ENROLLMENT MANAGEMENT 101

The Basics in Best Practices

AACRAO Pre-Meeting Workshop
Presenters -

Stan Henderson
University of Michigan – Dearborn
Vice Chancellor for Enrollment Management and Student Life
sehender@umd.umich.edu

Amanda Yale
Slippery Rock University of Pennsylvania
Associate Provost for Enrollment Services
amanda.yale@sru.edu
Workshop Participants

- Introductions –
  - Introduce yourself and what you do at your institution
  - What is one thing that you would like to learn from this workshop?
Our Road Map

Part I: Enrollment Management 101 – Conceptual Overview
- Core Concepts of Enrollment Management
- Creating Effective SEM Organizations

Part II: SEM Planning
- SEM Planning Processes

Part III: The Making of a SEM Plan
- SEM Planning in Action – Group Activity

Part IV: Best Practices Discussion
- Discussions on Best Practices for Implementation
- SEM Self-Audit
The Handouts

- PowerPoint Slides with Full Print for Detailed Slides
- Institutional Examples
- SEM Audit
- Resources & Articles
- References
Enrollment Management Through the Academic Lens

THE THEORY
CONCEPTS and GOALS -- What’s Behind SEM?

**Concept:**
Determining, achieving, maintaining optimum enrollment

- **Goal:** Stabilize enrollment
- **Concept:** Better student access, transition, and persistence

- **Goal:** Reduce vulnerability to environment
- **Concept:** Supporting the delivery of effective academic programs

- **Goal:** Link academic programs and SEM
Concept: Generating additional net revenue
   Goal: Stabilize finances

Concept: Enabling effective financial planning
   Goal: Optimize resources

Concept: Increasing process and organizational efficiency
   Goal: Improve quality
**Concept:** Improving service levels to all stakeholders

- **Goal:** Improve services

**Concept:** Creating data-rich environment

- **Goal:** Evaluate strategies and tactics

**Concept:** Building linkages with functions across campus

- **Goal:** Improve access to information
What SEM Is Not

- Not a quick fix
- Not all about structure
- Not glorified admissions and marketing
- Not function that operates separately from academic mission of the institution
Applying the Academic Lens

REFOCUSING ENROLLMENT MANAGEMENT
Concentration on Structure

- Bringing offices together to accomplish a more purposeful approach to enrollment
- Maguire’s “Grand design” to bring independent offices into common purpose
- “I had them report to you because I didn’t want them reporting to me”
- Building a structure for structure in Cincinnati
Stuck in Real Life

SEM evaluation at University of Cincinnati

EM offices in Student Affairs; structure chaired by Student Affairs administrators

Seen by campus as Student Affairs

Structured to include Provost, Research VP, Faculty Senate Chair, Chair of Deans
Perception is Reality

- A *member* doesn’t feel accountable
- Make academic administrators and faculty feel *responsible* for SEM
- Shared governance led to co-chairs
- Results: more engaged Provost for enrollment policy; more serious enrollment discussions with involvement of vice provost with deans
“I would never work in an institution where EM was in student affairs.”

- Development of the EM division as the principle structure
- VP at private institutions
- Associate VP at publics
- Bringing together the enrollment units
Structure v. Academics

- Academic Affairs/Student Affairs debate misses the point

- Placement of a structure is not as important as its connection with academics

- EM will not succeed unless it is part of the academic fabric of the institution
Enrollment Informed By The Academic Mindset

- When structure gets in the way, an academically centered institution will look for other paths besides structural change.

- Faculty view is consensus building and collaboration.

- Why change structure if another way is found?

- Reaching the goal is the key, not the structure.
Taking The Easy Road

- Structure gives a sense of false reality
- Steering committees, planning groups, working groups become the embodiment of SEM
- Easier to concentrate on structure than to deal with the really hard work of staying in touch with the academic context
STRATEGIC Enrollment Management

- Comprehensive process

- Achieving and maintaining optimal recruitment, retention, and graduation rates

- *Optimum defined in academic context*

- Institution-wide process that touches every aspect of institutional function and culture

- Academics are an umbrella concept

M. Dolence, 1993
Through The Academic Lens Emerges An EM Ethos

- The EM Ethos is the underlying character and spirit of an institution’s academic culture
- The Ethos puts the EM emphasis back on the academic culture
- Makes structure the servant, not the master, of enrollment policy and strategy
- The academic lens touches every aspect of institutional culture and function
Guiding Principles for the SEM ETHOS

- Shared responsibility
- Integrated institutional planning
- Focus on service
- KPIs
- Research and evaluation
- EM for the long haul
The SEM Template

- Academic Leadership
- Lateral communication
- Structures for participation
- Matching structure to mission
Merging Theory (1980s) and Practice (1990s)…

- As a professional literature, Enrollment Management emerged in the 1980s.

- As a professional practice, Enrollment Management evolved in the mid-1990s.

- In the new millennium, Enrollment Management will evolve as a strategic component of institutional planning…. 
Enrollment Management is just now coming of age….

Over the first 10 years of the new millennium, what is Enrollment Management being marked by the increased emphasis on ???

- Programs and services designed with intentionality, purpose, integration of effort, service efficiency, and positive interventions with students.
- Integrated cross-campus collaborations and partnerships between faculty, administrators, and staff.
- Use of assessment and information-driven decision making.
- Understanding how campus cultures impact enrollment management efforts.
- Importance of shared leadership at multiple levels.
Consider Elements of Campus Culture

Unpacking Campus Culture

- Pervasive attitude to not be content to rest on past success.
- Sense of inclusiveness on the part of all members of the campus community frequently characterized as a “family.”
- A strongly held sense of mission that recognizes the campus as “distinctive” or “special.” “The people are special.”

A Matter of Culture and Leadership: Student Success in State Colleges and Universities, AASCU, 2005
A culture of high expectations is a culture of mutual expectations.

- Student success is up to students. Set high expectations for students. “People don’t rise to low expectations.”
- We cannot just hold students to high standards. We must also do everything in our power to provide them with the support they need to succeed and to build students’ sense of personal responsibility for their achievement.
- Leaders need to set high targets for faculty and staff performance. They need to set targets that actually can be met, provide support and example to meet them, then raise the bar another notch.

A culture that succeeds like this is always in dynamic balance.

A Matter of Culture and Leadership: Student Success in State Colleges and Universities, AASCU, 2005
Knowing Your Mission
Establishing Goals
Setting a Direction & a Focus

Start Here

Starting your life at The Rock can be a nerve-wracking experience. What do I bring？
What will my roommate be like？ Admit it – you’re excited, but probably a little nervous, too.

Well, guess what？ Thousands and thousands of students have come here since our first class back in 1889 and each faced a different set of challenges. (And they might not admit it, but many of your professors probably had a few butterflies during THEIR first days here, too.)
Strategic enrollment management is a concept and process that enables the fulfillment of institutional mission and students’ educational goals.

Concept * process * set of activities * structure * strategies
Enrollment management is a institutional balancing act.

- Enrollment Goals
- Quest for Quality
- Increase Diversity
- Ensuring Access and Affordability
- Increasing Net Tuition Revenue
- Increasing Retention & Graduation Rates
- Improving Student Learning Outcomes

What else do we strive to balance as part of a SEM ????
What Impacts the EM Environment?

- Demographic shifts
- Changing economics of higher education
- The public policy and the legal environment
- The changing competition
- The “Information Age”
- The “Communication Age”

What other factors impact the EM environment???
Drill down to...

- Identify your institution’s enrollment challenges.
- Catalog your recruitment results of past years.
- Catalog your retention results of past years.
- Assess where your competitors are gaining an advantage.
The Purposes of SEM are Achieved by...

1. Establishing clear goals and planning efforts for the optimal enrollment (number and types of students) needed to fulfill the institutional mission

2. Promoting students’ academic success by improving access, transition, persistence, and graduation

3. Promoting institutional success by enabling effective strategic and financial planning
The Purposes of SEM are Achieved by…

4. Creating a data-rich environment to inform decisions and evaluate strategies

5. Improving process, organizational and financial efficiency and outcomes

6. Strengthening communications and collaboration among departments across the campus to support the enrollment program
What SEM is Not….

- A quick fix
- Solely an organizational structure
- An enhanced admission and marketing operation
- A financial drain on the institutional budget
- An administrative function separate from the academic mission of the institution
SEM is a Journey

- SEM requires systems thinking
- SEM requires strategic thinking
- SEM is resource hungry and it is all about ROI
- SEM is growth by substitution (can’t do it unless you take something away)
- SEM Math \((2 + 3 = 7)\)
A comprehensive approach to integrating all of the university’s programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students...
Enrollment management becomes...

...strategic enrollment management when it actively integrates planning and strategies in the formal enrollment management units...with the institution’s strategic planning, its academic vision and its fundamental mission.
Primary Ways to Maintain, Increase, or Shape Enrollment

- Increase and/or improve the inquiry pool
- Improve conversion rate (inquiry to application) – Relationship Building
- Offer admission to a greater number of students and/or higher achieving students - Scholarships
- Improve yield rate (admit/offer to deposit/enrollment) – Relationships and Marketing
- Improve scholarship opportunities and aid
- Consider academic program mix
- Improve marketing strategies – Segment Marketing Strategies
- Improve student learning and success
- Improve student involvement and engagement
- Improve academic support programs
- Improve facilities (academic, social, and living environment)
SEM requires the an integration of 3 SEM components:

- Enrollment Management as an administrative effort.
- Enrollment Management as a planning process.
- Enrollment management as a leadership effort.
Administrative Effort of SEM

Focuses on the management and administration of those departments and functions formally charged with achieving the institution’s enrollment goals.

SEM decision focus on optimal resource allocation to achieve enrollment goals

- Marketing and recruitment priorities
- Need-based versus merit-based FA packaging
- Course offerings and scheduling
- Service efficiency – One-Stop
- Processing of academic policy
- Student intervention initiatives

In what other ways might we interpret the administrative effort of SEM???
Planning Process of SEM

- Focuses on the outward- and forward-looking at activities that guide the institution’s pursuit of its preferred future in a constantly changing and competitive environment.

- Focuses on long-range planning and institution-wide strategy development:
  - New curricula & academic programs
  - Facilities development and renovation
  - Marketing and image campaigns
  - Investments in technology
  - Pricing decisions
  - Retention planning programs (early alert interventions, first year seminar, learning communities, support services, academic advising, etc.)

In what other ways might we interpret the planning effort of SEM???
Leadership Model of SEM

Focuses on leadership as a shared responsibility-occurring at all levels and deeply embedded in the way the institution works as an organization on a day-to-day basis.

- No Silos
- Enabling Leadership at Multiple Levels
- Servant Leadership

Engender trust from those they must lead
Communicate a sense of purpose
Motivate people to set goals, develop strategies, and a means of assessment.
Leaders can...

- help to develop a constant spirit of healthy restlessness to become even better at what they do.
- create an environment rich with experimentation.
- set high expectations that can be met, provide support and example to meet them, then raise the bar another notch.
- foster cultures of student success experiences deliberately through consistent actions and visible allocations of scarce resources.

Empowerment for Decision-Making
Encourages Risk-Taking and Assumption of Responsibility
Encourages Active Problem-Solving

Shedding of “territoriality”
Budgeting Personnel Space
SEM, as an administrative effort, planning process, and leadership model…

- requires an understanding of the complex dynamic that shape the university’s enrollment profile.

- integrating the 3 Faces of SEM requires that we focus not on individual functions and departments but on the entire enrollment process.
We would be inattentive if we didn’t introduce the enrollment funnel in our planning effort.....but, it does not provide sufficient attention to “continuing” students’ experience.
Continued Cultivation

ACTIONS

Specific

General

Prospects
Inquiries
Applicants
Depositors
Enrollees
Continuing Students
Graduates
Alumni
Turning the enrollment funnel on its side.....to express progression forward....and emphasize the multi-dimensional processes that exist.
Moving from the traditional enrollment management perspective....

Traditional Enrollment Perspective

Recruitment / Marketing
Orientation
Classroom experience
Co-curricular support
Degree/goal attainment

Student’s Experiences

Admission
Financial support
Academic support
Retention
Alumni
...to a fully integrated strategic enrollment management perspective.

The SEM Perspective

Recruitment / Marketing  
Orientation  
Classroom experience  
Co-curricular support  
Degree/goal attainment

Student’s Experiences

Admission  
Financial support  
Academic support  
Retention  
Alumni
“An institution’s academic program is inexorably co-dependent on enrollment management. The quality of the academic program can only be developed and maintained in a stable environment, and stable enrollments are only possible through sound planning...”
Improving Our Enrollment Planning Efforts

Premise:

- Simply finding “best practices” somewhere and “plugging them in” is unlikely to be effective.

- Overall campus culture within which these practices are deployed and the quality of presidential and administrative leadership that keep them moving and coordinated.

*Look for ways to create a campus attitude and climate that is consistently focused on meeting student needs and helping students succeed*
Many different elements must come together in a coordinated way for SEM planning to be effective.

None is more important than developing leadership at multiple levels of the institution and encouraging partnerships across departments and divisions.
Determine your niche, focus on it, and deliver on it as well as you possibly can . . .
The Concept of Optimum Enrollment

Institutional Mission

- Academic profile
- Special Skills
- Ethnicity
- Program capacity
- Majors
- Undergraduate and/or Graduate
- Physical capacity
- Residency
Setting Enrollment Goals: The Classic Conundrum

- All may want **better** students
- Administration may want **more** students
- Faculty usually want **fewer** students
- Departments may be **reducing** capacity
- Access vs. Quality
Important Reminders

SEM is:

- Mission and niche based
- Subject to organizational history
- Dependent on expertise of available staff
- About collaboration, not org charts
...Different institutions will organize for SEM in different ways...
4 Structural Approaches

❖ The Enrollment Management...

- Committee
- Coordinator
- Matrix
- Division

Kemerer, Baldridge, and Green
Committee Model

- Academic Policy Committee
- Sem Steering Committee
- Retention Committee
- Financial Aid Committee
- Admissions Committee
Coordinator Model

- Academic Affairs
- Information Systems
- SEM Coordinator
- Student Affairs
- Administrative Operations
Matrix Model

SEM Coordinator
(upper level administrator)

Academic Affairs

Information Systems

Student Affairs

Administrative Operations
Division Model

Vice President for Enrollment Management

Recruitment/Admissions Representative

Retention Representative

Registrar/Registration Representative

Financial Aid Representative

Career Center Representative
How is your institution approaching enrollment management?

- Committee ???
- Coordinator ???
- Matrix ???
- Division ???
SEM Organizational Effectiveness Scale

**Structural type**
- Committee
- Coordinator
- Matrix
- Division

**Commitment To change**
- Lower
- Higher

**Expertise of Lead EM staff**
- Less
- More

**Enrollment results**
- Weaker
- Stronger
Composition of SEM Organizations (Conceptual, not definitive)

BASIC

Admissions
Financial Aid
Orientation
Registrar
Enrollment Research
Retention
Composition of SEM Organizations

**BASIC**
- Admissions
- Financial Aid
- Orientation
- Registrar
- Enrollment
- Research
- Retention

**EXPANDED**
- Pre-College Programs
- Academic Support Programs
- Academic Advising
- Career Services
Composition of SEM Organizations

**BASIC**
- Admissions
- Financial Aid
- Orientation
- Registrar
- Enrollment
- Research
- Retention

**EXPANDED**
- Pre-College Programs
- Academic Support Programs
- Academic Advising
- Career Services

**COMPREHENSIVE**
- Institutional Research
- Marketing
- Community Relations
- Alumni Relations
SEM Transition Model

Adapted from Dolence
SEM Transition Model: Denial

- Enrollment Trend: Down

- Institutional Messages
  - “The downturn is temporary.”
  - “It’s just (pick one) demographics/the economy/our competitors.”
  - “We are subject to forces beyond our control.”

- Institutional Action
  - Form a committee
  - Discuss options
SEM Transition Model: Nominal

- Enrollment Trend: Down

- Institutional Messages
  - "We have to do something."
  - "We need a ‘silver bullet’ recruiting/marketing strategy."

- Institutional Action
  - EM is a new name for admissions
  - Fund ad hoc, short-term strategies lacking enrollment management expertise
  - More discussion
SEM Transition Model: Structural

- Enrollment Trend: Variable

- Institutional Message
  - “This isn’t as easy as we thought.”

- Institutional Action
  - Limited restructuring: EM committee or other organizational structure
  - EM begins to integrate enrollment-related activities
  - EM focuses inward on improving effectiveness, efficiency, & integration
  - EM keeps hands off the academic enterprise
  - Continue with short-term strategies with minimal enrollment management expertise
  - CI improvement process – Not retention
SEM Transition Model: Tactical

- Enrollment Trend: Building to optimum enrollments

- Institutional Message
  - "To achieve optimum enrollments will require fundamental changes."

- Institutional Action
  - Substantive restructuring: EM begins to look outward & forward
  - EM begins to redesign processes & functions
  - EM drives revenue planning (not revenue planning driving SEM)
  - EM embraced as a comprehensive process
  - EM “holds hands” with academic enterprise
  - EM goals are adopted
  - Strategic planning based on reliable data
  - Strong enrollment management expertise
  - Targeted funding
SEM Transition Model: Strategic

- Enrollment Trend: Achieving optimum enrollments

- Institutional Message
  - “We control our enrollment outcomes.”

- Institutional Action
  - Stable organizational structure and funding
  - Top-level EM leadership
  - Alignment ahead of the changing environment
  - EM integrates institutional decision-making process
  - EM is fused with academic enterprise
  - EM embedded in institutional planning
  - Consistent planning and assessment cycle
SEM Transitions

- Denial
- Nominal
- Structural
- Tactical
- Strategic

SEM Structures

- Division
- Matrix
- Coordinator
- Committee
Where is your Institution?

- Strategic
- Tactical
- Structural
- Nominal
- Denial
- Division
- Matrix
- Coordinator
- Committee
Part I: Moving Toward a SEM Plan

Premise:
An institution can become more strategic through the formalization of a plan that is dynamic and fluid and embodies the institution’s vision, mission, values, and culture.

Belief:

Improvement in enrollment conditions are a by-product of institutional intentionality, integration of effort, information driven decision-making, leadership across multiple levels of the institution, and campus culture.
SRU Enrollment History Prior to SEM Planning

- 1991: 6600
- 1992: 6800
- 1993: 7000
- 1994: 7200
- 1995: 7400
- 1996: 7600
- 1997: 7800
- 1998: 8000
- 1999: 8200

Example
SRU Enrollment History Since SEM Planning

Coordinated implementation of strategies and measures to improve the enrollment condition.

Example

NEW INSTITUTIONAL RECORD
First to Second Year Retention Rates

Retention Rates:
- 2000: 66%
- 2001: 68%
- 2002: 70%
- 2003: 72%
- 2004: 74%
- 2005: 76%
- 2006: 78%
Enrollment Management Since 1999

- Fourteen consecutive semesters of unbroken enrollment increases.
  - Headcount enrollment up 19% and credit hour generation up 20%
- Quality of entering freshmen class up.
  - SAT scores of freshman class up nearly 60 points since 2000.
- Increases in first year student enrollment across each of the four colleges.
  - Academic program increases ranged from 14% to 70%.
  - Incoming first year students choosing majors in the College of HES increased from 22% to 33%.
- Since 2001, diversity enrollments up for African-American students by 98%.
- Four years of improved first-to-second year retention. Overall retention up 77-78% as compared to 69-70%.
- Improvement of first-to-second year retention rates for at-risk students and students of color. Improved first-to-second year retention of at-risk students (22%), African-American (26%), and Hispanic students (28%) over the last three years (since 2001).
- Six year graduation rates are increasing from 47% to 52%. Five year from 43% (1995 cohort) to a current status of 47% (1999 cohort). Rates are expected to increase as first cohort of enrollment management plan reach their fifth year.
- Transfer students have increased 15%.
- Graduate students have increased 26%.
- A culture focused on improving student learning and success. PRICELESS!
Three Critical Observations Made in 1999

1. No single factor caused our enrollment decline and no single act would change the trend.

2. We had to move from “enrollment by chance” to “enrollment by design”.

3. Strategic enrollment planning had to become part of the culture of the entire campus.
Why Planning???

Not fully in control of our destinies, but we can use knowledge of our environments to maximize control of our outcomes.

Demography does not define destiny.
Look for strategies which could provide immediate success.

We couldn’t wait until we created the “perfect” plan. We decided to implement and evaluate specific strategic services, programs, and activities designed to bring success in recruiting new students and retaining our continuing students.

It is tempting for strategic planners to move quickly at a “tactical level” to “write the plan” themselves.

An institutional understanding of strategic issues and a systems approach to achieving objectives create a “synergy” that fosters success.
What is a Strategic Enrollment Plan?

- **Institutional Planning:**
  - “a dynamic means of describing the organization, its goals, gaps to achieving them, and ways to overcome the gaps for long-term viable success” (Stryker, 1997).

- **Enrollment Planning:**
  - “the process of developing and maintaining a strategic fit between the institution’s goals and capabilities and its changing market” (Kotler and Fox, 1985).

There is a strong relationship between the institutional strategic plan and the strategic enrollment plan.

The SEM plan operationalizes the institution-wide strategic plan.
Strategic Enrollment Planning – Student Learning & Success

Elements…

- Begins with a clearly defined vision as it relates to institutional mission;
- Performs an internal and external environmental analysis and forecasts future trends;
- Recognizes and articulates current position and direction;
- Acknowledges problems and constraints as well as opportunities and strengths;
- Outlines objectives and desired outcomes and articulates strategies to achieve them;
- Determines a budget to achieve each outcome;
- Assigns responsibility for strategies to specific individuals;
- Sets forth an evaluation mechanism to measure progress and redirect efforts if necessary.
Slippery Rock University Strategic Enrollment Management Plan

The Strategic Enrollment Management (SEM) Plan presented here represents the collaborative initiatives, communications, energies, and efforts of the Enrollment Services personnel, as well as many constituencies across campus. The plan is presented in the form of a PowerPoint presentation to represent its dynamic and fluid process. Every effort was made to avoid creating a plan that would be simply prepared, written, and placed on a shelf to collect dust. The plan was prepared as a PowerPoint presentation to represent its changing nature as new assessments are prepared. The PowerPoint presentation to represent its changing nature as new assessments are prepared. The plan was revised and responsive to the environment necessary changes to the plan. Many sections of the plan can be separated apart from the full document for presentation purposes.

The SEM plan is comprised of ten (10) sections.

Presentation 1 -
Section I: Vision, Mission, and Values

Presentation 2 -
Section II: Divisional SEM Goals

Presentation 3 -
Section III: Enrolment Scan Summary

Presentation 4 -
Section IV: Enrolment Conditions and Guiding Principles for SEM

Presentation 5 -
Section V: UE NEWS & CBARF - National Comparative Data

Presentation 6 -
Section VI: Demographics of Pennsylvania

Presentation 7 - Highlights of Marketing and Recruitment Efforts

Section VII: Marketing Efforts

Presentation 8 - Historical Comparisons of SRU Enrollment

Section VIII: SRU Enrollment - Historical Comparisons Six-Year Enrollment Patterns

Presentation 9 -
Section IX: 2004 Enrolment Services Accomplishments

Presentation 10 -
Section X: 2006-2007 Enrolment Goals & Divisional Goals, Activities and Services

The SEM Plan is also available on the "I" drive for reference and review as one file. [I Drive/Enrolment Services/2005-2007 Strategic Enrollment Management Plan]

SRU’s SEM Plan:
http://www.sru.edu/pages/9312.asp
Four Guiding Planning Principles

- Comprehensive approach to changes
- Strategic Enrollment Planning
- Builds from within the campus culture
- Works to get everyone on the same page

Tracks relentlessly what works & what doesn’t
Considerations for Planning

- Changing environments
- Internal realities
- External pressures

Planning

- Thoughtful planning
- Systems Thinking
- Careful Analysis
- Proactive & Purposeful Action
Impact of Strategic Enrollment Planning on Institutional Planning

Resources
- Impact on net tuition, credit hour generation, head count allocations

Culture of the Institution

Clear and realistic enrollment goals
- Internalized
- Supported
- Achievable
- Measurable
Development of a SEM Plan

- SEM planning is a comprehensive process that has implications for the entire organization.

- SEM planning initiatives will have a far-reaching impact on the rest of the institution.

- SEM planners need to move from the more general strategic plan action items to specific goals and targets directly related to enrollment management.

However, some institutions initiating SEM Plans have no formal structure or authority to implement institution-wide reform.

Plan......Implement......Assess......
5 Keys to Effective Strategic Enrollment Planning

- Focus of the plan is on subsequent implementation
- The plan allows for ordered responses to better handle uncertain/turbulent environments
- The planning process stimulates continual organizational questioning toward meeting existing or new challenges
- Planning elements become intertwined so synergistic outcomes can be achieved
- The planning process ensures that various stakeholder provide frequent input/feedback.
Components of a SEM Plan

- GAP Analysis
- Current and Future Demographics
- Operational Analysis Strategies
- SWOT Analysis Environmental Scan
- Vision & Mission
- Values
- Research and Data-Driven Decision Making
- Goals Objectives Strategies
Comprehensive Planning

- Develop an Effective Planning Effort
  - The plan should
    - Be a working action document
    - Used virtually every day
    - Accessed frequently
    - Available to all
    - Dynamic and fluid in nature
    - Modified regularly
Who Plans???

Enrollment Management Organizational Structures
- Division
- Task Force
- Committee

Who Plans???
- Admissions Units
- Student Financial Assistance
- Academic Records & Summer School
- Student Information Systems
- Institutional Research
- Faculty
- Public Relations
- Orientation
- Academic Advising & Placement
- Academic Services
- Student Development Unit
- Deans
- Administration (Finance, Academics, Student Life)
- Academic Policy Unit
- Residential Life
- Alumni Relations
- Information Technology
- Facilities
- Students
Strategic thinking and planning requires a systems approach -- that is -- it requires the ability to look at the entire institution as a whole, understanding its mission and values, relating its goals and objectives to those core values, and providing programs and services in line with the mission.

Strategic thinking and decision making therefore provides cohesion to the entire institution.

It informs a tactical-level approach.
Planning Plays an Integral Role In Higher Education

Institutional Strategic Plan

FINANCIAL PLAN

MARKETING PLAN

SEM PLAN

INSTITUTIONAL ADVANCEMENT PLAN

FACILITIES MASTER PLAN

HUMAN RESOURCE PLAN

TECHNOLOGY PLAN

RETENTION PLAN
Getting Started: Where does an institution begin?

Start the process with a template from current planning documents:

- Institutional Strategic Plan
- Mission of the Institution
- Accrediting Body Report
  (Institutional, Program, Department Level)
- System Strategic Planning Documents
- Collective, intuitive insights of planning members
Types of Strategic Enrollment Plans

Annual or Bi-annual plan should not be confused with longer term enrollment strategic planning. Different in timeframe, scope, and purpose

- **Longer Term Enrollment Plan**
  - Driven by overall college/university strategic plan – where does the institution hope it will be in 5 years?
  - Performed less frequently
  - Focuses on fundamental decisions and actions that shape the long-range nature and direction of the institution
  - Less detailed and broader in scope and purpose
  - More of an abstract in terms of goals/objectives
  - Much more emphasis is placed on product and marketing strategies

- **Annual Plan**
  - Concerned with the ‘here and now’
  - Performed annually
  - Focuses on goals, objectives, strategies and measures that shape the immediate state of enrollment
  - More detailed and focused in scope and purpose
  - Dynamic and fluid in nature
Institutional Strategic Plan

Long Term Enrollment Plan 3-5 years

Annual Recruitment Plan

Clear Goals Key Strategies Action Plans

Annual Retention Plan

Marketing/Recruitment Clear Goals Key Strategies & Action Plans Assessment & Evaluation

Retention Clear Goals Key Strategies & Action Plans Assessment & Evaluation

Considerations for Building a Comprehensive Enrollment Planning
Questions for Consideration in a Longer-Term Enrollment Plan

- What is our purpose?
- Where do we want to be 3, 5, 7, 10 years from now?
- Where are we now? How do we know?
- What assumptions are we making? How do we know?
- What do we hope to accomplish?
- What gaps do we find between the current and desired situations?
- Which courses of actions must we take to close the gaps?
- How well are the goals being met?
- What unexpected occurrences might happen and how well we handle them?
- How will the organization members organize, interface, and cope with change in the planning cycle?
Considerations for the Desired Enrollment State Over the Next 3-5 Years

- Defining Your Desired Enrollment State:
  - Size
  - First Year / Transfer / Graduate
  - Traditional / Non-Traditional
  - Full Time / Part Time
  - Academic Profile
  - Financial Profile
  - Residential / Commuter
  - Geographic Representation
  - Major Distribution
  - Co-Curricular Interest
  - Gender and Ethnicity

How does your institution want to build and shape the student body?
What influences impact the shape of your student body?
Strategic Enrollment Planning – Student Learning & Success

Elements…

- Begins with a clearly defined vision as it relates to institutional mission;
- Performs an internal and external environmental analysis and forecasts future trends;
- Recognizes and articulates current position and direction;
- Acknowledges problems and constraints as well as opportunities and strengths;
- Outlines objectives and desired outcomes and articulates strategies to achieve them;
- Determines a budget to achieve each outcome;
- Assigns responsibility for strategies to specific individuals;
- Sets forth an evaluation mechanism to measure progress and redirect efforts if necessary.
Comprehensive Annual Strategic Enrollment Plan

- Very Specific Enrollment Goals
- Well-Conceived Supporting Strategies and Tactics
- A Plan that is a Working Action Document
  - Used virtually every day
  - Accessed frequently
  - Dynamic and fluid in nature
  - Modified regularly
The ES directors meet once monthly for program/service planning.

The ES directors meet once monthly with student life and continuing education division directors and a smaller group of enrollment directors meet periodically throughout the academic year for program planning.

Smaller collaborative centers meet regularly for program planning.
The Strategic Enrollment Management Plan, presented here, represents the collaborative initiatives, communications, energies and efforts of the Enrollment Services personnel as well as many constituencies across campus. The plan is presented in the form of a PowerPoint presentation to represent its dynamic and fluid process. Every effort was made to avoid creating a plan that would be simply prepared, written, and placed on a shelf to collect dust. The plan was prepared as a PowerPoint presentation to represent its changing nature as new assessments are examined and responses to the environment necessitate changes to the plan. Many sections of the plan can be separated apart from the full document for presentation purposes.

The SEM plan is comprised of eight sections.

Section I: Vision, Mission, and Values
Section II: SEM Goals
Section III: Environmental Scan Summary
Section IV: Enrollment Conditions and Guiding Principles for SEM
Section V: Demographics of Pennsylvania
Section VI: Highlights of Marketing and Recruitment Efforts
Section VII: Enrollment Status at SRU
Section VIII: 2004-2005 Enrollment Objectives
Section IX: Enrollment Services Divisional Accomplishments
Section X: Enrollment Services Divisional Goal Statements, Activities and Services, and Assessments

Enrollment Services Vision Statement

Institutional Vision Statement:
Slippery Rock University will excel as a caring community of lifelong learners connecting to the world.

Enrollment Services Vision Statement:

The Division of Enrollment Services will strive to operate interdependently with others, sharing information of value to the institution as a whole, and working with our colleagues to achieve a cohesive, supportive, “seamless” network for students from the time of their first inquiry through graduation and beyond.

Each member of the Enrollment Services team will strive to work creatively, enthusiastically, and diligently to attain market prominence, achieve optimal enrollments through progressive recruitment and retention efforts, support the vision and the academic mission of the University, and enhance student learning and success.

Hence, team-initiated division and university-wide programming efforts and information management are vital to the achievement of these goals. Through shared learning experiences and a genuine commitment to teamwork, the Division of Enrollment Services will exert a positive influence to optimize the match between potential learners and the values, vision, and competencies of Slippery Rock University.
The “Vision Thing” – Mission and Direction

A Direct Outgrowth of the Institution’s Vision and Mission

Without the vision, the plan cannot be strategic.

SEM plans begin with institution’s vision and mission.

- **Vision**
  - sets the institution in a direction for the future
  - reflects the values and philosophy and future aspirations
  - motivates faculty and staff
  - provides a sense of purpose
  - serves as an announcement of high-level goals

- **Mission**
  - clarifies an institution’s purpose and “vision” as articulating what an institution should look like in the future as it fulfills its mission.
Example of Vision Statement

The division of ES will operate interdependently with others, sharing information of value to the institution as a whole, and working with our colleagues to achieve a cohesive, supportive, “seamless” network for students from the time of their first inquiry through graduation and beyond.
Examples of Vision & Mission Statements for Enrollment

The Enrollment Services staff will strive to achieve optimal enrollments for XXXX by supporting the mission of the institution and enhancing student learning and success.

The mission of the Enrollment Services division is the systematic development of ways to achieve the optimum enrollment for the campus.

- Consistent with the mission of the institution, optimum enrollment must reflect the ethnic diversity of the state and region and must provide adequate opportunity for success to ensure completion of academic programs.

- Optimum enrollment must be determined within the broadest context through the strategic planning process. Toward this end, the Enrollment Management Task Force will coordinate the enrollment planning effort, which will provide input into the campus strategic plan; explore and recommend options for recruitment, admissions, retention, and graduation; evaluate the effectiveness of enrollment management efforts; establish an integrated campus enrollment management philosophy; and forge strategic and tactical plans setting forth methodologies for achieving the desired enrollment goals.
Key Performance Indicators:

- **KPI** – a measure of an essential outcome of a particular organizational performance activity or an import indicator of the well-being of an organization.

  - **Measurement** –
    - Do you have the information or can you get it?
  
  - **Operational Definition** –
    - What precisely do you mean?
  
  - **Current Value or Baseline** –
    - If information is available, where are you now?
  
  - **Priority** –
    - How important is this KPI compared to the others?
Strategic Planning

SWOT Analysis
- Internal SW
- External OT

Environmental Scan
- Political
- Economic
- Societal
- Technological

"Measuring Progress"

Trend Analysis

Enrollment Demographics Pricing

KPIs
- Secondary KPIs
- Market Position

Tactical Plans and Contact Plans
Assessing the Environment

- Analysis of the external and internal environments
  - Understanding the strengths and weaknesses in light of the opportunities and threats it faces
  - Environmental analyses are never complete

Matching the external assessment with an internal profile permits us, later in the process, to define our strategic objectives.
Factors to be considered when you assess the external environment

**PEST” Analysis**

- Trends and events that impact the institution
- Understanding of influential factors and their effects
- Degree of alignment with environments

**Examples of external factors...**

- Local and Regional Economic Conditions
- Price, Merit Aid, Tuition Discounting
- Regional Market Competition
- Consumer Attitudes
- Demographic Trends
- Popular Press & its “rankings”
- State and Federal Finances
- Impact of the education industry
- Gender imbalance
- Non-education options for high school toward concurrent high school/college environment
Factors to be considered as you begin to analyze the internal environment

Impact of Institutional Design on Performance, Strategies, Goals, Objectives, and Resources

**Examples of internal factors...**

- Institutional resources
- Present strategies and processes
- Performance Indicators (institutional, state, etc), Benchmarks for anchor analysis
- Faculty and staff commitment
- Work environment
- Internal communication
- Policies and procedures performance
- Strength of academic programs
- Strength of co-curricular programs
- Facilities
- Student residential trends
- Quality...diversity...geographic mix of the student body
- Student satisfaction
- Student course-taking patterns
- Faculty/staff workload
- Discount rate and net tuition revenue trends
- Non-tuition sources of revenue and size of the endowment
Summary of Internal & External Assessment Process

- Identify & calculate cause/effect relationships
- Refine and prioritize initial findings from assessments
- List strengths, weaknesses, opportunities, and threats – Relate to PIs
- Environmental analysis is never complete
Key Performance Indicators

Data-Driven Decisions
Knowing What Works Means Measuring Everything

Use Varied Sources of Data

- Institutional Performance Measures
  - System - 64 Indicators
  - Institutional Strategic Plan
  - Strategic Enrollment Plan

- External Databases
  - CSRDE
  - ACT
  - IPEDS
  - National Student Clearinghouse
  - USNWR

- Institutional Surveys/Studies
  - Marketing Recruitment Audit
  - Admitted Student Questionnaire
  - CIRP-Freshman Survey
  - NSSE-National Survey of Student Engagement
  - FSSE-Faculty Survey of Student Engagement
  - FYI Survey-Student Learning Outcomes
  - Focus Groups
  - Student Voice for Quick Surveys
  - Program Assessments & Evaluation
  - Student Satisfaction Surveys
  - FYE Assessment Project – Policy Center for the FYE

---

Competitor Analysis

---

Minority Student Benchmark Data African American & Hispanic/Latino

<table>
<thead>
<tr>
<th>Date to Date Comparisons</th>
<th>% Difference</th>
<th>N Difference</th>
<th>Accept Rate</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>388</td>
<td>345</td>
<td>12.5%</td>
<td>43</td>
</tr>
<tr>
<td>Offers</td>
<td>237</td>
<td>189</td>
<td>25.4%</td>
<td>48</td>
</tr>
<tr>
<td>Denials</td>
<td>20</td>
<td>48</td>
<td>-58.3%</td>
<td>-28</td>
</tr>
<tr>
<td>In-Process</td>
<td>88</td>
<td>116</td>
<td>-25.4%</td>
<td>-30</td>
</tr>
<tr>
<td>Deposits</td>
<td>60</td>
<td>53</td>
<td>13.2%</td>
<td>7</td>
</tr>
<tr>
<td>Wait List</td>
<td>55</td>
<td>0</td>
<td>0.0%</td>
<td>55</td>
</tr>
</tbody>
</table>

---

Competitor Analysis

---

One Year Retention Percentage

Past Goal

- 1998-99: 67%
- 1999-00: 68%
- 2000-01: 69%
- 2001-02: 70%
- 2002-03: 71%
- 2003-04: 72%

---

Credit Hours Generated

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 1994</th>
<th>Fall 1995</th>
<th>Fall 1996</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV</td>
<td>99103</td>
<td>97421</td>
<td>93944</td>
<td>93133</td>
<td>91924</td>
<td>92326</td>
</tr>
<tr>
<td>ART</td>
<td>23002</td>
<td>23988</td>
<td>2344</td>
<td>2508</td>
<td>2382</td>
<td>2401</td>
</tr>
<tr>
<td>ENGL</td>
<td>9033</td>
<td>9618</td>
<td>8994</td>
<td>8284</td>
<td>8214</td>
<td>8466</td>
</tr>
<tr>
<td>MATH</td>
<td>2763</td>
<td>2748</td>
<td>2529</td>
<td>2367</td>
<td>2685</td>
<td>2139</td>
</tr>
<tr>
<td>MUSC</td>
<td>3677</td>
<td>4113</td>
<td>3222</td>
<td>3161</td>
<td>3325</td>
<td>3553</td>
</tr>
<tr>
<td>PHI</td>
<td>1695</td>
<td>1797</td>
<td>1752</td>
<td>1713</td>
<td>1323</td>
<td>1338</td>
</tr>
<tr>
<td>THEA</td>
<td>1055</td>
<td>1391</td>
<td>1292</td>
<td>1261</td>
<td>1264</td>
<td>1431</td>
</tr>
<tr>
<td>BIO</td>
<td>5035</td>
<td>4356</td>
<td>3942</td>
<td>3580</td>
<td>3773</td>
<td>3296</td>
</tr>
<tr>
<td>CHEM</td>
<td>3677</td>
<td>4113</td>
<td>3222</td>
<td>3161</td>
<td>3325</td>
<td>3553</td>
</tr>
<tr>
<td>PHYS</td>
<td>1695</td>
<td>1797</td>
<td>1752</td>
<td>1713</td>
<td>1323</td>
<td>1338</td>
</tr>
<tr>
<td>THEA</td>
<td>1055</td>
<td>1391</td>
<td>1292</td>
<td>1261</td>
<td>1264</td>
<td>1431</td>
</tr>
<tr>
<td>BIO</td>
<td>5035</td>
<td>4356</td>
<td>3942</td>
<td>3580</td>
<td>3773</td>
<td>3296</td>
</tr>
<tr>
<td>CHEM</td>
<td>3677</td>
<td>4113</td>
<td>3222</td>
<td>3161</td>
<td>3325</td>
<td>3553</td>
</tr>
</tbody>
</table>

---

Minority Student Benchmark Data African American & Hispanic/Latino
Our Marketing Recruitment Audit in 1999
Executive Summary of Immediate Priorities

Summary of STAMATS Recruiting Audit Report, July 2000

- Recruiting and Image Challenges
  - Provides observations and recommendations for specific recruiting functions and suggestions for branding and imaging.
- Competitor Analysis and Website Review
  - Explores your current position against your primary competitors and the state university system as a whole, and provides pertinent recruiting and image recommendations.
- Publications Review and Recommendations
  - Provides a review of your current publications, overview information about developing more effective publications, and recommendations for future publications.
- Traditional-age Student Recruiting Audit
  - Provides a recommended recruiting funnel, which integrates the use of these publications with your recruiting strategies. Detailed recommendations concerning the developing of new recruiting strategies also were provided.
Slippery Rock University of Pennsylvania

Comparison of SRU to National Databases
US News and World Report
CSRDE
ACT

First to Second Year Retention Rates for Four-Year Public Colleges by Admission Selectivity

Summary Table: National First to Second Year Retention Rate by Institutional Type

<table>
<thead>
<tr>
<th>Admission Selectivity</th>
<th>Offering Only Bachelor's Degrees</th>
<th>Offering Bachelor's and Master's</th>
<th>Offering Bachelor's, Master's and Doctoral</th>
<th>All Institutions in Flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Selective</td>
<td>43.0</td>
<td>87.3</td>
<td>92.6</td>
<td>92.6</td>
</tr>
<tr>
<td>Selective</td>
<td>81.0</td>
<td>81.0</td>
<td>83.7</td>
<td>83.7</td>
</tr>
<tr>
<td>Traditional</td>
<td>72.7</td>
<td>81.0</td>
<td>96.8</td>
<td>96.8</td>
</tr>
<tr>
<td>Liberal</td>
<td>69.7</td>
<td>83.2</td>
<td>182</td>
<td>182</td>
</tr>
<tr>
<td>Open</td>
<td>75.6</td>
<td>69.2</td>
<td>86.3</td>
<td>86.3</td>
</tr>
<tr>
<td>All Institutions</td>
<td><strong>N = 419</strong></td>
<td><strong>N = 56</strong></td>
<td><strong>N = 36</strong></td>
<td><strong>N = 419</strong></td>
</tr>
</tbody>
</table>

2005 USNEWS First-to-Second Year Retention
Comparison of SRU to US News & World Report Reference Group
Northern Tier Institutions

Retention Indicator (25%) - This indicator has two components: six-year graduation rate (80 percent of the retention score or 20% of the total USNEWS score) and freshman retention rate (20 percent of the retention score or 5% of the total USNEWS score). The graduation rate indicates the average proportion of a graduating class who earns a degree in six years or less. The chart above reports freshman retention indicating the average proportion of freshmen entering from 2000 through 2003 who returned the following fall.

2005 SRU Status on USNWR (75.0) =
Anticipated SRU Status on USNWR (77) =
Top Half - 84 Tier 3 - 44 Tier 4 - 37
40%
50%
60%
70%
80%
90%
100%
Focus Groups
Environmental Scan
Qualitative Study

Research Objectives
• To understand why Slippery Rock University was chosen by current students
• To gain insights into the image/perceptions of Slippery Rock University amongst various target segments
• To ascertain variances in perceptions and awareness levels from both local and non-local students
• To gain an understanding of information sources and key factors that influenced students’ decision to enroll
• To ascertain the strengths, key attributes and leverage points relative to SRU

Methodology
• Qualitative
• Seven traditional focus groups: Eastern PA, Western PA, transfer students and various programs
• 63 total participants
• Blend of: gender (skewed toward female), age, ethnicity (Eastern PA), lifestyle

The Slippery Rock Student
Three Types
Programmatic
In-betweens
Last Resorts
Laid Back
Sincere
Accepting
Friendly
Non-judgmental
Middle America
Proud

New Millennials

Slippery Rock University
Qualitative Research Report
May, 2003
### Institutional Data

#### Retention and Graduation Percentages by Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Average</th>
<th>Continued to 2nd Yr</th>
<th>Continued to 3rd Yr</th>
<th>Continued to 4th Yr</th>
<th>Graduated in 4 Yrs</th>
<th>Continued to 5th Yr</th>
<th>Graduated in 5 Yrs</th>
<th>Continued to 6th Yr</th>
<th>Graduated in 6 Yrs</th>
<th>Continued to 7th Yr</th>
<th>Graduated in 7 Yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1344</td>
<td>944</td>
<td>70.6%</td>
<td>60.5%</td>
<td>56.4%</td>
<td>27.7%</td>
<td>27.5%</td>
<td>47.8%</td>
<td>5.2%</td>
<td>33.3%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>1316</td>
<td>962</td>
<td>74.0%</td>
<td>61.9%</td>
<td>57.8%</td>
<td>28.6%</td>
<td>26.9%</td>
<td>48.7%</td>
<td>6.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>1422</td>
<td>959</td>
<td>76.3%</td>
<td>68.5%</td>
<td>64.3%</td>
<td>29.0%</td>
<td>31.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>1470</td>
<td>990</td>
<td>76.8%</td>
<td>66.7%</td>
<td>62.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>1344</td>
<td>983</td>
<td>77.5%</td>
<td>67.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Enrollment**

- **AACRAO – Boston, 2007**
- **Slippery Rock University of Pennsylvania**
- **Dearborn**
  - The Degree that Makes the Difference
  - umd.umich.edu
# Data Driven Decisions – At Your Finger Tips

## Enrollment KPI Trending (580)

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>4,241</td>
<td>4,403</td>
<td>5,457</td>
<td>4,388</td>
</tr>
<tr>
<td>Offers</td>
<td>3,434</td>
<td>3,482</td>
<td>3,914</td>
<td>3,357</td>
</tr>
<tr>
<td>Denials</td>
<td>580</td>
<td>739</td>
<td>710</td>
<td>720</td>
</tr>
<tr>
<td>Deposits</td>
<td>1,477</td>
<td>1,538</td>
<td>1,641</td>
<td>1,475</td>
</tr>
<tr>
<td>Registrations</td>
<td>1,473</td>
<td>1,538</td>
<td></td>
<td>1,477</td>
</tr>
<tr>
<td>In Process</td>
<td>1,348</td>
<td>1,350</td>
<td>649</td>
<td>338</td>
</tr>
<tr>
<td>Cancellations</td>
<td>528</td>
<td>333</td>
<td>307</td>
<td>311</td>
</tr>
<tr>
<td>Wait List</td>
<td></td>
<td>7</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td>Offer_to_Deposit_Rate</td>
<td>43.01%</td>
<td>44.17%</td>
<td>41.93%</td>
<td>43.94%</td>
</tr>
<tr>
<td>Deposit_to_Registered_Rate</td>
<td>99.73%</td>
<td>100.00%</td>
<td>100.14%</td>
<td>99.79%</td>
</tr>
<tr>
<td>Applicant_to_Offer_Rate</td>
<td>80.97%</td>
<td>79.08%</td>
<td>71.72%</td>
<td>76.50%</td>
</tr>
</tbody>
</table>

**Note:** The data includes final numbers for each year and year-to-date figures for some categories.
### Data Driven Decisions – At Your Finger Tips

#### Enrollment KPI Trending (580)

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Gender</th>
<th>Comparison</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Female</td>
<td>Applicants</td>
<td>2,263</td>
<td>2,407</td>
<td>3,114</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offers</td>
<td>1,887</td>
<td>1,955</td>
<td>2,273</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denials</td>
<td>283</td>
<td>364</td>
<td>354</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deposits</td>
<td>794</td>
<td>890</td>
<td>919</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registrations</td>
<td>794</td>
<td>880</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Process</td>
<td>700</td>
<td>702</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cancellations</td>
<td>294</td>
<td>186</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wait List</td>
<td>.</td>
<td>4</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer to Deposit Rate</td>
<td>42.08%</td>
<td>45.52%</td>
<td>40.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deposit to Registered Rate</td>
<td>100.00%</td>
<td>100.00%</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applicant to Offer Rate</td>
<td>83.38%</td>
<td>81.22%</td>
<td>72.99%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Applicants</td>
<td>1,978</td>
<td>1,996</td>
<td>2,343</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offers</td>
<td>1,547</td>
<td>1,527</td>
<td>1,641</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denials</td>
<td>297</td>
<td>375</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deposits</td>
<td>683</td>
<td>648</td>
<td>722</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registrations</td>
<td>679</td>
<td>648</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Process</td>
<td>648</td>
<td>648</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cancellations</td>
<td>234</td>
<td>147</td>
<td>140</td>
</tr>
</tbody>
</table>
## Data Driven Decisions – At Your Finger Tips

### Enrollment KPI Trending (580)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Year-to-date</th>
<th>Final for Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Final for Fall 2003</td>
<td>Final for Fall 2004</td>
<td>Year-to-date for 2005</td>
<td>Final for Fall 2005</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Ethnicity</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
<td>Year-to-date</td>
<td>Final for Fall 2005</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>African American</td>
<td>Applicants</td>
<td>177</td>
<td>209</td>
<td>239</td>
<td>224</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers</td>
<td>119</td>
<td>123</td>
<td>142</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denials</td>
<td>27</td>
<td>66</td>
<td>45</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deposits</td>
<td>47</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registrations</td>
<td>47</td>
<td>45</td>
<td>49</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In Process</td>
<td>75</td>
<td>78</td>
<td>49</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cancellations</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait List</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer to Deposit Rate</td>
<td>39.50%</td>
<td>36.59%</td>
<td>35.21%</td>
<td>36.50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deposit to Registered Rate</td>
<td>100.00%</td>
<td>100.00%</td>
<td>98.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applicant to Offer Rate</td>
<td>67.23%</td>
<td>58.85%</td>
<td>59.41%</td>
<td>61.16%</td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>Applicants</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denials</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deposits</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Enrollment KPI Trending (580)

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>4,241</td>
<td>4,403</td>
<td>9,845</td>
<td>9,663</td>
</tr>
<tr>
<td>Offers</td>
<td>3,434</td>
<td>3,482</td>
<td>7,271</td>
<td>6,838</td>
</tr>
<tr>
<td>Denials</td>
<td>580</td>
<td>739</td>
<td>1,430</td>
<td>1,916</td>
</tr>
<tr>
<td>Deposits</td>
<td>1,477</td>
<td>1,538</td>
<td>3,116</td>
<td>2,891</td>
</tr>
<tr>
<td>Registrations</td>
<td>1,473</td>
<td>1,538</td>
<td>1,477</td>
<td>2,874</td>
</tr>
<tr>
<td>In Process</td>
<td>1,348</td>
<td>1,350</td>
<td>987</td>
<td>913</td>
</tr>
<tr>
<td>Cancellations</td>
<td>526</td>
<td>333</td>
<td>618</td>
<td>691</td>
</tr>
<tr>
<td>Wait List</td>
<td>7</td>
<td>211</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Offer to Deposit Rate</td>
<td>43.01%</td>
<td>44.17%</td>
<td>42.86%</td>
<td>42.28%</td>
</tr>
<tr>
<td>Deposit to Registered Rate</td>
<td>99.73%</td>
<td>100.00%</td>
<td>47.40%</td>
<td>99.41%</td>
</tr>
<tr>
<td>Applicant to Offer Rate</td>
<td>80.97%</td>
<td>79.08%</td>
<td>73.85%</td>
<td>70.76%</td>
</tr>
</tbody>
</table>

### Transfer

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>649</td>
<td>773</td>
<td>2,051</td>
<td>2,147</td>
</tr>
<tr>
<td>Offers</td>
<td>665</td>
<td>645</td>
<td>1,618</td>
<td>1,679</td>
</tr>
<tr>
<td>Denials</td>
<td>36</td>
<td>27</td>
<td>64</td>
<td>83</td>
</tr>
<tr>
<td>Deposits</td>
<td>519</td>
<td>477</td>
<td>1,251</td>
<td>1,219</td>
</tr>
<tr>
<td>Registrations</td>
<td>505</td>
<td>472</td>
<td>609</td>
<td>1,192</td>
</tr>
<tr>
<td>In Process</td>
<td>154</td>
<td>104</td>
<td>384</td>
<td>404</td>
</tr>
<tr>
<td>Cancellations</td>
<td>52</td>
<td>59</td>
<td>126</td>
<td>138</td>
</tr>
<tr>
<td>Wait List</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer to Deposit Rate</td>
<td>78.05%</td>
<td>73.95%</td>
<td>77.32%</td>
<td>72.60%</td>
</tr>
<tr>
<td>Deposit to Registered Rate</td>
<td>97.30%</td>
<td>98.95%</td>
<td>48.68%</td>
<td>97.79%</td>
</tr>
<tr>
<td>Applicant to Offer Rate</td>
<td>78.33%</td>
<td>83.44%</td>
<td>78.89%</td>
<td>78.20%</td>
</tr>
</tbody>
</table>
Data Driven Decisions – At Your Finger Tips

Enrollment KPI Trending (580)

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Applicant</th>
<th>Offers</th>
<th>Denials</th>
<th>Deposits</th>
<th>Registrations</th>
<th>In Process</th>
<th>Cancellations</th>
<th>Wait List</th>
<th>Offer to Deposit Rate</th>
<th>Deposit to Registered Rate</th>
<th>Applicant to Offer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Applicants</td>
<td>9,663</td>
<td>6,838</td>
<td>1,916</td>
<td>2,891</td>
<td>2,874</td>
<td>913</td>
<td>691</td>
<td>12</td>
<td>42.28%</td>
<td>99.41%</td>
</tr>
<tr>
<td></td>
<td>Offers</td>
<td>6,838</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denials</td>
<td>1,916</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deposits</td>
<td>2,891</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registrations</td>
<td>2,874</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In Process</td>
<td>913</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cancellations</td>
<td>691</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait List</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer to Deposit Rate</td>
<td>42.28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deposit to Registered Rate</td>
<td>99.41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applicant to Offer Rate</td>
<td>70.76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Transfer

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Offers</th>
<th>Denials</th>
<th>Deposits</th>
<th>Registrations</th>
<th>In Process</th>
<th>Cancellations</th>
<th>Wait List</th>
<th>Offer to Deposit Rate</th>
<th>Deposit to Registered Rate</th>
<th>Applicant to Offer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>2,147</td>
<td>1,679</td>
<td>83</td>
<td>1,219</td>
<td>1,192</td>
<td>404</td>
<td>138</td>
<td>72.60%</td>
<td>97.79%</td>
<td>72.20%</td>
</tr>
</tbody>
</table>
## Data Driven Decisions – At Your Finger Tips

### Enrollment Detail (270)

<table>
<thead>
<tr>
<th>College</th>
<th>Applicant Type</th>
<th>Applicants</th>
<th>Offers</th>
<th>Denials</th>
<th>Deposits</th>
<th>In Process</th>
<th>Cancellations</th>
<th>Registrations</th>
<th>Wait List</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISS</td>
<td>Freshman</td>
<td>1,878</td>
<td>1,233</td>
<td>419</td>
<td>482</td>
<td>228</td>
<td>147</td>
<td>478</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>636</td>
<td>497</td>
<td>22</td>
<td>360</td>
<td>129</td>
<td>47</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>2,514</td>
<td>1,730</td>
<td>441</td>
<td>842</td>
<td>357</td>
<td>194</td>
<td>828</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>Freshman</td>
<td>2,303</td>
<td>1,656</td>
<td>496</td>
<td>754</td>
<td>147</td>
<td>168</td>
<td>751</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>422</td>
<td>335</td>
<td>14</td>
<td>238</td>
<td>73</td>
<td>27</td>
<td>238</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>2,725</td>
<td>1,991</td>
<td>510</td>
<td>992</td>
<td>220</td>
<td>195</td>
<td>989</td>
<td>4</td>
</tr>
<tr>
<td>Exploratory</td>
<td>Freshman</td>
<td>2,458</td>
<td>1,590</td>
<td>593</td>
<td>568</td>
<td>276</td>
<td>131</td>
<td>564</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>383</td>
<td>311</td>
<td>21</td>
<td>225</td>
<td>52</td>
<td>24</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>2,841</td>
<td>1,901</td>
<td>614</td>
<td>793</td>
<td>328</td>
<td>155</td>
<td>785</td>
<td>2</td>
</tr>
<tr>
<td>HE&amp;S</td>
<td>Freshman</td>
<td>2,587</td>
<td>2,005</td>
<td>366</td>
<td>882</td>
<td>220</td>
<td>213</td>
<td>877</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>578</td>
<td>426</td>
<td>24</td>
<td>312</td>
<td>132</td>
<td>36</td>
<td>301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>3,165</td>
<td>2,431</td>
<td>390</td>
<td>1,194</td>
<td>352</td>
<td>249</td>
<td>1,178</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Freshman</td>
<td>437</td>
<td>354</td>
<td>42</td>
<td>205</td>
<td>42</td>
<td>32</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>128</td>
<td>110</td>
<td>2</td>
<td>84</td>
<td>18</td>
<td>4</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>565</td>
<td>464</td>
<td>44</td>
<td>289</td>
<td>60</td>
<td>36</td>
<td>286</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Subtotal</td>
<td>11,810</td>
<td>8,517</td>
<td>1,999</td>
<td>4,110</td>
<td>1,317</td>
<td>829</td>
<td>4,066</td>
<td>12</td>
</tr>
</tbody>
</table>
## Data Driven Decisions – At Your Finger Tips

<table>
<thead>
<tr>
<th>Department</th>
<th>Curriculum/Major</th>
<th>Applicant Type</th>
<th>Applicants</th>
<th>Offers</th>
<th>Denials</th>
<th>Deposits</th>
<th>In Process</th>
<th>Cancellations</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>213 COMMUNICATION</td>
<td></td>
<td>Freshman</td>
<td>86</td>
<td>54</td>
<td>18</td>
<td>20</td>
<td>14</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer</td>
<td>26</td>
<td>22</td>
<td>2</td>
<td>16</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>112</td>
<td>76</td>
<td>18</td>
<td>36</td>
<td>18</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>2111 COMMUNICATION EMERGING TECH</td>
<td></td>
<td>Freshman</td>
<td>44</td>
<td>42</td>
<td>2</td>
<td>20</td>
<td>.</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer</td>
<td>16</td>
<td>14</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>60</td>
<td>56</td>
<td>2</td>
<td>29</td>
<td>2</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>2112 COMMUNICATION JOURNALISM</td>
<td></td>
<td>Freshman</td>
<td>129</td>
<td>89</td>
<td>26</td>
<td>34</td>
<td>14</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>141</td>
<td>101</td>
<td>26</td>
<td>38</td>
<td>16</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>2113 COMMUNICATION PUBLIC RELATIONS</td>
<td></td>
<td>Freshman</td>
<td>80</td>
<td>54</td>
<td>16</td>
<td>30</td>
<td>10</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer</td>
<td>22</td>
<td>18</td>
<td>18</td>
<td>4</td>
<td>4</td>
<td>.</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>102</td>
<td>72</td>
<td>16</td>
<td>48</td>
<td>14</td>
<td>6</td>
<td>48</td>
</tr>
</tbody>
</table>
# Data Driven Decisions – At Your Finger Tips

## Freshman Student Quality

Applied Filters: Appstatus App Off Reg equal to Applied,Offered,Registered AND Filter Enrolled Ft Or Pt equal to , Full Time, Not Enrolled AND Filter Semester equal to Summer/Fall AND Filter Applied Yes Or No equal to Yes AND Demo Appt Gen Eth equal to Freshman

<table>
<thead>
<tr>
<th>Snapshot Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term_Applying_For</strong></td>
<td><strong>Final for Fall 2003</strong></td>
<td><strong>Final for Fall 2004</strong></td>
<td><strong>Final for Fall 2005</strong></td>
<td><strong>Final for Fall 2006</strong></td>
</tr>
<tr>
<td><strong>2003 Summer/Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>1,470</td>
<td>1,538</td>
<td>1,473</td>
<td>1,429</td>
</tr>
<tr>
<td>High School Rank Submitted</td>
<td>1,389</td>
<td>1,455</td>
<td>1,387</td>
<td>1,301</td>
</tr>
<tr>
<td>High School Rank, % Submitting</td>
<td>94.5%</td>
<td>94.7%</td>
<td>92.9%</td>
<td>91.0%</td>
</tr>
<tr>
<td>High School Rank Average</td>
<td>43.7%</td>
<td>39.4%</td>
<td>39.2%</td>
<td>38.2%</td>
</tr>
<tr>
<td>High School Rank Top 10%</td>
<td>3.7%</td>
<td>9.1%</td>
<td>8.3%</td>
<td>9.4%</td>
</tr>
<tr>
<td>High School Rank Top 25%</td>
<td>29.0%</td>
<td>29.0%</td>
<td>28.5%</td>
<td>32.4%</td>
</tr>
<tr>
<td>High School Rank Top 50%</td>
<td>65.6%</td>
<td>68.2%</td>
<td>69.6%</td>
<td>70.1%</td>
</tr>
<tr>
<td>High School Rank Bot 50%</td>
<td>34.4%</td>
<td>31.8%</td>
<td>30.4%</td>
<td>29.9%</td>
</tr>
<tr>
<td>High School Rank Bot 25%</td>
<td>7.4%</td>
<td>5.5%</td>
<td>5.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>High School GPA Submitted</td>
<td>1,117</td>
<td>1,152</td>
<td>1,157</td>
<td>1,244</td>
</tr>
<tr>
<td>High School GPA, % Submitting</td>
<td>75.0%</td>
<td>75.0%</td>
<td>78.5%</td>
<td>87.1%</td>
</tr>
<tr>
<td>High School GPA 1.00 to 1.99</td>
<td>0.3%</td>
<td>0.1%</td>
<td>.</td>
<td>0.2%</td>
</tr>
<tr>
<td>High School GPA 2.00 to 2.99</td>
<td>36.9%</td>
<td>32.8%</td>
<td>31.2%</td>
<td>30.5%</td>
</tr>
<tr>
<td>High School GPA 3.00 to 4.00</td>
<td>62.8%</td>
<td>67.1%</td>
<td>68.8%</td>
<td>69.3%</td>
</tr>
<tr>
<td>SAT Scores Submitted</td>
<td>1,421</td>
<td>1,449</td>
<td>1,384</td>
<td>1,245</td>
</tr>
<tr>
<td>SAT, % Submitting</td>
<td>90.7%</td>
<td>94.3%</td>
<td>94.0%</td>
<td>97.1%</td>
</tr>
<tr>
<td>SAT Average</td>
<td>991.0</td>
<td>503.7</td>
<td>1001.1</td>
<td>1003.8</td>
</tr>
<tr>
<td>SAT Math Avg</td>
<td>495.8</td>
<td>502.4</td>
<td>502.9</td>
<td>505.7</td>
</tr>
<tr>
<td>SAT Verbal Avg</td>
<td>456.2</td>
<td>401.2</td>
<td>408.2</td>
<td>408.2</td>
</tr>
<tr>
<td>SAT Top 25%</td>
<td>347</td>
<td>387</td>
<td>409</td>
<td>362</td>
</tr>
<tr>
<td>SAT Bot 25%</td>
<td>207</td>
<td>240</td>
<td>170</td>
<td>100</td>
</tr>
<tr>
<td>SAT Math Top 25%</td>
<td>539</td>
<td>505</td>
<td>576</td>
<td>519</td>
</tr>
<tr>
<td>SAT Math Bot 25%</td>
<td>52</td>
<td>102</td>
<td>89</td>
<td>184</td>
</tr>
<tr>
<td>SAT Verbal Top 25%</td>
<td>522</td>
<td>500</td>
<td>521</td>
<td>527</td>
</tr>
<tr>
<td>SAT Verbal Bot 25%</td>
<td>67</td>
<td>109</td>
<td>89</td>
<td>184</td>
</tr>
<tr>
<td>SAT 600 to 699</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SAT 700 to 799</td>
<td>56</td>
<td>40</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>SAT 800 to 899</td>
<td>255</td>
<td>308</td>
<td>292</td>
<td>136</td>
</tr>
<tr>
<td>SAT 900 to 999</td>
<td>455</td>
<td>473</td>
<td>475</td>
<td>484</td>
</tr>
<tr>
<td>SAT 1000 to 1099</td>
<td>355</td>
<td>357</td>
<td>401</td>
<td>332</td>
</tr>
<tr>
<td>SAT 1100 to 1199</td>
<td>194</td>
<td>197</td>
<td>201</td>
<td>177</td>
</tr>
<tr>
<td>SAT 1200 to 1299</td>
<td>64</td>
<td>55</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>SAT 1300 to 1399</td>
<td>26</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>SAT 1400 to 1499</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
### SYSTEM Performance Indicators


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Freshman Enrollment</td>
<td>50%</td>
<td>52%</td>
<td>55%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>% of Graduates Awarded</td>
<td>45%</td>
<td>47%</td>
<td>50%</td>
<td>53%</td>
<td>55%</td>
</tr>
<tr>
<td>% of Students Full Time</td>
<td>80%</td>
<td>82%</td>
<td>85%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>% of Students Graduated</td>
<td>40%</td>
<td>42%</td>
<td>45%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>% of Students Retained</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>% of Students Retained Graduated</td>
<td>80%</td>
<td>82%</td>
<td>85%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>% of Students Retained Full Time</td>
<td>70%</td>
<td>72%</td>
<td>75%</td>
<td>78%</td>
<td>80%</td>
</tr>
</tbody>
</table>

#### Enrollment Management 101

- Slippery Rock University of Pennsylvania
- Dearborn
- The Degree that Makes the Difference
- umd.umich.edu
Considering Demographics

Projected Cumulative Percent Change in the Number of High School Graduates by Top 20 Feeder Counties, 2002-2008

(Source: Penn State)
Research:
CIRP – Freshman Survey (Annual)
The Rock’s First Year Students
The Freshman Survey Results and the Millennial Generation

Shaped by Their Times
A Generation surrounded by digital media, "Babies on Board," "Have You Hugged Your Child Today," mommy-and-me tumbling classes, and sideline cheering for karate, soccer, piano, and elite travel teams

- Focus on children and family
- Scheduled, structured lives
- Cute childhood movies
- Multiculturalism
- Growing up digital
- Terrorism
- Heroism
- Patriotism
- Parent advocacy
- Globalism
- Stress

What do we know about the traditionally-aged SRU student?
(The Freshman Survey, 2005)

- 78% - report that SRU is their first choice (79% in 2004)
  [18% report that SRU is their second choice (17% in 2004)]
- 54% - apply to three or more colleges (52% in 2004)
  [27% applied only to SRU (30% in 2004)]
- 36% - live within 50 miles from SRU (36% in 2004)
  [1% live within 10 miles (4% in 2004) and 28% live 100 or more miles (27% in 2004) from SRU]
- 54% - choose SRU because of the institution’s ‘very good’ academic reputation (most common response for selecting SRU)
- 46% - indicate that a campus visit was the single most important factor influencing their ‘final decision’ to enroll
- 39% - report that their mother was the most influential person in their decision to enroll in college (friend/peer – 22%, father – 19%, teacher/coach – 14%, and guidance counselor – 6%).

Nationally, greater influence on “deciding to enroll” from national rankings, such as the “US News and World Report” are being reported. Over 8% of SRU students report national magazine rankings as a ‘very important’ factor influencing their decision to attend (7% in 2004 and 4% in 2003).

"Information from a website" was noted by 14% as "very important" in influencing a student’s decision to attend SRU.

Conducted presentations for deans, vice presidents, academic department chairpersons, orientation advisors, orientation staff, FYRST seminar faculty, etc. deans, enrollment services, etc. Hosted on IR website.
National Survey for Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)

What is NSSE? (pronounced “nessie”)

- The survey assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development.
- Supported by grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College.
- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

What Does The College Student Report Cover?

- Student Background Information
- Student Reactions to College
- Institutional Actions & Requirements
- Student Behaviors in College
- Student Learning & Development
Program Research Focused on Student Learning Outcomes: First Year Initiative Survey – Freshman Seminar

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>SRU Mean Students</th>
<th>Select 6 Mean STAT Level</th>
<th>Carnegie Class Mean STAT Level</th>
<th>All Institutional Data STAT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Thinking</strong></td>
<td>4.42</td>
<td>4.35</td>
<td>4.51</td>
<td>4.51</td>
</tr>
<tr>
<td><strong>Critical Reasoning</strong></td>
<td>4.38</td>
<td>4.50</td>
<td>4.54</td>
<td>4.56</td>
</tr>
<tr>
<td><strong>Complex Problem-Solving</strong></td>
<td>4.58</td>
<td>4.50</td>
<td>4.47</td>
<td>4.49</td>
</tr>
<tr>
<td><strong>Learning Environment</strong></td>
<td>4.42</td>
<td>4.33</td>
<td>4.29</td>
<td>4.40</td>
</tr>
</tbody>
</table>

**Factor 4: Course Improved Connections with Faculty**

<table>
<thead>
<tr>
<th>Factor Number</th>
<th>Description of Factor/Question</th>
<th>SRU Mean Students</th>
<th>Select 6 Mean STAT Level</th>
<th>Carnegie Class Mean STAT Level</th>
<th>All Institutional Data STAT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q21</td>
<td>Course Improved Connections with Faculty</td>
<td>6.79</td>
<td>4.79</td>
<td>4.87</td>
<td>4.71</td>
</tr>
<tr>
<td>Q21</td>
<td>Understanding faculty expectations of students</td>
<td>6.79</td>
<td>4.79</td>
<td>4.87</td>
<td>4.71</td>
</tr>
<tr>
<td>Q22</td>
<td>Course Improved Connections with Faculty</td>
<td>4.51</td>
<td>4.52</td>
<td>4.50</td>
<td>4.56</td>
</tr>
<tr>
<td>Q22</td>
<td>Communication with instructors outside of class</td>
<td>4.54</td>
<td>4.50</td>
<td>4.49</td>
<td>4.46</td>
</tr>
</tbody>
</table>

**Factor 5: Course Improved Connections with Peers**

<table>
<thead>
<tr>
<th>Factor Number</th>
<th>Description of Factor/Question</th>
<th>SRU Mean Students</th>
<th>Select 6 Mean STAT Level</th>
<th>Carnegie Class Mean STAT Level</th>
<th>All Institutional Data STAT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8</td>
<td>Course Improved Connections with Peers</td>
<td>5.27</td>
<td>5.25</td>
<td>5.31</td>
<td>5.26</td>
</tr>
<tr>
<td>Q8</td>
<td>Efficacy in getting to know students in classes</td>
<td>5.27</td>
<td>5.25</td>
<td>5.31</td>
<td>5.26</td>
</tr>
<tr>
<td>Q10</td>
<td>Course Improved Connections with Peers</td>
<td>5.04</td>
<td>5.01</td>
<td>5.07</td>
<td>5.00</td>
</tr>
<tr>
<td>Q11</td>
<td>The ability to make new people with common interests</td>
<td>5.04</td>
<td>5.01</td>
<td>5.07</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**Factor 3: Course Improved Connections with Faculty**

<table>
<thead>
<tr>
<th>Factor Number</th>
<th>Description of Factor/Question</th>
<th>SRU Mean Students</th>
<th>Select 6 Mean STAT Level</th>
<th>Carnegie Class Mean STAT Level</th>
<th>All Institutional Data STAT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8</td>
<td>Course Improved Connections with Faculty</td>
<td>5.47</td>
<td>5.49</td>
<td>5.57</td>
<td>5.58</td>
</tr>
<tr>
<td>Q8</td>
<td>Understanding faculty expectations of students</td>
<td>5.47</td>
<td>5.49</td>
<td>5.57</td>
<td>5.58</td>
</tr>
<tr>
<td>Q10</td>
<td>Course Improved Connections with Faculty</td>
<td>5.04</td>
<td>5.01</td>
<td>5.07</td>
<td>5.00</td>
</tr>
<tr>
<td>Q11</td>
<td>The ability to make new people with common interests</td>
<td>5.04</td>
<td>5.01</td>
<td>5.07</td>
<td>5.00</td>
</tr>
</tbody>
</table>
Major Self-Improvement Assessment Process: Foundations of Excellence Project
An self-guided improvement process on the first year of college

What is the Foundations of Excellence?

- **Foundations of Excellence**
  - It is a **year long comprehensive guided self-study and improvement process** for the first year that enhances an institution’s ability to realize its goal for student learning, success, and persistence.
  - It is available to a limited number of institutions each year.
  - It is a way to assess strengths and weaknesses of your first year of college using a nationally vetted aspirational model.
  - It is a way to engage campus participants in debate, research, analysis, and improvement planning for the first year.

Conducted presentations for orientation advisors, orientation staff, FYRST seminar faculty, deans, enrollment services, etc. Hosted on IR website.

**Foundations of Excellence® Process**

**Spring – 2006**
- Select Taskforce Dimension Leaders and Steering Committee

**Summer – 2006**
- Steering Committee Attends FOE National Launch Meeting
- Early Fall – 2006 Identify Task Force Members and Launch FOE Process

“**Behind the Scenes**”
- Make Decisions About Surveys – Complete Current Practices Inventory Research
- Communicate to Taskforce Members – Launch FOE at President’s Retreat & Taskforce Meetings

**Foundations of Excellence® Dimension Leaders Launch Work of Each Dimension**

- **Task Force Review – Pulling It All Together**

**Final Task Force Report**

- **Nine Dimension Reports**
- **Executive Summary**
- **Current Practices Inventory**
- **Score Card**
- **Action Plan**
  - Implementation
  - Periodic Review
  - Adjustment
Formulating Goals and Objectives
Identifying Strategic Issues

- Objectives and Goals (used to connote what your institution wants to accomplish...often used interchangeably)
  - Objectives are realistic statements of what you intend to accomplish...specific
  - Goals connote what an institution wants to accomplish...general
  - Sevier (1998) advises planners to work from the general to the specific
  - Smaller number of goals (five or six)
  - Keep them uncontroversial
  - Under promise-Over Deliver....
    - helps you gain the credibility you need to be more aggressive in developing future objectives.
Example:

Goal Statement and Specific Objectives:

- To attract eager and talented applicants for admission who ultimately will enroll and graduate:
  - Develop a distinctive market position by emphasizing international education opportunities, and communicate this consistently;
  - Attract and enroll talented and diverse students of high academic quality who have demonstrated the potential to contribute to the campus environment (2/3s in the top 10 percent of their high school class; scores of 1250 on the SATS; 15 percent minority);
  - Increase the willingness of families at all income levels to invest in the educational experience our institution offers (decrease percentage receiving financial aid from 65 to 55 percent);

- What you need to accomplish in order to thrive
- Realistic statements of what you intend to accomplish
- Easy to understand
- Challenging, yet achievable
- Flow from your mission and vision
Strategic Issues Facing the Institution
Look for the gaps between your current position and your future direction

- Aim to close the gaps or overcome the barriers
- Take advantage of the opportunities.

Strategic issues can be thought of as either opportunities or barriers to achieving our stated objectives.

- A decade of declining enrollment, resulting in low morale
- A decade of SEM planning without any authority to implement plans, resulting in a lack of trust
- A decade of budget cuts in student life activities, resulting in student dissatisfaction
- A decade of no cross-divisional program and service collaborations and silo work environments
- New leadership is motivated to take risks to effect positive change
Setting Objectives Requires Broad Discussion

- Engaging discussions are required for setting the objectives
  - Which objectives come first....may inspire lively debate
  - Funding implications

Which issues are most pressing???
(student quality, net tuition revenue, diversity, etc.)
Next…

Identify the Strategies

“a pattern of purposes, policies, programs, actions, decisions, and/or resource allocations that defines what an organization is, what it does, and why it does it.” (Bryson, 1995)

Strategies provide pathways to address an institution’s challenges in ways consistent with its mission and vision.
Strategies, Timetables, Assignments, and Budgets

(Up to now, the process has been reflective: who are we; what should we be; what in the environment will have an impact on our ability to get there; what specific objectives must we fulfill to become what we want to become???

- Assign Strategies to Goals and Objectives
  - Without an assigned strategy, you run the risk having of just another good idea that was never implemented:
    - A course of action we must pursue in order to achieve an objective
    - Strategies must be detailed enough to provide directions, but they do not have to describe every step in the process.
    - Keep the number of strategies manageable given time and financial constraints
    - Strategies need to be assigned, or they run the risk of being not accomplished.
### Development of Strategies - Recruitment

(A simple example from one operational area using one objective. Each operational area within EM could have its own series of grids, developed jointly by the staff.)

**Objective:** Improve student quality as measured by SAT, HSGPA, and HS Rank.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Timeline</th>
<th>Budget</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise auto-admit admissions indicator from 900 SAT to 930 SAT and 2.5 GPA to 2.75 GPA</td>
<td>Fall 2004 for class entering Fall 2005 Ongoing</td>
<td>-- N/A --</td>
<td>Admissions Freshman Services Director</td>
</tr>
<tr>
<td>Create marketing plan around the focus of raising the standards at SRU</td>
<td>Fall 2004 for class entering Fall 2005 Ongoing</td>
<td>$$</td>
<td>Revision and development of key marketing messages through the use of commercials, print publications, and CD</td>
</tr>
<tr>
<td>Research on quality of applications, offers, deposits, enrolled by major</td>
<td>Fall 2004 Ongoing</td>
<td>-- N/A --</td>
<td>Enrollment Services and Institutional Research</td>
</tr>
<tr>
<td>Decrease of first year to cohort and increase of transfer and graduate enrollment. Increase of retention rates.</td>
<td>Fall 2004 Ongoing</td>
<td>-- N/A --</td>
<td>Enrollment Services, Undergraduate &amp; Graduate Admissions, Retention, Academic Services, &amp; Student Life</td>
</tr>
</tbody>
</table>
**Development of Strategies - Retention**

(A simple example from one operational area using one objective. Each operational area within EM could have its own series of grids, developed jointly by the staff.)

**Objective:** Increase first to second year retention rates by 6%-8% over a three year period (1%-2% annually).

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Timeline</th>
<th>Budget</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate a freshman orientation seminar and learning community cluster effort in the FYE</td>
<td>1st semester</td>
<td>Freshman Seminar Instructional costs Programming/training for faculty Publishing materials</td>
<td>Academic Services Faculty Faculty across all colleges Collaborations across campus divisions</td>
</tr>
<tr>
<td>Infuse an series of interventions into the first year experience: enrollment verification (housing, food services, and class attendance), early alert student attendance &amp; performance; mid-term review; and final review.</td>
<td>1st/2nd semester</td>
<td>Duplication of materials Small mailing cost</td>
<td>Retention Services Director Coordination Freshman Seminar Faculty, FYRST Academic Advisors, Resident Coordinators, First Year Instructional Faculty</td>
</tr>
<tr>
<td>Increase academic services interventions with students in need of academic assistances</td>
<td>1st/2nd semester</td>
<td>$500 duplicating Services already in place</td>
<td>Tutoring Coordinator SI Coordinator College Success Workshops</td>
</tr>
<tr>
<td>Increase Quality of Diversity</td>
<td>Ongoing</td>
<td>Operational Costs/Grants</td>
<td>Admissions Staff/Bus trips/Opportunity Knocks/Cultivate new areas and attend more focused events involving minorities</td>
</tr>
</tbody>
</table>
Evaluation, Assessment, and Measuring Progress
Key Performance Indicators
Plan…Implement…Evaluate…Plan
❖ Assess each objective and strategy
   - Insufficient resources for implementation
   - Challenges change, requiring new strategies
   - Too many strategies on one specific objective
   - Political environment may shift with changing leadership or priorities

❖ Has the timetable been adhered to?
❖ Has the strategy implemented helped us to achieve our major goals and objectives?

❖ KPIs
   - (admission prospects, applicants, acceptance rate, yield, average SAT, HSGPA, class rank, minority student enrollment, regional enrollment, international enrollment, geographic diversity, financial aid of applicants, grants awarded, discount rate, enrollment by major, retention and graduation rates, percentages of graduates employed and in graduate school)
Stay the course….

Stay focused on what is important-
- How will the institution’s mission and vision will be fulfilled?

Focus on indicators of success or failure-
- Pay attention to the indicators that were used to argue for the strategy.

Review the issues-
- What issues helped form the initial strategies to respond to changing conditions

Stay fresh-
- Build energy and enthusiasm for continuing the strategies that produce results for identifying new strategies to replace those that are not effective.
Take the Time to Plan: Keep it Simple

- A full year is necessary to plan
- Most time-consuming activity will be formulating the objectives and strategies
  - Operational planning should be ‘decentralized’ to the departments
    - Strategies are articulated, assignments made, budgets determined, and evaluation mechanisms put into place
First Year Self-Guided Improvement Process

Foundations of Excellence®

Process

"Behind the Scenes"
Make Decisions About Surveys – Complete Current Practices Inventory Research

Spring – 2006 Select Taskforce Dimension Leaders and Steering Committee
Summer – 2006 Steering Committee Attends FOE National Launch Meeting
Early Fall – 2006 Identify Task Force Members and Launch FOE Process

Dimension Timeline for Reports
- Philosophy – November 15
- Organization – December 15
- Learning – February 28
- Faculty – February 28
- Transitions – February 15
- All Students – February 28
- Diversity – February 2
- Roles and Purpose – March 1
- Improvement – March 1
- Steering Committee Final Report - March 20
- Dimension Leader & Taskforce Presentations April

Final Task Force Report
- Nine Dimension Reports
- Executive Summary
- Current Practices Inventory
- Score Card
- Action Plan

Implementation Periodic Review Adjustment

Foundations of Excellence Organization Structure

Policy Center
Co-Liaisons
Steering Committee
Dimension Leadership
Dimension Members

The "engine" of the FOE process

Dr. John Gardner
Strategic thinking and planning requires a systems approach -- that is -- it requires the ability to look at the entire institution as a whole, understanding its mission and values, relating its goals and objectives to those core values, and providing programs and services in line with the mission.

Strategic thinking and decision making therefore provides cohesion to the entire institution.

It informs a tactical-level approach.
Profile of the University of Oz

Identify Key Strategies to Overcome Their Enrollment Woes

- Public Institution – 10,000 University Total/1,000 Graduate Students
- Declining enrollments for 6 years
- 85% acceptance rate/40% yield rate
- Middle 50% of enrollment FR 900 – 1000
- First-to-Second YR Retention stagnate at 70%
- 6 year graduation rates at 42%
- Rural community
- Close proximity to other states; sizeable difference in tuition for in-state versus out-of-state
- 90% of students qualify for need-based aid
- 5% of incoming FR represent students of color
- Residential Campus
- Students often return home on the weekend
- Academic Scholarships by donor for specific awards (based on donor specified) total 500,000 and general scholarship funding totals 125,000 annually.
- Continuing budget woes in state
- Declining state appropriations
- In process of building a few apartment style residence halls
- Recently completed recreation center and new science building
“a pattern of purposes, policies, programs, actions, decisions, and/or resource allocations that defines what an organization is, what it does, and why it does it.”

(Bryson, 1995)

Strategies provide pathways to address an institution’s challenges in ways consistent with its mission and vision.
Marketing Strategies
Marketing:

- Define Marketing Goals
- Determine Key Markets
- Determine Tactics
- Measuring Success
Frontpiece

Old

New

Top 10 Reasons to Attend

The degree that makes a difference™

Enrollment Management 101
Old

New
Web Presence

Old

New

Enrollment Management 101
Experience the Dearborn Difference

- Nationally ranked and accredited programs
- Over 80 bachelor and master degree programs
- 125 student organizations
- $3.5 million in four-year scholarships available for new students
- Apply by December 15 for scholarship consideration

Discover the doors a Michigan education will open for you!

www.umd.umich.edu
Enrollment Management 101
Our Marketing Recruitment Audit in 2000 led us to identify several of our immediate priorities.
Marketing

Examples

Admissions Brand Identity

Old

New

Your Introduction to a
Rock Solid Education

Faces of Success

Slippery Rock University

Mary Delaplane-Nickle 78
John Robert "Bobby" Reddy 75
Richard "Dick" Fleisher 73
Michael "Mike" P. Tabb 72
Sandra "Sandy" A. Sibert 71
Matthew "Matt" R. Farnsworth 70
"Encore" St Clair County College

Slippery Rock University

Dave "Dave" N. Pagano 79
Matthew "Matt" St. Clair 78
"Encore" St Clair County College
Marketing and Recruitment (Public Relations)

Outdoor Advertising

Newspaper Advertising

Supporting new, non-traditional markets

Billboards & Print
Create Brand Identity

Rock Solid” Identity

Moving Away From:
Traditional Mass Collateral & Saturation Travel

Adopting an Ongoing Basis:
Direct mail, especially call-to-action with variable print
Student Recruitment Materials

Exercise and Rehabilitative Sciences

The Exercise Science major at Slippery Rock University allows students to specialize in nutrition, exercise science, and wellness. Majors take courses in exercise physiology, fitness, and health education. Opportunities include: research, internships, and positions in fitness centers and health clubs.

School of Business

Communication

Slippery Rock University offers a major in communication with concentrations in journalism, public relations, and emerging media. Opportunities include: writing, editing, and producing media campaigns.

Examples

- AACRAO–Boston, 2007
- Enrollment Management 101
- Image & Brand Identity – Recruitment Pubs
  Across All Divisions and Departments

Image & Brand Identity

Across All Divisions and Departments

- The Degree
  that Makes
  a Difference

- The Department of Biology offers a Bachelor of Science degree in Biology, which prepares students for careers in research, education, and healthcare.
- The School of Business offers concentrations in finance, accounting, and business administration.
- The College of Fine Arts offers majors in music, theater, and visual arts.

- Slippery Rock University of Pennsylvania
- A Rock Solid Education
  Across All Divisions and Departments

- Majors and Minors
  
  - Communication
    - Major (B.A.): Communication
      - Concentrations: Journalism, Public Relations, Emerging Media
    - Minor (B.S.): Communication
      - Concentrations: Advertising and Public Relations
    - Communication studies also prepare students for careers in media, advertising, and public relations.
  
  - School of Business
    - Majors: Accounting, Finance, Management, Marketing, and Supply Chain Management.
    - Minors: Business Administration, Entrepreneurship, and International Business.

- The AACRAO–Boston, 2007
- Enrollment Management 101
- Image & Brand Identity – Recruitment Pubs
  Across All Divisions and Departments

- Majors and Minors
  
  - Communication
    - Major (B.A.): Communication
      - Concentrations: Journalism, Public Relations, Emerging Media
    - Minor (B.S.): Communication
      - Concentrations: Advertising and Public Relations
    - Communication studies also prepare students for careers in media, advertising, and public relations.
  
  - School of Business
    - Majors: Accounting, Finance, Management, Marketing, and Supply Chain Management.
    - Minors: Business Administration, Entrepreneurship, and International Business.

- The AACRAO–Boston, 2007
- Enrollment Management 101
- Image & Brand Identity – Recruitment Pubs
  Across All Divisions and Departments

- Majors and Minors
  
  - Communication
    - Major (B.A.): Communication
      - Concentrations: Journalism, Public Relations, Emerging Media
    - Minor (B.S.): Communication
      - Concentrations: Advertising and Public Relations
    - Communication studies also prepare students for careers in media, advertising, and public relations.
  
  - School of Business
    - Majors: Accounting, Finance, Management, Marketing, and Supply Chain Management.
    - Minors: Business Administration, Entrepreneurship, and International Business.
Adding an Element of Personalization to Our Brand Identity

One-to-One Marketing

Examples

What is a Rock Solid Education?

- Supporting students to achieve academic success
- A focus on academic programs
- Promoting a strong community
- Encouraging students to be successful

Yes! You Slippery Rock University

Marketing/Recruitment Excellence Award

Noel-Levitz Award

Enrollment Management 101
Create Brand Identity

Moving Away From: Traditional Mass Collateral & Saturation Travel

Adopting an Ongoing Basis:

Direct mail, especially call-to-action with variable print

Examples
Alumni and Student Case Histories

Examples

Use of Students

Text Messaging

Saturday Showcase for prospective students: October 16 and 30

Bring Out the BEST in YOU! with a ROCK Solid Education

SlipperyRock University rock solid education

www.SRU.edu

Bethany Hemlock, ’04

Only one other citizen in the country holds up to the graduate school plans of Slippery Rock University’s Honors major Bethany Hemlock. The May graduate is one of two civilians accepted into the Master of Public Health Program at Uniformed Services University of the Health Sciences. The prestigious program is located at the U.S. Naval Hospital in Bethesda, Md., and is usually reserved for military personnel. Her solid foundation was formed in SRU’s College of Health, Environment and Science.
Slippery Rock University has one of the highest levels of awareness of any school in the region.
Overall Perception
How would you rate Slippery Rock overall?

Margin of error is +/- 2%.

1. Very Unfavorable
2. Somewhat Unfavorable
3. Somewhat Favorable
4. Very Favorable

Slippery Rock's overall perception rating is solidly in the middle range of all schools.
Recruitment & Financial Aid Strategies
Recruitment:

- Recruiting to build relationships through targeted and segmented recruitment strategies
  - Improving inquiry to applicant conversion rate
  - Improving offer to deposit/enrollment yield rate
- Articulating “niche” programs in presentations
- Building relationships with families during small group family visitations
- Documenting the yield rates from high schools, fairs, visitation programs, etc.
- Discovering why admitted students choose to attend another institution and identifying competitors’ successful programs
CD Development – Capturing Campus Culture

Slippery Rock University

Telly Awards Recipient
Viewbook and Recruitment CD

PDF Files

Web Access

ROCK AROUND THE CD
- Undergraduate Admissions Application
- Campus Visit Brochure
- Slippery Rock University Fact Facts
- Financial Aid Brochure
- First Year Studies (FYEST) Brochure
- FYEST Seminar & Learning Communities Brochure
- Honors Program Brochure
- International Student Brochure
- Scholarships
- Study Abroad Brochure

SLIPPERY ROCK UNIVERSITY
1 Morrow Way
Slippery Rock, PA 16057
1.800.SRU.9001

ACADEMIC RECORDS AND SUMMER SCHOOLS
- ADMISSIONS (First Year Studies (FYEST) Housing Program)
- ADMISSIONS - Office of Admissions
- UNDERGRADUATE APPLICATION
- GRADUATE APPLICATION
- INTERNATIONAL STUDENT ADMISSION
- APPLICATION MATERIALS
- ALUMNI - Office of Alumni Affairs
- ATHLETICS - Office of Intercollegiate Athletic
- CAMPUS MINISTRY - NEUMAN CENTER
- CAMPUS TOURS - Office of Admissions
- CATALOGS:
  - UNDERGRADUATE
  - GRADUATE
- COLLEGE OF BUSINESS, INFORMATION, AND SOCIAL SCIENCES
- COLLEGE OF EDUCATION
- COLLEGE OF HEALTH, ENVIRONMENT AND SCIENCE
- COLLEGE OF HUMANITIES, DESIGN AND PERFORMING ARTS
- COMMUNITY SERVICE LEARNING INSTITUTE
CD Development – Capturing Campus Culture

LIFE AT SRU
- Start Here
- Campus Living
- For Parents
- Social Activities
- Campus Map
- Beyond Campus

LEARNING @ SRU
- Faces Of Our Faculty
- The Inside Scoop on Our Faculty
- Words of Wisdom
- Honors Program

MORE THAN A DEGREE
- Leadership Opportunities
- Internships
- Opportunities to Study Abroad
- Alumni Connections / Mentoring
- Career Services

ROCK SOLID ADVICE
- In the Classroom
- Choosing A Major
- Fitting In

ROCK AROUND
- VISIT THE SRU SITE
- CONTACT US

CD Development
- Capturing Campus Culture

Start Here
- The Rock can be a nerve-wracking experience. What do I bring?
- What will my roommate be like?
- Admit it - you're excited, but probably a little nervous, too.

Well, guess what? Thousands and thousands of students have come here since our first class back in 1883 and each faced a different set of challenges. And they might not admit it, but many of your professors probably had a few butterflies during THEIR first days here, too.
Establish a Flexible Web Site

Examples
Recruiting to Build Relationships

- Dynamic open-house style events
- Knowledgeable, personable, committed admission professionals with strong campus connections
- A solid enrollment culture and collaboration across campus; admissions is not a silo based enterprise
Creating An Engaging Campus Visitation Experience

A ROCK SOLID LIVING EXPERIENCE

- Traditional Residence Halls
- Laundry facilities
- 24-hour security
- Study lounges
- 268-acre campus
- Computer labs
- Convenience stores

SLIPPERY ROCK EXCELS BY HELPING STUDENTS TRANSITION TO COLLEGE

Spirit & Summer Early Orientation
First Seminar & Learning Communities

ROCK SOLID FOUNDATIONS: College Transition

- Retention Services: First-Year Retention to sophomore year
- Health Services: Medical and Psychological Services

ACADEMICS

- Does the college have the program I want?
- Does the curriculum prepare me for a career or graduate school?

LOCATION & SETTING

- How far away from home do I want to be?
- What campus characteristics are important to me?

PRICE

- Do not choose a college based solely on price, however...
- What is the value of the experience I can receive in comparison?
Helping you understand the current economic environment

Collecting and Analyzing Data

Leveraging Institutional Aid

Improving Aid-Related Communication and Outreach

Implementing Debt Management Training
The Federal Pell Grant has been eroded by educational inflation.
Currently, a greater percentage of aid is provided through loans.
The state support for public higher education continues to decline.
There is declining percentage financial aid funds directed to need-based aid.
College participation rates for the most needy students are declining.
Examples of Financial Aid Data Available to Collect and Analyze

- Percent of students on aid
- Average aid package
- **Gift aid versus Self Help Aid**
- Average family income
- Average indebtedness
- FTFY with scholarships
- Average scholarships by various demographics
- Profile of scholarship recipients
- Yield and retention of FTFY scholarship recipients as compared to all FTFY
In Fall 2004, SRU implemented a reduced tuition program for high-achieving out-of-state students resulting in:

- Increased enrollments of non-resident students
- Increased average QPA of FTFY students
- In-roads into new geographic markets
- Increased revenues as net tuition for non-residents is still greater than for in-state students
Strategies for Improving Communications and Outreach

- Provide “early” financial aid awards or estimates to families
- Create a tele-counseling program to reach out to families immediately after freshman awards have been sent to insure students & families received and understand the awards.
- Provide targeted financial aid & billing messages at Orientation.
- Provide links from the financial aid office webpage to scholarship opportunities (institutional, federal, state, private)
- Create communications that prompt and remind students to file the FAFSA in a timely manner.
- Review all printed and electronic communications to be sure they have the right message, are communicated at the right time, and are student friendly and understandable.
Provide counseling about budgets, loans, credit cards, aid & scholarship opportunities

Educate the FTFY students on how to reduce borrowing, debt and potential financial stressors while enrolled.

Help future alumni graduate with minimal debt, thus enhancing financial freedom as alums, able to give back to the school.
Improving Student Learning and Success
Elements of Improving Student Learning and Success

Program Characteristics

- Intentionally
- Integration of Effort
- Collaborations & Partnerships
- Positive Interventions with Students
- Information Driven Decision Making to Assess
Student Learning and Success Strategies:

- Understanding where and why your institution retains and loses students
- Identifying institutional weaknesses which must be addressed to improve student learning and success
- Identifying academic transitional services which meet the needs of students (LCC/FYRST Seminar, FYRST advising, tutoring, supplemental instruction, early alert program & mid-term review, etc.)
- Identify social/personal development services which meet the needs of students (WOW, CA 1-1 interactions @ check-in, FLSP, Center for Student Leadership, co-curricular transcript, residential commons/interest floors, late night programming)
- Articulating how students are guided through the maze of curricular and career choices
- Creating collaborations across campus focusing on improving student learning and success
Actions, Programs, Initiatives, Processes, and Programs

- FYRST Seminar/LCC
- Profile of at-risk students for developmental advising and interventions
- Profile ofpersisters for use in recruitment
- Use of meal card and residential assistants to determine student engagement
- Early Alert System for attendance and initial academic challenges
- Mid-term & Final Grade Review
- Regular review of enrollment status of entering cohorts
- Review of policies impacting enrollments (drop/add, withdrawal, payment of bill, health forms, etc.)
- Enhanced engagement activities in the first year
- New Tutoring Center outreach
- New Summer Reading Program
- Installation of Leadership Programs
- Infusing of new weekend activities
- New Science & Technology Building
- New Physical Therapy Building
- State of the Art Technology in Nearly all Classrooms
- Renovations of Auditorium with State of the Art Technology
- Renovations of Classroom Buildings
- Building New Suite Style Residential Communities
- New walkways, gathering spaces, and meeting areas
- New recreation center and fields
- Urban Recruitment Connections
- Opportunity Knocks Recruitment Initiative
- Multiple Choices for Visiting Campus
- Education & Information to Guidance Counselors
- Web Resources
- CD Development
Time Line of Student Learning and Success Strategies

2000
- FYRST Seminar/ LCC/50%
  - Infusion of Student Life, Career Services, etc in FYRST
  - Retention Services
  - Early Alert
  - Mid-term & Final Grade Review

2001
- FYRST Seminar/ LCC/60%
  - Early Attendance Reports
  - Early Alert w/ Resident Assts.
  - Improve Web Applications
  - Raised Admissions Standards

2002
- National Award-Retention
  - FYRST Seminar/ LCC/70%
  - Web Application- My Rock One Stop
  - Created waitlist admissions strategy

2003
- FYRST Seminar 93%/ LCC/75%
  - FYRST Peer Assistants/ 45 Sections
  - Summer Reading Program

2004
- National Award- Marketing-Recruitment
  - FYRST Seminar/ LCC/80%
  - Pilot Peer Asst/15 Sections
  - E-Communications – Students & Families
  - Raised Admissions Standards

2005
-

2006
-
Creating a Call to Action - Early Orientation Programming
Students and Families attend parallel programming activities

Continuing relationship building from spring/summer programming to the fall semester.
**WOW: Week of Welcome**

- **Friday** – Move in Day…
  - 700 Welcoming volunteers help parents
  - Welcome Ceremony-SRU Traditions

- **Saturday** – Welcome to SRU Activities (attendance required)
  - Summer Reading Program
  - Theme Picnic, Outdoor Movie, Fireworks...and more!

- **Sunday** – More FUN-filled Festivities

- **Monday** – Classes Start
Launched a web-site designed as a one-stop site for students – Fall 2003
FYRST features a host of academic services designed to support the teaching and learning process.
Enrollment Services
Divisional Model for Transition Services for First Year Students

**Department of Academic Services**
- Orientation
- FYRST & Exploratory Advising
- Learning Community Clusters
- Freshman Seminar (FYRST)
- Tutoring
- College Success Workshops
- ACT 101 UEP Services
- Peer Mentoring
- A-Qualified Student Services
- Frederick Douglas Institute Diversity Seminars
- Probationary/Readmission Academic Services
- Advisement & Learning Assistance
- Learning Strategies
- Developmental Math Coursework

**Retention Services Director**
Early Intervention Strategies
Transfer & Adult Advocacy
FYRST Readmission & Probation

**Services for Students with Disabilities**

- **FYRST Seminar**
  (Advisement Center Director/Faculty)
- **Learning Community Cluster**
  (Orientation Director/Faculty)
- **Peer Assistance**
  (Asst Director of Advisement & ACT Assistant Director/Faculty)
- **Diversity Clusters**
  (FDI Coordinator/Exploratory Coordinator)

**FYRST Seminar Faculty**
56 FYRST Seminar Faculty

**70 LCC Faculty**

Enrollment Management 101
New students share a common academic experience

- WOW
- Author Presentation
- Small Group Presentation
- Carry-over to courses this fall
Learning Community Cluster (LCC)/ FYRST Seminar Initiative

- Research has found that freshman orientation seminars and learning community cluster programs are effective programming efforts for:
  - responding to the academic and social/personal needs of first year students.
  - assisting first year students in becoming integrated into an institution’s academic environment.
- SRU wanted to strengthen first year initiatives and improve student learning and retention.

Significance on Student Learning Outcomes
Significance on Factors of Academic & Social Integration
Increases in Retention

National FYE Monograph on LCC/FYRST Seminars
1 of 14 institutions

National Award for Excellence in Retention
Learning Community Clusters

- A small group of new students will share enrollment in several classes
  - Liberal studies/Major program course
  - College Writing
  - FYSRST Seminar

Each Learning Community Cluster includes a FYSRST Seminar and there are several FYSRST Seminars that are offered independently from the clusters so that any student can choose to enroll. Nearly every first year student will take a FYSRST Seminar in the fall semester.
FYGST SEMINAR

College is a major turning point in your life!

Many questions will fill your mind about your new university experience, including...

- How can I succeed in my courses?
- How do I get involved in campus activities?
- How major should I consider?
- How will I fit everything into my schedule?
- Where do I go for help?
- What courses should I take?
- How will I make friends?

The FYGST Seminar is a one credit hour course designed especially and exclusively to assist first year students adjust to college life at “The Rock.”

Each Learning Community Cluster includes a FYGST Seminar and there are several FYGST Seminars that are offered independently from the clusters so that any student can choose to enroll.

Nearly every first year student will take a FYGST Seminar in the fall semester.
What faculty and students say about FYRST
Enrollment Management 101

Program Development for One Strategy – LCC/FYRST

2000
Over 700 students were enrolled in the LCC/FYRST Seminar model comprising 27 clusters (about 52%).
- Organizational & communication effort
- Engaging faculty across campus in the FYRST Seminar

2001
Over 1000 students in 37 clusters and 44 FYRST Seminars (about 72%)
- Create & improve collaborations within the clusters
- Apply retention research and assessment outcomes

2002
Over 1200 students in 40 clusters and 50 FYRST Seminars
- Improving communications among FYRST Seminar faculty and cluster faculty and FYRST Seminar faculty and their students – Use of Blackboard

2003
Over 1200 students in 40 clusters and 50 FYRST Seminars
- Improving communications among FYRST Seminar faculty and cluster faculty and FYRST Seminar faculty and their students

2004
Over 1500 students enrolled in 40+ clusters and 56 FYRST Seminars
- Continuing development of cluster communications and faculty development – All clusters
- Peer Assistance Initiative in 43 clusters
- Living-Learning Communities - Pilot
- Diversity-Themed Communities - Pilot

2005
Over 1200 students in 40 clusters and 50 FYRST Seminars
- Improving communications among FYRST Seminar faculty and cluster faculty and FYRST Seminar faculty and their students
- Experiment with Living Learning Communities
- Peer Assistance Pilot

2006

Provide information on course content and process.

Present materials in a consistent & professional manner.

Create an environment where materials & information are accessible 24/7/365.

Provide easily accessible assessment information.

Build communications streams among the faculty.

Create an environment where faculty can build and enhance relationships with students.
The Use of Blackboard with the FYRST Seminar Course

Two Levels of Functionality for Faculty Usage – 5-6 Months of Development

Assistance to Digitize Docs and Shape the Vision (Consultant Assistance)

TSER I:

Professional Development Tier for Use by ALL FYRST Faculty

Host information related to the professional development of faculty who teach the seminar - “What is a freshman seminar?” and “Strategies for Teaching the Seminar.”

Host samples of course materials, resources, and activities by topic.

Use as a communications tool for FYRST faculty to communicate with each other.
TIER II:

Use of Blackboard in FYRST Seminar Course by an Individual Faculty Member to...

- Post course materials, announcements, reading assignments, web links.
- Communicate with his/her students on course assignments, institutional activities and procedures, readings, etc.
- Initiate communication among small groups of students within a class and send group e-mails.
- Survey and assess student progress.
- Post grades.
An Opportunity to Build Partnerships & Collaborations Across Campus

Builds partnerships between academic faculty and student affairs & academic affairs professionals.

Volunteer as guest speakers on various topics.

- Library Staff
- Career Services
- Health Services Peer Leaders
- Community Service Learning
- Financial Aid
- Intercultural Programs
- Tutoring/College Success Workshops
- Residence Life – Living/Learning Communities
- Student Leadership
- Student Government Association
- Bridge Program
- Student Organizations
- DARS/Liberal Studies Presentations
- Faculty from Various Departments
Assessment LCC/FYRST Seminar Initiative

Comparison of students enrolled in the cluster experience and students not enrolled:

- Institutional Integration Factors (Pascarella & Terenzini)
  - Peer interactions *
  - Faculty interactions *
- Academic and Intellectual Development
- Institutional and Goal Commitment *
- Faculty Concern for Student Development *
- Academic performance/QPA
- Student persistence
- Credits attempted/earned
- Faculty Qualitative Evaluations
- First Year Initiative Student Learning Outcomes Performance
## First Year Initiative Project

<table>
<thead>
<tr>
<th>Factor Number</th>
<th>Item</th>
<th>Description of Factor/Question</th>
<th>SRU Mean Students</th>
<th>Select 6 Mean STAT Level</th>
<th>Carnegie Class Mean STAT Level</th>
<th>All Institutional Data STAT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q14</td>
<td>Course Improved: Completing homework assignments on time</td>
<td>5.05</td>
<td>4.46</td>
<td>***</td>
<td>4.59</td>
<td>***</td>
</tr>
<tr>
<td>Q1</td>
<td>Course Improved: Understanding of academic strengths</td>
<td>4.81</td>
<td>4.33</td>
<td>***</td>
<td>4.55</td>
<td>***</td>
</tr>
<tr>
<td>Q16</td>
<td>Course Improved: Taking effective notes in class</td>
<td>4.75</td>
<td>4.27</td>
<td>***</td>
<td>4.32</td>
<td>***</td>
</tr>
<tr>
<td>Q3</td>
<td>Course Improved: The ability to find items through the library</td>
<td>4.67</td>
<td>4.84</td>
<td>*</td>
<td>4.56</td>
<td>no diff</td>
</tr>
<tr>
<td>Q2</td>
<td>Course Improved: Test preparation skills</td>
<td>4.56</td>
<td>4.15</td>
<td>***</td>
<td>4.07</td>
<td>***</td>
</tr>
<tr>
<td>Q17</td>
<td>Course Improved: Coping with test anxiety</td>
<td>4.33</td>
<td>4.03</td>
<td>***</td>
<td>4.01</td>
<td>***</td>
</tr>
<tr>
<td>Q15</td>
<td>Course Improved: Studying with other students</td>
<td>4.27</td>
<td>3.91</td>
<td>***</td>
<td>4.00</td>
<td>***</td>
</tr>
<tr>
<td>Q13</td>
<td>Course Improved: Reviewing class notes before the next class meeting</td>
<td>4.17</td>
<td>3.78</td>
<td>***</td>
<td>3.78</td>
<td>***</td>
</tr>
</tbody>
</table>

**Level of Statistical Significance**
- ***: p < .001
- **: p < .01
- *: p < .05
- no diff: There is no statistical difference between these means
- : SRU has a statistically lower mean than the mean of the comparative group
- : SRU has a statistically higher mean than the mean of the comparative group

*NOTE: Weighted Mean and Standard Deviation is calculated without SRU’s data included.*
New Initiatives and Future Considerations:

- Add More Theme and Diversity Clusters
- Design Honors Clusters
- Teaching by Non-Faculty
- Increase Residence Life Collaboration
- FYRST for all freshmen
- Expand Peer Assistant Component
Retention Services Office

Developed Early Alert Services
- Enrollment Verification
  - Meal Cards
  - Residential Housing
  - Early Attendance Reports
  - Student, Attendance, Performance, & Adjustment

Infused Mid-term Review/Final Review of First Year Grades

Enhanced Connections with Faculty –
- Department Receptions
- Academic Progress Review
- FYRST Progression Requirements

Coordinated FYRST Suspension/Probation/Dismissal Activities (Readmission and Probationary Contracts)
Faculty Partnerships

Critical Role of Faculty

Faces Of Our Faculty

At The Rock, you'll be challenged like you've never been before - by faculty members who are respected experts in their fields. Experts who are on the cutting edge of research, but with practical, real-world experience that ensures you're prepared for the big world on the outside of campus.

But remember - Slippery Rock is a community. And the professor you know from the classroom or lab is also a real human being with interests that extend far beyond the classroom.

THE INSIDE SCOOP ON OUR FACULTY

EXIT PRESENTATION
Co-curricular programs:

- Taking an inventory of the planning and support provided to student organizations to engage them in the life of the institution beyond the classroom.
- Assessing the effectiveness of these programs in terms of student satisfaction and lifetime affiliation.
Student Life Initiatives

- Student Leadership Travel Abroad Spring Semester
  - WOW (Week of Welcome) – 1 day program

- WOW (Week of Welcome) – 2 day program
  - Developed Late Night Programming

- Emerging Leaders Program Development
  - Development of Position for Coordinator for Student Transitions

Yearly Initiatives:

- 2000:
  - Residence Hall Staff Early Alert Reports on Potential Withdrawals
  - Students of Concern Meetings

- 2001:
  - Center for Student Leadership Developed

- 2002:
  - Development of Campus-Wide Integrated Student Activities Programming
Enrollment Management 101

Academic Affairs and Student Life Collaborative Efforts

- Recruitment and Orientation Functions (All areas)
- Increased opportunities for student life programming and intercultural programming (Student Activities and Intercultural Programming)
- Increased peer mentoring relationships (Academic Services and Intercultural Programs)
- Increased student leadership opportunities (Center for Student Involvement & Leadership - CSIL)
  - Freshman Leadership
  - Student Ambassadors
  - Emerging Leaders
  - Student Government Association and over 120 clubs, organizations, and honoraries
- Increased programming on weekends and evenings (Union Program Board & Student Activities)
- Increased seminar, workshop, internship and practicum experiences aligned with major programs (Academic programs)
- Increased mentoring alignments with alumni (Alumni Affairs)
- Developing a Co-curricular Experiential Resume Program (2004 Fall)
- Living – Learning Communities (Academic Services and Residence Life)
- Tutorial Services (Tutoring and Residence Life)
Leadership

- Center for Student Involvement & Leadership
- Freshmen Leader Scholar Program
- Emerging Leader Program
- Shadow Program
- Leadership Skills Series
New Residential Suites

- No more than 2 students share 1
- 27/7 Welcome Desk
- Microwave and Refrigerator in each unit
- Individual thermostat controls
- Intentional Living Learning Design
- Residential Commons and Interest Floors
- Faculty Fellows Program
Time Line of Physical Changes on Campus

- **2000**
  - New Recreation Center Opens
  - Classroom Renovations
  - Technology Updates in classrooms

- **2001**
  - Classroom Renovations
  - Technology Updates in classrooms

- **2002**
  - Classroom Renovations
  - Technology Updates in classrooms

- **2003**
  - Classroom Renovations
  - Technology Updates in classrooms
  - Renovations to University Union Meeting Rooms

- **2004**
  - New Physical Therapy Building Opens
  - Classroom Renovations
  - Technology Updates in classrooms
  - New One Stop Welcome Center for Undergraduate and Graduate Admissions

- **2005**
  - Construction of New Science & Technology Building
  - Construction of New Residence Halls

- **2006**
  - Regional Learning Alliance Opens with 12 Higher Education Partners/Workforce Development
  - New student walkway connecting both lower and upper campus – symbolic of student learning experiences
Creating Supporting Venues – Physical Structures & Facilities

Examples
Designing Services to Meet Student Needs

What do we want our students to experience? How do we want to shape these experiences?

Behind the scenes a group of Enrollment Services staff, finance and administration, and information technology have been meeting regularly to plan for a “One Stop Services Center.” This concept will include cross-functional training of services and organization of services in a one-stop physical location.

Welcome Center
- Undergraduate Admissions
  - First Year Students
  - Transfer Students
- Graduate Admissions
- Enrollment Services
- Retention Services

- Academic Records & Summer School
- Retention Services
- Financial Aid
- Student Accounts
- Academic Services
- Career Services
- Services for Students with Disabilities
- ID Office
- Parking
- Banking
New Suite Style Residential Facilities

Residence Halls
We're not going to bother showing you our dorms.

Why not? Good question. The answer's over there in the video on the right.

LIFE AT SRU
CAMPUS LIVING
SOCIAL ACTIVITIES

START HERE
MAKING CONNECTIONS - THE SRU COMMUNITY
RESIDENCE HALLS
YOUR LIVING SPACE

EXIT PRESENTATION
Continuing the Process

Although it is true that the plan’s success will be measured by its implementation and resultant outcomes, it also is true that the process helps bring people together to consider objectives and strategies that are key to institutional viability.

(Bryson, 1995)
What are the fundamental lessons learned?

Five Key Factors to Enrollment Success at the Rock…

- Have unmistakable commitment from the top
- Get the right people on the bus, fill the tank with gas (resources & support), and let them go (freedom to be creative in an environment conducive to risk-taking)
- Establish fully integrated campus involvement and create opportunities for collaborations (faculty, academic affairs, student life, facilities, finance, etc)
- Make data-based decision-making and develop a plan of action as a team
- Do something! NOW! Don’t wait to develop the perfect plan before acting.
Insanity is defined as...

Doing the same things tomorrow that we do today and expecting different results.

Our focus...

Be strategic....Plan...Implement....Assess...Plan

“Make strategic changes based on quantitative and qualitative research” ..... “If it moves, measure it...... Assessment... Assessment... Assessment”