# PVCC's 2024-2027 CAMPUS STRATEGIC ENROLLMENT MANAGEMENT (CSEM) PLAN

## INTRODUCTION

This document is the next iteration of PVCC's Campus Strategic Enrollment Plan (CSEM). Specifically, it overlays our support for the MCCCD 2024-2027 Strategic Enrollment Plan with additional campus-generated strategies to enhance recruitment, onboarding, retention, and completion processes. During AY 2023-2024 PVCCC stakeholders reviewed and provided feedback regarding the MCCCD Strategic Enrollment plan. Concurrently, the Dean of Academic Affairs and Dean of Student Affairs visited with Chairs, TSEM, SALT leadership, etc to review the plan and gather additional ideas for PVCC specific activities to support the success of PVCC students. Feedback was collected in-person and electronically to inform PVCC's efforts to support the MCCCD SEM plan.

PVCC leadership is committed to regularly reviewing District and Campus SEM plan strategies, activities and KPIs to stay responsive to changes in program offerings, the demographics of PVCC's service area, MCCCD's system-wide effort updates, shifts in the higher education landscape, and national trends. This ongoing effort ensures that PVCC remains adaptive and supportive of the evolving needs of its students.

Additionally, activities will be informed, executed, monitored and assessed by stakeholders such as the Tactical SEM (TSEM), Division Chairs, Fields of Interest (FOI) Leads, Student Affairs Leadership Team (SALT), Academic Affairs Managers, and the President's Leadership Team.

## PVCC SEM GUIDING VALUES

*We:*

- *Are committed to our students' career and academic interests and clear pathways to support their success.*
- *Value excellent student experiences before, during, and after their time at PVCC.*
- *View all processes and strategies through the lens of equity.*
- *Continue to use evidence-based practices and decision making.*
- *Engage our experts, asking specific questions about what's needed at different levels within the organization.*

## STRATEGIC ENROLLMENT COLLEGE ENGAGEMENT

PVCCs strategic enrollment success will rely on communication and engagement with several different teams. *Specifically:*

**Tactical SEM Team:** TSEM is a group of subject matter experts that plans and executes strategies for the SEM plan. TSEM focuses on tactics to operationalize the strategies related to student communication and outreach as outlined in the SEM plan. Other departments/units or task forces may be required to implement and execute various strategies and/or activities in collaboration with the TSEM team.

**SALT Leaders & Division Chairs:** The team will continue the development and implementation of a comprehensive, strategic schedule that is focused on student course and degree completion (e.g., integration of block schedules, learning communities, and the commitment to the common course start times). They also focus on enhancing our student experience throughout the academic year.

**Field of Interest (FOI) Leads:** The team composed of faculty, staff and peer leaders facilitates retention strategies throughout the student experience by embedding scalable student success strategies housed within the Field of Interest (FOI) groups.

**Presidents Leadership Team:** Strategic long-term planning and designed cross-campus collaborations with staffing, budget decisions, course offerings, student services modifications, marketing efforts, data collection tools, and strategic off-campus partnerships will be critical for the success of the SEM plan goals.

## Strategy 1
## Streamline the Experience: Student Ready Solutions for All

**College Goal 1.1**: MCCCD attracts, recruits, engages, and enrolls more students.
**KPI 1.1:** Increase annual new-to-Maricopa student enrollment (headcount) from 1,477 to 1,521 (3%) by June 30, 2027.

      **Activity 1.1.A:** Identify and achieve college-determined optimal enrollment targets for first-generation and underserved student populations.

            **Milestone 1.1.A.1.** Tracking of students via the "New Student Pipeline" dashboard

            **Milestone 1.1.A.2.** Development of a campus specific dashboard of new students

            **Milestone 1.1.A.3.** Review results with Motimatic partnership in the admissions process

            **Milestone 1.1.A.4.** Creation of marketing material with focus on first-generation support

            **Milestone 1.1.A.5.** Identify publications with niche audience of first-generation individuals

            **Milestone 1.1.A.6**. Develop and implement year round social media and ad campaign

            **Milestone 1.1.A.7.** Identify local events (PVCC and local) with intent to be present with mini roadshow kit focused on first-gen

            **Milestone 1.1.A.8.** Add capture mechanisms on all published material to understand where first-gens are learning about/becoming interested in PVCC

            **Milestone 1.1.A.9.** Use captured contact info from outreach to be entered into HubSpot for drip campaigns and tracking.

            **Milestone 1.1.A.10.** Offer Spring Semester "Recovery Services" FYE courses for academically at-risk students coupled with mandatory mentoring

            **Milestone 1.1.A.11.** Continue overall revision of first-year recruitment, onboarding and communication strategies for exploring students

            **Milestone 1.1.A.12.** Revise first-generation recruitment, marketing, orientation and co-curricular engagement efforts

            **Milestone 1.1.A.13.** Develop and calendar a targeted recruitment and onboarding communication flow-plan and marketing campaign for new students

            **Milestone 1.1.A.14.** Execute effective target/re-enrollment communication campaigns for existing students

**Milestone 1.1.A.15.** Develop new baccalaureate degree programs as well as in-demand CTE associate's degrees and certificate programs

**Milestone 1.1.A.16.** Intentionally grow early college enrollment by adding additional concurrent and dual enrollment options

**Activity 1.1.B** Strengthen partnerships and collaboration with interested feeder schools

**Milestone 1.1.B.1.** Added new fine arts Dual Enrollment classes with North Valley Arts Academies at PVSchools, 5 sections in Spring 2024. Anticipating 10 sections in Spring 2025

**Milestone 1.1.B.2.** Added new concurrent enrollment class at Shadow Mountain High School for Modern Dance Techniques

**Milestone 1.1.B.3.** Added new fine arts dual enrollment class with Horizon High School in Fall 2024.

**Milestone 1.1.B.4.** Created new partnership with West-Mec for concurrent enrollment in the ESports Certificate Degree program

**Milestone 1.1.B.5.** Added concurrent enrollment class at Phoenix Conservatory of Music for Jazz Big Band

**College Goal 1.2:** Increase by 2% the Admit to Matriculate for Fall and Spring new students

**Activity 1.2.A:** Look holistically at the admissions process and identify targets for data collection and improvement

**Milestone 1.2.A.1.** Documenting and tracking of the Student Onboarding Process

**Milestone 1.2.A.2.** Increase new to Maricopa enrollment 3-5% from previous year

**Milestone 1.2.A.3.** Measure open rates or other assessment from first-gen support

**Milestone 1.2.A.4.** Create, review, and approve a yearly communication calendar in partnership with the SA and Marketing teams by July/August.

**Milestone 1.2.A.5.** Work with faculty/administration on the creation of a year long (Fall and Spring) schedule eligible for student enrollment

**Milestone 1.2.A.6.** Track yearly enrollment of current/available baccalaureate degrees with intent to increase by 2-3% every year, until capacity is met

**Milestone 1.2.A.7.** Increase DE/CE offerings or partnerships. (may be limited by program capacity)

**Milestone 1.2.A.8.** Measurable increase of inquiries from interested individuals via social "likes," shares and comments.

**Milestone 1.2.A.9.** Track origin of inquiries for future measurement

# Strategy 2
# Optimize Student Success: Remove Barriers

**College Goal 2.1:** MCCCD retains and supports students to reach their academic, personal, and/ or

professional goals.

**KPI2.1:** Increase annual retention rates from 52% to 53% by June 30, 2027.

> **Activity 2.1.A:** Identify and achieve college-determined optimal retention rates while decreasing equity gaps.
>
>> **Milestone 2.1.A.1.** Increase LatinX usage rates of the Puma Tutoring Grant as a result of new Title III initiatives
>>
>> **Milestone 2.1.A.2.** Continue communication of resources and programming for specific student populations such as first-generation, Former Foster Youth, BIPOC, LGBTQ, Veteran and/or students with disabilities
>>
>> **Milestone 2.1.A.3.** Growth of promising student services such as tutoring, peer support, etc. that are supporting student learning and retention
>>
>> **Milestone 2.1.A.4.** Improved process for undeclared students and/or students requesting to change FOIs
>>
>> **Milestone 2.1.A.5.** Continue FOI/GP faculty/advising/peer leader collaborative work (WBE especially) to support community building among FOI students
>>
>> **Milestone 2.1.A.6.** Achieve 50% of students who attended retention focused workshops graduated or returned to PVCC for Fall 2025
>>
>> **Milestone 2.1.A.7.** Decrease number by 25% of undeclared students entering their second year at PVCC
>>
>> **Milestone 2.1.A.8.** Outreach campaign to students who have not completed their educational plans by the end of their first semester
>>
>> **Milestone 2.1.A.9.** Offer more (four) retention focused workshops (financial literacy, career exploration, study skills, etc) by April 2025 with at least 15 students in attendance for each event

> **Activity 2.1.B:** Personalized celebrations of students or "Magic Moments" such as the first day of school, 15 credits completed, birthdays throughout student journeys
>
>> **Milestone 2.1.B.1.** Launch one "magical moment" event by January 2025 where at least 100 students are impacted
>>
>> **Milestone 2.1.B.2.** At least 100 students are impacted by a "magical moment event" and 25 of them graduate or return to PVCC for Fall 2025

> **Activity 2.1.C:** Continue active messaging through email, social media, and web presence of wrap-around services and engagement opportunities
>
>> **Milestone 2.1.C.1.** Increase (four) messages from the Deans of Student and Academic Affairs focused on retention resources to all students by April 2025
>>
>> **Milestone 2.1.C.2.** All currently enrolled students students receive four messages from the Deans and 25% of them graduate or return to PVCC for Fall 2025
>>
>> **Milestone 2.1.C.3.** Students report an increased understanding of the onboarding, advising, and graduation process as well as an increased awareness of student affairs resources to support retention
>>
>> **Milestone 2.1.C.4.** Launch Student Affairs Strategic Marketing Plan by July 2024

**Activity 2.1.D:** Explore new and utilize more available tools

      **Milestone 2.1.D.1.** Improve tracking and outreach of students using available tools using such as  Google: Email, Calendar, Drive, Sheets, Docs, Slides, Groups, Forms, Meet, Chat, Academic/database software: SIS, HCM, FMS, Canvas, Drupal, 25Live, Video Conferencing/Streaming: Zoom, Google Meet, WebEx, Skype, StreamYard, Career Management Software: Maricopa CareerLink, SendOuts, ICIMS

      **Milestone 2.1.D.2.** Develop/enhance a strategic suite of scheduling tools (scheduling dashboards)

      **Milestone 2.1.D.3.** Pilot and assess retention tools such as Dropout Detective, Cranium Cafe, Hubspot, and Motimatic

**Activity 2.1.E:** Support PV athletes by increase of PAWs grade check submissions by faculty

      **Milestone 2.1.E.1.** Increase number of PAWS reports (50) submitted by faculty for student athletes and increase graduation and/or retention rates for student athletes by 25

# Strategy 3
# Committed to Completion: Mission Accomplished

**College Goal 3.1:** MCCCD graduates and transfers more students.

KPI 3.1: Increase annual graduation/transfer rates from 23% to 24% by June 30, 2027.

    **Activity 3.1.A:** Identify and achieve college-determined optimal completion rates while decreasing equity gaps

      **Milestone 3.1.A.1.** Collaborate with our 4 year partners and receive regular reports on PVCC students registering for their programs and admissions data

    **Activity 3.1.B:** Better utilization of technology tools available locally and at the district level to support case management and collaborations

      **Milestone 3.1.B.1.** Launch and integrate ConexED to streamline student support services, improve case tracking, and enhance collaboration among faculty and staff by September 2024

      **Milestone 3.1.B.2.** Retrain faculty, advisors, and support staff on the system in mixed audience spaces to ensure effective usage, reliable data entry, and increase faculty and staff understanding of the shared purpose and individual roles within collaborative case management by January 2025

      **Milestone 3.1.B.3.** Develop and revise standardized protocols and workflows for case management to boost organizational efficiency, including automated

alerts, reminders for follow-up actions, and scheduled personalized messages (e.g. voicemail drops) by January 2025

**Milestone 3.1.B.4.** Achieve 85% of all (re)trained faculty, advisors, and support staff are actively using ConexED by June 2025

**Milestone 3.1.B.5.** Establish 75% usage rate for collaborative tools (e.g. Google Suite/Workspace) for college employees by March 2025 and baseline data: Current usage rates? What percentage of our faculty/staff are using the Google Suite/Workspace for collaboration?  How well are the tools working for them?

**Milestone 3.1.B.6.** Align workflow so that 90% of collaborative projects establish a shared timeline for completion or significant change within one year (of project implementation) by March 2025

**Milestone 3.1.B.7.** Conduct quarterly in-person/hybrid workshops and training sessions for faculty and staff on effective use of collaborative tools (e.g. Google Suite/Workspace) to manage student support initiatives and share resources by March 2025. (Learning Week Fall (August)/Spring (January), October Workshop, March Workshop)

**Activity 3.1.C:** Achieve 30% reduction in case support and/or resolution time by September 2025

**Milestone 3.1.C.1.** Support/Resolution here means the student has received a response that allows them to begin taking additional actions steps to restart and/or maintain their academic progress toward transfer/completion

**Milestone 3.1.C.2.** Establish baseline data: On average, how long does it take for staff and/or faculty to provide case management information that would allow a student to continue moving forward with their academics?

**Activity 3.1.D:** Increase campus-wide collaborations to support student journeys towards completion such as FOI-focused activities (Career panels, social events, career fairs, alumni panels, FYE courses)

**Milestone 3.1.D.1.** Establish Standards for FOI Teams (that include Student Affairs and Academic Affairs Representatives) such as recommended meeting cadence and minimum programming expectations/outputs by June 2025

**Milestone 3.1.D.2.** Achieve 100% of FOI teams meeting monthly (or more) by August 2025

**Milestone 3.1.D.3.** Achieve 85% of FOI teams producing two (2) collaborative activities per semester (4 in total for the year) by December 2025

**Milestone 3.1.D.4.** Achieve 15% increase in transfer rates for students within the Health Sciences and Business Entrepreneurialism and Management FOI Note: Historically programs from these FOIs see the highest transfer rates

**Activity 3.1.E:** Increase courses offering Supplemental Instruction (SI) resources where best practices recommend student  impact opportunities

**Milestone 3.1.E.1.** Identify high-impact and high-enrollment courses that would benefit most from SI support, focusing on historically challenging courses first by September 2024

**Milestone 3.1.E.2.** Recruit and train SI leaders (successful peers or tutors) for the selected courses by December 2024.

**Milestone 3.1.E.3.** Implement a system for collecting feedback from students and SI leaders about the SI sessions by January 2025

**Milestone 3.1.E.4.** Track academic performance and retention rates of students participating in SI versus those who do not by January 2025

**Milestone 3.1.E.5.** Develop a comprehensive SI schedule, including regular SI sessions integrated into the academic calendar by July 2025

**Milestone 3.1.E.6.** Focus on 65% of (all sections of) historically challenging courses (English, Math, Chemistry, and Biology) offering SI by May 2025

**Milestone 3.1.E.7.** Achieve 70% of students enrolled in SI-supported courses attending at least one SI session per term by May 2025

**Milestone 3.1.E.8.** Support a 15% increase in pass rates for SI-supported courses by May 2025

**Milestone 3.1.E.9.** Focus on 75% of students with a history of DFW participating in SI by December 2025

**Milestone 3.1.E.10.** Achieve 80% of participating students reporting satisfaction or higher with the SI program by May 2025.

**Activity 3.1.F:** Develop a Guaranteed Schedule (minimize impacts from Go/No Go)

**Milestone 3.1.F.1.** Track enrollment, attendance, and academic performance for courses/programs included in the Puma Sprint schedule and establish a pathway for continuous feedback by May 2025

**Milestone 3.1.F.2.** Scale Puma Print/Guaranteed schedule to include at least 5 degree programs and 80 courses by August 2025

**Milestone 3.1.F.3.** Achieve an 85% enrollment rate of students eligible for the Puma Sprint schedule by December 2024

**Milestone 3.1.F.4.** Collect data from at least 70% of students, faculty, and staff participating in the Puma Spring schedule by December 2024

**Milestone 3.1.F.5.** Ninety percent of students in the Puma Sprint pilot schedule successfully complete their courses and remain on track for program completion by May 2025

**Milestone 3.1.F.6.** Achieve 85% of students, faculty, and staff report satisfaction or higher with the Puma Sprint schedule, and 90% of identified issues are addressed and resolved before scaling to include more programs/courses (July 2025)

**Activity 3.1.G:** Increase course flexible offerings (modality diversification)

      **Milestone 3.1.G.1.** Identify high-demand courses and programs suitable for multi-modal delivery by July 2024

      **Milestone 3.1.G.2.** Achieve a 25% increase in multi-modal course offerings by January 2025

      **Milestone 3.1.G.3.** Achieve 70% of students in multi-modal courses use at least one support service by May 2025

      **Milestone 3.1.G.4.** Revise current online resources (i.e. Anywhere Learning Support) and Develop workshops (offered in-person and online) to support students in online and hybrid courses, including technology training and time management skills by December 2024