

2023-2028

Strategic Enrollment Management (SEM) Plan

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The SEM Plan was developed through the work of a cross-functional team of college faculty, classified staff, and administrators from various departments across campus, such as admissions, adult education, athletics, career education and workforce development, counseling, dual enrollment, enrollment services, EOPS, equity, financial aid, MESA/STEM, institutional research, scheduling, and senior leadership from student and academi

Target: From 89 to 200 by 2026 (= 125% increase*)

By 2025 the 2028 target will be set

*Number of high school students enrolled increased by 25% between fall 2021 and fall 2022.

Strategies and Tactics

□ : Develop tactics aligned with, and integrate, target outcomes of the Student Equity Plan.

Tactic 1.A.1: Collaborate with DEI Committee to identify best practices for increasing the number of disproportionately impacted high school students through the pipeline from high school to college.

Tactic 1.A.2: Assess NVC's institutional capacity to implement best practices.

Tactic 1.A.3: Address areas where we don't have the capacity to implement best practices and prioritize actions to build capacity.

Tactic 1.A.4: Ensure all enrollment-related campus committees and divisions have an opportunity to study and engage in conversation about the 2022-2025 Student Equity Plan.

□ : Increase access and outreach to disproportionately impacted high school students to participate in CCAP and non-CCAP Dual Enrollment.

Tactic 1.B.1: Expand CCAP offerings to all high school campuses in Napa County.

Tactic 1.B.2: Develop certificates and degrees that students can achieve while Dual Enrolled in high school CCAP classes.

Tactic 1.B.3:

□ : Increase outreach to K-12 partner schools.
<u>Tactic 1.D.1:</u> Expand "NVC Exploration Days" campus visits to allow high school students to explore pathways to NVC through presentations, campus tours, and career exploration workshops.
<u>Tactic 1.D.2:</u> Expand NVC visits for local middle-schools (8th graders) to inspire a college-going culture through NVC campus visits by middle school students and middle school presentations
<u>Tactic 1.D.3:</u> Develop high school to college pathways that begin in 9th grade.

□ : Develop a communications matrix for communicating program information to high school students and parents.
<u>Tactic 1.E.1:</u> Develop new mechanisms for communicating program-specific information to local high school students.
<u>Tactic 1.E.2:</u> Develop a communications matrix for communicating enrollment information to Native American/Alaska Native and Black/African American high school students and parents.
<u>Tactic 1.E.3:</u> Develop appropriate messaging for each juncture in high school students' journeys.
<u>Tactic 1.E.4:</u> Convene a Student Communications Planning Retreat with the Enrollment Task Force and Outreach Task Force Teams.

□ : Reduce existing gaps in successful enrollment of disproportionately impacted high school students
<u>Tactic 1.F.1:</u> Develop a procedure for identifying and encouraging Native American/Alaska Native high school students to enroll at Napa Valley College.
<u>Tactic 1.F.2:</u> Develop a procedure for identifying and encouraging Black/African American high school students to enroll at Napa Valley College.
<u>Tactic 1.F.3:</u> Explore the adoption of a one-stop enrollment (admissions, financial aid, counseling) services model.

□ : Develop a seamless onboarding experience and strategic communications to applicants and matriculating students.
<u>Tactic 1.G.1:</u> Expand "NVC Registration Days" for high school students and parents to ensure students can complete all enrollment steps and register on one day during open registration.
<u>Tactic 1.G.2:</u> Develop a procedure for identifying and encouraging Black/African American high school students to enroll at Napa Valley College.
<u>Tactic 1.G.3:</u> Develop onboarding events for recent high school graduates as they transition from high school to college.
<u>Tactic 1.G.4:</u> GYbX ŪUWdhJbW`YhYfgj`Zca`NVC President to all graduating high school seniors in NVUSD.
<u>Tactic 1.G.5:</u> Develop automated communications to applicants and new students.
<u>Tactic 1.G.6:</u> Follow-up letters (following application) to include schedule of onboarding events for each Exploration Pathway.

Tactic 1.G.7

Tactic 1.G.9: Re-

Target: From 849 to 1000 by 2026 (= 18% increase)

By 2025 the 2028 target will be set

Strategies and

□ : Target outreach to international high school students.

Tactic 1.F.1: Develop international student outreach plan.

Target: From 1064 to 1120 by 2026 (=5% increase)
By 2025 the 2028 target will be set

Strategies and Tactics

□ : Develop tactics aligned with, and integrate, target outcomes of the Student Equity Plan.

Tactic 3.A.1: Collaborate with DEI Committee to identify best practices for increasing the number of disproportionately impacted adult learners enrolled in credit programs.

Tactic 3.A.2: Assess NVC's institutional capacity to implement best practices.

Tactic 3.A.3: Address areas where we don't have the capacity to implement best practices and prioritize actions to build capacity.

Tactic 3.A.4: Ensure all enrollment-related campus committees and divisions have an opportunity to study and engage in conversation about the 2022-2025 Student Equity Plan.

□ : Develop and deliver outreach programming targeted at adult learners.

Tactic 3.B.1: Adopt the use of a CRM to centralize and track all communication with prospective students.

Tactic 3.B.2: Identify community pipelines and build out CRM functionality to address the adult learner population.

Target: From 90.1% to >90% for retention by 2026 (within the semester)
From 60.5% to 65% for fall-to-spring persistence by 2026
From 40.7% to 44% for fall-to-fall persistence by 2026
By 2025 the 2028 target will be set

Strategies and Tactics

□ : Develop tactics aligned with, and integrate, target outcomes of the Student Equity Plan.

Tactic 4.A.1: Collaborate with DEI Committee to identify best practices for increasing the retention and

□ : Implement Success Team Model
<u>Tactic 4.F.1</u> : Expand the counseling liaison model to identify a lead counselor for each Exploration Pathway
<u>Tactic 4.F.2</u> : Define structure for Success Teams (e.g., Counselors, faculty, students, staff, support services personnel (wrap-around services including financial aid, mental health support), student ambassadors, mentors/advisors, etc.)
<u>Tactic 4.F.3</u> : Develop process for early identification of students with unsatisfactory progress
<u>Tactic 4.F.4</u> : Develop communication timeline for alerts/information to be shared with success teams
<u>Tactic 4.F.5</u> : Develop variety of learning communities for students
<u>Tactic 4.F.6</u> : Develop variety of pathway-driven clubs for students

□ : Utilize proximity of on-campus residents to engage all students to increase persistence and retention.
<u>Tactic 4.G.1</u> : Develop a prototype experience for students living on campus.
<u>Tactic 4.G.2</u> : Connect activities of housing to campus support.

Target: From 1,034 to 1,138 by 2026 (= 10% increase)
By 2025 the 2028 target will be set

Strategies and Tactics

□ : Develop tactics aligned with, and integrate, target outcomes of the Student Equity Plan.

Tactic 6.A.1: Collaborate with DEI Committee to identify best practices for increasing the number of credit and non-credit certificate or degree credentials conferred to disproportionately impacted students.

Tactic 6.A.2: Assess NVC's institutional capacity to implement best practices.

Tactic 6.A.3: Address areas where we don't have the capacity to implement best practices and prioritize actions to build capacity.

Tactic 6.A.4: Ensure all enrollment-related campus committees and divisions have an opportunity to study and engage in conversation about the 2022-2025 Student Equity Plan.

□ : Explore methods of recognizing student achievement in credit and non-credit programs.

Tactic 6.B.1: Review how other colleges have created a non-credit transcript (or combined with current credit transcript).

Tactic 6.B.2: Develop stacked micro-credentials (skills certificates, local certificates, and badges).

Tactic 6.B.3: Explore implementation of a comprehensive "Learning and Employment Record" for students enrolled in non-transcript-able and transcript-able programs.

□ : Develop non-credit programs that lead to a credential (Micro-credentials).

Tactic 6.C.1: Develop stacked micro-credentials (skills certificates, local certificates, and badges).

□ : Increase the number of Black or African American and American Indian/Alaska Native students that attain their educational goal.

Tactic 6.E.1: Identify why students are not completing certificates and degrees, if their goal was to earn a degree.

