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Introduction

At Harry S Truman College (Truman College), one of the seven City Colleges of Chicago (CCC), our mission charges us “to deliver high-quality, innovative, affordable, and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy.”

As a mission-focused institution, we embrace the opportunity to plan for enrollment. Despite experiencing significant enrollment declines in the last few years, one thing has remained: we are a college that steadfastly focuses on our students and cares deeply about moving forward.

To continue to deliver on our mission, we have developed a strategic enrollment management (SEM) plan that incorporates the findings from our internal and external research, discussions with faculty, staff, and students, and guidance received from senior leadership at the CCC district office. In this plan, we will present four strategic goals that will address the challenges and opportunities identified in our research.
Our four strategic goals are:

1. Provide a positive and welcoming campus environment that fosters learning, respect, and fairness, and embraces the diverse beliefs and learning styles of our students;

2. Ensure students have access to, and utilize resources and supports that facilitate their retention, completion, transferability, and career placement;

3. Expand service as a Center of Excellence in Education, Human and Natural Sciences by expanding our reach as a hub of innovation and incubation, and creating offsite academic programming for educators in instructional methodologies across content areas; and

4. Ensure and embrace an institutional culture that is responsive to and reflective of the diverse identities, needs, and abilities of students, faculty, and staff.
In the spring of 2019, Truman College created a strategic planning committee to develop a process of implementing CCC’s approach to identifying and setting enrollment outcomes and goals, building capacity, and monitoring performance. The committee was also charged with updating the college’s three-year strategic plan that would incorporate several enrollment outcomes and goals.

Through this process, the strategic planning committee formed two sub-working groups: one focused on new students and the other focused on retention. Both working groups developed enrollment-related strategies through engagement with the entire campus community and ensured that the ideas, voices, and opinions of faculty, staff, and students were incorporated into the SEM plan. Also, the Office of Research and Strategic Planning played a significant role in collecting, analyzing, and interpreting the various research data sources to ensure that our strategies would yield enrollment targets and develop effective metrics for tracking our progress.
Linking the Strategic Goals

To inform our SEM Plan, we conducted a SOAR analysis: Strengths, Opportunities, Aspirations, and Results, an aspirational strategic planning technique that emphasizes areas of opportunities to create a future strategic vision, set strategic goals, and monitor the results they will bring. The SOAR analysis draws upon extensive qualitative and quantitative research.

After the completion of the SOAR analysis, the larger strategic planning committee developed four strategic goals. Each strategic goal used data from eight (8) sources that were a part of the SOAR analysis.

Table 1. Data Sources of the SOAR Analysis and the Strategic Goals

<table>
<thead>
<tr>
<th>SOAR Analysis Data Sources</th>
<th>Strategic Goal (SG) Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional data including enrollment, student demographics, degree credit-hour production, and retention rates</td>
<td>SG1, SG2, SG3</td>
</tr>
<tr>
<td>Ruffalo Noel Levitz’s Student Satisfaction and Priorities Inventory survey</td>
<td>SG1, SG4</td>
</tr>
<tr>
<td>Achieving the Dream Institutional Capacity Assessment Tool survey</td>
<td>SG1, SG4</td>
</tr>
<tr>
<td>Truman College Community Needs Survey</td>
<td>SG1, SG2</td>
</tr>
<tr>
<td>Truman College Strategic Planning Survey</td>
<td>SG2, SG3</td>
</tr>
<tr>
<td>Bain analysis of student segments at CCC, a Value Proposition Study</td>
<td>SG1, SG2, SG4</td>
</tr>
<tr>
<td>CCC’s Student Equity Study</td>
<td>SG2, SG4</td>
</tr>
<tr>
<td>Environmental Scan</td>
<td>SG1, SG2</td>
</tr>
</tbody>
</table>
Areas of Opportunities

Access to programming
The value proposition study noted that the community values Truman College as a provider of educational programs that align with community and workforce needs. However, the study also revealed that the community feels that Truman is not providing enough programs that are specific to our college.

Strategic goal three addresses the access to Truman-specific programming by leveraging our designation as the Center of Excellence in Education, Human, and Natural Sciences. The designation allows us to create targeted, highly specialized programming unique to Truman College, expand programming to offsite locations, and form or strengthen new partnerships to build on local programming efforts.

Access to student supports and resources
Another finding from the value proposition study, along with our internal surveys, is the ability for our students to have access to services and resources that support their success at Truman College. In the Ruffalo Noel Levitz’s Student Satisfaction and Priorities Inventory survey, we learned that our students face barriers to registering for classes, finding classes that fit their schedules, and simply having opportunities to develop their leadership capabilities.

Strategic goal two specifically addresses this by focusing on strategies that will ensure students feel supported in their studies and personal development at Truman College.
Areas of Opportunities

Supports for adult education program
We have the largest number of adult education students across all seven City Colleges of Chicago, serving close to 6,000 students annually. Yet, we learned from the value proposition study that we have not done a good job of providing enough critical supports for our adult education students in helping them transition into credit programs or achieving level gains.

Strategic goal two addresses The supports in adult education programming by creating strategies that promote level gain success and transition into credit pathways so that students are ready to enter the workforce.

Minority males in higher education
In CCC’s equity study, we learned there was a significant decline in the number of male students of color, and that their retention and completion was lower compared to white male students and female students of color. The value proposition study also presented another opportunity area: getting more males of color in the early childhood education workforce. Yet, to support them, we recognize that we must provide more specialized supports and opportunities.

Strategic goals two and four address this opportunity by expanding our existing programs, and launching new ones, to recruit and retain male students of color.
Areas of Opportunities

Student experience
Truman College is a destination college for students and the community. We learned from the value proposition study that we have developed a brand as a “college with a community” because of the renovations to spaces on campus, the addition of more green spaces, and our close ties to community-based organizations. However, we found in the Ruffalo Noel Levitz survey that students often do not feel that the campus provides a positive and welcoming environment that embraces their unique identities and learning abilities.

Strategic goal one addresses this as an opportunity for us to develop strategies that foster a welcoming environment for our students. We will create programs that develop their engagement with Truman College, help them succeed in the classroom by increasing access to technological supports, and promote our college through innovative partnerships that draw on students' existing experiences.

Observations
While developing our strategic goals, we learned from the value proposition study and the environmental scan that we must be cognizant of what is occurring outside our campus.

A declining pool of high school students
Chicago Public Schools have experienced a decline in the number of students, which will make the competition for high school graduates fiercer in the coming years. Truman College will develop strategies that put us directly into high schools so that students will have a clear pathway to our college.

Changing demographics
We learned from the environmental scan that the demographics of Uptown and surrounding communities have changed over the last ten years. Population in the area is increasingly highly educated, non-minority, and higher income. While our strategies still allow us to recruit from the community, future growth will be dependent on our ability to continue to expand beyond the Uptown service area.
Key Performance Indicators (KPIs)

The SEM plan includes two groups of performance indicators: enrollment and non-enrollment. Table 2 shows our anticipated targets for the next three years as we implement strategies outlined in our SEM plan.

Table 2: Three-Year Strategic Key Performance Indicators for Harry S Truman College by Fiscal Year (FY)

<table>
<thead>
<tr>
<th>Enrollment KPIs</th>
<th>FY19 Actuals</th>
<th>FY20 Target</th>
<th>FY21 Target</th>
<th>FY22 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester credit students</td>
<td>5,462</td>
<td>4,589</td>
<td>4,820</td>
<td>5,061</td>
</tr>
<tr>
<td>Adult education students</td>
<td>6,959</td>
<td>5,184</td>
<td>5,365</td>
<td>5,553</td>
</tr>
<tr>
<td>Continuing education students</td>
<td>659</td>
<td>692</td>
<td>706</td>
<td>741</td>
</tr>
<tr>
<td>Total Unduplicated Enrollment</td>
<td>12,685</td>
<td>10,465</td>
<td>10,844</td>
<td>11,258</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-enrollment-focused KPIs</th>
<th>FY20 Target</th>
<th>FY21 Target</th>
<th>FY22 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour Production*</td>
<td>69,622</td>
<td>55,068</td>
<td>58,358</td>
</tr>
<tr>
<td>Fall-to-Spring Retention</td>
<td>64.8%</td>
<td>68.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Net Promoter Score</td>
<td>32.0%</td>
<td>35.0%</td>
<td>37.0%</td>
</tr>
</tbody>
</table>

KPI Highlights

Semester Credit
We anticipate a 5% increase in the number of enrolled semester credit students from FY2020 to FY2021 and from FY2021 to FY2022. Overall, we expect to see an over 10% increase in the number of enrolled semester credit students between FY20 and FY22.

Adult Education
We expect our strategies will yield a 3.5% increase in the number of enrolled adult education students from FY20 and FY21 and from FY21 to FY22. Overall, we expect to see a 7% increase in the number of students enrolling our adult education programs. Projecting a modest increase based on the strategies listed in this SEM plan, the adult education team has identified additional strategies to increase enrollment. For example, the team plans to work with a CPS community liaison to open additional off-campus sites in several CPS communities including Cleveland, Sullivan, and Roosevelt. Additionally, the adult education team will expand workshop presentations and consulate engagement. However, we recognize that our conservative estimate of growth in the adult education programs is due to the declining number of immigrants and refugees entering the US. Most of the enrollment in our adult education programs are immigrants and refugees.
KPI Highlights

Continuing Education
We expect to see a slower increase of 2% from FY20 and FY21 and 5% from FY21 and FY22 in the number of students enrolling in our continuing education programs. Overall, we expect to see a 7% increase between FY20 and FY22. The slower increase is due to most of the strategies will take time to implement and won’t start making an impact until FY23.

Fall to Spring Retention
We anticipate that in FY20, will have an initial fall-to-spring retention rate of 68% because of the new payment deadline policy that requires students to have a way to pay for tuition. This will be an increase of 3.2% from the previous FY19 where our fall-to-spring retention rate was 64.8%. Historically, our non-delinquent students have higher fall-to-spring retention rates. For example, for students who were enrolled and were non-delinquent in the fall of 2018, 73% of enrolled in the following spring 2019 term. In the following FY21, we anticipate the retention rate tapering off and that our strategies listed in our SEM plan will start to have an impact. Therefore, we expect a 2% increase in the percent of students retained from fall to spring from FY20 to FY21 and from FY21 to FY22. Overall, we expect from FY20 to FY2022 that our strategies will improve our fall-to-spring retention rates by 6% (FY 2022: 72%).
Strategic Goals and Strategies

I. Provide a positive and welcoming campus environment that fosters learning, respect, and fairness, and embraces the diverse beliefs and learning styles of our students.
   a) Redesign the new student experience with our new Campus and Beyond Office
   b) Launch the Leadership Engagement and Development (L.E.A.D.) Center
   c) Improve participation in the OneTru Loaner Laptop Program
   d) Promote the Upwardly Global partnership

II. Ensure students have access to, and utilize resources and supports that facilitate their ability for retention, completion, transfer, and career placement.
   a) Improve class scheduling
   b) Launch the Adult Education Advancement Center
   c) Implement adult education hybrid course programming

III. Expand service as a Center of Excellence in Education, Human, and Natural Sciences by expanding our reach as a hub of innovation and incubation, and creating offsite academic programming for educators in instructional methodologies across content areas.
   a) Expand access to early childhood education programming
   b) Develop informal learning spaces
   c) Increase opportunities for more teacher preparation

IV. Ensure and embrace an institutional culture that is responsive to and reflective of the diverse identities, needs, and abilities of students, faculty, and staff.
   a) Expand the reach of the Men in Color initiatives
   b) Develop and launch Truman College’s Barbing Program
   c) Increase participation in the Transition Bilingual Learning Communities (TBLC)
   d) Pilot the advising coaching model
   e) Strategic use of data to inform completion, retention, and success of male students of color
Strategic Goals and Strategies

1. Provide a positive and welcoming campus environment that fosters learning, respect, and fairness, and embraces the diverse beliefs and learning styles of our students.

Redesign the new student experience with our new Campus and Beyond office

In FY20, the Office of Enrollment Management was rebranded as the Campus & Beyond Center to better reflect a culture that is welcoming. Campus and Beyond is an integral part of our strategy to make sure students are supported during the enrollment and registration process and is complemented by a specialized admissions advisor who guides students along the way.

Currently, in year one, we are redesigning the office space as a gathering place for specialized recruitment sessions, orientations, and as a space that reflects our diverse population. For example, we offer a play space for student-parents when in the office for meetings. In year two, we will redesign several of our current workshops including creating a Spanish-only orientation session and a returning student financial aid workshop. By year three, we will create a cohort of existing students to serve as mentors to underrepresented student populations including male students of color.

Launch the Leadership Engagement and Development (L.E.A.D.) Center

Currently, we are building out the Leadership Engagement and Development (L.E.A.D.) Center which will provide resources and support to students to build and foster their leadership capabilities in and out of the academic setting. Space will include a research center, student conference room, civic engagement, and service-learning center. The L.E.A.D. Center will include cohorts for two programs: the Leadership Academy and Civic Engagement & Service-Learning. We plan to seat our first cohort of 12-15 for each program by the fall of FY 2021. By FY 2022, we hope to increase the cohort size for each program to 25.
Strategic Goals and Strategies

Improve participation in the OneTru Loaner Laptop Program
We currently offer enrolled students the opportunity to check out loaner laptops, free of charge, for up to 4 weeks. However, beginning in FY21, we plan to offer additional, complementary services to the program. The OneTru Loaner Laptop Program will provide training to students on how to access BrightSpace, how to use Microsoft products and other areas that will support their success in the classroom. Currently, there are 60 loaner laptops available to students. In year two, we plan to increase the number of available loaner laptops to 75. By year three, we plan to have 100 loaner laptops available to students.

Promote the Upwardly Global partnership
At the end of FY19, we partnered with Upwardly Global to match immigrants and refugees with postsecondary credentials earned outside of the U.S. to career opportunities that leverage their experience. The partnership also allows immigrants and refugees to transition into credit programs at Truman for additional training. Currently, we have one Community Engagement & Outreach Associate on campus one day a week who works with college leadership to develop strategies and initiatives to recruit immigrants and refugees to Truman. Since this partnership began in July 2019, 43 students have applied to the Upwardly Global program and enrolled in adult education and/or credit courses. By year three, we will expect to see 100 students enrolled in the program.
Strategic Goals and Strategies

Measuring Impact
Table 3 shows each larger strategy and its reach; it does not include the micro-strategy. In interpreting the scorecard, the figures include the duplicate number of students affected. Specifically, some strategies will overlap in the students touched. For example, students interacting with Campus and Beyond will also likely participate in the OneTru Loaner Laptop Loaner. Strategies with the highest impact on enrollment are bolded. Additionally, we expect that each strategy will have an impact on our fall-to-spring retention rates as they support students’ success at Truman College.

Table 3. Strategic Goal One Impact Scorecard

<table>
<thead>
<tr>
<th>Strategy</th>
<th>KPI Addressed</th>
<th>Total Reach</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus and Beyond*</td>
<td>Semester Credit students</td>
<td>1,000</td>
<td>200</td>
<td>350</td>
<td>450</td>
</tr>
<tr>
<td>L.E.A.D. Center*</td>
<td>Semester Credit students</td>
<td>90</td>
<td>0</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>OneTru Loaner Program*</td>
<td>Semester Credit Students</td>
<td>1,000</td>
<td>200</td>
<td>350</td>
<td>450</td>
</tr>
<tr>
<td>Upwardly Global</td>
<td>Adult Education students</td>
<td>230</td>
<td>50</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

*Strategies will support our fall-to-spring retention efforts.
Strategic Goals and Strategies

2. Ensure students have access to, and utilize resources and supports that facilitate retention, completion, transfer, and career placement.

**Improve class scheduling**
We want to provide our students a robust offering of academic courses that are available not only during the day but also on evenings and weekends. The building of our evening and weekend times will support students in accessing all classes needed for completing their studies. In year one, we will work with the Office of Instruction to schedule high demand courses on evenings and weekends. By year two, we plan to increase the number of available evening and weekend courses by 10%. By year three, we plan to make at least 20% of our course offerings available in the evening and on weekends.

**Launch the Advancement Center**
Truman College’s Advancement Center supports currently enrolled adult education student success through professional one-on-one, embedded, and small group tutoring, and supplements their classroom instruction for all ESL and High School Equivalency courses, which aids in retention, completion, and transfer. The center also offers placement exam preparation for adult education students who wish to pursue college credit courses. The Advancement Center works closely with Upwardly Global to identify and refer students who are eligible for the program. In year one, we expect to serve at least 900 adult education students. By year three, we want to serve at least 1,900 adult education students. We expect expansion in the Advancement Center to be similar to other tutoring centers on campus.

**Implement the adult education hybrid course programming**
In recognition of the unique needs of our students in the adult education program, we are implementing a hybrid programming model in which several adult education courses will be offered online and face-to-face. In year one, we plan to offer ten adult education courses using the hybrid model that we expect to reach at least 100 adult education students. By year three, we will offer 75 hybrid education courses expected to reach at least 450.
Strategic Goals and Strategies

Measuring Impact
Table 4 shows each larger strategy and its reach; it does not include the micro-strategy. In interpreting the scorecard, the numbers include the duplicate students affected. Specifically, some strategies will overlap in the students touched. For example, students interacting with the Advancement Center will also likely be enrolled in hybrid adult education hybrid courses. Strategies with the highest impact on enrollment are bolded.

Table 4: Strategic Goal Two Impact Scorecard

<table>
<thead>
<tr>
<th>Strategy</th>
<th>KPI Addressed</th>
<th>Total Reach</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class scheduling*</td>
<td>Semester Credit students</td>
<td>317</td>
<td>81</td>
<td>103</td>
<td>133</td>
</tr>
<tr>
<td>Advancement Center</td>
<td>Adult Education students</td>
<td>4,300</td>
<td>900</td>
<td>1,500</td>
<td>1,900</td>
</tr>
<tr>
<td>Ad Ed Hybrid Program</td>
<td>Adult Education Students</td>
<td>850</td>
<td>150</td>
<td>250</td>
<td>450</td>
</tr>
</tbody>
</table>

*Strategies will support our fall-to-spring retention efforts.
Strategic Goals and Strategies

3. Expand our service as a Center of Excellence in Education, Human, and Natural Sciences by serving as a hub of innovation and incubation, and creating offsite academic programming for educators in instructional methodologies across content areas.

Expansion of access to Early Childhood Education programming

**Chicago Early Learning (CEL) workforce scholarship**

The CEL workforce scholarship currently pays 100% of tuition costs for 250 students at all seven City Colleges of Chicago campuses in Early Childhood Education (ECE) & Human Development and Family Sciences (HDFS) programs. In year two (fall 2021), we anticipate serving more than 360 students. This will include an innovative bidirectional transfer agreement with UIC’s Masters of Education and Alternative Licensure programs in which pre-admitted UIC students attend CCC to complete ECE & general education course work.

Additionally, we understand that options to earn a bachelor’s degree in early education that leads to teacher licensure are limited and cost-prohibitive for potential educators in our city. To address this challenge for our city, we will explore creative partnerships with four-year institutions to create more accessible post-secondary options for our city’s educators. We plan on forging three new partnerships by year three.

**Dual enrollment**

Dual Enrollment at Truman College currently serves students in three programs, including ECE and HDFS. We match them with internships via One Summer Chicago. In year one, we anticipate serving 20 new students per academic year per program. In year two, we plan to increase the number of participating students per program to 25.

**Community Cohorts**

Truman College currently serves more than 30 students in three community-based ECE teacher preparation community-based cohorts. We will leverage the CEL workforce scholarship to better support each cohort of Infant Toddlers and Family Support Specialists who need additional training to meet changing state regulations. We can also be agile to the workforce needs of individual communities and offer cohorts across the 6 ECE entitled campuses. We plan to grow the number of cohorts in FY22.
Strategic Goals and Strategies

Development of informal learning spaces and supports
Truman College will be situated as the hub for youth mentor training and micro-credentialing for high school students through a partnership with the Mayor’s Office Out of School Time initiative and One Summer Chicago, which will be expanded into 15 communities by Summer 2020.

We anticipate training approximately 50 high school students per semester in this program in both career-focused micro-credentialing (i.e. programming for Apple Swift) and mentoring younger children in the out of school time-space. (Students will count toward our continuing education population with the potential to move into credit in 2022.)

Increase opportunities for more teacher preparation

Teacher Continuing Education & Training:
Currently, we serve practicing teachers with the Illinois Network of Child Care Resource and Referral agencies and with Chicago Public Schools (CPS) aligned continuing professional development units with subsequent endorsement programs including Bilingual, Early Childhood Special Education, and Illinois Technology Specialist. A strategic partnership with CPS allows us to offer online courses in targeted endorsement areas that give teachers step and lane change. We anticipate in year two, program growth to serve 20-30 students per endorsement per semester; with additional endorsements currently in curriculum development.

Additionally, the Department of Family and Support Services (DFSS) and CPS require that employees obtain 15 hours of continuing education per year. Leveraging our existing partnerships with DFSS and CPS, we plan to build a hub for teacher training that would increase continuing education enrollment by more than 200 students per semester.

Education Leadership:
Truman provides the Men of Color in Education program, which matches young men of color in Education courses with men of color working in the Education field. We train community-based ECE site directors through our entitled Illinois Director’s credential course work and will be a hub for Director/Principal on-going training needs. These programs serve an important role in showing Truman College as a leader in education in the City of Chicago and driving enrollment in both credit and continuing education programs. We anticipate serving 20 mentors/mentees per semester.
Strategic Goals and Strategies

Measuring Impact
Table 5 shows each larger strategy and its reach; it does not include the micro-strategy. In interpreting the scorecard, the numbers include duplicate students affected. Strategies with the highest impact on enrollment are bolded.

Table 5. Strategic Goal Three Impact Scorecard

<table>
<thead>
<tr>
<th>Strategy</th>
<th>KPI Addressed</th>
<th>Total Reach</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>Semester credit students</td>
<td>1,610</td>
<td>420</td>
<td>520</td>
<td>670</td>
</tr>
<tr>
<td>Programming *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Learning Spaces</td>
<td>Continuing education students</td>
<td>350</td>
<td>90</td>
<td>110</td>
<td>150</td>
</tr>
<tr>
<td>Teacher Prep</td>
<td>Semester credit/continuing education</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

*Strategies will support our fall-to-spring retention efforts.*
Strategic Goals and Strategies

4. Ensure and embrace an institutional culture that is responsive to and reflective of the diverse identities, needs, and abilities of students, faculty, and staff.

Expand the reach of the Men in Color Initiative
The Men of Color in Education initiative targets CPS dual enrollment students, currently enrolled CCC students, and community members who have expressed an interest in education. In year two, we plan to launch two additional versions of Men in Color initiatives, including engineering and criminal justice. We anticipate serving at least 20 male students of color per year as we pilot the initiative.

Develop and launch the Barbering Program
In year one, we are developing the Barbering program as an extension of our current Cosmetology program and will provide high-quality technical training consisting of coursework, laboratory hours, and clinic floor practicum. Students will also receive career development skills such as client consultation, business tracking practices, and marketing strategies that will promote a successful career in barbering. The program will meet the standards of the Illinois Department of Professional Regulation in total hours, teaching staff, equipment, facilities, and course content. Students in this program will be required to complete 1,500 practicum hours to qualify for the state licensure examination through the Illinois Department of Professional Regulation. The Barbering Program will be used to increase the number of male students of color enrolled at Truman College.

In year two, we will launch the program with an enrollment of 15 male students of color. We plan to grow that number by 30 in year three. Also, during this time, we will explore ways to offer the Barbering Program at other offsite locations.

Increase participation in the Transition Bilingual Learning Communities (TBLC)
Truman is relaunching TBLC and partnering with local schools and community organizations to expand our current cohort model. We see TBLC as a way to increase the number of male students of color at Truman. In year one, we will enroll at least 25 male students of color across the different TBLC. In year three, we plan to increase the number to 75.
Strategic Goals and Strategies

Pilot the advising coaching model
In year one, we are piloting a new advising coaching model that is relationship-based advising through completion. Advisors will provide ongoing assistance on navigating course scheduling, working with faculty members, and managing non-academic issues. For years one and two, the pilot will include five advisors focusing on 25 students each. In year three, the number of students will rise to 50 students.

Strategic use of data to inform completion, retention, and success of male students of color
We appreciate and understand that students of color, especially males, required intentional support to guide their ability to stay in and complete college. The Office of Research and Strategic Planning will work closely with the two enrollment-related working groups, new students and retention, for data collection and reporting. Both entities will evaluate data including Early Alerts, to identify male students of color who have consistently appeared on the list to streamline services to them. Additionally, the retention, which already collects data on specific student groups, will create a special tracking group for male students of color.

In year two, we anticipate that our efforts will increase the fall-to-spring retention rates of male students of color by 3%. By year three, we anticipate a 5% improvement in the fall-to-spring retention rates of male students of color. Unlike other scorecards, the retention working group has a special scorecard to monitor their efforts.

Measuring Impact
Table 6 shows each strategy and its reach. In interpreting the scorecard, the numbers include the duplicate students affected. Strategies with the highest impact on enrollment are bolded.

Table 6: Strategic Goal Four Impact Scorecard

<table>
<thead>
<tr>
<th>Strategy*</th>
<th>KPI Addressed</th>
<th>Total Reach</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men in Color expansion*</td>
<td>Semester credit students</td>
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<td>40</td>
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<td>Barbering Program</td>
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<td>15</td>
<td>30</td>
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<td>TBLC*</td>
<td>Semester credit students</td>
<td>150</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Coaching Model*</td>
<td>Semester credit students</td>
<td>500</td>
<td>125</td>
<td>125</td>
<td>250</td>
</tr>
</tbody>
</table>

*Strategies will support our fall-to-spring retention efforts.
Implementing the Strategic Enrollment Management Plan

Over the next three years, the two working groups, new students and retention, will work closely with the strategic planning committee to implement the SEM plan. The groups have a strong emphasis on collaboration and ongoing, data-informed, problem-solving to ensure that the work is moving in a strategic direction.

Each working group meets twice a month to monitor progress towards the implementation of various strategies. The working groups discuss metric updates, review data deep-dives, and make recommendations to the Truman Senior Leadership team. Additionally, the Office of Research and Strategic Planning will work closely with the working groups to develop dashboards and provide quarterly reports.