Northwest Indian College
Strategic Enrollment Management Plan
2016-2020

Background Information

The Strategic Enrollment Management group was formed during the Fall of 2015 in an effort and as a mechanism to bring together campus resources and focus on issues of enrollment and student success. Recruitment and retention of students at Northwest Indian College is a priority for this institution as part of its overall strategic plan as evidenced in Core Theme 2: Commitment to Student Success. While strategies have been in place for several years, this plan is NWIC's initial attempt to conceptualize this in a framework that clearly states the goals and objectives for the purposes of tracking our efforts for effectiveness. As a living document, this plan will be reviewed quarterly with a comprehensive annual report, with proposed revisions, presented to administration in the fall of each year prior to the start of the academic year.
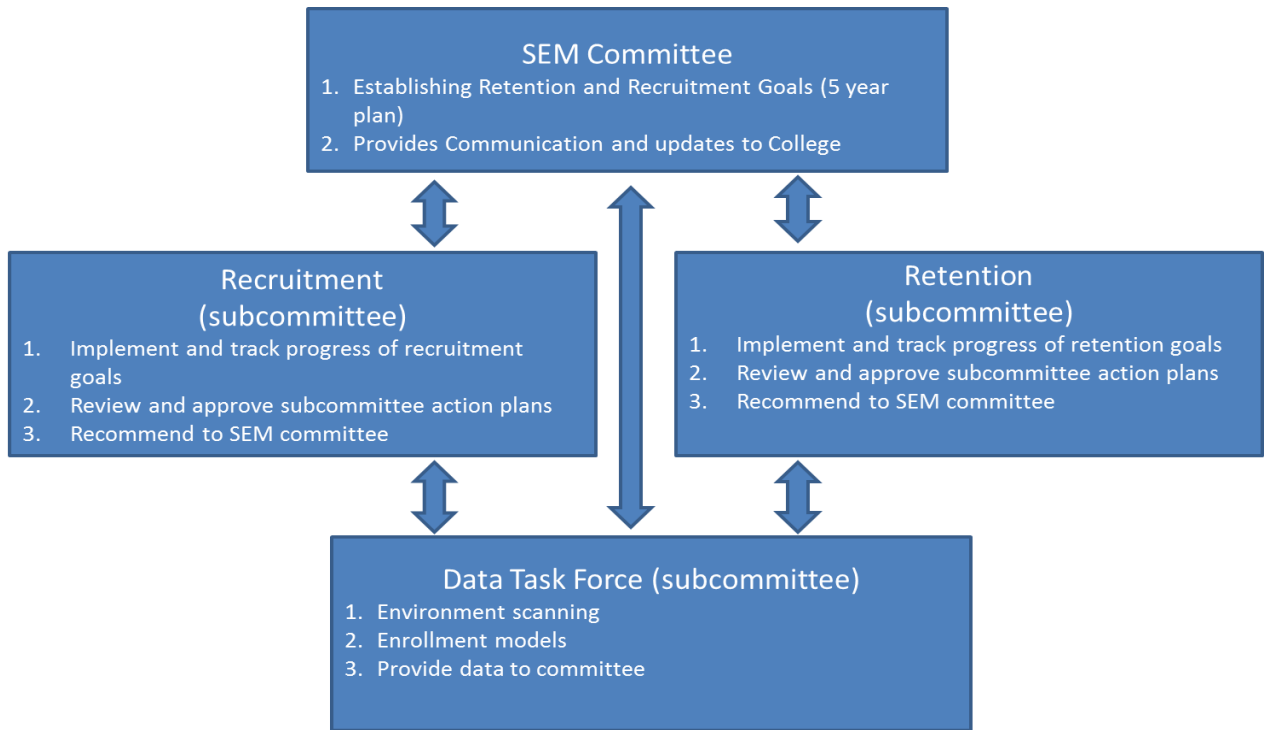
Currently, the NWIC Strategic Plan is slated to wrap up in the end of 2017, which is the next fiscal year. The planning process for the new NWIC Strategic Plan has begun and the committee will work with the Strategic Planning Committee to incorporate the SEM into the new Strategic Plan.

Core Concepts
- All SEM activities are mission driven.
- SEM builds upon an institutional culture of student success.
- SEM is synonymous with student success and is integrated into the institution's strategic plan.
- SEM will involve internal and external constituents.
- Decisions are data driven through assessment processes.

Structure of the Strategic Enrollment Management Plan Committee

SEM Committee
1. Establishing Retention and Recruitment Goals (5 year plan)
2. Provides Communication and updates to College

Recruitment (subcommittee)
1. Implement and track progress of recruitment goals
2. Review and approve subcommittee action plans
3. Recommend to SEM committee

Retention (subcommittee)
1. Implement and track progress of retention goals
2. Review and approve subcommittee action plans
3. Recommend to SEM committee

Data Task Force (subcommittee)
1. Environment scanning
2. Enrollment models
3. Provide data to committee

Evaluation Methods

The Strategic Enrollment Management group will consist of one SEM planning committee and three subcommittees: the Retention, Recruitment, and Data Task Force Subcommittee. The role of the SEM Planning Team is to meet quarterly and report to the Admin Team and the Leadership Team. The subcommittees will also meet to implement and track the progress of the established goals and make recommendations. The data task force will collect and provide updated data, examine possible models and complete an environmental scan to determine alignment with new strategic plan.

SEM Committee:
- Bernice Portervint, Dean of Academics & Distance Learning
- Carole Rave, Vice President Student Services & Instruction
- Victoria Retasket, Dean of Student Life
- Patricia Cueva, Registrar

Retention Subcommittee
- Academic Advisor (TBD by Victoria)
- TRiO Coach (TBD by Victoria and/or Patrick)
- Natasha Grant, Financial Aid Assistant
- Dawn Barrow, Site Manager, Nisqually
- Kathy Stuart-Stevenson, English FYE Faculty
- Ryan Barber, CSOV Faculty

- Myron Fryberg, TGBM Faculty

Recruitment Subcommittee
- Adam Lane, Recruiter
- Nathanael Davis, Science Faculty
- Shoshaunee Elliott, Admissions Admin Assistant
- Wayne Woods, FYE Faculty
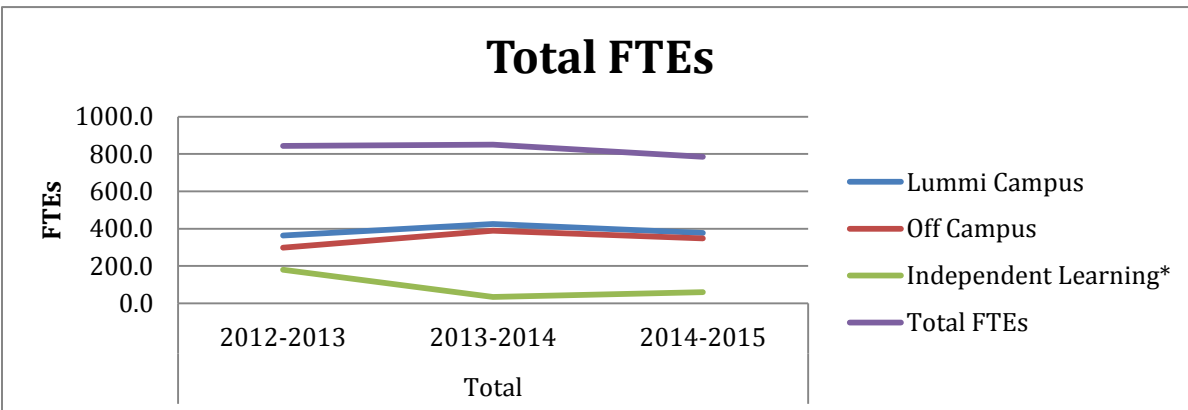- Angela Picard, Site Manager, Nez Perce

Data Task Force:
- Carmen Bland, Director of IR and Assessment
- Patricia Cueva, Registrar
- Matteo Tamburini, Math Faculty
- Adib Jamshedi, TGBM Faculty
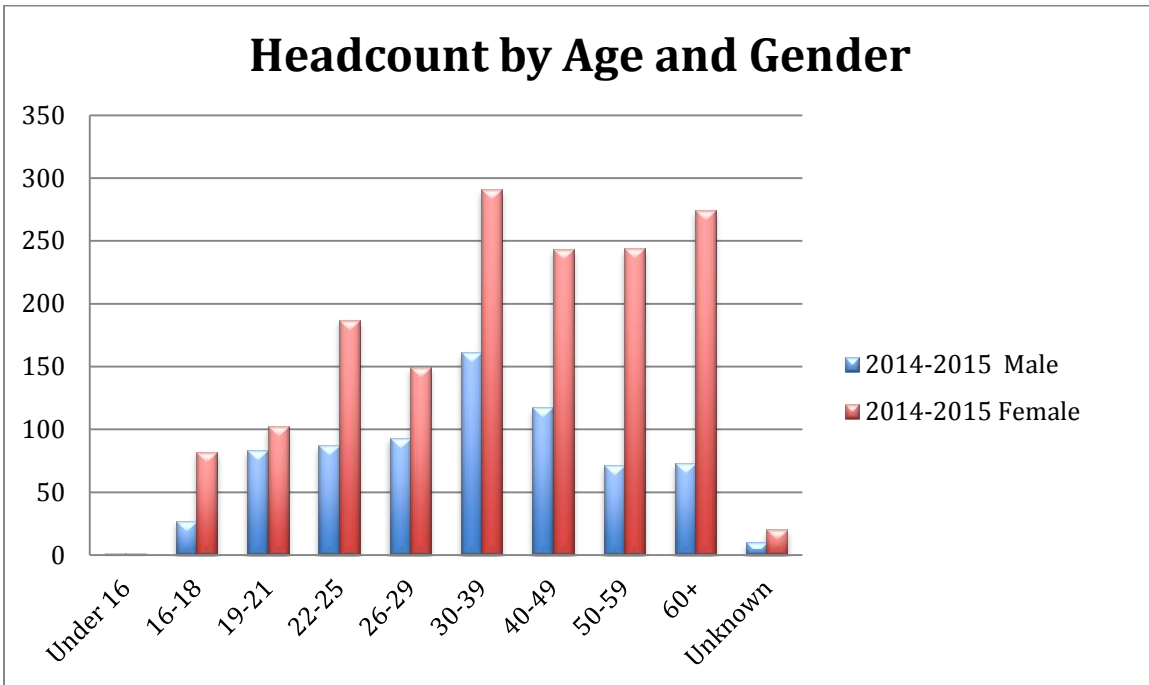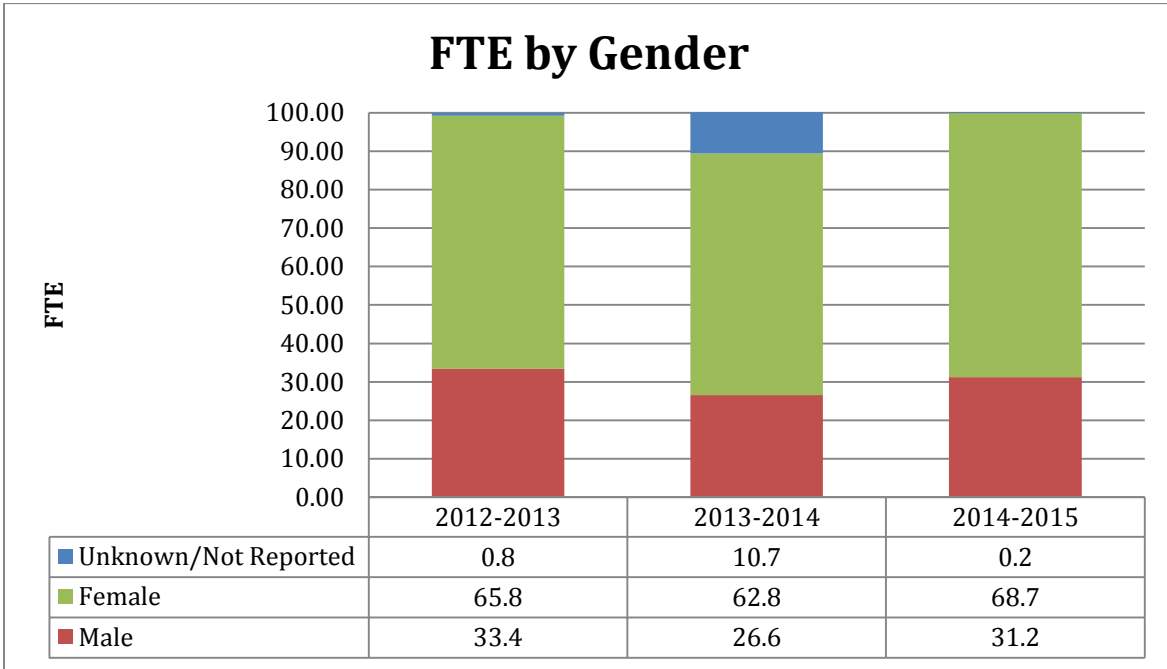- Megg Pedlow, Science Program Assistant

Additionally, the evaluation method for this will incorporate outside agents, and be inclusive of the Indigenous Evaluation framework. Additional resources will be needed to provide assistance to the SEM team to complete an evaluation process annually. As we are requesting faculty participation in the SEM Data Task Force committee, additional resources may be required to provide stipends for summer work to faculty members.
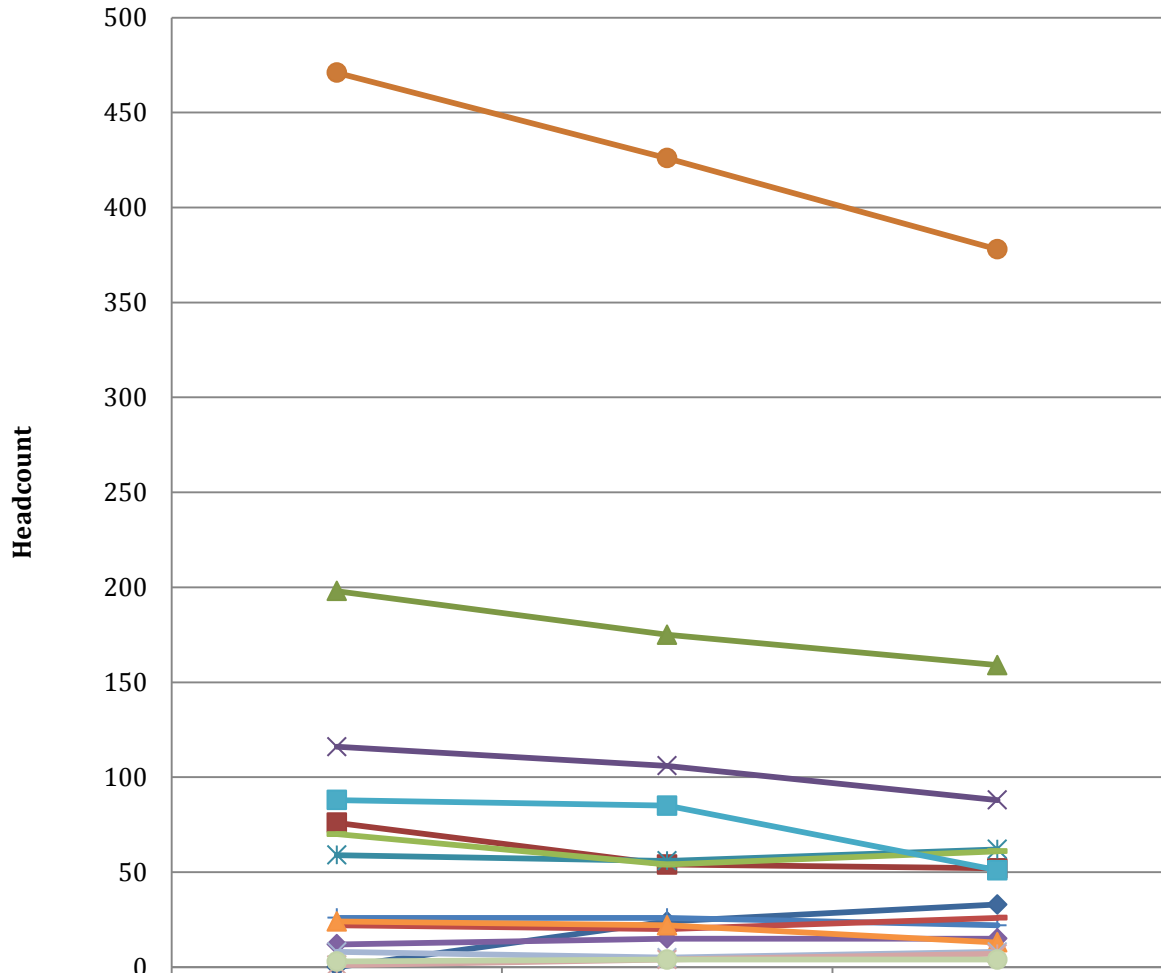
Data Highlights & Observations

Given the depth of information available, the SEM group selected the following data highlights and observations as the key items for general campus community to be aware of. A comprehensive review of all data gathered, including a review of historical numbers and future projections, is included. As the data below demonstrates, there is no single factor that predicts enrollment or retention numbers; rather, it is a combination of many factors—each of which may change term to term or year to year. It is also critical to note that causality between data points is not easily proven, so assumptions or attempting to link various data points without further investigation is cautioned.

FTE by Gender

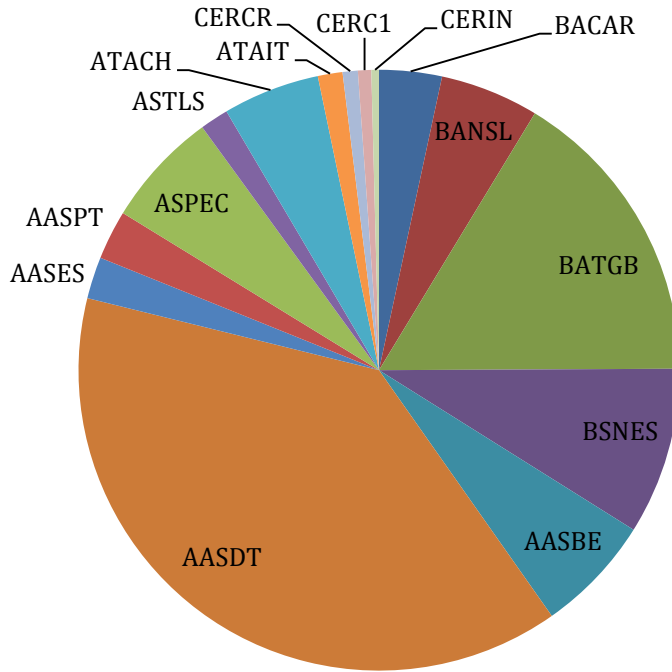|	2012-2013	2013-2014	2014-2015
Unknown/Not Reported	0.8	10.7	0.2
Female	65.8	62.8	68.7
Male	33.4	26.6	31.2

Headcount by Age and Gender

2014-2015 Male
2014-2015 Female

Program of Study Headcount Trends

	2013-2014	2014-2015	2015-2016
BACAR	0	24	33
BANSL	76	54	52
BATGB	198	175	159
BSNES	116	106	88
AASBE	59	56	62
AASDT	471	426	378
AASES	26	26	22
AASPT	22	20	26
ASPEC	70	54	61
ASTLS	12	15	15
ATACH	88	85	51
ATAIT	24	22	13
CERCR	8	5	8
CERC1	1	4	7
CERIN	3	4	4

2015 Program of Study Enrollment

FTE by Site

First Time Students

12-13	13-14	14-15
267	249	219
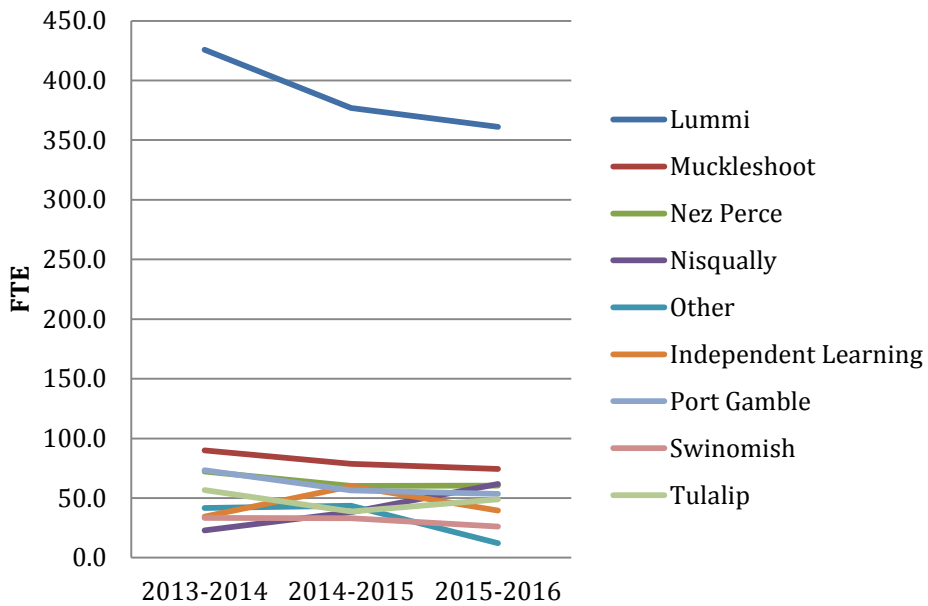
■ First Time Students

Transfer Students

	2013	2014	2015
◆ fall	23	30	19
■ winter	11	14	8
▲ spring	5	8	11

Recent HS Graduates

	2013	2014	2015
Recent HS Graduates	66	78	73
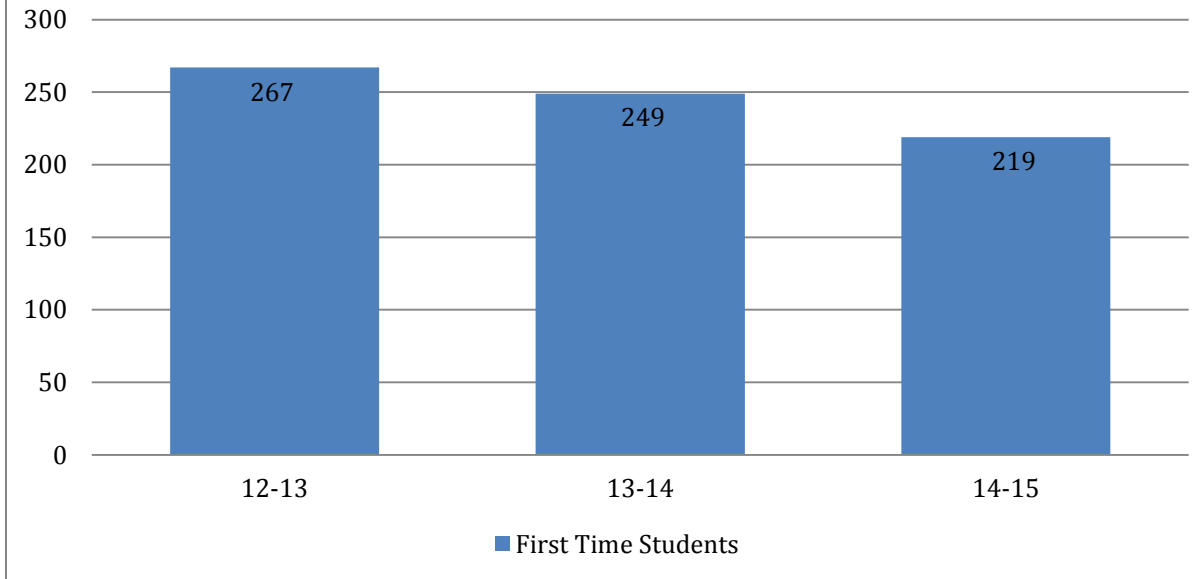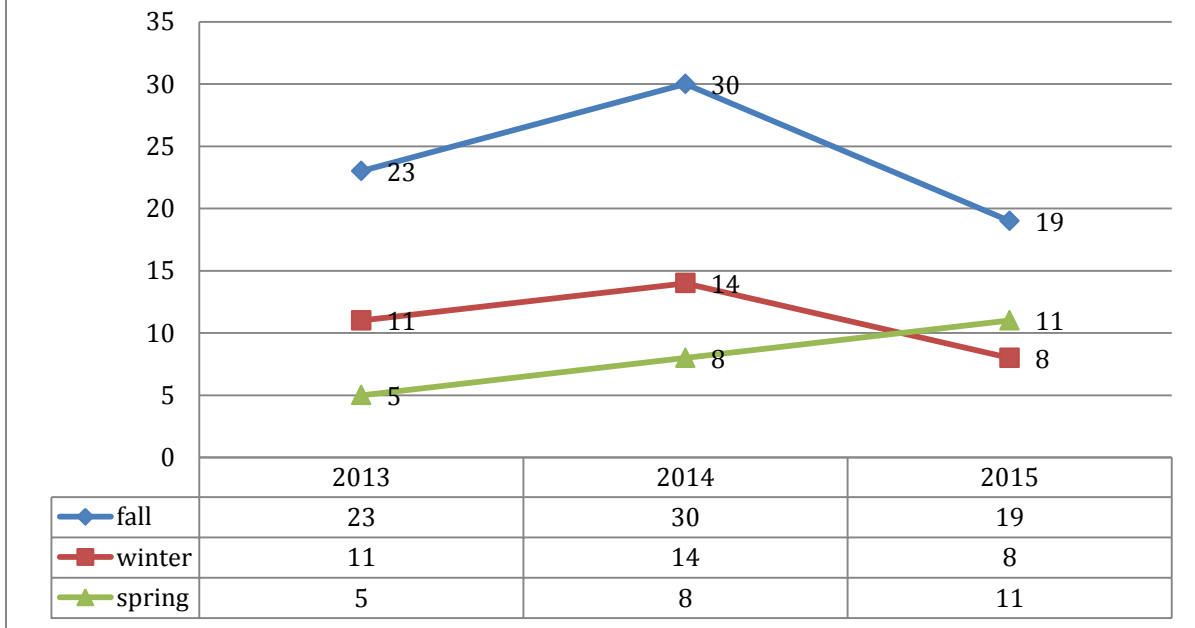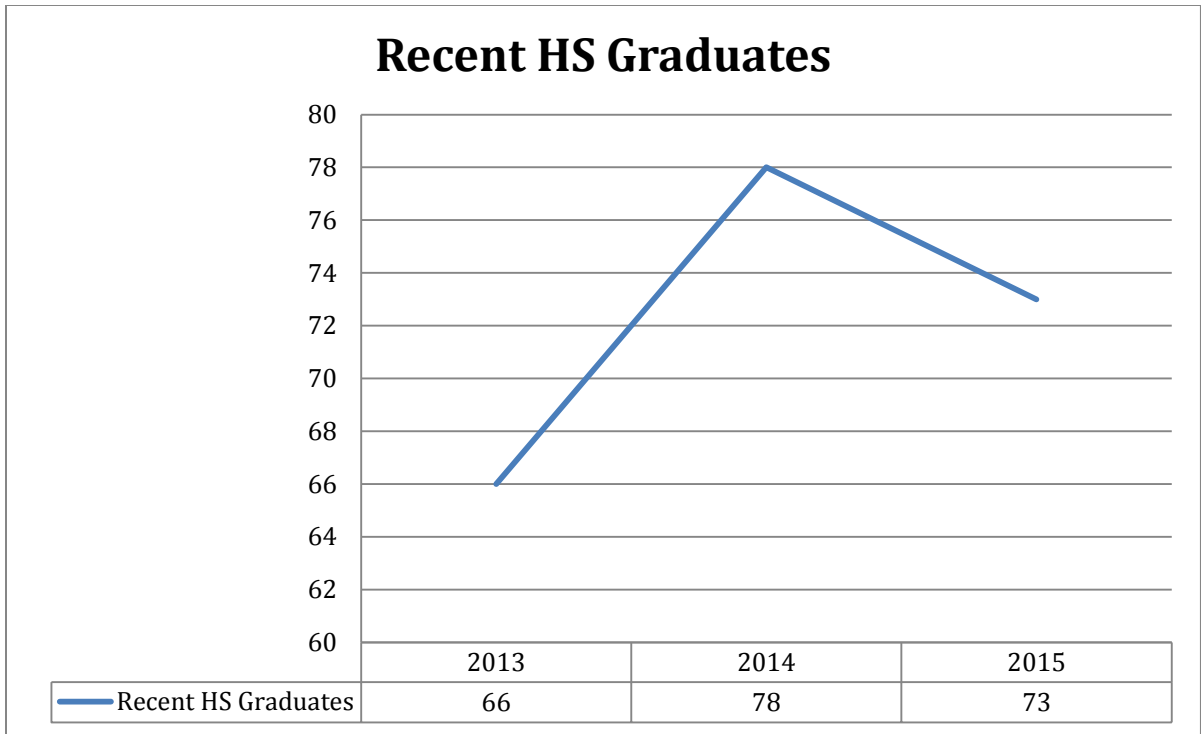
Persistence Data*			
	AY 2014	**AY2015**	**AY 2016**
Summer	89/124=72%	107/140=76%	107/166=64%
Fall	461/692=67%	488/635=70%	444/640=69%
Winter	453/636=71%	433/632=68%	TBA
Spring	399/603=66%	378/566=67%	TBA
Average	1402/2055=68%	1366/1973=69%	TBA

*Persistence: students who enrolled one quarter and went on to enroll in the next consecutive quarter

Recruitment:
Goal: The recruitment goal of NWIC is to increase its overall student body by 20 each year for the next five years.
This goal will be accomplished in the following manner:

Objective/Step	Measurement Tool (Who, What, How, When?)	Measurement Goal (expected yearly results)	Findings (actual results)	Action or Recommendation
1. Increase number of recent high school graduates, running start students, and first-time students.	Develop a more inclusive communication process from admission to the first day of class. To increase the number of Running Start students, and increase the number of events held at local high schools. Recruit returning students by offering one-time AR waivers to students who are close to graduation (within one year) and in good-standing. Utilize branding campaign.	Total Running Start enrollment: Increase to **17** in 2015-2016 from baseline of 14 students in 2014-2015 (3 additional) Total Recent High School Grad Enrollment: Baseline of 73 in 2014-2015 to **76** in 2015-2016 (3 additional) All first-time enrollment: Baseline of 219 in 2015-2016 to **229** students in 2016-2017 from (10 additional)		
2. Increase number of transfer students to NWIC	Identify current process that all students must go through before attending class and re-evaluate the transfer policy and procedure.	Total transfer-in students: Baseline of 38 in 2014-2015 to **45** in 2016-2017 (7 additional)		

Retention:

Goal: The retention goal of NWIC is to increase its overall student retention by 3% each year over the next five years.

This goal will be accomplished in the following manner:

Objective	Measurement Tool (Who, What, How, When?)	Measurement Goal (expected results)	Findings (actual results)	Action or Recommendation
1. Increase average quarter-to-quarter persistence rate by 3%.	Scale up the "Community of Learners" from BSNES to all programs of study	Quarterly persistence rate is increased by 3% from baseline average of 69% in 2015-2016 to 72% average in 2016-2017.		
2. Increase or maintain retention rate by site	Examine blue-slip registration to determine effectiveness and impact on student success and retention. Revise faculty advising structure for improvement for students with 45+ credits, including a diagram and process for transferring from below 45 credits. Each program uses a specific 45 credit and under academic advisor.	Increase Lummi site Retention rate by 3.5% annually to 60% over 5 years (from 46% in 2014-2015) Increase Muckleshoot retention rate to 60% (from 55% in 2014-2015) Increase Tulalip site retention rate 3% annually over 5 years (from 32% in 2014-2015) Maintain Nez Perce retention rate of 60% annually Maintain Port Gamble retention rate of 60% annually Maintain Nisqually retention rate of 75% annually		

Academic Success Strategies:
Goal: Increase overall academic success of students
This goal will be accomplished in the following manner:

Objective/Step	Measurement Tool (Who, What, How, When?)	Measurement Goal (expected results)	Findings (actual results)	Action or Recommendation
1. Increase the number of students who maintain NWIC's Satisfactory Academic Progress requirements.	Examine NWIC's Satisfactory Academic Progress policy and procedure to determine effectiveness and impact on student success and retention.	Development of a more structured Satisfactory Academic Progress Policy that better serves our students.		
	Examine Incomplete Agreement policy effectiveness and impact on student success and retention.	Potential revisions to Incomplete Policy.		
	Examine tutoring services at NWIC, including Math and Writing Center and TRIO Writing Mentors.	Better utilization of tutoring services and increased access.		
	Enhance the successful transition from developmental/pre-college to college level coursework.	Increase student on-time graduation rate by 2% each year. Increased graduation rate from 17% in 2015 IPEDS report to 19% in 2016.		

Background information on SEM Concepts

Goal 1: The recruitment goal of NWIC is to increase its overall student body by 20 each year for the next five years.

Objective 1: Increase number of recent high school graduates, running start students, and first-time students

Strategy: Develop a more inclusive communication process from the time of admission to the first day of class.
Student services staff will continue to attend high school recruiting events, but will increase the number of follow-ups for interested students to at least 3 via phone, email, or mailings.   In collaboration with recruitment and admissions, TRIO staff or advisors will follow-up with individuals interested in attending NWIC and schedule campus visits, faculty meet-and-greets, department chair meet-and-greets, or currently enrolled students in a program of interest. By developing deeper connections after students are initially contacted at a recruiting event, potential students will see NWIC is the right fit early on.
Who: Admissions, Recruiting, TRIO, and Advising
When: Review admission/enrollment data quarterly
Resources Needed: Time and staff resources needed to create a documented process for contacts.

Strategy: To increase the number of Running Start students, increase the number of events held at local high schools.
Who: Admissions
When: Winter and spring quarters to prepare for fall quarter
Resources Needed: Staff resources needed to attend local high school events.

Strategy: Recruit returning students by offering one-time Account Receivable (AR) waivers to students who are close to graduation (within one year) and in good-standing or increase Second Chance Funding opportunities and advertise to students the option.
Who: Business Office, Admin Team, BOT
When: Fall
Resources Needed: Financial Resources needed to remove AR holds. Staff needed for outreach purposes and contacting students regarding hold removal and expected conditions for enrollment.

Strategy: Use branding and marketing findings to deliver consistent message via print and media to our target audience. Messages and materials should be clear, consistent, unique, and convey our mission, vision and values. This strategy combines a collaborative communication flow to current and prospective students with

decentralized communication strategies to ensure consistency of message and look and prevent overlapping or duplication of information. To the target audience, NWIC is one institution. Therefore, communication from various campus departments and programs will be collective and cohesive. The communications committee is documenting their current and future communication plans that can be rolled up into a single plan. Not only is the coordination of communication a vital strategy, but also the promotion of all offerings and services of the college.

- Develop cohesive and up to date departmental recruiting materials
- The Communications Committee will work with external vendors to continue annual advertising campaign targeting prospective students in specific geographic locations.
- Implement campus-wide utilization of the NWIC Online Events calendar as a recruitment tool and communication process

Who: Communications Committee
When: AY 2016-2017
Resources Needed: Public Relations Officer

Objective 2: Increase number of transfer students to NWIC

Strategy: Re-evaluate the transfer policy and procedure
Who: Admissions, recruiting, and advising departments
When: Summer (Set to go to Admin Team in July 2016, BOT approval in August)
Resources Needed: Transfer Policy and Procedure developed

Goal 2: The retention goal of NWIC is to increase its overall student retention by 3 percent each year over the next five years.

Objective 1: Increase quarter-to-quarter persistence rate between by 3%.

Strategy: Scale up the "Community of Learners," which gives students a sense of community and place, engagement, and leadership skills. In 2016, the Native Environmental Science Department met to define what "community of learning" meant to NWIC students, to determine the characteristics of "community" and "best practices," and to design a program that fosters a student learning community. From these meetings, the concept was implemented in the BSNES program.

Who: Four-Year Department Chairs
When: AY 2016-2017
Resources Needed: Physical space for students, Program of Study specific orientation

Objective 2: Increase or maintain retention rate by site

Strategy: Examine blue-slip registration to determine effectiveness and impact on student success and retention.
Who: Academic Standards Committee, Academic Leadership Committee
When: Begin Summer 2016
Resources Needed: Blue-slip registration data.

Strategy: Examine Incomplete Agreement policy effectiveness and impact on student success and retention.
Who: Academic Standards Committee, Academic Leadership Committee
When: Begin Summer 2016
Resources Needed: Incomplete Agreement and Grade Change data.

Strategy: Revise faculty advising structure for improvement for students with 45+ credits, including creating a diagram and process for transferring with below 45 credits. Each program uses a specific 45 credit and under academic advisor.
Who: Advisors, TRIO, Dept. Chairs, Faculty Advisors, Site managers
When**:** Implement Fall 2016
Resources Needed**:** Additional advising staff for each program of study, training resources

Goal 3: Increase overall academic success of students

Objective 1: Increase the number of students who maintain NWIC's and federal Satisfactory Academic Progress requirements

Strategy: Examine NWIC's Satisfactory Academic Progress (SAP) policy and procedure to determine effectiveness and impact on student success and retention.
Who: CSS Staff and NWIC faculty, IR office
When: Begin in Summer 2016 (Site retreat/pre-service)
Resources Needed: SAP data

Strategy: Examine tutoring services and availability at NWIC, including Math and Writing Center and TRIO Writing Mentors
- Increase tutoring availability in pre-college classes
- Increase access to tutors
- Create separate tutoring webpage with resources

Who: Math and Writing Center and TRIO Writing Mentors
When: AY 2016-2017
Resources Needed: Financial Resources needed for additional tutors, accessibility for after hours and at sites

Strategy: Enhance the successful transition from pre-college to college level coursework. The intention of this goal is to ensure academic preparedness for students who begin a collegiate program below college level coursework.

- In connection with revising the faculty advising structure, implement block programming in First Year Experience or Developmental Education tracks for incoming students. Remove multiple options in first year before beginning specific program requirements and scale up to sites
- Increased lab time in development education courses and scale up to sites
- Revised placement testing system and cut scores and implemented writing sample and computer proficiency placement
- CMPS 100 placement/CMPS 101 turned into modules and use proficiency tests which could be completed prior to enrollment in the first quarter.

Who: Academic Standards Committee, FYE Committee, 2-year program coordinator position, IR office
When: Implement AY 2016-2017
Resources Needed: Continual assessment and data, additional part-time faculty at sites to scale up strategies, full-time testing coordinator.