Rock Valley College
Strategic Enrollment Management Plan
FY22-FY24

From Access to Student Success

Mission

Rock Valley College empowers students and community through lifelong learning.

Vision

Rock Valley College empowers the community to grow as a society of learners through well-designed educational pathways, leading to further education, rewarding careers, cultural enrichment, and economic-technological development.

Core Values

Learner-Center Community

Learner-Centered Community Rock Valley College is dedicated to providing affordable lifelong learning opportunities that foster student success.

Mutual Respect

At all times, Rock Valley College upholds the dignity of each individual by being ethical, respectful, fair, and courteous in communications and actions.

Excellence

Rock Valley College maintains high expectations for teaching and learning and holds itself accountable for promoting continuous improvement.

Diversity

Rock Valley College promotes, celebrates, and embraces differences, including cultural and ethnic diversity and diversity of thought.

Collaboration

Rock Valley College fosters innovative, enriching partnerships within the college community and among others that serve the region.

Innovation

Rock Valley College is a forward thinking institution that explores creative approaches for the future.

Public Trust

Rock Valley College honors and upholds its commitment to the community through integrity of actions and efficient use of resources.

Rock Valley College Strategic Pillars

1. Access

2. Exceptional Educational Opportunities

3. Exceptional Training Opportunities

4. Diversity, Equity, and Inclusion

STATEGIC ENROLLMENT MANAGEMENT PLANNING PROCESS

1. Introduction
   a. Steering Committee
   b. Timeline and Meeting Structure
   c. Institutional and SEM Pillars

2. Environmental Scan – Data Collection
   a. Data and Figure Tables
      i. Persistence
      ii. Retention
      iii. Completion
      iv. Graduation
      v. Credit Hours and Head Count
         1. Demographic categories
         2. Degree and course categories
      vi. Placement and Deferred Placement
   b. Regional Economic and Population Data

3. Critical Issues and Emerging Themes
   a. Access Emerging Themes and Critical Issues
   b. Success Emerging Themes and Critical Issues

4. Goals, Initiatives and Action Items

5. Appendix

Introduction

The Strategic Enrollment Management (SEM) plan is one of the guiding documents of any institution of higher education. Rock Valley College's plan supports the Mission, Vision and Values of the institution by strategically analyzing past trends, present realities, and future ambitions around enrollment at the College. The SEM should be seen as dynamic and ever-changing as opposed to something to be finalized and stagnant on a shelf. Therefore, the items contained in this SEM shall be revised and analyzed throughout the next few years in order for continuous responsiveness to occur. What may be contained within the SEM today, may not be meaningful a year from now as the implementation of the various strategies takes place. As a living document, it will be analyzed, amended and improved upon throughout its lifecycle in order for the College to be strategic around enrollment management and provide Rock Valley College with a solid educational footing for its constituents.

Strategic Enrollment Management (SEM) helps a college look at enrollment issues from an institution-wide perspective. While recruiting and retaining students is a core element to any SEM plan, SEM in its purest form is not simply about growing enrollment. Rather, it is about developing institutional programs and services to recruit, retain and support students throughout their educational career. Students, and their success, are at the core of what we do.

Rock Valley College is built on a foundation of talented and thoughtful faculty, staff, administrators and students which is why it has thrived in the greater Winnebago, Boone County community and parts of Ogle, Stephenson, McHenry and DeKalb counties for over 50 years. With a keen eye on local business and industry needs, national best practices, and global trends the College's Strategic Enrollment Management plan will propel the institution into the spotlight as fiscally responsible and tactfully cutting edge.

Rock Valley College is a comprehensive two-year community college in Rockford, Illinois, offering more than 100 courses for transfer, career programs and certificates. Rock Valley College is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Rock Valley College is also recognized by the Illinois Board of Higher Education and by the Illinois Community College Board.

SEM Steering Committee

- Dr. Kym Blanchard, Executive Director of Online Development and Innovation

- Ms. Vicki Brust, Dean of Career and Technical Education

- Ms. Gina Caronna, Associate Vice President Science, Technology, Engineering, Math

- Mr. Ron Geary, Chief Academic Officer, Vice President Academic Affairs

- Ms. Sharon Jacobsen, Dean of Instructional Support Services

- Mr. Chuck Konkol, Faculty, Business and Learning Support (CTE)

- Dr. Mark Lanting, Dean of Communication and Humanities

- Mr. Chris Lewis, Vice President of Workforce Development

- Mr. Tim Spielman, Interim Dean of Advising and Retention

- Dr. Patrick Peyer, Vice President of Student Affairs

- Mr. David Schneider, Dean of Enrollment Services

- Ms. Cara Schultz, Dean of Early College

- Dr. Amanda Smith, Associate Vice President Liberal Arts and Sciences

- Ms. Heather Snider, Vice President Institutional Research

SEM Steering Committee (SEMSC) Meeting Structure

The SEMSC will meet bi-weekly on Wednesday at 8:30-9:30 a.m.

October – Data Collection, Review

November – Data Analysis, Identify Critical Issues, Key Strategies, Goals

December – Identify Critical Issues, Major Themes

January - Key Action Strategies, Goals

February - Key Action Strategies, Goals

March – Outcomes, Action Items/Teams, Communication Plan

April - Outcomes, Action Items/Teams, Communication Plan

May – Present SEM Plan to College Leadership Cabinet and Board of Trustees

Environmental Scan – Data Collection

- Student Persistence Rates

- Student Retention Rates for First-time Full-time Students

- Student Retention Rates for Overall Student Population

- Completion (Graduation) Rates

- Credit Hours by term / Headcount by term

- First year, Continuing, Returning, Course type, Degree type

- Race/Ethnicity, Gender/Age, Income levels – Pell

- Zip code, School district

- Developmental – placement to credit progression

- Placement and Deferred Placement impact

- GED program to progression to credit

- Online Enrollment (in-district and out of district)

- EMSI

  Regional population trend data

  Employment trend data

- DFWI

  Course level

  First year 1-32 CH

  Second year 33-64+ CH

Data and Figure Tables
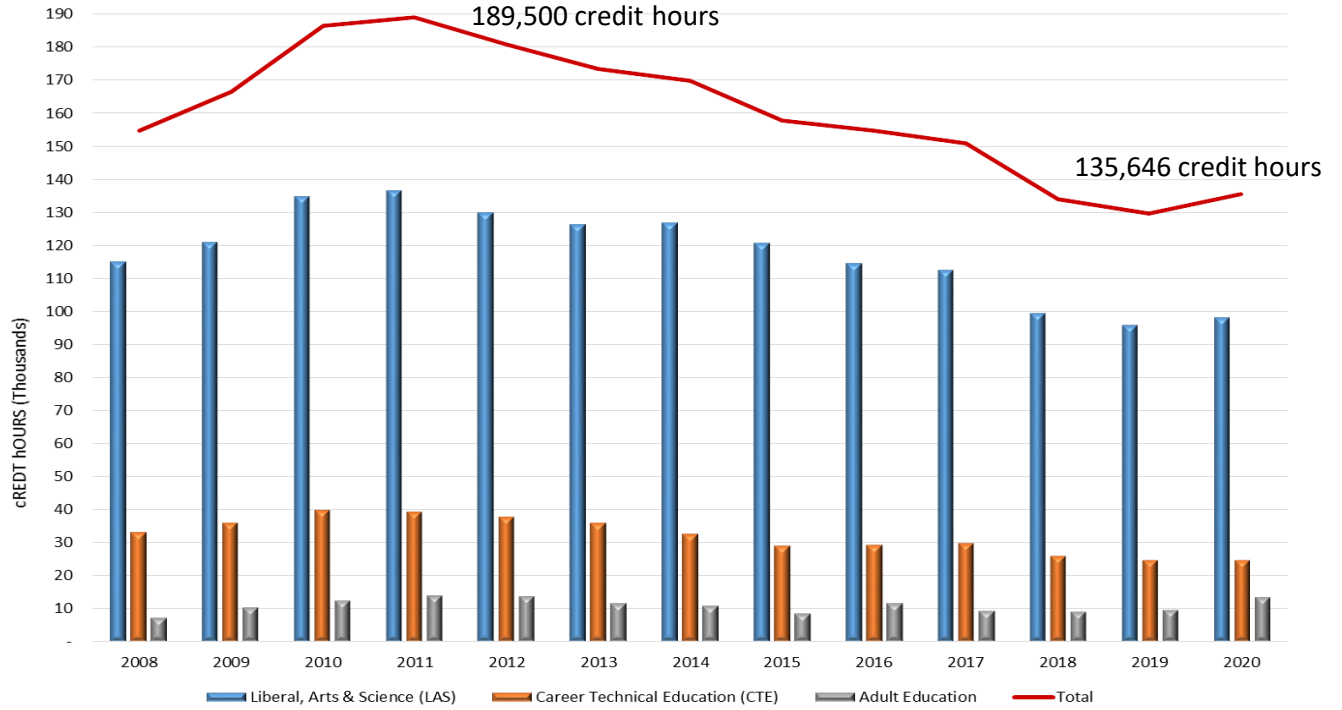
Table 1: Credit Hour Enrollment by Category

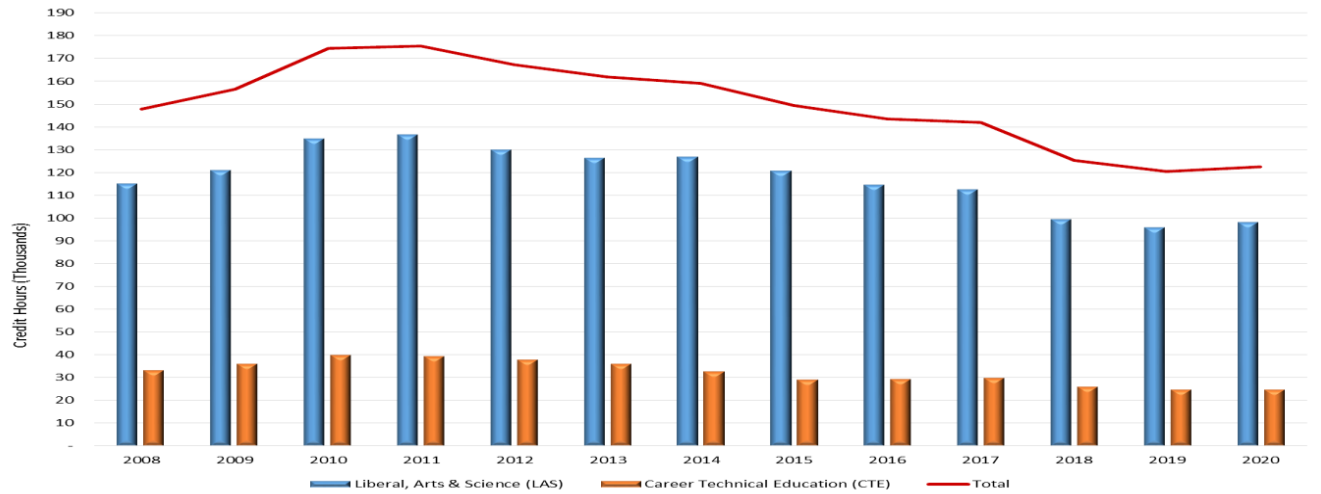## Table 2: Credit Hour Enrollment by Category

Table 3: Student Persistence Rates by Demographic Group (Fall-to-Spring-%)

Fiscal Year:	FY16 (Fall 2015)	FY17 (Fall 2016)	FY18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	Change (FY16-FY20)
Overall	72.7	72.8	73.4	72.8	73.0	0.3
Status[1]						
Full time	87.2	85.3	86.9	85.8	84.0	-3.2
Part time	62.0	62.8	63.3	62.8	63.6	1.6
Gender						
Male	71.8	73.3	72.8	73.7	71.1	-0.7
Female	73.4	72.4	73.8	72.2	74.5	1.1
Race/Ethnicity						
American Indian / Alaska Native	62.2	69.2	60.8	55.6	71.7	9.5
Asian	72.3	78.6	78.8	81.0	81.1	8.8
Black / African American	56.9	61.1	62.8	59.5	59.8	2.9
Hispanic / Latino	72.2	70.1	73.0	70.6	71.2	-1.0
Native Hawaiian / Other Pacific Islander	*	*	*	*	*	--
White	74.8	74.6	74.9	74.9	74.8	0
Age[2]						
Traditional	75.6	75.1	75.4	74.8	75.1	-0.5
Nontraditional	65.6	66.3	67.2	67.0	66.0	0.4

Source: Office of Institutional Research Persistence Application
*Percentages are not reported for group sizes of 30 or less

Figure 1: Retention and Graduation Rates by Completion Time: First-time, Full-time Cohort beginning in Fall 2014 and Completing by August 2018
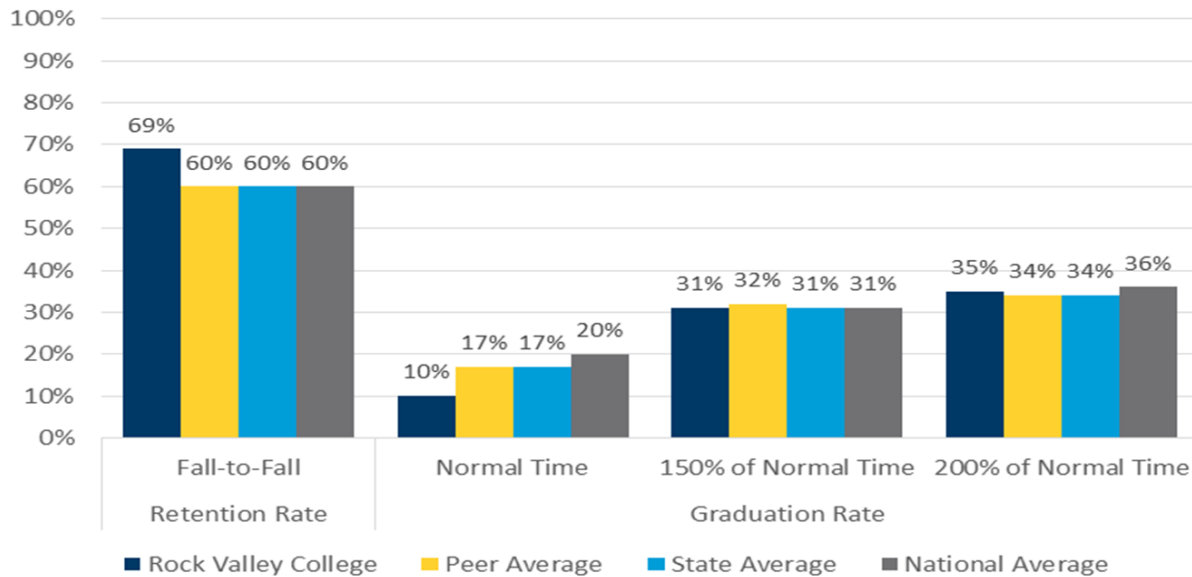

Figure 2: 8-year Degree/Certificate Award Rate by Cohort:: All Cohorts beginning in 2011-2012 and Completing by August 31, 2019
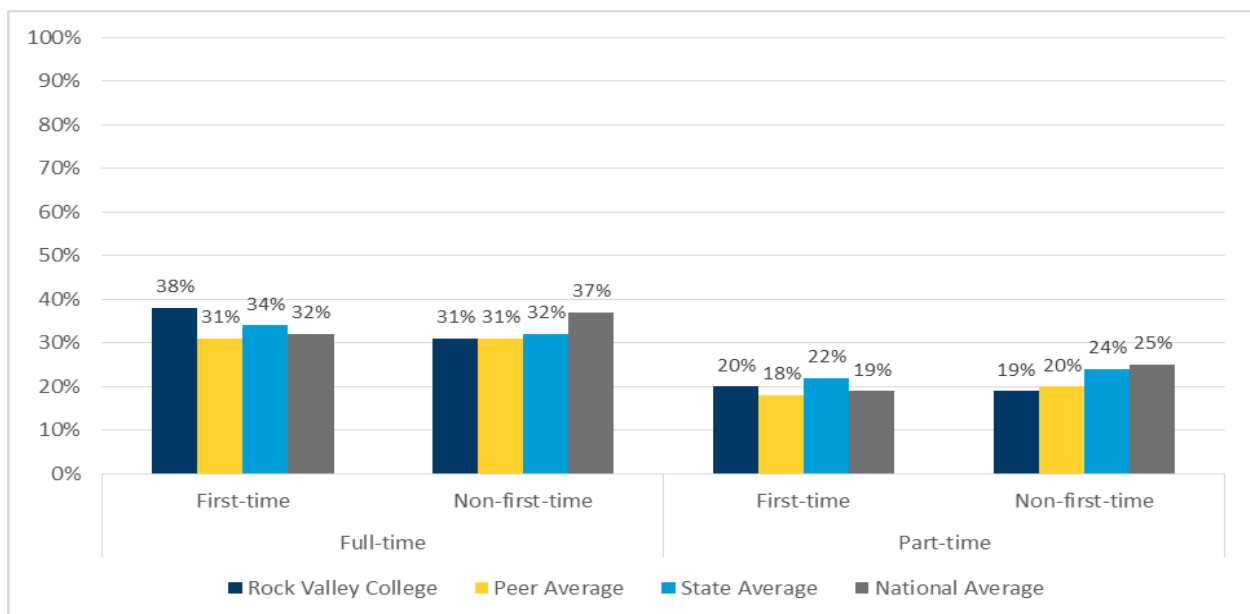
Figure 3: First-Time, Full-Time Students

Figure 1 shows the IPEDS transfer-out rates for RVC compared to the peer[3] median. Rates reflect the percentage of students from the entering cohort who transfer within three years without earning a credential. For example, the 2016 figures represent the percentage of first-time, full-time students who began in Summer/Fall 2016 and transferred out by August 31, 2019 without completing a degree or certificate.[4]

Figure 1: IPEDS Transfer-out Rates for RVC and Peer Institutions by Entering Fall Term (Transfer Year)
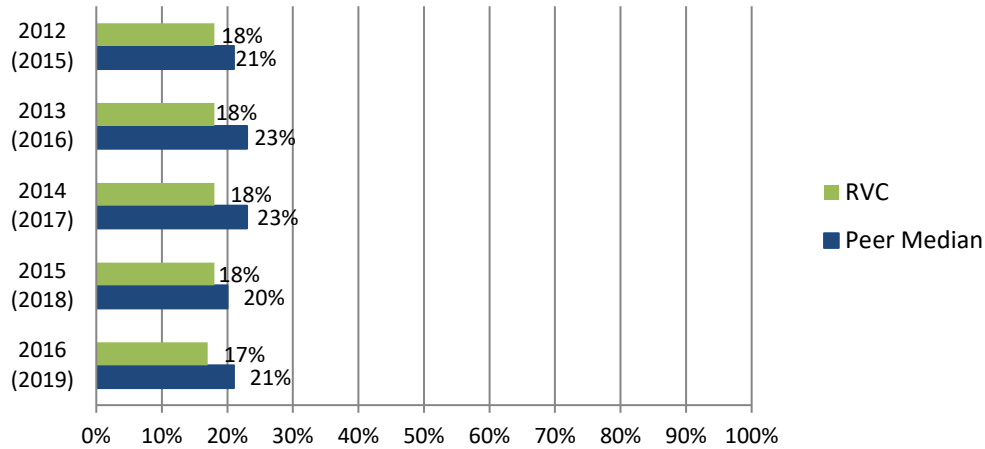
Source: IPEDS-College Navigator

Data presented in Figure 1 indicate:
- The RVC transfer-out rate has been consistent between 2015 and 2018, except for 2019 which dropped by one percentage point.
- For each of the five years reported, the RVC transfer-out rate has been less than the peer median.

Table 5 disaggregates the IPEDS transfer-out rate data by gender and race/ethnicity for RVC and comparison groups.

Table 5: IPEDS Transfer-out Rates Disaggregated by Demographics (RVC and Comparison Groups[5])

Fall Term Entered (transferred)	Cohort	Overall	Gender		Race/Ethnicity[6]					
			Male	Female	American Indian[7]	Asian	Black/ African American	Hispanic	White	Two or more races
2012 (2015)	RVC	18	18	19	*	*	17	15	19	*
	Peer	22	22	22	26	34	25	24	21	18
	Nation	17	17	17	7	14	21	16	17	17
2013 (2016)	RVC	18	17	19	*	*	19	*	21	14
	Peer**	23	23	24	*	23	23	29	23	15
	Nation**	17	16	18	6	16	21	15	17	17
2014 (2017)	RVC	18	18	19	*	*	19	14	19	10
	Peer	23	23	24	*	*	25	27	23	23
	Nation	17	16	17	17	17	20	15	17	18
2015 (2018)	RVC	18	17	20	*	*	11	10	21	*
	Peer	20	19	20	*	*	23	24	21	29
	Nation	16	16	17	27	25	22	16	17	20
2016 (2019)	RVC	17	18	16	*	*	21	14	18	*
	Peer	20	19	22	*	*	21	22	19	16
	Nation	16	15	17	17	17	20	14	17	17

Source: Integrated Postsecondary Education Data System (IPEDS)

*Group size is less than or equal to 30 or group median is equal to 0%, which is likely the result of small groups.

Table 6: Enrollment by Region

Region		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	10-year Change #	10-year Change %
Central (all Rockford zip codes)	Headcount	8,907	8,346	7,915	7,311	6,880	6,154	5,821	5,150	4,871	4,966	(3,941)	-44.2%
	Market Distribution	53.4%	52.6%	52.2%	52.3%	51.3%	49.3%	49.6%	48.6%	48.1%	49.7%	(3.7)	
Northeast (Caledonia, Capron, Garden Prairie, Belvidere and Poplar Grove)	Headcount	2,022	1,935	1,959	1,921	1,852	1,805	1,756	1,579	1,616	1,466	(556)	-27.5%
	Market Distribution	12.1%	12.2%	12.9%	13.5%	13.8%	14.5%	15.0%	14.9%	16.0%	14.7%	2.6	
Northwest (Shirland, Durand, Pecatonica, Rockton, Roscoe, South Beloit, Loves Park, and Machesney Park)	Headcount	4,036	3,849	3,725	3,477	3,228	3,060	2,833	2,562	2,449	2,414	(1,622)	-40.2%
	Market Distribution	24.2%	24.3%	24.6%	24.4%	24.1%	24.5%	24.1%	24.2%	24.2%	24.1%	(0.1)	
Southeast (Monroe Center and Cherry Valley)	Headcount	275	278	240	240	204	194	183	155	160	151	(124)	-45.1%
	Market Distribution	1.7%	1.8%	1.6%	1.7%	1.5%	1.6%	1.6%	1.5%	1.6%	1.5%	(0.2)	
Southwest (Oregon, Davis Junction, Byron and Steward)	Headcount	872	830	830	763	726	748	697	666	598	614	(258)	-29.6%
	Market Distribution	5.2%	5.2%	5.5%	5.4%	5.4%	6.0%	6.0%	6.3%	5.9%	6.1%	0.9	
Out-of-district / Out-of-state	Headcount	573	617	501	533	529	523	455	495	432	391	(182)	-31.8%
	Market Distribution	3.4%	3.9%	3.3%	3.7%	4.0%	4.1%	3.9%	4.7%	4.3%	3.9%	0.5	
Total		16,685	15,855	15,170	14,245	13,419	12,484	11,745	10,607	10,126	10,002	(6,683)	-40.1%

Table 7: County Population

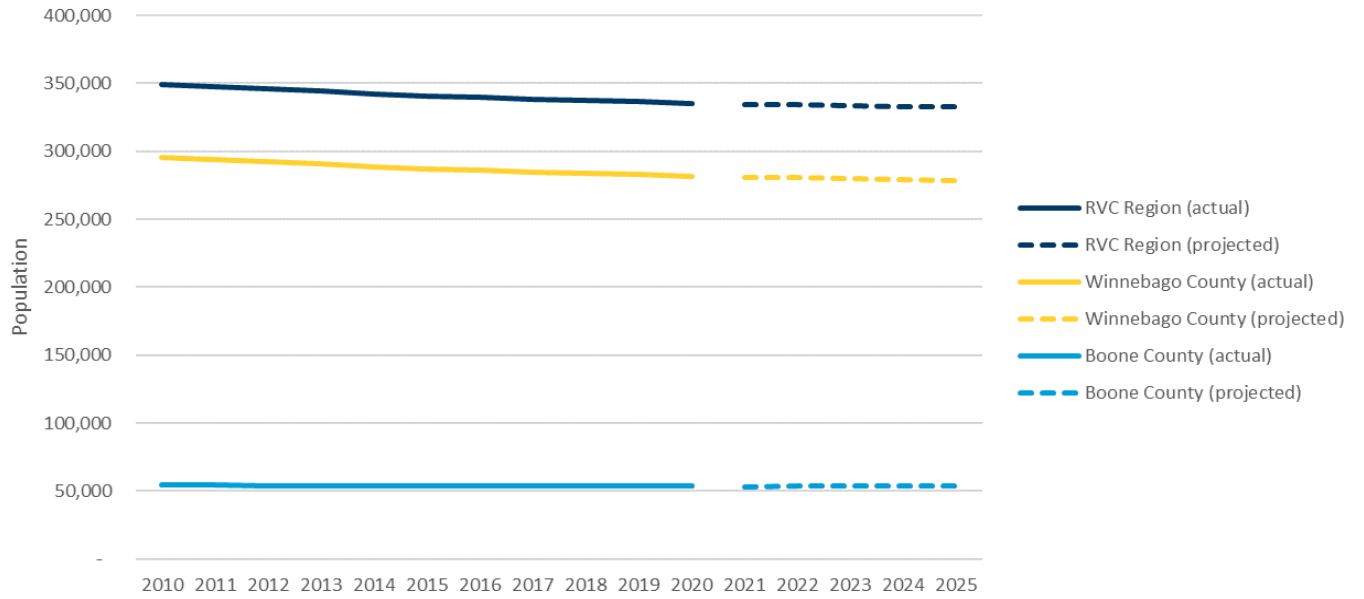		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	10-year Change	
												#	%
Boone	54,127	54,167	53,801	53,778	53,705	53,489	53,502	53,498	53,532	53,567	53,588	(539)	-1.0%
Winnebago	295,112	293,625	291,936	290,869	288,640	287,169	285,875	284,871	283,761	282,925	281,688	(13,424)	-4.5%
RVC Region	349,239	347,792	345,737	344,647	342,345	340,658	339,377	338,369	337,293	336,492	335,276	(13,963)	-4.0%

Table 7: Projected Change in Population by Age RVC Region (Boone and Winnebago Counties

Age Cohort	2020 Population	2025 Population	Change	% Change
Under 5 years	21,168	22,573	1,405	7%
5 to 9 years	21,140	21,112	(28)	(0%)
10 to 14 years	22,499	21,065	(1,434)	(6%)
15 to 19 years	21,824	20,718	(1,106)	(5%)
20 to 24 years	20,047	19,129	(918)	(5%)
25 to 29 years	21,649	20,546	(1,103)	(5%)
30 to 34 years	20,049	21,518	1,469	7%
35 to 39 years	20,175	19,745	(431)	(2%)
40 to 44 years	19,099	19,502	403	2%
45 to 49 years	20,938	18,740	(2,198)	(10%)
50 to 54 years	21,066	20,056	(1,010)	(5%)
55 to 59 years	23,106	19,928	(3,178)	(14%)
60 to 64 years	21,952	21,406	(546)	(2%)
65 to 69 years	19,182	20,031	850	4%
70 to 74 years	15,581	16,981	1,400	9%
75 to 79 years	11,313	13,180	1,866	16%
80 to 84 years	7,117	8,666	1,549	22%
85 years and over	7,369	7,624	255	3%
Total	335,276	332,522	-2,754	-1%

Critical Issues and Emerging Themes

Access

- Enrollment Focus areas:
    - Low Income, Underrepresented, First Generation, At-Risk
    - Underemployed, Re-training, Non-Traditional
    - Placement process and support, pre-requisites
    - Application – online, auto-merged to Ellucian Recruit
    - Ellucian Recruit – software implementation
    - Adult Education, Workforce Development, Continuing Education
    - Top 10 in enrollment and retention metrics among community college peer group
- Financial Aid enhancements to streamline and expand student utilization
    - emergency funds, financial planning/literacy

- Scholarships – for all, diverse opportunities
- Grant Funded program promotion –WEI/WIOA
- New programs that support short term training and employment
- Support diverse student populations, achievement and equity
- Early College LTO Pathways and more Dual Credit
- Non-Traditional students (25-35, 35+, Veteran's, Unemployed, Under-employed, Single parent, Weekend options, Company training/sponsorships)
- improved pathways from non-credit to credit
- improved pathway and capacity of GED to credit – Transitional Opportunity programs
    - (GED and College Credit at same time)
- improve technical programs and training to internships and additional college options
- enhance Credit for Prior learning opportunities and identify/hire a campus leader dedicated to creating, improving and monitoring C4PL credits for students

Student Success

- Case Management – Intentional-Holistic Advising (campus model), Affinity Groups, Mentorship
  - Group advising when appropriate/avaialable (degree type, interests, new, returning)
  - Fully implement Advise and Recruit software
  - Degree planning to complete, consistent check-ins, employment options, internships
  - Transfer in student supports
  - Student Planning – Advise software tools, full implementation
  - Step by Step (term by term) Degree planning guides for all Certificates and Degrees
- Student Engagement and Leadership Development
- Persistence, Retention and Completion targets
- Improve DFWI rates in areas of concern
- Develop and implement Sophomore Year Experience services/programs
- Reduce achievement gaps for underrepresented/minority student populations
- Faculty Engagement
- Transfer Agreements – Partnerships
- Full time efforts '16 to Complete'
- DFWI to address high course rates
- Support/retention efforts (single parents, transportation, foster care, emancipated
- Overall cost of attendance
- Fully online degree plan 4-8 week cohort
- encourage and support financial options to increase to full time
- course scheduling matrix and length of courses
- Flexible Degree paths
- Online and hybrid
- Short term 4-5-6-8 week options that stack to credential/degree/transfer
- Zero Credit hour study hall (SI, Tutor, faculty "credit for attendance/participation")
- Enhance Saturday College program

- Gen Ed Certificate
- Guaranteed Transfer agreements with 4 year advising support and locked in tuition
- Fully Online degree options, structured plan
- Focus on financial support options (textbooks, supplies, child care, transportation)
    - OER – Barnes and Noble contract (exploration committee)
- Community outreach to Elementary and Middle school
- Target 8-9 grade on path to dropping out
- LTO Pathways – Dual Credit, Senior Semester, Running Start, Dual Enrollment
- Robust student dashboard (student facing, staff/faculty facing) Student Planning, Ad Astra
- Create Retention Plan

GOALS, ACTION ITEMS, AND OUTCOMES

Goal 1: ACCESS

Initiative 1.1: Develop and improve educational pathways transition from High Schools (traditional students, credit and non-credit)

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
Increase prospect – Inquiry – Application – Registration Yield rates (by high school, region, student type.	FY22	College Strategic Pillar (CSP): 1, 2, 3, 4	Student Affairs, Early College, Academic Affairs	Welcome Center, Admissions, Tech Bus, CRM	Enrollment Report. Funnel Report.	Confirming HS grad #'s, monitoring application completion rates, fall applicant outreach, host more coordinated recruitment/campus events. Converting application to provide Spanish option. Other languages in the future.	Annual 1% increase in yield rates across all categories. Redesign of territories, partnership with Amazon	
1.1.2 Hispanic Serving Institution - planning	FY23	1, 4	Student Affairs, Equity and Inclusion, Adult Education			Coordinate task force to include community members needed, leverage CRM, Identify community contacts. Provide supports, seek grants.	Advisory committee formed, first meeting Dec. 9. Feb meeting scheduled. Planning for summer 22 meetings	

1.1.3 Special Population Students – Perkins			Perkins, Student Affairs, Academic Affairs, Institutional Effectiveness			Low income, foster youth, children of active military, disability, homeless, non-trad by gender, single parent, non-native English speakers. Explore events scheduled in April. Change to app language regarding "first language" and "marital/parent status"	Special Pop monthly updates to develop strategies to improve student success	
1.1.4 Formalize reporting to include disaggregated data from Inquiry, Applicant, Registrant			Equity and Inclusion, Institutional Effectiveness, Student Affairs			Attempting to pull data from last few semesters. Initial report developed in December. Informer 5 potential. CRM install underway, Informer 5 training in April/May	Initial data table developed. Testing and reviewing for functionality	
1.1.5 Increase Dual Credit to College conversion rate	FY23	CSP: 1, 2	Early College, Academic Affairs, Student Affairs	Early College, Admissions, High School Partners	Need Data	Working to identify and review benchmark data (by school). Partner with Recruitment and current DC students.	Transition 50% of DC seniors to RVC	
1.1.6 Streamline Dual Credit enrollment process: Dual Credit enrollment process simplification	FY22	CSP: 1, 2, 4	Early College, Student Affairs	Early College, Admissions, High School Partners	Current process	Peer review – Google Docs, etc. meeting with HS contacts.	Reduce manual process completion steps (multiple measures)	

1.1.7 Continue to enhance Linking with Talent Opportunities Pathways	FY22, FY23, FY24	CSP: 1, 2	Early College, Student Affairs	Early College, Academic Affairs	Current Pathways (9)	Added Byron, adding ATM, reviewing teacher pathway, CNA, added Hononegah, EMT Belvidere, WLD Belvidere	Each partner HS has at least 1 Pathway. Hononegah new LTO	
1.1.8 Fully install/implement CRM software to improve outreach & track prospective students	FY22	CSP: 1	Student Affairs, Information Technology	Funding – CRRSAA Grant	No CRM in place.	Go to RFP August, vendor selected October, Discovery April	Fully operational CRM – Summer 2022	
1.1.9 Develop new and enhanced K-12 summer bridge programs	FY22 Develop, FY 23 Implement	CSP: 1, 4	Student Affairs, Early College, Academic Deans	Early College, Admissions, FYE, Academic Affair	Current bridge Manufacturing Engineering Academies	Bridge Coordinator position added to EC. 4 programs being developed for summer '22. Rockford Promise Summer Bridge.	Summer Bridge: 3-5 by Summer 23.	

Initiative 1.2: Developing and improving educational pathways for non-traditional students (credit and non-credit)

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
1.2.1 Develop and formalize Non-Credit to Credit pathways: C4PL, On-Line	FY22 - Develop FY23 - Implement	CSP: 1, 3	Student Affairs, Academic Affairs, Workforce Development, Early College, Perkins	Curriculum Coordinator, Records, Admissions, Transition Coordinator, Testing, Advising	Current Articulation Agreements	CAEL renewed membership, research micro-courses, re-launch working committee. Credit Predictor tool, Credit Accelerator tool. CRM potential new app process to track and support pathways	5 Non-Credit to Credit Pathways and 3 curriculum maps for Credit for Prior Learning	
1.2.2 Develop and implement enrollment and outreach plan for the ATC (150 fall) (225 FY23, 300 FY24)	FY22	CSP: 1, 3	Student Affairs, Academic Affairs, Equity and Inclusion, Workforce Development	Admissions and Workforce Development	First year enrollment Fall 2021	Community outreach, tours. CNC Machining start in March 2022. Added Forklift Training-starting May and Warehousing 101 in May	150 students enrolled Fall 2021, 200 Spring 2022, 300 Fall 2022	
1.2.3 Improve DSS Digital Accessibility: Review and assess. Develop improvement plan and strategies	FY22 Develop FY23 and FY24 Implement	CSP: 1	Student Affairs, Human Resources, Information Technology	Outside Consultant to review and establish baseline, implement recommendations	Being developed Summer 2021	Consultant report complete, review recommendations. RFP to be released early February for bid. Consultant hired and finishing contract.	Digital Technology Policy completed FY22	

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
1.2.4 Improve DSS Digital Accessibility: Develop EIT Access Policy	FY22	CSP: 1	Student Affairs, Equity and Inclusion			Installing Ally for Canvas fall 2021 – Nov. pilot. Expand use in spring 22. 15 faculty using in Spring 22. Exploring GEER funds to support FY23 and FY24		
1.2.5 Improve DSS Digital Accessibility: Form Steering Committee	FY22	CSP: 1	Student Affairs, Equity and Inclusion, Human Resources			Forming Steering committee – spring 22. ADA Coordinator position posting spring 22. Working to increase faculty usage primarily for students with accommodations in their courses.		

Initiative 1.3: Decrease equity gaps (Financial Aid and Resources) (Placement and course availability)

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
1.3.1 Transportation plan	FY22	CSP: 1	Student Affairs, Finance	HEERF/CRRS AA grant	Spring 2021 Survey	RVC Shuttle launches August 16. In place spring 22. Need to develop additional strategies and concepts, meeting with student leaders.	Operational shuttle fall '21	August 16, 2021.

1.3.2 Fully implement multiple measures enrollment placement	FY22	CSP: 1, 2	Academic Affairs, Student Affairs, IT, Academic Deans	State of IL HB2683, Testing, Academic Affairs, Records	Established just prior to Covid shutdown, February 2020.	Part of Academic plan, gathering data. IL HB2170 adds new requirements, under review. Dean of Adult and Developmental Ed starts Feb.	Fully implement Multiple Measures process and tracking by end of FY22	
1.3.3 Customize recruitment plans for each high school to equitably meet the needs of their students and diverse populations	FY22 Develop FY23 Implement	CSP: 1, 2, 4	Student Affairs, Equity and Inclusion, Academic Affairs	Admissions, High School Partners	Need student sub-population data by high school	Will begin review September 2021. Recruitment month to month tracking plans by recruiter. Funnel goals by school to be completed Dec. 21. Informer 5 and CRM dashboard.	Reduce enrollment gaps (2-3% annually) across diverse student populations	
1.3.4 Update Placement standards to reflect current best practices and increase access.	FY23	CSP: 1, 2, 4	Academic Affairs, Early College, Student Affairs, IT, Academic Deans	State of IL HB2683	Deferred placement process initiated in response to Covid Pandemic	Under review with Academic Affairs	Updated Placement process/standards implemented by end of FY22.	

1.3.5 Financial Aid process improvements. Increase FAFSA applications and timely file completions	FY22 Develop FY23 Implement	CSP: 1	Student Affairs, Finance	Ellucian Self Service FA Module	60% of students file and use FA. 1 week file packaging	IT work underway, need to confirm status with IT. Completed 3 day training (Ellucian). File FAFSA promotion and target specific populations	70 % of students filing and using FA. 72 hour file packaging	
1.3.6 Increase % of courses with OER to reduce overall student cost of materials.	FY22 Develop FY23, FY24 Implement	CSP: 1, 2, 4	Academic Affairs, CITI, Student Affairs, Finance	Barnes and Noble contract review. Library resources	Need data # of courses, sections using OER	Review of faculty that are using OER materials and adding to Library reserves (check out). Grant application to support OER. Increasing course reserve options in library. Distance Learning committee also reviewing and developing faculty survey. Labster software review. B and N contract renew one year to begin full review of next vendor options. Academic Plan	5% increase in annual OER usage	

Initiative 1.4: Create multiple access points for students to enter the college: (Early College, Adult Education, High School, Underrepresented, Low Income, Non-credit, Business and Industry Training)

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
1.4.1 Fully Online AA degree	FY22	CSP: 1, 2	Academic Affairs, Student Affairs, Academic Deans	Sufficient course options, Marketing, Outreach	Fall 2021 pilot launch	7 students enrolled fall 2021, courses set for spring 22. Recruiter assigned to build fall 22 cohort. Need to monitor and continue to develop plan for fall 22. Assigned recruiter.	AA, AAS track by end of FY23. AS by end of FY24	
1.4.2 Increase flexible short term trainings (Workforce training & non-credit to credit)	FY23	CSP: 1, 2	Academic Affairs, Workforce Development, Academic Deans	Workforce Development, Regional Economic reporting	Need data	CNC Machining program starts March. Cold Forming- in Winnebago County Jail. Forklift Training Warehousing 101	Target # by end of FY23	

| 1.4.3 Create clear adult student pathways | FY23 | CSP: 1, 2 | Early College, Academic Affairs, Adult Education | Non-credit and credit course catalogs | No current defined pathways | 3 new ICAPS Model 2 programs: Medical Billing/Coding, Pharmacy Tech, Medical Administrative Assistant. Developing handoff process. 2 ICCB approved, students in all 3 programs. | 5-7 defined pathways by end of FY23. | |

Goal 2: SUCCESS

Initiative 2.1: Improve student persistence and retention across various student categories (Address Gap areas)

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
2.1.1 Improve persistence, retention, completion across all categories/demographics improvements (align with Academic Plan)	FY22	CSP: 1, 2, 4	Student Affairs, Academic Affairs, Equity and Inclusion	High Impact Practices, Advising, FYE, Academic Affairs, Complete College America	FY20 data reports	Start with the data collection across multiple categories to begin to inform planning. Some data available. Need to begin a review process. Informer 5 install and training (IT in March, staff in April). Reviewing ICCB data metrics for improvements to policy and procedure.	1% increase in success rates across all categories. 2% increases in success rates for "gap" areas: African American, Hispanic students) Review SEM and Academic Plans in Feb. 2022.	

2.1.2 Formalize reporting to include disaggregated data for persistence and retention	FY22	CSP: 4	Institutional Effectiveness, Equity and Inclusion, Academic Affairs, Student Affairs		FY18-20 data reports	KPI reports for Persistence and Retention. Underway	1-2% increase in success rates across all categories. First draft of disaggregated data pull from Enrollment. Need IE Office to pull official data	
2.1.3 Establish benchmark data to begin to track and understand Non-Credit student program retention and completion rates	FY22 Data collection FY23 determine action plan	CSP: 3	Adult Education, Academic Affairs, Student Affairs		FY18-20 data reports	CRM installation winter/spring 21/22. Dean of Non-Credit programs.	Benchmark and set goals to improve success rates	
2.1.4 Review EVR process to support "no shows" prevention and post support - disaggregate	FY22 review process and data FY23	CSP: 4	Student Affairs, Academic Deans, Institutional Effectiveness, Equity and Inclusion		FY18-20 data reports	Pull Spring 2022 EVR data and review data, combine with recent disaggregated data report from Enrollment Need to review most recent EVR data.	Reduce course no-shows	

2.1.5 Review ABC success rates and 70% standard including disaggregated student data	FY22	CSP: 2, 4	Academic Affairs, Student Affairs, Academic Deans	FYE, Academic Affairs, Advising	FY2020 ABC rates, sub category review	Align with Academic Plan. Review opportunities to improve withdrawal information for students, monitor data. Multiple efforts underway to support student success via Universal Design, Placement standards, EAGLE improvements,	All courses evidence 70% or higher ABC rates	
Review and improve Early Alert process and timeliness. Review potential for Mandatory Early Alert reporting.						Meet with CITI and Canvas to review potential to improve communication, student updates, alerts via EAGLE. Meeting with faculty on Feb. 25 to review process improvements. Added second Personal Success Counselor.		

2.1.6 Explore ways to reduce student debt issues, payment improvements and options	FY23 Review, FY24 Implement	CSP: 1, 2	Finance, Student Affairs	AR, Financial Aid, Foundation	Current student data, past balances	Review number of payment deadlines. Promote FA early. More clearly communicate W deadlines, return of funds process.	Reduced student debt by x%	
2.1.7 Review and improve textbook ordering deadlines and process						B&N contract review process coming soon.		
2.1.8 SAP process review and awareness for all students, but target Dual Credit and returning student subpopulations	FY23	CSP: 1	Student Affairs, Early College		Student data that have completed SAP and re-enrolled	Plan to meet early spring 2022, review DC policy.	Streamline process, reduce rates and recidivism	
2.1.9 Enhance and Improve Peer to Peer student mentoring programs to include diverse student needs and support.	FY24	CSP: 2, 4	Student Affairs	FYE	FYE Peer Mentor Program 5-10 mentors	FYE Committee sub-committee being formed to review Peer Mentoring.	50 Peer Mentors by end of FY24	

2.1.10 Support the development of DEI plan to address and reduce/eliminate retention gaps	FY22	CSP: 4	Equity and Inclusion, Student Affairs, Academic Affairs, Academic Deans,	VPDEI	Current student data	DEI Strategic Plan partnership with Retention Plan to develop goals.	RVC DEI Strategic Plan	
2.1.11 Research best practices and review student data to determine need for mandatory new student orientation programming	FY22 Research, FY23 Implement	CSP: 2, 4	Student Affairs, Equity and Inclusion	FYE Committee	No current requirement	FYE Subcommittee to address orientation planning. Comevo software. Revisit data that led to removal of programs like EPS?	Determine need and justification to add requirement	

Initiative 2.2.: Improve student on-time goal and degree completion (gap areas and full time v. part time)

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
2.2.1 Improve, enhance grow Transfer Agreements, particularly in CTE/AAS	FY23	CSP: 2	Academic Affairs, Student Affairs	Advising Office	Current listing or agreements.	Review current agreements and determine gaps/opportunities. Web page improvements	Target # by end of FY23	
2.2.2 Review former student file for auto-credentials (70+ credit hours, no degree, award GECC/AGS	FY22 Review, FY23 Implement Automate	CSP: 2	Academic Affairs, Student Affairs	Advising Office, Student Records, Self Service	Develop student reporting	Ellucian Grad feature – Self Service update.	Annual review of transcripts	
2.2.3 Create and approve GECC Certificate	FY22	CSP: 2	Academic Affairs, Student Affairs	Advising, Student Records, Academic Affairs	Develop student reporting, tracking	Reviewing peer process and ICCB process. Spring 22 planning. Curriculum Committee Feb. 2022. (AA)	Approved GECC Certificate	

2.2.4 Enhance advisement for undecided students at specific credit hour checkpoints	FY23	CSP: 2	Student Affairs	Advising, Career Services	Need Data	Case Management software. Structure needed, review application to RVC process. Small pilot scheduled for sp.22	Reduced % of students that report as undecided	
2.2.5 Case Management Advising – Assigned Advising	FY22 Develop, FY23 Implement	CSP: 2	Student Affairs, Information Technology	Advising, CRM, Self Service	Athletic, Health Sciences, CTE case management model	CRM selected, installation spring 22, summer 22.	All RVC students are assigned an advisor (major, affinity, needs, etc)	

Initiative 2.3: Improve student engagement and connections across campus

Action	Priority Year	Alignment	Lead(s)	Resources	Baseline	Update	Outcome	Complete
2.3.1 Review Academic Support Services (Supplemental Instruction, embedded tutors and advisors)	FY22 Review, FY23 Implement	CSP: 2	Sharon, Gina, Amanda, Ken, Academic Deans	Tutoring, Academic Affairs, Student Affairs	Need Data		Defined SI and Tutoring Operational Plan	
2.3.2 Develop goals and metrics to support improvements identified via CCSSE	FY22 Review, FY23 Implement	CSP: 2, 4	Heather, Patrick, Academic Deans	Institutional Effectiveness Student Affairs, Academic Affairs	2021 CCSSE data report	CCSSE data coming soon. Student Climate survey Spring '22 Diverse Learning Environment Survey – March 16.	Improve student experience and engagement in CCSSE target areas	

2.3.3 Improve student engagement (clubs, orgs, athletics, intramurals, work study, mentoring, tutoring) % participation	FY22	CSP: 2	Terrica, Luevinus, Sheila, Amanda Z, Darin, Keith, Kevan, SGA	Student Life, Athletics, Student Affairs, Academic Affairs	2021 CCSSE data report. Current student club involvement participation data	Developing and building framework for future success. Need to schedule campus conversation. Chat with the Cabinet, Feb. 25.	Increase CCSSE engagement rates and student participation	
2.3.4 Review and determine student :Sense of Belonging" – connection, valued	FY23	CSP: 4	Patrick, Keith, Yohanes, Lynn, Cara, Luevinus, Lori, Darin, Ken	Institutional Effectiveness, Equity and Inclusion, Student Affairs	2021 CCSSE	Climate Survey spring 22. Specialized populations conversations, focus groups. Diverse Learning Environment survey SP 22. Sense of Belonging conversation - March 25	Increased engagements levels as reported on CCSSE 2023	

Appendix

Table 1: Comparison of Cost of Attendance for Full-time, First-time Students (2018-2019): RVC and Comparison Illinois Community Colleges
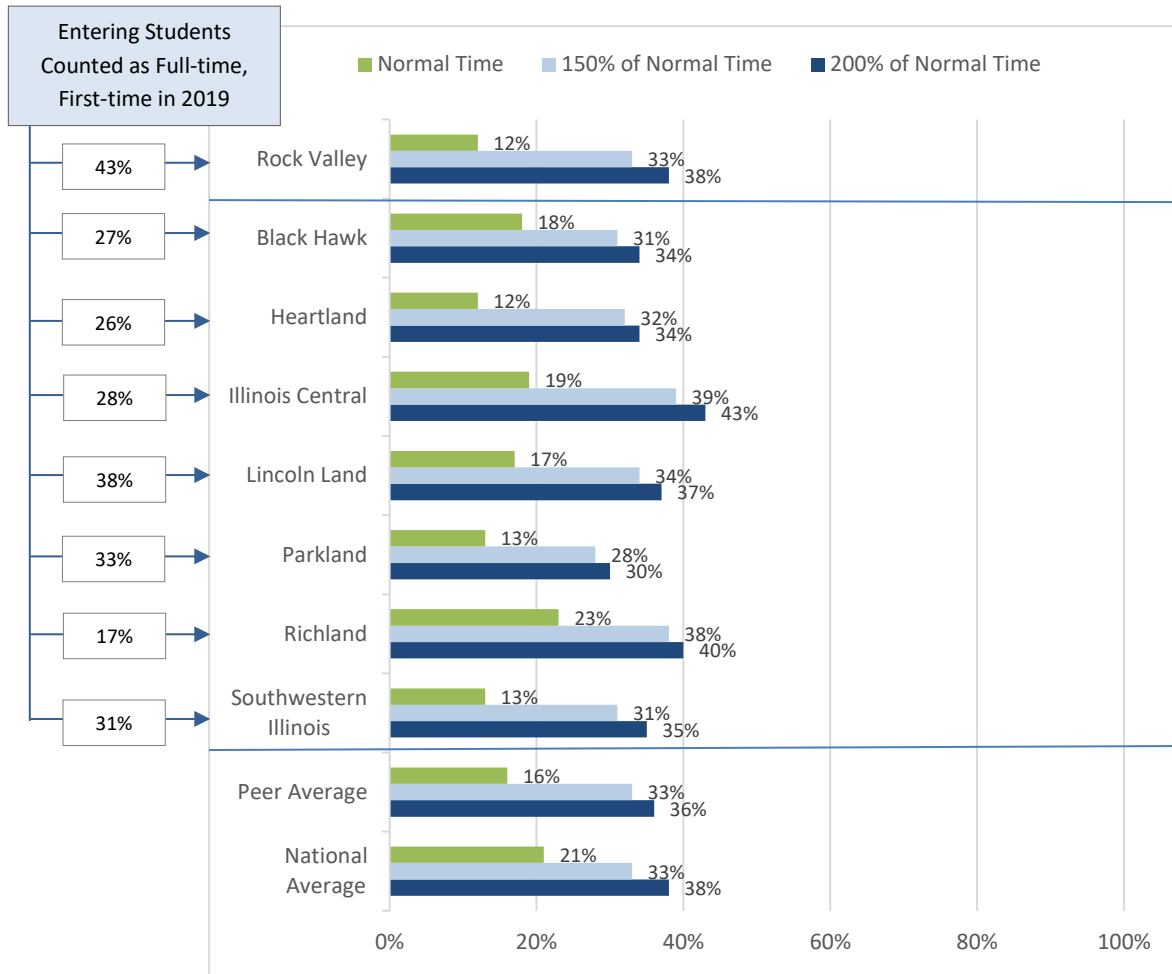
Source: IPEDS College Navigator

In-District:	Tuition & Fees	Books & Supplies	Room & Board[1]	Other Expenses[2]	Total Cost of Attendance (Not living with family)
RVC	$3,764	$1,201	$7,569	$2,950	$15,484
Peer Average	$4,275	$1,179	$6,901	$3,590	$15,945
RVC Rank (of 8)	3	5	6	3	3
Black Hawk	$4,470	$1,092	$6,854	$4,492	$16,908
Heartland	$4,590	$900	$8,750	$1,790	$16,030
Illinois Central	$4,500	$1,200	$7,200	$4,200	$17,100
Lincoln Land	$3,372	$912	$7,119	$4,714	$16,117
Parkland	$4,920	$1,200	$5,500	$3,300	$14,920
Richland	$4,410	$1,320	$8,550	$2,150	$16,430
Southwestern	$3,660	$1,632	$4,336	$4,482	$14,110

Data in Table 1 indicate the following:

- RVC is lower than the peer group average in total cost of attendance.
- RVC is ranked third in the peer group in total cost of attendance ($15,484).
- RVC has the third lowest tuition & fees in the peer group ($3,764).
- RVC has the fifth highest books & supplies expense ($1,201).
- RVC is ranked third in other expenses ($2,950).

Figure 1: Graduation Rates by Completion Time of Students Who Began in Fall 2015
(RVC, Comparison IL Community Colleges, National Comparison)

Source: *College Navigator and Integrated Postsecondary Education Data System (IPEDS)*

Data in Figure 1 indicate:

- Twelve percent (12%) of the RVC cohort graduated within normal time. This is lower than the peer average of 16% and the national average of 21%.
- Thirty-three percent (33%) of the RVC cohort graduated within 150% of normal time. This is equal to the peer average of 33% and the national average of 33%.
- Thirty-eight percent (38%) of the RVC cohort graduated within 200% of normal time. This is slightly more than the peer average (36%) and equal to the national average of 38%.

Annual and Multiyear Aggregate and Disaggregate Data

The IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree/certificate-seeking students to determine if they complete a degree or certificate within 150% of normal time. As such, students who have attended another postsecondary institution or begun their studies on a part-time basis are not included in the overall graduation rate. As identified previously in Figure 1, 43% of RVC entering students were counted as "full-time, first-time" in 2019. Table 1 represents RVC and national average percentages of full-time, first-time students graduating overall, by gender, and by race/ethnicity.

Table 2: Graduation Rates of Full-time, First-time Adjusted Cohorts[8] (RVC and National Average)

Percent Graduated Within 3 years (150%)										
Fall Term Entered (graduated)	Cohort	Overall Completers	Gender		Race/Ethnicity					
			Male	Female	American Indian[9]	Asian	Black/ African American	Hispanic	White	Two or More Races
2012 (2015)	RVC	25	23	28	*	*	11	27	27	*
	Nation	28	28	29	22	29	18	26	31	24
2013 (2016)	RVC	31	28	34	*	*	8	35	32	*
	Nation	30	29	31	23	32	19	27	33	23
2014 (2017)	RVC	31	25	38	*	*	12	32	33	*
	Nation	31	31	32	24	34	21	28	35	25
2015 (2018)	RVC	33	30	36	*	*	16	32	34	*
	Nation	31	31	32	24	34	21	28	35	25
2016 (2019)	RVC	30	25	35	*	*	12	24	35	*
	Nation	33	32	34	21	37	23	29	37	24

Source: Integrated Postsecondary Education Data System (IPEDS)
 *Group size is less than or equal to 30