TURTLE MOUNTAIN COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2026-2031

Priorities:

- Admissions/Enrollment
- Retention, Persistence, Gateway Course Success
- Student Wellbeing, Engagement, Family-Friendly Support
- Graduation, Transfer, Placement, Post-Completion

TURTLE MOUNTAIN COLLEGE

Strategic Enrollment Management Plan

2026 - 2031

Priority 1: Increase Pre-Enrollment, Admissions Conversion, and Enrollment

Priority 2: Improve Retention, Persistence, and Gateway Course Success

Priority 3: Strengthen Student Wellbeing, Engagement, and Family-Friendly Supports

Priority 4: Increase Graduation, Transfer, Placement, and Post-Completion Outcomes

Prepared for internal review and discussion. Recommendations from the AACRAO SEM Consultant and VP of Student Services have been incorporated. Baselines, final targets, and responsible offices will be confirmed annually using institutional data.

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Project Team

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Glossary

Application Conversion Rate: The number of applicants who become enrolled students divided by the total number of applications for a given term.

College Ready: A student is college ready for math or English when placement, prior coursework, or approved assessment indicates readiness for the gateway course.

Credit Completion Rate: Credits earned in a term divided by credits attempted in that term.

Degree-Seeking Student: A student enrolled in a certificate, diploma, associate, or bachelor degree program.

Early Alert: A coordinated process for identifying and responding to academic, attendance, engagement, or basic-needs concerns early enough to support student success.

First-Time First Year (FTFY): A student attending college for the first time after high school or equivalent completion.

First Year Experience (FYE): Course designed to help students transition into college

Gateway Course: The first college-level English or math course required for a program of study.

Key Enrollment Indicator (KEI): A measurable objective attached to a SEM priority area.

Persistence: A student continues from one term to the next, such as fall to spring.

Retention: A student continues enrollment from one fall to the next fall or completes a credential before that point.

Student Caregiver: A student with caregiving responsibilities for children, adults, elders, siblings, extended family, or other dependents.

Transfer Student: A student who previously attended another postsecondary institution before enrolling at TMC.

Introduction

The Turtle Mountain College Strategic Enrollment Management Plan identifies priority areas, key enrollment indicators, strategies, and evidence measures that support recruitment, admissions, student success, retention, graduation, and post-completion outcomes. The plan organizes institutional work around priority areas, KEIs, unit activities, and measurable outcomes.

This SEM Plan is built from TMC strategic planning priorities and findings from the Family-Friendly Tribal and Rural Campuses project and Cultivating Native Student Success (CNSS). The identified targets focus on reasonable but impactful goals that are both attainable and sustainable. The plan will be regularly reviewed to determine if new priorities need to be added or if the performance targets need to be adjusted.

SEM Plan Alignment

This SEM Plan aligns with the student-centered portions of the Turtle Mountain College Strategic Plan, especially the following objectives:

- 3.1 Promote Student Wellbeing and Mental Health.
- 3.2 Enhance Student Engagement and Activities.
- 3.3 Implement Data-Driven Student Recruitment and Retention Strategies.
- 3.4 Improve Student Support Services.

The plan also reflects accreditation-minded planning by connecting teaching and learning with student support systems. Faculty input is important for gateway course success, early alert implementation, advising data, and first-year experience improvements.

Strategic Plan Crosswalk

TMC Strategic Objective	SEM Priority Alignment	Examples of SEM Activities	Evidence / Success Measures	Objective Leader
3.1 Student Wellbeing and Mental Health	Priority 3	Orientation, mental health resource communications, TALKS Campus or comparable support, family-friendly navigation.	Student resource usage, survey feedback, wellness communications, referrals.	VPSS
3.2 Student Engagement and Activities	Priority 3	Student clubs, collaborative events, student engagement calendar, student handbook, family-inclusive activities.	Engagement participation, student survey results, retention analysis.	VPSS
3.3 Data-Driven Recruitment and Retention Strategies	Priorities 1 and 2	Weekly pre-enrollment data review, admissions communications, high school outreach, early alert data review.	Application volume, conversion rate, admission completion, retention rate, early alert closure.	VPSS, IRAA
3.4 Improve Student Support Services	Priorities 1, 2, 3, and 4	Communications module, advising tracking, placement/transfer counseling, resource website updates.	Response times, service utilization, advising records, graduation and placement records.	VPSS, IT Director

Priority Areas and Key Enrollment Indicators

Priority Area	Focus	Key Enrollment Indicators
Priority 1	Increase Pre-Enrollment, Admissions Conversion, and Enrollment	KEI 1-4
Priority 2	Improve Retention, Persistence, and Gateway Course Success	KEI 5-7
Priority 3	Strengthen Student Wellbeing, Engagement, and Family-Friendly Supports	KEI 8-9
Priority 4	Increase Graduation, Transfer, Placement, and Post-Completion Outcomes	KEI 10-11

The SEM Planning Process

Analyze institutional data and student voice	**Establish goals, benchmarks, and strategies**	**Implement coordinated unit activities**	**Monitor progress each term**	**Revise priorities, targets, and strategies annually**

Priority One: Increase Pre-Enrollment, Admissions Conversion, and Enrollment

Priority One focuses on moving students from interest to application, from application to admission, and from admission to enrollment. It emphasizes earlier high school engagement, clear communication, timely processing, Admissions Day, placement testing coordination, and proactive outreach to unresponsive applicants.

KEI 1: Increase completed applications from priority high schools and online/out-of-area prospects

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 1: Increase completed applications from priority high schools and online/out-of-area prospects	Objective 3.3 - Data-driven recruitment and retention	Set annual goals by priority high school and population; track prospects by source, high school, zip code, program, and modality; coordinate high school visits, parent nights, application drives, and early placement testing; review yield after each activity.	Establish high-school- and population-specific targets by July each year; approve five-year enrollment-contribution targets after baseline review.	Lead: Director of Enrollment Services. Support: Admissions Officer and recruitment partners. Data validation: Director of Research, Assessment and Accreditation.
Strategy	Increase completed applications while developing pipelines for adult, returning, workforce, dual enrollment, transfer, and online learners.			
Baseline	2025-2026 completed applications by source, high school, program, modality, zip code, and student segment; SEM Data Team to confirm.			
Timeline / Deadlines	Confirm baseline in Year 1; monitor weekly during peak periods and each term; review each outreach activity and report term-end results.			
Metric and Data Source	Completed applications, inquiry-to-application conversion, and yield by activity/partnership. Sources: Jenzabar, recruitment and event logs, high school graduate information, and institutional research reports.			

See KEI 1 Data Plan

KEI 2: Process all applications within three business days and communicate next steps clearly

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 2: Process applications within three business days and communicate next steps clearly	Objective 3.4 - Improved student support services	Process completed applications; use the Communications module, email, and letters for missing-document, financial aid, placement, orientation, registration, and resource messages; review the pipeline weekly; coordinate barrier resolution with Student Success.	At least 75% processed within three business days in Year 1, followed by annual improvement targets after validation.	Lead: Admissions Officer. Monitoring/communications: Director of Enrollment Services. Barrier support: Coordinator of Student Success. Data validation: Director of Research, Assessment and Accreditation.
Strategy	Provide timely, clear, culturally welcoming admissions service and reduce last-minute incomplete files.			
Baseline	Percentage of completed applications processed within three business days in 2025-2026, plus volume and age of incomplete files.			
Timeline / Deadlines	Continuous review; weekly peak-period pipeline report; annual communications review; term-end enrollment-cycle report.			
Metric and Data Source	Three-business-day processing rate, incomplete-file counts, and communication response/resolution. Sources: Jenzabar timestamps/statuses, Etrieve, Communications module, message logs, and pipeline reports.			

See KEI 2 Data Plan

See Activity 2 Data Plan

KEI 3: Increase applicant-to-enrolled conversion by moving applicants to admission earlier

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 3: Increase applicant-to-enrolled conversion by moving applicants to admission earlier	Objectives 3.3 and 3.4 - Recruitment, conversion, and support	Use Admissions Day to complete requirements and connect students with services/programs; follow up with unresponsive applicants; coordinate placement testing before high school graduation when feasible; review the enrollment funnel weekly.	Fully admit 70% of students who applied by Admissions Day by August 14; increase applicant-to-enrolled conversion at least one percentage point annually after baseline confirmation.	Lead: Director of Enrollment Services. Support: Admissions Officer, Financial Aid, Registrar, Student Success, testing/advising partners, and academic programs.
Strategy	Move applicants through admission, placement, financial aid, advising, registration, and first-day attendance earlier.			
Baseline	2025-2026 application-to-admission, admission-to-registration, applicant-to-enrolled, and registration-to-first-day attendance rates.			
Timeline / Deadlines	Track Admissions Day annually; review funnel weekly in spring/summer; report conversion after each term.			
Metric and Data Source	Funnel conversion rates, Admissions Day attendance and requirements completed, placement completion, registration, and first-day attendance. Sources: Jenzabar and event, testing, registration, and attendance records.			

See KEI 3 Data Plan

KEI 4: Increase the amount of admitted students three weeks prior to the start of fall semester.

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 4: Increase the amount of admitted students three weeks prior to the start of fall semester.	Objectives 3.3 and 3.4 - Recruitment, conversion, and support	Develop an early-admission campaign that encourages students to submit their application and all required admissions documents by an established deadline. Consider offering incentives to eligible students who complete the admissions process by the deadline.	Annual percentage-point increase compared with the baseline, number of eligible students who meet the priority deadline, Applicant-to-admitted and admitted-to-enrolled conversion rates, Number of late or incomplete applicants requiring assistance after the deadline.	Lead: Director of Enrollment Services. Support: Admissions Officer,Coordinator of Student Success, Financial Aid, Registrar, Marketing.
Strategy	Implement an early-admission initiative that uses targeted communication, application assistance, document completion support, and deadline based incentives to encourage prospective full-time, degree seeking students to complete the admissions process at least three weeks before the fall semester begins.			
Baseline	Establish the number and percentage of fall students who are fully admitted at least three weeks before the semester began during the previous academic year.			
Timeline / Deadlines	Begin promoting the priority deadline during spring recruitment and continue communicating with prospective students through the established deadline.			
Metric and Data Source	Number and percentage of admitted students who are fully admitted by the three-week date, Jenzabar admissions reports and student application records, enrollment records.			

See KEI 4 Data Plan

Priority Two: Improve Retention, Persistence, and Gateway Course Success

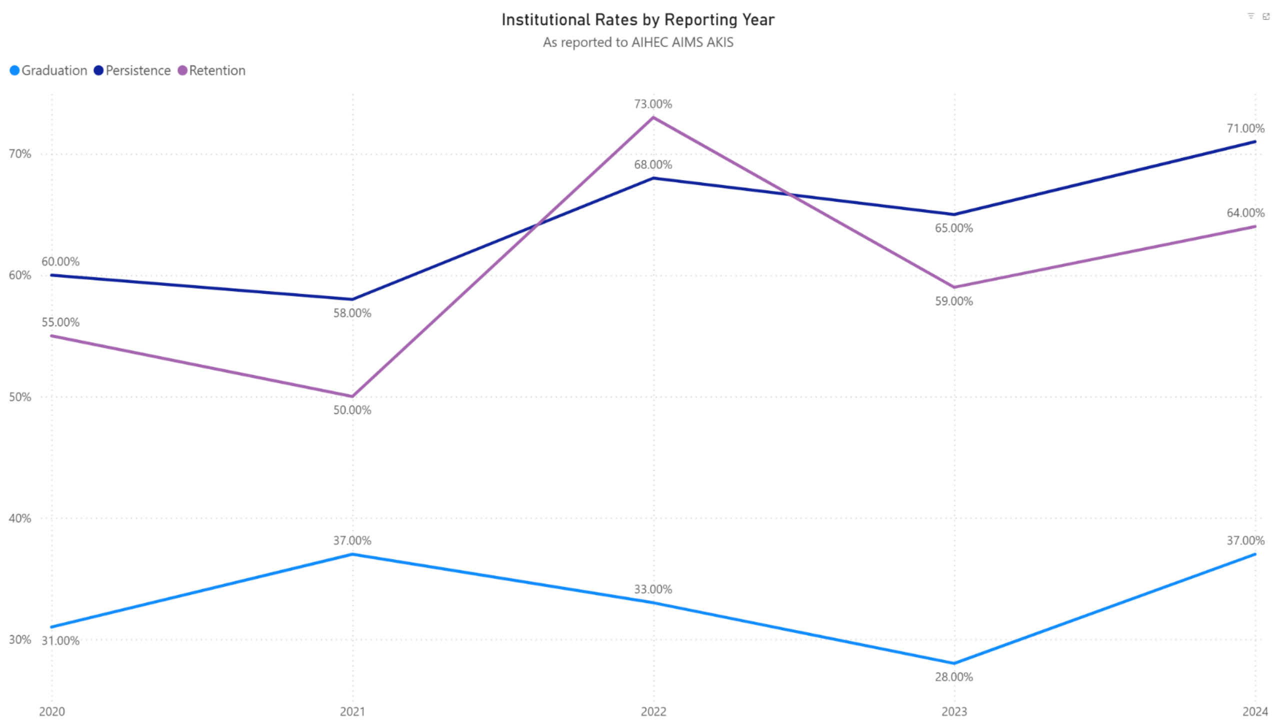
Priority Two strengthens the connection between academic affairs and student services. The focus is on retention, gateway math and English completion, early alert coordination, tutoring, advising tracking, peer mentoring, and first-year experience improvement.

KEI 5: Maintain or improve annual retention to at least 68%

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 5: Maintain or improve annual retention to at least 68%	Objective 3.3 - Data-driven retention	Create a fall-to-fall dashboard; review early alert, advising, tutoring, attendance, and course-success data; intensify outreach during the first three weeks and continue weekly monitoring; coordinate barrier removal across Academic Affairs and Student Services.	Maintain or improve annual retention to at least 68%, subject to baseline confirmation; establish persistence and early-momentum targets annually.	Lead: Coordinator of Student Success and designated Academic Affairs lead. Support: Early Alert Committee, faculty, advisors, tutoring, Financial Aid, and student support offices. Data validation: SEM Data Team.
Strategy	Improve retention and persistence through coordinated early-momentum monitoring and targeted intervention.			
Baseline	Fall-to-fall retention, fall-to-spring persistence, first-term GPA, credit completion, first 15 credits earned, and academic probation trends.			
Timeline / Deadlines	Intensive first-three-week monitoring; dashboard review at least twice per term; annual review after data are final.			
Metric and Data Source	Retention, persistence, GPA, credit completion, first 15 credits, probation, and intervention outcomes by student segment. Sources: Jenzabar, Canvas, early alert, advising, tutoring, attendance, and IR reports.			

See KEI 5 Data Plan

The light purple line below indicates annual retention rates over the past several years.



Activity 1: Early momentum monitoring

The first three weeks of the semester will be treated as an early momentum period. Students who show early signs of struggle will receive coordinated outreach through early alert, advising, tutoring, financial aid, and student support services. Ongoing monitoring will continue through the semester.

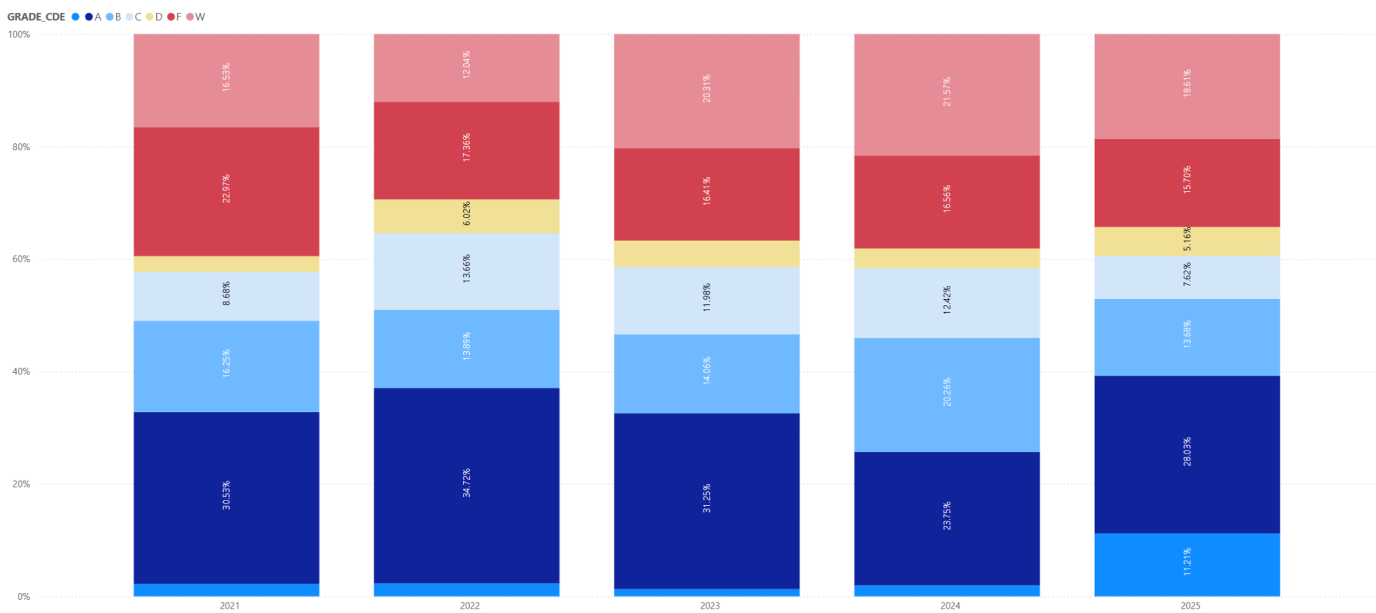
KEI 6: Increase gateway math and English completion/pass rates to 60%

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 5: Increase gateway math and English completion/pass rates to 60%	Objectives 3.3 and 3.4 - Teaching, learning, and student support	Meet each semester with gateway instructors; use early alerts at agreed checkpoints; increase course-embedded or incentivized tutoring; assess writing-tutor capacity; analyze DFW and stop-out	Reach 60% gateway pass/completion by 2029, or adopt a revised target after baseline confirmation; increase tutoring use annually.	Lead: Academic Affairs and gateway faculty leads. Support: Coordinator of Student Success, tutoring, Early Alert Committee, advisors, and Research, Assessment and Accreditation.

		patterns by course, section, and student group.		
Strategy	Increase successful completion through faculty collaboration, early alerts, tutoring, and course-level analysis.			
Baseline	Current and historical gateway English/math pass, completion, and DFW rates, including achievement gaps.			
Timeline / Deadlines	Faculty meetings each semester; checkpoint alerts; annual course trend analysis; target year 2029.			
Metric and Data Source	Pass/completion and DFW rates, first-year gateway completion, alert participation, and tutoring use by section/segment. Sources: Jenzabar, Canvas, early alert and tutoring records, faculty documentation, and IR analyses.			

See [KEI 6 Data Plan]

Below are the pass rates of Composition I, College Algebra, and Ojibwa Language I combined. High-end rates are close to 50%, making 60% an attainable goal.



KEI 7: Implement coordinated advising, early alert, faculty mentoring, and first-year experience improvements

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 7: Coordinate advising, early alert, faculty mentoring, and first-year experience improvements	Objective 3.4 - Coordinated student support services	Sustain an Early Alert Committee with Student Services and Academic Affairs representation; implement centralized advising tracking; establish faculty mentoring/first-year check-ins; review FYE success and redesign supports as needed.	Committee meets monthly in fall/spring; centralized advising tracking implemented; first-time first-year students receive structured faculty mentoring/check-ins; FYE review completed with recommendations; annual faculty benchmarks established.	Lead: Coordinator of Student Success with Academic Affairs. Support: Early Alert Committee, faculty, advisors, Enrollment Services, and student support offices.
Strategy	Create one coordinated support system linking advising, early alert, faculty mentoring/check-ins, first-year experience (FYE), and faculty engagement.			
Baseline	Advising documentation, alert participation/closure, mentoring availability, FYE completion/success, and faculty participation.			
Timeline / Deadlines	Monthly meetings; advising and mentoring phased in during Years 1-2; FYE review annually or as scheduled.			
Metric and Data Source	Advising contacts, alert submission/closure, student outcomes, mentoring contacts, FYE success, and faculty participation. Sources: advising system, early alert records, mentoring logs, Canvas/Jenzabar, and committee records.			

See KEI 7 Data Plan

Priority Three: Strengthen Student Wellbeing, Engagement, and Family-Friendly Supports

Priority Three responds to TMC strategic priorities related to wellbeing, engagement, and student support. It also names student caregivers as a priority population. The Family-Friendly Tribal and Rural Campuses project found that caregiving students are a significant population at TMC and need supports such as child care navigation, financial support, virtual advising/tutoring, online flexibility, and welcoming spaces.

KEI 8: Make student caregivers visible in data and expand family-friendly supports

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 8: Make student caregivers visible in data and expand family-friendly supports	Objectives 3.1 and 3.4 - Wellbeing and family-friendly support	Collect/update caregiver status through application, orientation, and advising; publish an annual resource guide; identify child-friendly study spaces, office kid kits, and drop-in supports; connect students to campus, public, Tribal, and emergency/basic-needs resources.	Implement caregiver data field and annual report; update guide annually; implement at least one new family-friendly practice by Year 2; set success targets after baseline collection.	Lead: Student Services-designated caregiver support lead. Support: Enrollment Services, Admissions, advising, Student Success, Financial Aid, counseling, community/Tribal partners, and SEM Data Team.
Strategy	Identify student caregivers and improve family-friendly and basic-needs supports for those caring for children, adults, elders, siblings, extended family, or other dependents.			
Baseline	Caregiver count/percentage, retention, graduation, service use, and food, transportation, housing, and emergency-aid needs; established in Year 1.			
Timeline / Deadlines	Begin data collection in Year 1; review guide annually; add practice by Year 2; review outcomes each term and annually.			
Metric and Data Source	Identification, retention, persistence, graduation, resource/program use, referrals, and emergency-aid outcomes. Sources: application/orientation/advising data, service records, surveys, Jenzabar, and annual report.			

See KEI 8 Data Plan

KEI 9: Increase student engagement, mental health connections, and flexible access to support services

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 9: Increase engagement, mental health connections, and flexible access to services	Objectives 3.1, 3.2, and 3.4 - Wellbeing, engagement, and access	Strengthen orientation/transition programming; expand collaborative cultural, club, academic, family-inclusive, and community events; maintain the student handbook and service information; use direct and digital communications; expand virtual/evening/asynchronous advising and tutoring where feasible; survey students annually.	Increase engagement and service use annually after baseline; update support information each semester; administer annual survey; establish mental health/belonging targets after review.	Lead: Student Services-designated engagement and wellbeing leads. Support: Counselor, Coordinator of Student Success, clubs/activities, Academic Affairs, Communications/IT, and community partners.
Strategy	Increase belonging, culturally grounded engagement, mental health connections, and flexible access to student support.			
Baseline	Participation, service use, virtual availability, belonging/campus-climate results, mental health referrals, and communication reach.			
Timeline / Deadlines	Communications at defined term points; website/app review each semester; annual survey and outcome review.			
Metric and Data Source	Participation, belonging/climate, cultural involvement, virtual support use, referrals, utilization, and follow-through. Sources: attendance, surveys, review logs, advising/tutoring records, privacy-appropriate counseling data, and retention analysis.			

Priority Four: Increase Graduation, Transfer, Placement, and Post-Completion Outcomes

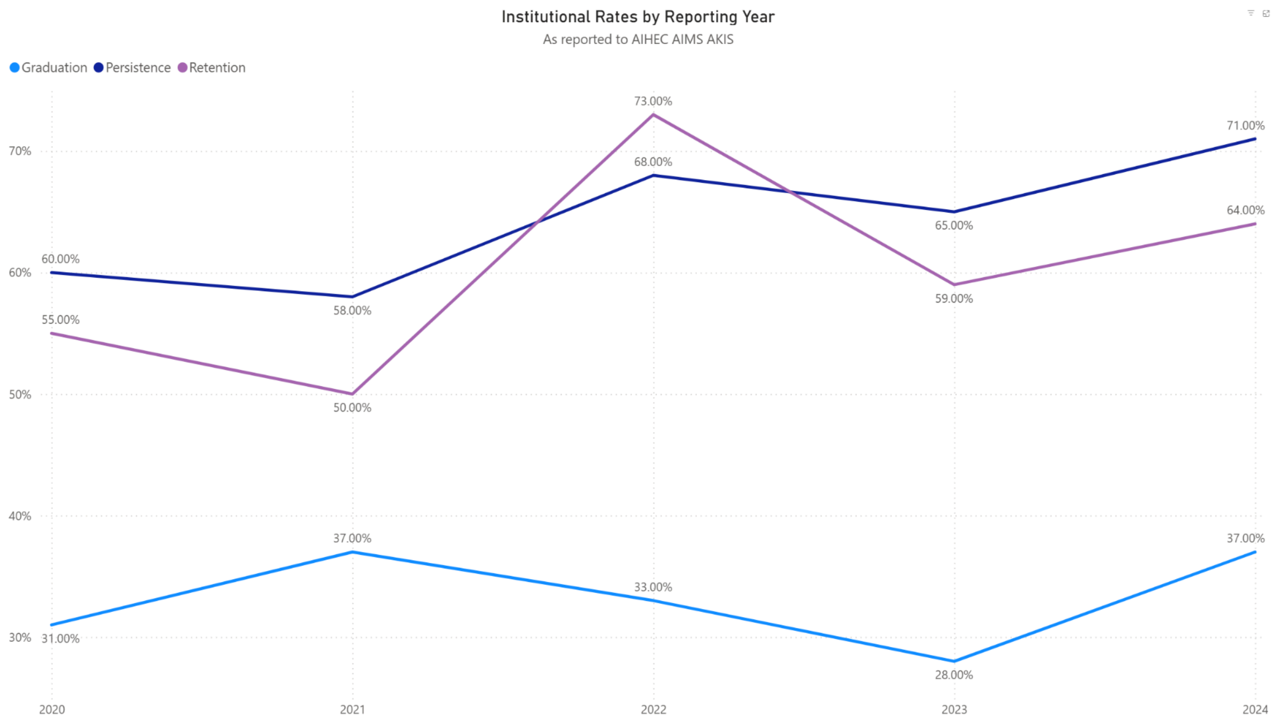
Priority Four focuses on ensuring students are supported through completion and into transfer, employment, or continued education. It creates a clear touchpoint for graduation candidates and builds a stronger data system for post-completion outcomes.

KEI 10: Maintain or improve annual graduation rate to at least 37%

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 10: Maintain or improve annual graduation rate to at least 37%	Objectives 3.3 and 3.4 - Completion and student support	Create graduation-candidate and near-completer lists each term; use degree audits/advising to identify students close to completion; conduct outreach to students with stranded credits or few remaining requirements; refer barriers to Financial Aid, Registrar, advising, and support services; analyze stop-outs annually.	Maintain or improve graduation to at least 37%, or revise after baseline review; set annual near-completer re-enrollment and completion targets.	Lead: Registrar and Academic Affairs for identification; Enrollment Services/designated staff for outreach; Financial Aid and Student Services for barriers; Placement/Career Services for next-step planning.
Strategy	Increase completion through degree audits, near-completer outreach, stopped-out student re-engagement, and barrier removal.			
Baseline	Graduation rate, candidates, near-completers, stop-outs, stranded credits, barriers, and completion after outreach.			
Timeline / Deadlines	Lists and outreach each term; annual barrier summary and completion analysis.			
Metric and Data Source	Graduation and candidate-to-completion rates, contacts, re-enrollment/completion, returns, audits, and barriers. Sources: Jenzabar, degree audits, Registrar, outreach, Financial Aid, and IR records.			

See KEI 10 Data Plan

The light blue line below represents our overall institutional graduation rate, which varies between the low 30's and down into the 20's each year. Only AY 2024 saw a rate that met the current goal.



KEI 11: Ensure every graduation candidate receives placement, employment, or transfer counseling

Key Enrollment Indicator	Strategic Plan Alignment	Unit Activities	Measurable Outcome / Evidence	Persons Responsible
KEI 11: Ensure every graduation candidate receives placement, employment or transfer counseling	Objective 3.4 - Placement, transfer, and post-completion support	Trigger counseling when graduation is declared; document employment, transfer, continuing education, licensure, or other goals in a centralized system; follow up with graduates annually; use alumni and employer feedback to	Document counseling for 100% of declared graduation candidates; complete annual graduate follow-up; establish transfer/career targets after baseline review.	Lead: Placement Coordinator. Support: Registrar, Academic Affairs, alumni/designated staff, employers, transfer partners, and Research, Assessment and Accreditation.

		improve programs/support.		
Strategy	Provide intentional next-step counseling and strengthen documented post-completion outcomes.			
Baseline	Counseling participation, transfer and persistence, employment, continuing education, licensure, available wage data, and employer feedback.			
Timeline / Deadlines	Counseling upon graduation declaration; annual graduate follow-up and leadership/SEM outcome report.			
Metric and Data Source	Counseling completion, transfer/persistence, bachelor's attainment where available, employment, licensure, continuing education, workforce alignment, employer satisfaction, and survey response. Sources: placement/graduation records, surveys, transfer/Clearinghouse data, licensure, employers, and alumni records.			

See KEI 11 Data Plan

Five- Year Implementation Timeline

Year 1: 2026-2027	Confirm admissions, conversion, processing, retention, gateway, caregiver, graduation, and placement baselines. Launch weekly admissions pipeline reporting, applicant checklist communications, retention dashboard, formal Early Alert Committee, gateway faculty meetings, caregiver data collection/resource guide, graduation-candidate process, and required placement/transfer counseling.
Year 2: 2027-2028	Set high-school application targets and expand Admissions Day completion tracking. Implement centralized advising and structured faculty mentoring/first-year check-ins; add at least one family-friendly practice; expand flexible advising/tutoring; conduct near-completer outreach; issue the first placement/transfer report.
Year 3: 2028-2029	Review recruitment data by source, program, and delivery. Evaluate gateway and tutoring interventions and FYE supports; analyze caregiver/service-use outcomes; strengthen employer and transfer partnerships.
Year 4: 2029-2030	Maximize recruitment efficiency and refresh communications. Sustain retention, gateway, engagement, wellbeing, graduation, and counseling practices; review early alert adoption; update student resources; improve graduate survey response.
Year 5: 2030-2031	Complete the full SEM review and develop the next plan cycle. Assess five-year trends in retention, persistence, gateway success, caregiving, engagement, wellbeing, graduation, transfer, placement, and support-service use; set next-cycle targets.

Annual Review and Accountability

The SEM Plan should be reviewed at the end of each fall, spring, and summer cycle, with a full annual review after census and graduation data are finalized. The review should answer three questions:

1. What improved compared with baseline?
2. Which student populations or course areas need additional support?
3. What strategy, target, or responsibility needs to be revised for the next year?

Recommended SEM Dashboard Measures

- Applications by source, high school, program, modality, and zip code.
- Application processing time and missing document status.
- Applicant-to-admitted and applicant-to-enrolled conversion rates.
- Admissions Day attendance and requirement completion.
- Placement testing completion and college-ready status.
- Retention, persistence, credit completion, and course pass rates.
- Gateway English and math completion/pass rates.
- Early alert counts, reasons, closure, and student contact outcomes.
- Advising, tutoring, mentoring, and support service utilization.
- Caregiver status, service needs, and persistence outcomes.
- Graduation, near-completer, transfer, employment, and continuing education outcomes.

Sources Used

- United Tribes Technical College. Strategic Enrollment Management and Student Success Plan, 2025-2029. Used as the structural model.
- Turtle Mountain College. SEM Plan Draft. Used for local goals and proposed measures.
- Turtle Mountain College Strategic Plan. Used for alignment with Objectives 3.1, 3.2, 3.3, and 3.4.
- Family-Friendly Tribal and Rural Campuses, SPARK Collaborative, April 2026. Used for caregiver findings and recommendations.
- Howard, Cedric B. Comprehensive Narrative Review of the Turtle Mountain College Strategic Enrollment Management Plan, AACRAO SEM Consultant.
- Appendix A: Data Plan *For strategic decisions to be implemented in support of student services and improved success rates, the institutional research, assessment, and accreditation office (IRAA) is committed to promoting existing reports to ensure continuity of data-informed decision making for strategic enrollment management.*

Appendix A: Data Plan

For strategic decisions to be implemented in support of student services and improved success rates, the institutional research, assessment, and accreditation office (IRAA) is committed to promoting existing reports to ensure continuity of data-informed decision making for strategic enrollment management. Some reports depicted below may be in development, and others may be completed. Those that are in development will be prioritized by the IRAA department to ensure that meaningful data is available to those who need it. Updates on report status for any section will be conveyed to the strategic enrollment management committee and other key institutional figures as needed and relevant.

KEI	*Data Needed*	*Development Status*	*Position(s) Responsible*
KEI 1 Data Plan	*Applications data disaggregated by HS and application stage. Include contact information for convenience of student services staff.*	*One version of this is developed (“Pre-Enrollment_Recruitment_Report_”) depicting the stage of each applicant and the contact information. The report does not have HS data, but this is in development in collaboration with the IT department.*	*IRAA Director*
KEI 2 Data Plan	*A way to visualize how much time a student has been at each stage.*	*Currently, there is a “time since last letter” on the existing Pre-Enrollment Report published in the Power BI app, but I can add a column in the existing report that depicts the time since the last “job time” relative to that student.*	*IRAA Director*
KEI 2 Activity 2 Data Plan	*A way to visualize verification that the communications module information has been sent out and the amount of time since the last communication.*	*Knowledge of the datasets associated with the communication module (and how tables function and related to one another) is highly*	*IRAA Director*

	(Opt-out students should be categorized separately.)	*nascent. This visualization may take some time to develop.*	
[KEI 3 Data Plan]()	*Depict the amount of time students are at each stage. (See KEI data plan 2)*	*(See KEI data plan 2)* *Note: for activity 3, comparisons of the existing pre-enrollment report can be leveraged to see the shift in student stages.*	*IRAA Director*
[KEI 4 Data Plan]()	*The number of students who were fully admitted by the three-week-until-semester-start, both historically and for the upcoming fall semester.*	*This needs to be developed using application data.*	*IRAA Director*
[KEI 5 Data Plan]()	*Visualize an overall retention rate depicted for annual tracking purposes.*	*The retention rate is currently published [here]().* *For early alert and tutoring data, this is published in the "Retention_Module_Report" presently published in the Power BI app. This refreshes automatically each week throughout the semester.* *Course success data (grades) are published in the "Grades_Report" in the Power BI app. This automatically refreshes weekly as well.* *Advising data is highly nascent, and very little data exists from the*	*IRAA Director*

		advising module that can be visualized.	
[KEI 6 Data Plan](#)	*Depict course grades to inform pass rates in gateway courses.*	*Grades data (grades) are published in the "Grades_Report" in the Power BI app. This automatically refreshes weekly, and gateway courses can be filtered from the dropdown menu on each page.*	*IRAA Director*
[KEI 7 Data Plan](#)	*Data depicting advising, early alert, peer mentoring, and first-year experience.*	*Advising data is highly nascent, and very little data exists from the advising module that can be visualized.* *For early alert data, this is published in the "Retention_Module_Report" presently published in the Power BI app. This refreshes automatically each week throughout the semester.* *Presently, my office has no plans to depict peer mentoring data, as we do not have a mechanism to do so, but this can be coordinated if data is needed.* *First-year experience data is available as a disaggregation point both within the "Retention_Module_Report" and the Grades_Report" currently published in the Power BI app.*	*IRAA Director*

KEI 8 Data Plan	*Depict visuals pertaining to the new application recently collected.*	*This will be added to the "Internal_Data_Overview_Report" published in the Power BI app.*	*IRAA Director*
KEI 10 Data Plan	*Visualize an overall graduation rate depicted for annual tracking purposes.*	*The graduation rate is currently published here.*	*IRAA Director*
KEI 11 Data Plan	*Visually depict counseling data to verify such support is provided and the nature of the support as depicted through the advising module.*	*Advising module data is highly nascent, and very little data exists from the advising module that can be visualized. As KEI-relevant data input procedures are developed, this visualization will be undertaken.*	*IRAA Director*