



LCCC Strategic Enrollment Management (SEM) Plan DRAFT

Section I. Introduction and scope

The Strategic Enrollment Management (SEM) Plan for Laramie County Community College (LCCC) provides a roadmap for enrollment planning and actions to help the College achieve its mission and its vision for our students and their success. The plan's timeline aligns with the LCCC 2030 Strategic Plan and covers all credit-seeking student enrollments, new and continuing.

The SEM Plan is not designed to be a static document with fixed dates and timelines, it is a living document that will change and evolve as goals are achieved and tactics are accomplished. This document outlines the first steps in the SEM Plan at LCCC and will be evaluated and updated on an annual basis, at the completion of each spring term by the LCCC Standing SEM Committee which will include campus-wide representation.

The LCCC SEM Plan is a direct result of LCCC's 2030 Strategic Plan, Goal 2. Goal 2 states that student participation, and ultimately success, will be an essential determinant of the success of LCCC, and more importantly, of our communities and state in the future. Pragmatically, the College's resource stability will be reliant on increasing numbers of students enrolling. Strategically, these students are the necessary pipeline of talent needed within our workforce to drive economic growth and societal prosperity. The purpose of this SEM Plan is to have intentional comprehensive goals and strategies to successfully achieve Goal 2.

Through extensive research and analysis, including comprehensive environmental scanning, the SEM Plan has identified recruitment, retention, and marketing goals to help support the work of the College's strategic plan. In addition to the SEM goals included in the strategic plan, LCCC has also developed goals specific to enrollment, directing the work and outcomes of the SEM Plan.

The overarching enrollment goal of this plan is to **increase unduplicated headcount to 6,900 and full-time enrollment (FTE) to 3,650 by 2030**. As a benchmark to measure success, LCCC will use the 2019 unduplicated enrollment of 5,970 and FTE of 3,173 to measure enrollment growth.

The SEM Planning team members are listed in Appendix A. The definition of terms as well as resources used to develop the SEM Plan are listed in Appendix B.

Section II. The Environment in Which LCCC Operates

Externally, Laramie County Community College is located in Cheyenne, Wyoming in the southeast corner of the state. LCCC's service area includes Laramie and Albany Counties in Wyoming. The LCCC 2030 Strategic Plan provides an overview of the [context outside of LCCC](#), including population and demographic shifts; economic needs and priorities; funding uncertainty; an overview of the competitive marketplace including employer expectations and needs as well as student needs.

Internally, LCCC has a 271-acre campus in Cheyenne with 22 buildings, and a branch campus in Laramie. LCCC has three residence halls, the newest, Gold Hall, opened in spring 2021. Occupancy more than doubled from 276 beds (Foundation and Blue Halls) to 626 beds with the new addition. LCCC offers degree and certificate programs housed strategically within eight Pathways that serve as communities of interest. In-state tuition and mandatory fees for the 2022-2023 academic year are \$153.75 per credit hour. LCCC participates in the Western Undergraduate Exchange program.

Section III. Market Area Zones

The market area targeted by LCCC encompasses six states in part (Kansas, Montana, Nebraska, New Mexico, and Utah) and two states completely (Colorado and Wyoming). This market area represents a vast territory in the Mountain West that necessitates organizing the area into sub-areas to aid in the strategic enrollment management efforts. As such, the market area has been organized into five zones. It is important to note that states may belong in multiple zones due to geography and/or population density and distribution within each respective state.

Service Area Zone contains the LCCC service area of Laramie and Albany counties.

Zone 1 contains the LCCC service area (Laramie and Albany counties) plus two northern Colorado counties (Larimer and Weld counties).

Zone 2 comprises the remaining Wyoming counties as well as counties in Montana and South Dakota.

Zone 3 contains the most populous counties within the Colorado Front Range metro area.

Zone 4 covers the central and western counties in Colorado as well as the Utah counties that make up the Salt Lake City area.

Zone 5 covers the remaining counties in Colorado and the western counties of Kansas and Nebraska, and three counties in northeast New Mexico.

Section IV. Environmental Scan

Through comprehensive environmental scanning performed regularly, LCCC can better understand and strategically navigate LCCC's internal realities as well as the College's service and market areas. Environmental scanning is designed to inform the larger SEM plan and to help strategically position LCCC to better engage with a greater number of potential students. Social indicators analyzed specific to strategic enrollment environmental scanning include measures of education attainment, unemployment, poverty, household income, race/ethnicity, gender, as well as relevant labor market data. Several themes emerged to determine the goals, and strategies identified in the SEM plan.

LCCC is similar to other institutions of higher education, both regionally and nationally, in that our enrollment growth and attrition have varied since the College's inception. As noted in Figure 1 below, LCCC's enrollment has been slowly trending downward since its peak in 2012 – 2013.

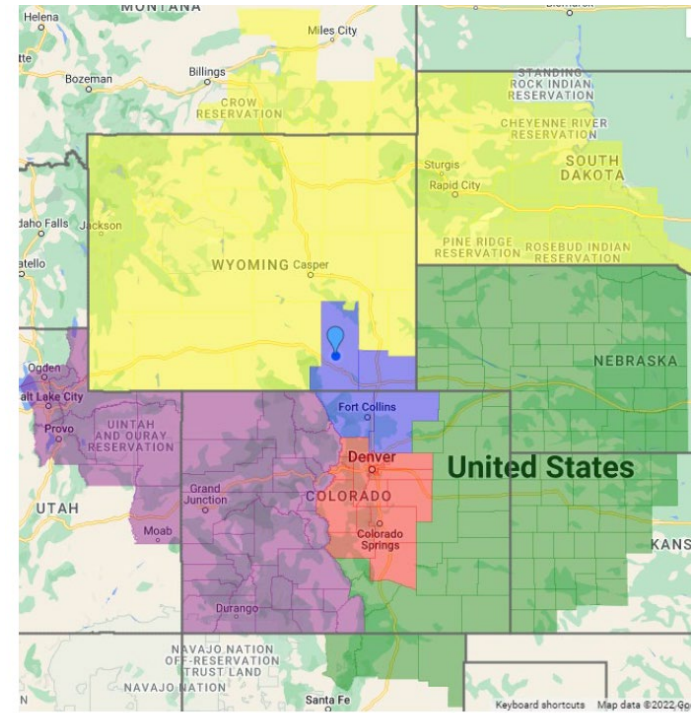
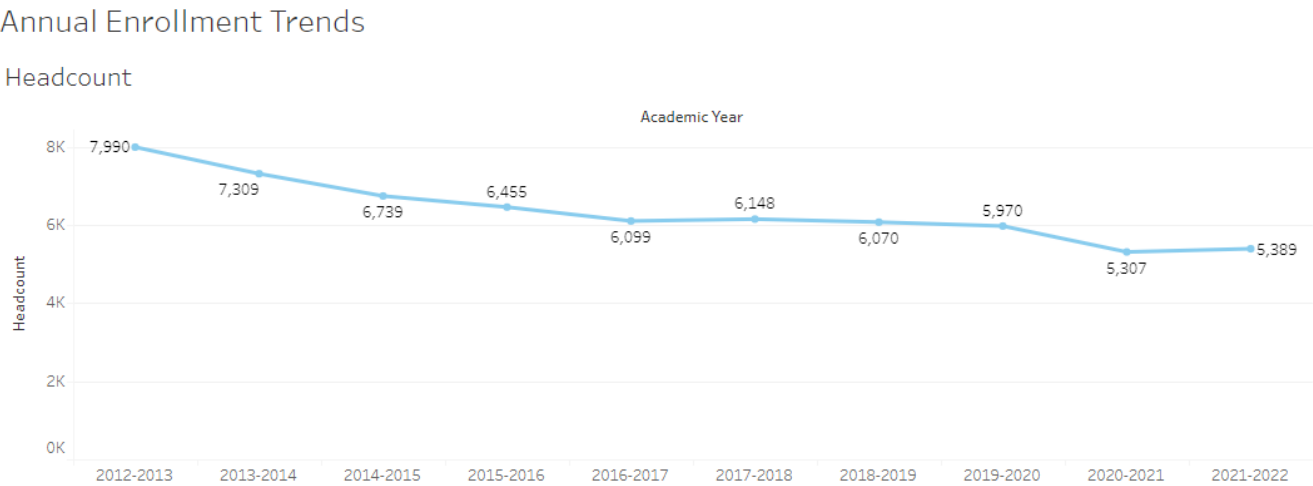
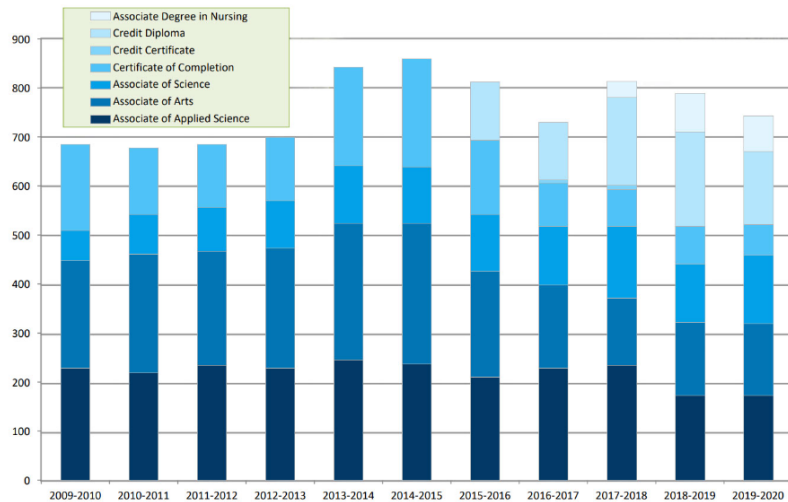


Figure 1. LCCC Unduplicated enrolled students



However, LCCC has seen an improvement in its graduation rates as well as an overall increase of 38.31% in the completion of credentials from 2009 to 2019, even with the decline in enrollment as noted in Figure 2.

Figure 2. LCCC Degrees and Certificates Awarded 2009 to 2020¹



¹For reporting purposes, the academic year includes the summer, fall, and spring semesters | LCCC IR Office, DRM 7/17/2020

Section IV. SEM Plan Goals

LCCC has set a target enrollment of **unduplicated headcount of 6,900 and full-time enrollment (FTE) of 3,650 by 2030**. To achieve this LCCC will focus on the following recruitment, retention, and marketing goals. These goals establish a format in which LCCC will move the SEM Plan forward, building opportunities for information gathering, refining of current practices, development of new opportunities and more. Goals were developed as a result of a comprehensive analysis of the environmental scan conducted by the LCCC Performance and Planning team, as well as research of current enrollment trends and practices.

As an evolving document, LCCC will evaluate SEM goals on an annual basis to monitor progress, celebrate when goals are completed, modify goals as necessary, and identify when new goals need to be developed. This will take place at the completion of each spring term by an LCCC Standing SEM Committee which will be led by the Senior Vice President of Student Services, the Vice President of Advancement and the Vice President of Performance and Planning and will include campus-wide representation.

2023 Recruitment Goals:

1. Increase degree-seeking applicants 10% by Fall 2024; and increase by 5% each year until Fall 2027.
2. Achieve a 49% applied to enrolled yield rate of degree-seeking students by Fall 2024 and increase by 1% each year until Fall 2027.
3. Increase occupancy of the new students residing in the LCCC Residence Halls to 280 by Fall 2023; and increase by 5% each year until 2030.

2023 Retention Goals:

1. Increase fall-to-fall retention of first-time to LCCC student cohort to 60% by 2027.
2. Increase course success rates of students in critical skills courses within their Pathway by 5% for each course by 2027.
3. Increase occupancy of returning students living in the Residence Hall to 142 by Fall 2023; and target 34%-38% of the overall residential population as returning residents every year.

2023 Marketing Goals:

1. Increase the number of prospects by 4% year-over-year for four years starting Fall 2024.
2. Increase the number of degree-seeking students persisting from semester to semester. Supporting the overall retention goal increase to 60% by 2027
3. Increase visits to designated landing pages by 4% year-over-year for four years beginning in Fall 2024 demonstrating increased awareness of LCCC among suspects.

Section V. SEM Plan Strategies and Tactics

The Goals of the SEM Plan will be driven by key strategies. These incorporate and extend existing strategic initiatives, such as Guided Pathways and Unlocking Opportunity, that will be necessary to increase our student enrollments and student success outcomes.

Recruitment (new student) Goals, Strategies and Tactics

Stakeholders: Prospective students, LCCC Enrollment Services, LCCC Academic Affairs, LCCC Student Services, LCCC Marketing & Communications

GOALS	BENCHMARKS	STRATEGIES	TACTICS
G1: Increase degree-seeking applicants 10% by Fall 2024; and increase by 5% each year until Fall 2027 Fall 2024 Target: 2794 Fall 2025 Target: 2934 Fall 2026 Target: 3080 Fall 2027 Target:	Fall 2019: 2540 applications Fall 2020; 2597 Fall 2021; 2339 Fall 2022; 2470	S1.1 Increase traditional aged applications (age 18-23) with intentional recruitment campaigns and interaction opportunities	T1.1a: Evaluate enrollment steps and improve the online admissions application and LCCC webpages to increase transparency and ease of access in the application process
			T1.1b: Develop targeted recruitment campaigns to prospects who have not applied, specific to their geographic zones or other known characteristics, e.g.: <ul style="list-style-type: none"> • For out-of-state students (Zones 1, 3, 4, 5), highlight opportunities of WUE tuition rates; on-campus housing • For in-state students (Zone 2), highlight in-state financial aid opportunities (such as Hathaway); highlight on-campus housing opportunities for prospects outside of service area; highlight on-campus housing opportunities and special pricing for prospects within service area
			T1.1c: Develop systems and practices that incorporate the parents of traditional-age students, e.g.: <ul style="list-style-type: none"> • Collect parent information on the create account form and/or admissions application to be used for specific communication

3,234			<ul style="list-style-type: none"> Targeted recruitment campaigns to the parents of traditional age students, with emphasis on areas that parents will find relevant such as financial aid, and safety on campus Ongoing parent communications (such as an email newsletter or GEM variation) to keep parents informed and involved
			<p>T1.1d: Create and intensify collaboration opportunities with K-12 partners (including homeschool and alternative schools) to strengthen relationships between secondary educators and counselors and LCCC faculty and staff, e.g.:</p> <ul style="list-style-type: none"> Personal invitations to on-campus events (similar to what Welding does now) to include high school faculty Increasing faculty involvement in high school visits Targeted communications with key stakeholders in K-12 schools (specifically high schools) More frequent presence in the local high schools and high schools with high numbers of prospects and/or applicants
			<p>T1.1e: Leverage data to create intentional follow-up engagement opportunities, e.g.:</p> <ul style="list-style-type: none"> More frequent or longer high school follow-up visits to areas with high engagement (either prospects or applicants) or high need Inclusion of faculty and/or Pathway Coordinators on high school visits or to offer hands-on activities in the high schools, particularly to areas of greatest interest
			<p>T1.1f: Increase Pathway and program-specific engagement opportunities and events including both on-campus and virtual events that offer more detailed programmatic information and interaction</p>
			<p>T1.1g: Identify recruitment and sales trainings that can be offered to campus and establish an implementation plan if appropriate, so that the LCCC campus community is aware of and can play a role in recruitment and conversion of prospects</p>
		S1.2: Increase adult (age 24-35)	<p>T1.2a: Design a structure to continually assess needs/barriers/challenges and develop and implement potential corrections, e.g.:</p>

		applications, particularly from Zone 1	<ul style="list-style-type: none"> Gather data from students who have stopped out or did not complete regarding what factored into their decision, via surveys and/or focus groups Analyze scheduling needs and preferences, with specific consideration to part-time and/or online students with needs for a flexible schedule and a clearly delineated path to completion
			<p>T1.2b: Develop targeted recruitment campaigns to adult-age suspects and prospects that address their specific concerns, e.g.: highlighting financial aid opportunities for adults; highlighting flexible and/or online course offerings</p> <ul style="list-style-type: none"> Possibly to include targeted campaigns and opportunities particularly for students who may be within X number of credits to a degree, and have demonstrated academic success
			<p>T1.2c: Create and strengthen partnerships with key community stakeholders to provide multiple sources of encouragement and support to engage adult learners, e.g.:</p> <ul style="list-style-type: none"> Department of Workforce Services Department of Vocational Rehabilitation Area employers
			<p>T1.2d: Evaluate financial aid needs of adult learners, identify gaps, and work with key stakeholders to bridge gaps with adult-student-specific resources or opportunities</p>
			<p>T1.2e: Increase Pathway- and program-specific engagement opportunities and events that are targeted at adult suspects or prospects (or that incorporate marketing specific to adult suspects or prospects) including both on-campus and virtual events that offer more detailed programmatic information and interaction</p>
G2: Achieve a 49% applied to enrolled *yield rate of degree-seeking students by Fall 2024 and increase	<p>Fall 2019: 45.7%</p> <p>Fall 2020; 38.8%</p> <p>Fall 2021; 49.2%</p> <p>Fall 2022; 45.1%</p> <p>Fall 2023; 49%</p>	S2.1: Increase the yield rate of first-generation students	<p>T2.1a: Increase high touch, personalized student service to provide onboarding and enrollment support, e.g.:</p> <ul style="list-style-type: none"> Designated training for staff to focus on issues and strategies to support first-generation students Dedicated Student Success Coach(es) for first-generation students Develop materials specific to first-generation students

<p>by 1% each year until Fall 2027.</p> <p>Fall 2024 Target: 49%</p> <p>Fall 2025 Target: 50%</p> <p>Fall 2026 Target: 51%</p> <p>Fall 2027 Target: 52%</p> <p>*Yield Rate: The percentage of students who enroll at LCCC after being accepted.</p> <p><i>According to the National Center for Education Statistics, in fall 2021, the national yield rate for public 2-year institutions was 44.3%.</i></p>			<ul style="list-style-type: none"> Implement communication and outreach specific to reducing summer melt among first-generation students
			<p>T2.1b: Intentionally promote and market events and interaction opportunities to encourage first-generation students to engage with campus partners and feel comfortable on-campus, e.g.:</p> <ul style="list-style-type: none"> Financial aid nights Davis First Generation Experience events Open houses Campus tours
			<p>T2.1c: Collaborate with other departments or programs on campus to provide unified support for first generation students, e.g.:</p> <ul style="list-style-type: none"> GEAR UP Davis First Generation Experience
		S2.2: Increase the yield rate of LatinX/Hispanic students	<p>T2.2a: Develop materials that are inclusive of and/or specific to Hispanic students and their families, e.g.:</p> <ul style="list-style-type: none"> Translated versions of prioritized print materials and webpages Messaging that is inclusive of families and their role with their students Unbiased language that promotes a culture in which Hispanic students and their families feel safe, and engaged
			<p>T2.2b: Intentionally create and promote events and interaction opportunities to encourage Hispanic students and their families to engage with campus partners and feel comfortable on-campus e.g.:</p> <ul style="list-style-type: none"> Family nights Events to include Spanish-speaking personnel and input from the Hispanic community Creating intentional connections with current Hispanic students; possibly in a peer mentorship opportunity

		S2.3: Increase the yield rate of adult (age 24-59) students	T2.2c: Collaborate with other departments or programs on campus to provide unified support for Hispanic students and families e.g.: <ul style="list-style-type: none"> • ACES and ESL program
			T2.3a: Analyze scheduling needs and preferences and implement student-centered improvements, with specific consideration to part-time and/or online students with needs for a flexible schedule and a clearly delineated path to completion, e.g.: <ul style="list-style-type: none"> • Class schedules (meeting days/times, modalities) • Campus resource hours of operation • Course availability (number of sections, capacities) • Course schedule and registration dates (yearlong schedule)
			T2.3b: Explore childcare opportunities and support for students with this need, e.g.: <ul style="list-style-type: none"> • Promote awareness of current financial support options • Research grant opportunities • Collaborate with CDC on options for affordable daycare on-campus for students and/or contract locally for drop-in daycare options
			T2.3c: Implement specific and strategic communications tailored to adult learners, e.g.: <ul style="list-style-type: none"> • Explore options to segment GEM to specific populations • Develop or improve access to guidance on how to use necessary technologies • Target the promotion of services and resources to the needs of adult students
G3: Increase occupancy of new students residing in the LCCC Residence Halls to 280 by Fall 2023; and increase by 5% each year until 2030	Total number of beds: 626	S3.1: Target market campaigns specific to living on campus/residence hall	T3.1a: Campaign specific to parents in LCCC service area; Zone 1
			T3.1b: Campaign specific to WY out of service area; Zone 2
			T3.1c: Campaign specific to Colorado; Zones 1, 3, 4
		S3.2: Update the Residence Hall Website	T3.2a: Virtual Tour of Residence Hall
			T3.2b: Updated language to describe the restrooms in Gold Hall

Target Numbers: 2023 new student occupancy: 280 (422) <i>(total occupancy target is 422 for fall 2023)</i> 2024: 294 (455) 2025: 308 (493) 2026: 324 (530) 2027: 340 2028: 357 2029: 375 2030: 393		S3.3: Review price structures	T3.2c: Cost comparison to monthly rates of living in Cheyenne off campus
			T3.2d: How cost of attendance is explained
			T3.3a: Keep room rates flat for 2023-2024 semester
			T3.3b: Offer a 25% room rate discount to residence of LCCC service area (Laramie and Albany Counties) living in the Residence Hall
			T3.3c: Offer a 10-block meal plan to residence of LCCC Service Area (Laramie and Albany Counties) living in the Residence Hall

Retention (continuing student) Goals, Strategies and Tactics

Stakeholders: current students, stop-out students, LCCC Student Services; LCCC Academic Affairs, LCCC Marketing & Communications

GOALS	BENCHMARKS	STRATEGIES	TACTICS
G1: Increase fall-to-fall retention of first-time to LCCC student cohort to 60% by 2027 using 2019 as a benchmark. Fall 2027 Target: 60%	Fall 2019: 54.4% (Fall 2020; 49.8% Fall 2021; 53.7%)	S1.1 Increase retention of LatinX/Hispanic students	T1.1a: Design a structure to continually assess needs / barriers / challenges, develop and implement potential corrections (continuous improvement) e.g.: <ul style="list-style-type: none"> Survey students to determine supports necessary for them to be retained In-person focus groups led by Spanish-speaking personnel Evaluate, implement, and track drop and withdrawal processes that incorporate deliberate outreach and connection to resources before processing
			T1.1b: Implement outreach and build connections to families e.g.: <ul style="list-style-type: none"> Collaboration with Student Engagement & Diversity opportunities Incorporate bilingual materials Include families on event invitations Provide support and educational resources to families including translating services for in-person events

			<ul style="list-style-type: none"> • Provide trainings and educational programs based on need potentially through Outreach & Workforce Development or other entities on campus • Seek input from the Hispanic community
			T1.1c: Develop targeted support network for students e.g.: <ul style="list-style-type: none"> • Hispanic student group • Peer mentoring opportunities
			T1.1d: Develop and market/promote (internally and externally) financial support resources e.g.: <ul style="list-style-type: none"> • Financial literacy to include books and materials • FAFSA assistance • Financial aid processes • Scholarships (including access to emergency funds) • On Campus employment
		S1.2: Increase retention of low-income students	T1.2a: Develop and market (internally and externally) financial support resources e.g.: <ul style="list-style-type: none"> • Financial literacy to include books and materials • FAFSA assistance • Financial aid processes • Scholarships (including access to emergency funds) • On Campus employment
			T1.2b: Continue to expand OER initiatives e.g.: <ul style="list-style-type: none"> • No cost/low-cost course tagging • OER adoptions in Gen Ed courses
			T1.2c: Explore childcare opportunities and support for students with this need e.g.: <ul style="list-style-type: none"> • Contracting locally for drop-in day-care options • Provide grant or scholarship funded child-care for students • Collaborate with CDC on options for affordable day-care on campus for students
			T1.2d: Design a structure to continually assess needs / barriers / challenges, develop and implement potential corrections (continuous improvement) e.g.: <ul style="list-style-type: none"> • Survey students to determine supports necessary for them to be retained • In-person focus groups with translation services (if needed) • Evaluate, implement, and track drop and withdrawal processes that incorporate deliberate outreach and connection to resources before processing

			<p>T1.2e: Implement outreach and build connections for support e.g.:</p> <ul style="list-style-type: none"> • Collaboration with Student Engagement & Diversity opportunities • Include families on event invitations • Provide support and educational resources to families • Provide training and educational programs based on need potentially through Outreach & Workforce Development or other entities on campus e.g.: <ul style="list-style-type: none"> ○ Tax preparation services
		S1.3: Increase retention of first-generation students	<p>T1.3a: Expose *hidden curriculum (expectations), e.g.: <i>*Hidden practices or hidden curriculum is defined as the hidden or non-transparent expectations, practices, skills or curriculum in a class, Pathway, program, or administrative processes within higher education. These processes or implied expectations may not be obvious to first-generation students. Exposing and providing the means for students to understand hidden curriculum may help students be successful, in class, college and careers.</i></p> <ul style="list-style-type: none"> • Help students 1) understand the hidden conventions and expectations of our systems, 2) develop connection to peers with similar challenges, and 3) give them agency to tackle these issues. <ul style="list-style-type: none"> ○ Panel discussions about challenges navigating college, linked to their background, naming resources for overcoming these challenges and outlining how to access them. Access to mentors to follow up when questions or challenges arise. ○ Make it clear to students that hidden curriculum exists and that learning how to navigate this is a common challenge for students in college. ○ Develop processes and interventions to help students identify and navigate in ways that allow them to make educated choices, not pushing assimilation. • Develop systems to gather information on identified hidden curriculum, make employees aware of them, provide support to employees to make changes and potentially address underlying issues that shift practices, e.g.: <ul style="list-style-type: none"> ○ Avoid jargon/insider language (CCC, College Community Center, Student Lounge) ○ Provide professional development to improve cultural competence and awareness of the challenges faced by many low-income, first-generation college students. ○ Implement three step connection of students to support: identify support, connect to person in support area, verify that support needs are met (close the loop). ○ Peer to peer advising

			<p>T1.3b: Design a structure to continually assess needs / barriers / challenges, develop and implement potential corrections (continuous improvement) e.g.:</p> <ul style="list-style-type: none"> • Survey students to determine supports necessary for them to be retained • In-person focus groups with translation services (if needed) • Evaluate, implement, and track drop and withdrawal processes that incorporate deliberate outreach and connection to resources before processing
			<p>T1.3c: Develop and market (internally and externally) financial support resources e.g.:</p> <ul style="list-style-type: none"> • Financial literacy to include books and materials • FAFSA assistance • Financial aid processes • Scholarships (including access to emergency funds) • On Campus employment
			<p>T1.3d: Implement outreach and build connections for support e.g.:</p> <ul style="list-style-type: none"> • Collaboration with Student Engagement & Diversity opportunities • Include families on event invitations • Provide support and educational resources to families • Provide trainings and educational programs based on need potentially through Outreach & Workforce Development or other entities on campus • Maintain and expand mentoring programs to encourage early utilization of support e.g., Davis First Gen Experience
		S1.4: Increase retention of part-time students	<p>T1.4a: Review and implement scheduling practices that meet needs of part-time students e.g.:</p> <ul style="list-style-type: none"> • Intentional outreach e.g.: <ul style="list-style-type: none"> ○ Focus groups of part-time students ○ Surveys ○ Phone calls • Examine current scheduling practices <ul style="list-style-type: none"> ○ Review part-time students' programs of study and course sequencing ○ Analyze course data to better understand scheduling preferences e.g.: <ul style="list-style-type: none"> ▪ Course capacity ▪ Which sections fill and which sections do not ▪ Waitlist information ▪ Summer offerings

			<ul style="list-style-type: none"> Explore intentional strategic scheduling based on needs identified on outreach and examination of scheduling practices
			<p>T1.4b: Build communities for part-time students e.g.:</p> <ul style="list-style-type: none"> Certified peer educators Learning communities Short seminar opportunities for credits Collaboration with Student Engagement & Diversity opportunities Equitable opportunities for part-time students
			<p>T1.4c: Design a structure to continually assess needs / barriers / challenges, develop and implement potential corrections (continuous improvement) e.g.:</p> <ul style="list-style-type: none"> Survey students to determine supports necessary for them to be retained In-person focus groups with translation services (if needed) Evaluate, implement, and track drop and withdrawal processes that incorporate deliberate outreach and connection to resources before processing Provide trainings and educational programs based on need potentially through Outreach & Workforce Development or other entities on campus
			<p>T1.4d: Develop and market (internally and externally) financial support resources e.g.:</p> <ul style="list-style-type: none"> Financial literacy to include books and materials FAFSA assistance Financial aid processes Scholarships (including access to emergency funds) On Campus employment
			<p>T1.4e: Explore childcare opportunities and support for students with this need e.g.:</p> <ul style="list-style-type: none"> Contracting locally for drop-in daycare options Research grant or scholarship funded childcare for students Collaborate with CDC on options for affordable daycare on campus for students
G2: Increase course success rates of students in critical skills courses* within their Pathway by 5%	Benchmark Data TBD	S2.1: Identify critical skills courses by Pathway	T2.1a: Establish the benchmark success rates for each Pathway
			T2.1b: Determine courses by Pathway that do not meet the benchmark
			T2.1c: Analyze the intersection of critical skills courses across all Pathways
		S2.2: Identify reasons why students are or are	<p>T2.2a: Intentional outreach</p> <ul style="list-style-type: none"> Focus groups including

for each course by 2027 <i>*Courses which begin a sequence, are prerequisites for higher-level courses, and/or fulfill a General Education requirement in a Pathway or program.</i>		not successful in identified critical skills courses	<ul style="list-style-type: none"> ○ Students who passed and did not pass the critical skills courses ○ Instructors of critical skills courses ○ Faculty whose programs depend on critical skills courses ○ Other stakeholders: <ul style="list-style-type: none"> ▪ Student Success Coaches ▪ Tutors ▪ PAC Members
			T2.2b: Evaluate, implement, and track drop and withdrawal processes that incorporate deliberate outreach and connection to resources before processing
		S2.3: Implement holistic support for identified critical skills courses	T2.3a: Establish an embedded tutoring program.
			T2.3b: Include Learning Commons Director and tutoring in student alert processes
			T2.3c: Train LCCC employees to help students schedule tutoring appointments
		S2.4: Design outreach to students who are not successful in these courses to connect them with added support or help them evaluate pathways. Identify opportunities for faculty to re-examine pedagogy in identified critical skills courses	T2.4a: Faculty led workgroups during in-service
			T2.4b: Targeted professional development (outside LCCC)
			T2.4c: Collaborate with CET to offer opportunities and support
			T2.4d: Provide dedicated time to examine, research and implement potential redesigns, if necessary, e.g.: <ul style="list-style-type: none"> • Release time • Stipends • Sabbatical • In-service
		G3: Increase occupancy of returning students living in the Residence Hall to 142 by Fall 2023; and target 34%-38% overall returning residents. Fall 2023: 142 Returning Students (2019-2020; 68 returning students 2020-2021; 2021-2022; 97 returning students)	S3.1: Review pricing structures
			T3.1a: Offer returning students a 15% discount for signing a 2023-2024 lease before the end of the spring 2023 semester
			T3.1b: Keep Meal Plan rates flat for 2023-2024
			T3.1c: Offer a 25% discount for students from within our service area, and an exclusive 10-meal plan for those same students
			T3.2a: Host Housing Renewal Fairs/events to promote continued housing opportunities for current residents
		S3.2: Promote and increase awareness for continuing to live on campus.	T3.2b: Provide community and engagement opportunities, to include awareness of campus resources and Residence Hall amenities

Target Numbers: 2023 returning student occupancy: 142 (422) <i>(total occupancy target is 422 for fall 2023)</i> 2024: 161 (455) 2025: 185 (493) 2026: 206 (530)		S3.3: Create and strengthen programming and resources that support students living on campus.	T3.2c: Expand internal collaboration efforts for student engagement
			T3.2d: Increase knowledge internally and externally about Residence Hall benefits, incentives, and options
			T3.3a: Design a structure to continually assess needs / barriers / challenges, develop and implement potential corrections (continuous improvement) e.g.: <ul style="list-style-type: none"> Survey students who returned to live in the residence hall and those who did not
			T3.3b: Expand targeted engagement opportunities to benefit residential students e.g.: <ul style="list-style-type: none"> Explore first year experience or living and learning communities Enhance support for mental health awareness, wellbeing, and belonging Create and promote recreation opportunities

Marketing Goals, Strategies and Tactics

Stakeholders: LCCC Employees, LCCC Board of Trustees

GOALS	BENCHMARKS	STRATEGIES	TACTICS
G1. Increase the number of prospects by 4% year-over-year for four years starting Fall 2024 2023 Target: 5,822 2024 Target: 6,054 2025 Target: 6,296 2026 Target: 6,547	Degree-seeking prospects created in 2018-2019: 5,599 (for any start term) (2021; 3,417 2022; 4,529)	S1.1: Increase the number of traditional-age (age 18-23) prospects from Colorado.	T1.1a: In collaboration with Performance & Planning and Enrollment Services, identify geographic markets in Zone 1 for targeted marketing campaigns, resulting in prospect engagement and development, e.g.: <ul style="list-style-type: none"> Identify target markets in Northern Colorado by city and/or zip codes. Identify target markets in LCCC's Service Area by zip code or geographic location within Laramie and Albany Counties.
			T1.1b: Develop marketing campaign(s) for target populations, focused on students not currently engaged with LCCC, e.g.: <ul style="list-style-type: none"> Utilize social media (Instagram, Snapchat, etc.) to generate online engagement from target population. Create print media and mailings for identified student households. Create a digital retargeting campaign, aligned with target market website engagement. Utilize digital marketing efforts to engage target markets through display ads and video.

			<p>T1.1c: Develop a marketing campaign for school counselors and teachers focused on awareness of LCCC and program opportunities, e.g.:</p> <ul style="list-style-type: none"> • Create print materials designed to both inform counselors and teachers and be shared with high school students • Utilize digital marketing to inform counselors/faculty/staff about LCCC.
			<p>T1.1d: Develop an informational marketing campaign for parents/guardians of the target population, e.g.:</p> <ul style="list-style-type: none"> • Mailings and printed materials tailored to parents, with a focus on learning more about LCCC. • Utilize digital marketing efforts to inform and engage parents/guardians. • Create a website landing page designed to engage parents/guardians and answer questions about opportunities at LCCC
			<p>T1.1e: Develop marketing campaigns to support face-to-face engagement with target population, to increase prospect engagement e.g.:</p> <ul style="list-style-type: none"> • Develop digital campaigns to support target population participation at in-person informational events such as college fairs, listening sessions, Pathways Days, etc.
			<p>T1.1f: Develop a more efficient online information gathering process, to collect student contact information, entry term and program of interest, e.g.:</p> <ul style="list-style-type: none"> • Review current digital information gathering process and research additional information gathering tactics • Implement best practices for information gathering in landing pages, at events, and in marketing campaigns.
		S1.2: Increase the number of adult (age 24-35) prospects from Zone 1.	<p>T1.2a: Develop marketing campaign(s) for target populations, resulting in prospect engagement and development, e.g.:</p> <ul style="list-style-type: none"> • Develop messaging specific to target population. • Utilize social media to engage with and inform target population (Facebook, Instagram, etc.) in Zone 1. • Provide mailings and print media to target population. • Utilize digital marketing such as geofencing, digital retargeting and display ads to create awareness and engagement with target population.
			<p>T1.2b: Develop marketing campaigns to support face-to-face interactions with target population, e.g.:</p>

			<ul style="list-style-type: none"> Develop print and digital campaigns to support participation at in-person informational events such as listening sessions, career advancement workshops, open houses, etc.
			<p>T1.2c: Develop a more efficient online information gathering process, e.g.:</p> <ul style="list-style-type: none"> Review current digital information gathering process and research additional information gathering tactics Implement best practices for information gathering in landing pages, at events, and in marketing campaigns
			<p>T1.2d: In collaboration with Academic Affairs and other key stakeholders, identify online and flexible program offerings at LCCC to use in marketing campaigns to target populations.</p>
			<p>T1.2e: Collaborate with and inform community partners of opportunities available at LCCC, creating greater awareness and engagement from target population.</p>
			<p>T1.2f: Interweave financial support opportunities throughout campaigns/materials.</p>
		<p>S1.3: Increase the number of LatinX/Hispanic prospects</p>	<p>T1.3a: Develop marketing campaign(s) for target populations, resulting in prospect development and engagement, e.g.:</p> <ul style="list-style-type: none"> Create targeted print materials in Spanish. Develop digital marketing efforts to engage target population through geofencing and website retargeting and display ads produced in Spanish. Utilize social media to engage with target population (Facebook, Instagram, etc.).
<p>G2: Increase the number of degree-seeking students persisting from semester to semester. Supporting the overall retention goal increase to 60% by 2027</p>	<p>Benchmark TBD</p>	<p>S2.1: Implement a retention marketing campaign for:</p> <ul style="list-style-type: none"> Full-time students Part-time students Dual enrolled students 	<p>T2.1a: Create a marketing campaign designed to increase retention rates (e.g., registrations).</p> <ul style="list-style-type: none"> Develop messaging specific to target population using it to inform digital media placements. Provide mailings and print media to target population. Utilize digital marketing such as geofencing, digital retargeting and display ads to create awareness and engagement with target population. Create a social media campaign to market the overall retention campaign and generate awareness and action by the target population.
			<p>T2.1b: Collaborate with Enrollment Services, Pathway Coordinators, faculty and other key stakeholders to provide messaging, e.g.:</p> <ul style="list-style-type: none"> Navigate campaign to the target populations

			<ul style="list-style-type: none"> To use when communicating with students about retention efforts (e.g., registration)
G3. Increase visits to designated landing pages by 4% year-over-year for four years beginning in Fall 2024 with the intent to create awareness of LCCC among suspects.	2022 (start of “/path” landing page): 107,410 visits	S3.1: Increase awareness of LCCC: <ul style="list-style-type: none"> Within the LCCC Service Area (Laramie and Albany Counties). Within the non-service areas of Wyoming (outside Laramie and Albany Counties). In the 350-mile radius of LCCC in priority areas designated by Performance & Planning. 	T3.1a: Establish a baseline number of visits to the LCCC website using data from the Fall semester 2023.
			T3.1b: Create designated landing page(s) for target populations that provide information that is relevant to the audience and encourages engagement with LCCC.
			T3.1c: Develop marketing campaign(s) for target populations, focused on generating engagement with LCCC, e.g.: <ul style="list-style-type: none"> Create print materials and mailings to target populations Develop digital marketing efforts, including website retargeting, digital ads, and video.
			T3.1d: Develop a campaign for school counselors and teachers, that is focused on awareness of LCCC and information sharing, e.g.: <ul style="list-style-type: none"> Create print materials to inform counselors and teachers and potential students. Utilize digital marketing to communicate with school staff/faculty.
			T3.1e: Develop marketing campaigns for parents/guardians of target populations to create awareness of LCCC in the target market. <ul style="list-style-type: none"> Create mailings and printed materials tailored to parents/guardians of target population. Utilize digital marketing efforts to engage with parents/guardians and bring them to LCCC’s webpage. Identify and focus messaging on key issues and concerns of parents/guardians.

Appendix A. SEM Planning Team Members

SEM Steering Committee

Dr. Melissa Stutz, Senior VP of Student Services, Co-Lead
 Dr. Dustin Eicke, VP of Performance & Planning, Co-Lead
 Lisa Trimble, VP of Advancement, Co-Lead
 Stacy Maestas, Registrar, Co-Lead

Sarah Hannes, Director, Enrollment Services
Amanda Brown, Instructor, Psychology
Tracy Perko, Program Director, Surgical Technology
J. O'Brien, Pathway Coordinator, Communication & Creative Arts
Sarah Smith, Director, Institutional Research
Julie Gerstner, Director, Project Management
Damien Kortum, Dean, ACC Academic Affairs

SEM Recruitment Sub-Committee

Blake Paintner, Manager, Student Success, Co-Lead
Sarah Hannes, Director, Enrollment Services, Co-Lead
Amanda Brown, Instructor, Psychology
Justin Joiner, Manager, Creative Marketing
Jamie McKim, ACC Program Manager, Outreach & Workforce Development
Melissa Nelson, Interim Director, Residential Living & Learning
Sam Graham, Instructor, Welding

SEM Retention Sub-Committee

Stacy Maestas, Registrar, Co-Lead
Alex Barker, Pathway Coordinator, Health Sciences & Wellness, Co-Lead
Alli McCown, Assistant Director, Enrollment Services
Tracy Perko, Program Director, Surgical Technology
Meghan Kelly, Associate Dean, Ludden Library & Learning Commons
Trent Morrell, Pathway Coordinator, STEM
Dr. Zac Roehrs, Instructor, Biology

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SEM Data Support Sub-Committee

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Dr. Melissa Stutz, Senior VP of Student Services
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Appendix B. References and Resources

Data Variable Definitions

Variable Name	Description/Definition
Applicant	An individual, often a prospect, who completes and submits an application for admission to LCCC. NOTE: some individuals will start their engagement with LCCC as an applicant.
Cohort Term	The fall term in which the student entered LCCC as a first-time freshman. Each fall cohort also includes students who were first-time freshmen in the summer term and continued to the fall term.
Continuing Student	An enrolled student that continues to stay enrolled, persisting from semester to semester until completion of an educational goal.
Enrollee	An applicant that has successfully registered for courses at LCCC.
First-Generation	Identifies students whose parents do not have any college experience ("first-generation" in college).
First Term Address	The location of the student based on the student's preferred address in their first fall term.
First Term Load	The student's load in their first fall term. Full-time = 12 or more credit hours. Part-time = less than 12 credit hours.
First Term Modality	The modalities in which a student was enrolled in their first fall term. Online Only includes both synchronous and asynchronous online classes. In-Person Only includes any classes with an in-person component, such as face-to-face and hybrid. Both In-Person and Online includes a mixture of online and in-person classes.
Gender	Male and female only with no missing values based on IPEDS reporting requirements.
Graduated in First Year	Flags students who graduated within their first year in college. For example, students in the 2019 fall cohort would be flagged as graduated if they graduated in 2019 fall, 2020 spring, or 2020 summer.

IPEDS Age	The age range of the student per the official enrollment freeze date for the cohort term (usually the last Friday in January). The age categories are based on IPEDS definitions.
IPEDS Race/Ethnicity	Students' race/ethnicity categories as defined by IPEDS.
LCCC Age	The age range of the student per the official enrollment freeze date for the cohort term (usually the last Friday in January). The age categories are based on requested LCCC definitions.
LCCC Race/Ethnicity	Students' race/ethnicity derived from the IPEDS Race/Ethnicity groups and categorized into broader groups to help protect student privacy. Non-Hispanic Racial Minorities include the following IPEDS categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian/Pacific Islander, Two or More Races, and Non-Resident Alien.
Market	A defined population of individuals, often determined by geographic or demographic criteria, that is comprised of likely suspects for recruitment.
Pathway	The pathway in which the program from the student's first fall term resides. Programs that ended prior to pathways are categorized into the pathway in which they "would have" resided to get a sense of history for the pathway. Program information is limited to one program per student with associate's degrees taking precedence over certificates and CDs.
Pell Recipient	Flags students who received a Federal Pell Grant in their first year in college (cohort fall, following spring, or following summer).
Permanent Residency	Broad categories based on students' permanent county and state residency. In-district = Laramie county. Out-of-district = all other Wyoming counties. WUE = all WUE states including Nebraska (https://www.wiche.edu/our-region/). Out of State = all other states and international.
Program Goal	The intended goal of the program. AA and AS programs are identified as Transfer programs. AAS/ADN/CERT/CD programs are identified as Workforce programs. Program information is limited to one program per student with associate's degrees taking precedence over certificates and CDs.
Prospect	An individual who has acted to engage with LCCC, providing enough information to allow for customized, direct communication to them from the College.
Residence County	The Wyoming county reported by the student as their permanent residency. Permanent residence counties outside of Wyoming are unknown.
Residence State	The state reported by the student as their permanent residency, including military address state codes. International = students from outside of the US.

Retention	Identifies that a student is still enrolled in a subsequent term or year regardless of completion status.
Service Area	Laramie and Albany counties.
Summer Melt	The phenomenon of prospective college students' motivation to attend college "melting" away during the summer between the end of high school and beginning of college.
Stakeholder	The people, or groups (departments, etc.) that have a vested interest and/or are dependent on the success of the area.
Suspect	An individual within a target market that fit characteristics suggesting they have the potential to become a student at LCCC.
Yield Rate	The percentage of students who enroll at LCCC after being accepted.

Resources

[LCCC 2030 Strategic Plan](#)

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