 2014	407.84	420.54	-3.5%
2012 - 2013	423.7	435.91	-20.0%
2011 - 2012	527.45	544.89	
Pelican Bay			
2016 - 2017	26.24	38.61	166.3%
2015 - 2016	7.79	14.5	
Klamath-Trinity			
2016 - 2017	61.64	62.99	-15.9%
2015 - 2016	72.44	74.88	-4.5%
2014 - 2015	76.1	78.4	-23.6%
2013 - 2014	101.43	102.64	5.4%
2012 - 2013	96.3	97.35	-18.1%
2011 - 2012	117.1	118.84	
Mendocino			
2016 - 2017	83.11	103.93	9.8%
2015 - 2016	84.31	94.66	-3.8%
2014 - 2015	77.91	98.41	-56.6%
2013 - 2014	203.62	226.52	-22.9%
2012 - 2013	281.61	293.72	-23.1%
2011 - 2012	337.44	382.03	

Student Satisfaction with Student Services

All CR students were invited to participate in the Noel Levitz Student Satisfaction Inventory (SSI) in spring 2017. A total of 282 students took the survey in 2017 and 566 students took the survey in spring 2013. Both survey administrations were sent via e-mail with gift card prizes to incentivize participation.

The SSI measures students' satisfaction and priorities, showing how satisfied students are as well as what issues are most important to them. Several questions are grouped together into scales that include enrollment management areas such as registration effectiveness, admissions & financial aid, and academic advising/counseling.

Noel Levitz provides a list of strengths (students gave high importance and high satisfaction ratings) and challenges (students gave high satisfaction and low satisfaction ratings).

Strengths

The quality of instruction I receive in most of my classes is excellent.

Nearly all of the faculty are knowledgeable in their fields.

Campus item: I am able to effectively manage my study time and complete assignments on time.

I am able to experience intellectual growth here.

Campus item: The electronic resources offered at CR (WebAdvisor, Canvas, etc.) adequately meet my needs.

Campus item: I attend CR in order to complete a 2-year degree, transfer to a 4-year institution, or achieve a certificate.

My academic advisor is approachable.

Program requirements are clear and reasonable.

Library resources and services are adequate.

It is an enjoyable experience to be a student on this campus.

Library staff are helpful and approachable.

Admissions staff are knowledgeable.

There are convenient ways of paying my school bill.

Faculty are usually available after class and during office hours.

The assessment and course placement procedures are reasonable.

Students are made to feel welcome on this campus.

Campus item: I know where to find services for students with disabilities.

Tutoring services are readily available.

On the whole, the campus is well-maintained

Weaknesses

My academic advisor is knowledgeable about my program requirements.

I am able to register for classes I need with few conflicts.

There is a good variety of courses provided on this campus.

My academic advisor is knowledgeable about the transfer requirements of other schools.

Adequate financial aid is available for most students.

Security staff respond quickly in emergencies.

Faculty provide timely feedback about student progress in a course.

This school does whatever it can to help me reach my educational goals.

Financial aid counselors are helpful.

My academic advisor is concerned about my success as an individual.

My academic advisor helps me set goals to work toward.

Policies and procedures regarding registration and course selection are clear and well-publicized.

Classes are scheduled at times that are convenient for me.

Four of the weaknesses related to academic advising. Upon further analysis, these items are not appearing as a weakness because they received very low satisfaction ratings. They received average satisfaction ratings, but CR students rated academic advising as having very high importance that far exceeded their satisfaction levels. High importance ratings might be an indication that better information is needed in print and on the web to allow students to answer questions without relying so completely on counselors and advisors.

The other theme apparent in the challenges is class availability. This is probably made worse by the high demand for classes during 10 am - 2 pm. Additional online classes can help provide options for a more flexible class schedule, and is a more realistic possibility than building additional classrooms.

Assessing Enrollment Management Efforts

The Framework of Indicators was developed by the Chancellor's Office to measure the ongoing condition of the community colleges' operational environment. Student performance and outcomes is one of the four major areas of the Framework of Indicators. Each year, the College is asked to formally adopt short- and long-term goals for a set of indicators.

As part of the Enrollment Management Plan, the Enrollment Management Committee will regularly review the Framework of Indicators, and track progress towards the established goals.

Student Performance Goals

<i>College Student Performance and Outcomes (Scorecard)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2017-18 Goal	2021-22 Goal
Completion Rate - College Prepared	57.1%	66.3%	58.5%	53.0%	62.2%	53.3%	68.4%
Completion Rate - Unprepared for College	32.6%	36.8%	31.2%	29.4%	30.9%	28.3%	34.0%
Completion Rate - Overall	37.4%	42.9%	35.4%	33.4%	37.0%	32.5%	40.7%
Remedial Rate - Math	44.1%	33.7%	33.3%	39.5%	38.8%	32.2%	42.7%
Remedial Rate - English	31.6%	40.7%	40.5%	36.4%	38.3%	30.7%	42.7%
Career Technical Education Rate	57.7%	56.1%	52.6%	54.5%	52.8%	51.3%	58.1%

<i>College Student Performance and Outcomes (Datamart)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2017-18 Goal	2021-22 Goal
Successful Course Completion	66.6%	68.2%	68.5%	70.3%	73.2%	70.5%	70.5%
Completion of Degrees	467	401	389	445	632	458	695
Completion of Certificates	172	147	146	170	253	175	278

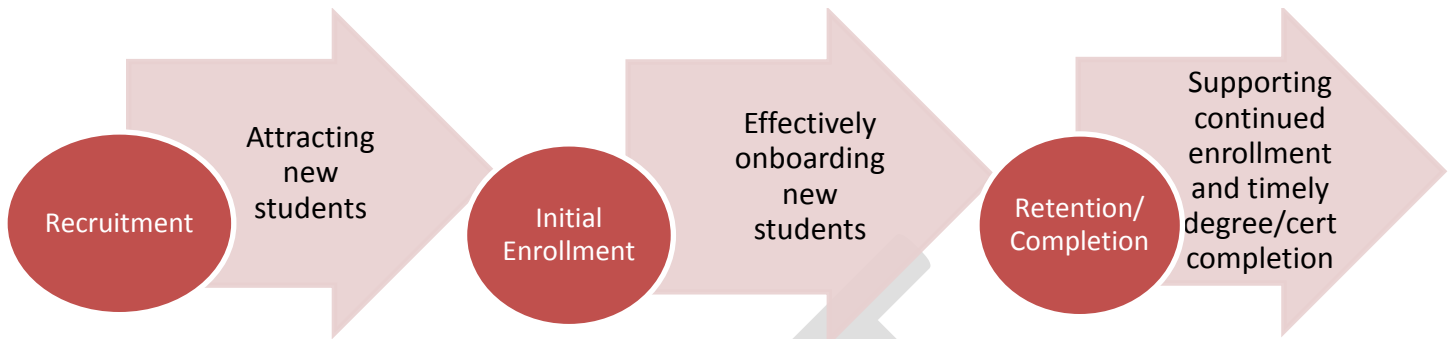
Access Goals

The Enrollment Management Committee will also track Access by regularly reviewing the Access section of the Institutional Effectiveness Scorecard.

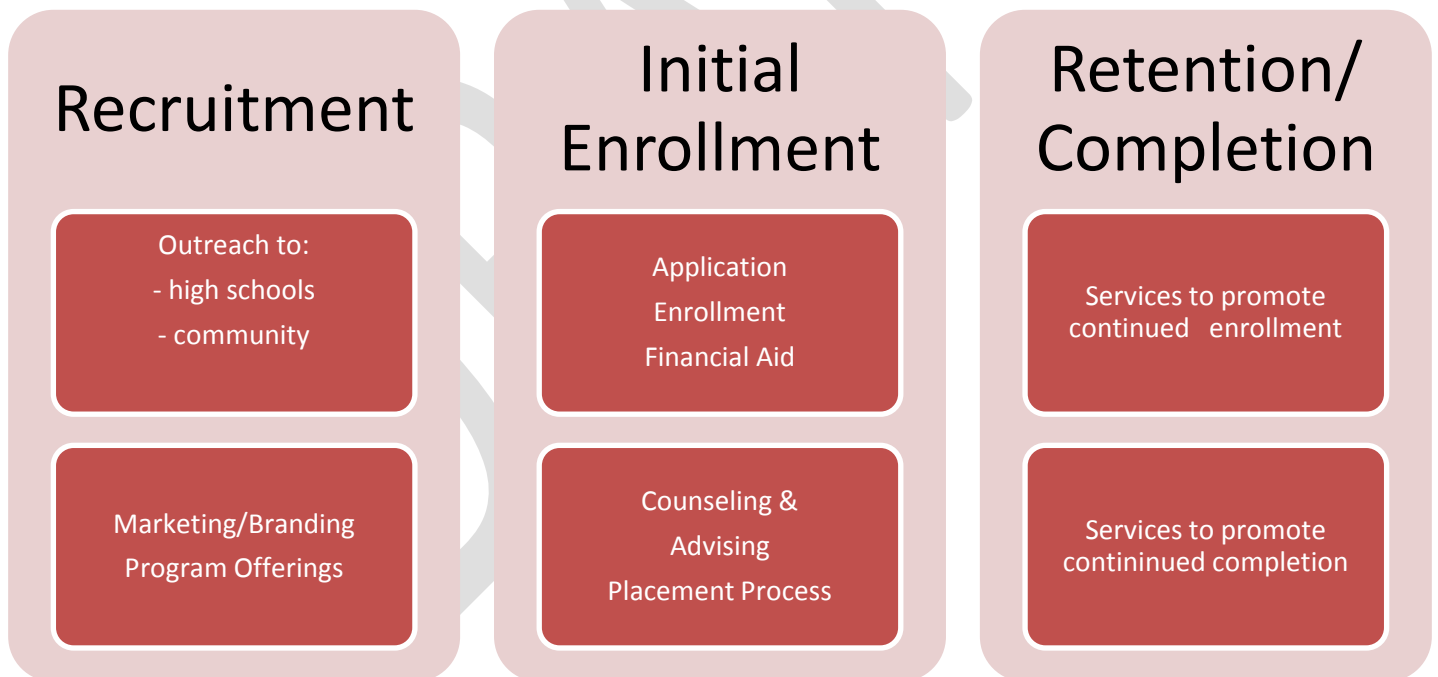
	2013-2014	2014-2015	2015—2016
Headcount	7,146	6,836	7315
FTES (reported)	3,953	4,173	4,080
Basic Skills Students : Credit/Non	1,274/683	828/1553	503/2282
High School Yield	28%	31%	33%

Phases of the Enrollment Cycle

The Enrollment Management Plan focuses on three major phases of the enrollment cycle.



The enrollment management plan is broken into these phases. Each is accompanied by goals, target populations, and strategies related to the general efforts seen below.



Enrollment Management Plan

Enrollment Phase: Recruitment

Goals

Increase number of prospective students

Increase number of potential students

Enhance CR's presence in the community

Enhance CR's partnership with local high schools.

Target Population

Recent high school graduates

Current high school students

Students enrolled in community and continuing education

Adults needing developmental education & workforce training

Inmates

Students of color

Strategies

Develop marketing brochures with program & career/transfer pathways for all program areas

Leverage existing high school pathways in Del Norte & Humboldt Counties

Expand online course & program offerings

Expand outreach efforts to high schools & underrepresented communities. Provide more information and include visits from Deans & Faculty

Fully implement transcript-based Multiple Measures at high schools

Implement telepresence at Pelican Bay State Prison

Offer Behavioral & Social Sciences degree at Pelican Bay State Prison

Explore sustainable Dual Enrollment program with emphasis on CTE pathways

Evaluate program pathways to eliminate redundancies and improve efficiency

Accountability Leaders

Vice President, Instruction & Student Development

Director, Enrollment Services & Financial Aid

Director, Del Norte Education Center

Director, Library & Technology Enhanced Instruction

Dean, Career & Technical Education

Director of Special Programs

Enrollment Phase: Initial Enrollment

Goals

Increase conversion rate of applicants to registered students

Increase completion of orientation by newly admitted students

Increase completion of FASFA prior to start of classes

Increase the conversion rate of enrolled students to enrolled @ census

Increase student satisfaction with registration

Target Population

Admitted students:
First-time, transfer, re-admitted

New students with financial aid or with a balance

First generation students & student of color

Dorm students

Strategies

Evaluate & improve the enrollment process: admissions, student communications

Evaluate & improve initial counseling & advising services: Orientation, student ed plan development, placement

Develop a targeted hand-off approach to counseling after completion of application

Greater utilize CCCapply for outreach services to applied students (e.g., dorms)

Communicate to students via text (acquire texting solution)

Create an intake specialist/welcome window to triage students (with webadvisor, CCCapply, financial aid, where to find services, etc.)

Revamp the housing application and materials

Accountability Leaders

Vice President, Instruction & Student Development in collaboration with the Office of Counseling & Advising

Director, Enrollment Services & Financial Aid

Manager, Admissions & Records

Director, Special Programs

Manager of Information Systems & Applications

Director, College Advancement

Enrollment Phase: Persistence & Completion

Goals

Increase persistence rates

Reduce the importance/satisfaction ratings gap for Counseling & Advising so that students expectations are better met.

Reduce the number of students on progress probation

Increase the number of students who graduate in 3 years

Increase the number of students progressing to transfer-level English and math.

Target Population

Currently enrolled students

Previously enrolled students

Students with undecided major

At-risk students (e.g., academic, behavioral, social)

Strategies

Fully implement Multiple Measures using transcript data

Fully implement the retention alert system (train faculty)

Enhance the transfer, career, and multicultural & diversity centers

Enhance online counseling and live chat options

Research the development of meta-majors (general initial course sequences leading to specific degrees)

Heighten counselor engagement in academic divisions

Accountability Leaders

Vice President, Instruction & Student Development in consultation with the Office of Counseling & Advising

Director, Enrollment Services & Financial Aid

Director, Special Programs

Academic Deans

Status of Past Enrollment Management Plan Actions

Status of 2013-14 Planning Activities

Actions to be taken	Semester Complete	Status
Develop initial three year (2013-16) worst case and best case FTES scenarios.	Fall 2013	Complete
Work with deans/directors to finalize three year (2013-16) worst case and best case FTES scenarios, using program level FTES data, for BPC consideration.	Spring 2014	Complete
Work with deans/directors to develop three year FTES targets by division (using final reorganized division breakdown).	Spring 2014	Complete
Develop degree plans with course pathways based on student entering at various placement levels	Spring 2014	Complete
Implement alternative basic skills curriculum (non-credit, accelerated, etc.)	Spring 2014/Fall 2014	Complete
Develop job readiness non-credit classes.	Spring 2014	Complete
Implement dual enrollment program in Mendocino, Del Norte, Northern Humboldt areas.	Fall 2014	Partially complete
Develop a plan to articulate students completing the ESL course sequence into English 1A	Spring 2014	Complete
Explore alternative distance education delivery	Fall 2014	Complete

Enrollment Services

Actions to be taken	Semester Complete	Status
Analyze the matriculation process with focus on implementing Student Success and Support Program regulations	Summer 2013, continue for Fall 2013	Complete
Implement MIS and other system changes to support Enrollment Priorities for Fall 2014	Fall 2013	Complete
Implement MIS and other system changes to support mandated services for first time students for Fall 2015	Spring 2015	Complete
Notify students of SSSP requirements	Spring 2015	Complete

Counseling/Advising, Student Retention, Intervention, FYE

Actions to be taken	Semester Complete	Status
Implement the First Year Experience (FYE) program.	Fall 2013	Complete
Develop student focus groups and more detailed surveying to ensure that courses are scheduled at convenient times for students.	Spring 2015	Complete
Offer peer mentoring/supplemental instruction	Fall 2013	Complete
Investigate early alert process that integrates with Canvas or other platforms	Fall 2014	Complete
Use degree audit to advise students	Fall 2013	Complete
Create new and transfer existing SEP's into the Web Advisor educational planning tool	Fall 2014	Complete
Identify undeclared students and develop intervention strategies to assist them in selecting education and career goals	Fall 2014	Complete

Marketing and Outreach

Actions to be taken	Semester Complete	Status
Collaborate with Academic Senate, Instruction and Student Development and local area high school leadership to establish routine visits with faculty for Spring 2014.	Spring 2014	Complete
Use High School Counselor day as an opportunity to communicate with H.S. counselors about the assets or CR. Build relationships. Include tours of new buildings with faculty available for talks or demonstrations as well as AT building and CTE faculty. Invite faculty to the HS counselors' luncheon to network with the counselors.	Fall 2013	Complete
Use current students to develop marketing strategies	Spring 2014	Complete
Promote 50 th Anniversary of CR (Science Night/50 th , Book of the Year, Portugal Award, Visiting Writers)	Fall 2014	Complete
Collaborate with appropriate groups to recommend strategies to increase the number of Latino/Latina high school graduates who may enroll at CR.	Spring 2014	Complete
Develop marketing for concurrent enrollment	Spring 2014	Complete

Status of Revised 2015-17 Planning Activities

Goal: Ensure Student Success

Actions to be taken	Semester Complete	Status
Use planned courses in student education plans to inform scheduling	Fall 2016	Complete
Grow the adult education program (ESL, inmates, high school equivalency, short-term CTE, people with disabilities)	Spring 2016	Complete
Implement a noncredit pathway including ESL articulation for credit courses	Spring 2016	Complete
Reassess test scores and math placement cut-off scores and multiple measures	Spring 2015	Complete
Provide outreach and develop interventions for at-risk student populations (i.e. Level 2 academic and progress probation, dismissal, enrolled in basic skills courses, undeclared education goal or program).	Spring 2016	Complete

Goal: Develop Programs and Services to Meet Community Needs

Actions to be taken	Semester Complete	Status
Continue involving faculty in outreach activities	Ongoing	Complete
Develop a long term dual enrollment plan with Northern Humboldt, Eureka City Schools, and Matolle Valley Schools	Spring 2015	Partially completed
Explore offering dual enrollment at Klamath Trinity	Fall 2015	Complete
Publish a two-year schedule for the course offerings of degrees and certificates	Fall 2015	Complete
Develop a comprehensive marketing analysis and plan.	Fall 2015	Complete
Increase the marketing presence of "transfer degree with	Fall 2015	Complete

a guarantee”

Goal: Enhance retention

Actions to be taken	Semester Complete	Status
Develop Institutional Professional Development Center that includes associate faculty support and a multicultural and diversity resource training for faculty and staff on classroom dynamics, retention, and persistence of underrepresented students.	Spring 2016	Complete
Implement Noncredit GUID 215	Spring 2016	Complete
Pilot Ellucian’s Retention Alert and new process to reach at risk students	Fall 2016	Complete
Pilot telepresence in curriculum delivery	Fall 2015	Complete
Expand use of telepresence in curriculum delivery	Fall 2016	Complete