

**St. Cloud State University
Enrollment Management Plan**

August 2006

A Draft in Progress

DRAFT 2

Revised according to date/time below.

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Introduction

St. Cloud State University (SCSU) is the largest of the Minnesota State Colleges and Universities system (MnSCU). It is committed to excellence in teaching and learning; to fostering scholarship, research and artistic and creative endeavors; and to enhancing community service and collaborative working relationships. As a comprehensive university it serves primarily the citizens of Minnesota; it also functions as a regional university for the Upper Midwest, and it attracts students both nationally and internationally.

As an educational community of students, faculty and staff, SCSU provides a full range of undergraduate and selected graduate programs to prepare students for living and working as responsible citizens. It supports intellectual and scholarly achievement, recognizes the diversity of various cultural groups, instills a sensitivity to the values of a multicultural and ever-changing world, and provides access to life-long learning experiences.

The Enrollment Management Plan is a collection of goals and strategies from the three areas that affect the makeup of the SCSU student body. These three areas are marketing, recruitment, and retention. Individuals involved with two key groups, the Enrollment Management Committee and the Students of Color Recruitment and Retention Working Group, contributed to the construction of this document. Furthermore, input was sought from a number of campus constituencies. A complete list of all the members/participants involved in this plan is included on pages **5 and 28**.

In the fall 2005 semester, the Enrollment Management Committee was charged by the SCSU administration with developing a comprehensive enrollment management plan. This plan was to encompass the 2004-05 through the 2010-11 academic years. The committee began by discussing appropriate enrollment goals, a process which began immediately and continued through the spring 2006 semester. The goals determined appropriate are as follows:

Goal One - Develop and implement a marketing campaign that communicates the SCSU mission.

Goal Two - Broaden the reach of recruitment to meet enrollment and diversity goals of the university.

Goal Three - Improve the rates of retention in all categories at SCSU.

Achieving these goals involves developing objectives and strategies that are consistent and timely. These objectives are listed and defined within each section of this plan. It is our hope that as a result of the implementation of this enrollment management plan, our student body will be characterized as stronger academically, with superior promise and greater diversity (by ethnicity and background) when compared to other colleges and universities in Minnesota.

In addition, the University will also be known as one of the best universities for its international emphasis (global education) on campus and for distinctive study-abroad opportunities, up-to-date, accessible facilities and equipment, internships and experience-based learning, and a nationally acclaimed faculty and Honors program. And finally, our constituents will use words and phrases such as high quality, great education, student centered, friendly, affordable, solid career preparation, up-to-date, and accommodating to describe SCSU.

The Enrollment Management Committee (EMC) and the administration will continue reevaluating our enrollment management-related goals periodically through ongoing open discussions to determine if any modifications are necessary to address future institutional needs. It is also of great value to note that there are several important factors that will impact the overall SCSU enrollment numbers. In addition to a focus on New Entering Freshman and Transfer students, we must speak to specific roles that the Offices of Continuing Education, Graduate Studies, and the Center for International Studies play in enrollment management. To meet our overall enrollment goals, it is also of foremost importance to make sure that there are adequate financial and human resources available institutionally.

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Executive Summaries

Committee Members

<u>Department</u>	<u>Representatives</u>	<u>New for '06-'07</u>
Admissions	Pat Krueger *	Jeff Rhodes **
Advising Center	Steve Klepetar	
Alumni Relations	Mark Larson *	Kurt Stelten
American Indian Center		Jim Knutson-Kolodzne
Assistant VP for Institutional Effectiveness	Lisa Foss	
Business Office		Jeff Wagner
College of Science & Engineering	Dave Robinson	
College of Education	Rod Dobey *	Ramon Serrano
College of Fine Arts & Humanities	David Warne	
College of Science & Engineering	Sandra Johnson	
College of Social Sciences	Robert Johnson *	Linda Butenhoff
Colleges of Business Administration	Richard Sundheim	
Communication/Marketing	Loren Boone **	
Continuing Education	John Burgeson	
Dean of Undergraduate Studies	Mark Nook **	
Division of General Studies	Kathryn Kelly *	
Enrollment Management (note taker)	Jane Spaude	
Enrollment Management Committee (EMC Chair)	Mahmoud Saffari	
Faculty Association President	Judith Kilborn *	Annette Schoenberger
Financial Aid	Frank Loncorich	
Graduate School	Annette Day	
Honors Program	David Boyer	Gretchen Huwe
Institutional Studies & Planning	Guihua Li *	Deborah Bechtold
International Studies		Margaret Vos
International Studies/Admissions	Nichole Hanson *	Amy VanSurksum
Multicultural Student Services	Shahzad Ahmad	
Records & Registration	Sue Bayerl	
Residential Life	Larry Christenson	
SGA President/Vice President	Dana Kutcher *	Jessica Ringwelski

Goals

1. **Develop and implement a marketing campaign that communicates the SCSU mission.**
2. **Broaden the reach of recruitment to meet enrollment and diversity goals of the university.**
3. **Improve the rates of retention in all categories at SCSU.**

Marketing

Develop and implement a marketing campaign that communicates the SCSU mission.

Through the Stamats consulting process, which began in the spring of 2006, SCSU leadership was made aware of the results of extensive market research. St. Cloud State University was urged to address the issues of internal and external perceptions of the university, use market research data to focus marketing efforts, and to improve the image of the physical campus. As a result of these recommendations and the desire of the university leadership to increase enrollment and retention, four objectives were established, which will facilitate accomplishment of the marketing goal.

Objective 1: *Rely on market research in making marketing decisions*

Objective 2: *Improve the (internal and external) public's perception of St. Cloud State University*

Objective 3: *Enhance SCSU's marketing efforts through the university website*

Each of these objectives will be explained in detail in section F of this Enrollment Management Plan.

Recruitment

Broaden the reach of recruitment to meet enrollment and diversity goals of the university.

Thorough analysis of demographic and enrollment trends in the state of Minnesota and nationwide, combined with the SCSU emphasis on a global reach resulted in the development of eight objectives intended to facilitate reaching the recruitment goal for the 2010-11 academic year.

The commitment of the university to a diverse student body is unquestioned. Based on the SCSU Enrollment Management plan, by 2010 the university will implement strategies which will facilitate an increase in the number and proportion of students of color. The goal is for students of color to represent no less than 8.5% of the total student body by the fall of 2010. Meeting this goal will require university-wide support of the retention plan. The specific offices involved in this effort include the Office of Undergraduate studies, Office of the President, Office of Multicultural Student Services,

Academic Affairs, Administrative Affairs, college deans, department chairs, faculty and staff.

- Objective 2.1 – Increase market share of first-year students from Minnesota and reciprocity states; a freshman class of 2,400 is desired by the fall of 2010
- Objective 2.2 – Increase the number and proportion of first-generation and students of color enrolled at SCSU
- Objective 2.3 – Increase the number and proportion of new entering freshmen who are ranked in the top 25% of their high school graduating class
- Objective 2.4 – Increase non-traditional student enrollment
- Objective 2.5 – Increase the number of transfer students in each academic year's entering class; a transfer class of 1,450 is desired by 2010
- Objective 2.6 – The Office of Admissions will expand its presence beyond the borders of Minnesota
- Objective 2.7 – The number of international students at SCSU will increase

Strategies for meeting these objectives will include scholarship opportunities, recommendations for new and expanded academic programs to the Academic Affairs leadership, connecting prospective students to faculty and support services, community involvement on the part of the Office of Admissions, and the use of updated materials produce in collaboration with the marketing effort. Implementation of these strategies will require that the Office of Admissions build positive relationships with high school leaders and counselors, redefine its mission and operational tactics, and develop an analytical approach to budget management.

Retention

Improve the rates of retention in all categories at SCSU.

This plan will present data demonstrating the effectiveness of current retention efforts and successes. This data will examine fall-to-fall retention rates for entering freshman classes, through six-year graduation rates of NEF cohorts. There are two key objectives established which are driven by the presented data and which will facilitate accomplishing to retention goal.

- Objective 3.1 – Facilitate increases in students' academic success
- Objective 3.2 – Create programs that facilitate students' successful transition to the SCSU experience
- Objective 3.3 – Create a tutoring center where all students can access academic support services
- Objective 3.4 – Expand opportunities for students to connect with the SCSU academic community
- Objective 3.5 – Create an effective advising program

- Objective 3.6 – Promote a campus climate that encourages engagement and respect
- Objective 3.7 – Develop future retention-related programs and strategies specifically for students of color

The strategies for meeting these objectives are defined to meet the specific needs of different segments of the student population. A number of different strategies are necessary to facilitate the academic success, specifically, of students of color and the academically under-prepared, as well as the general student population.

Students of Color Recruitment and Retention

In August 2003, the SCSU Students of Color recruitment and Retention Working Group was created (with the hiring of the new Associate Vice President for Enrollment Management) and began its first meeting on September 9, 2003. The committee comprised of faculty, staff, and administrators was formed through volunteerism representing several areas campus-wide. Most of the members have continued serving on this committee since then. This group meets once every other week (for two hours) during fall and spring semesters. Following is a list of members involved in Spring 2006:

<u>Departments</u>	<u>Representatives</u>
Academic Affairs	Rex Veeder
Advising Center	Steve Klepetar
American Indian Center	James Knutson-Kolodzne
College of Education	Les Green
College of Education	Augusto Rojas
College of Education	Carolyn Williams
College of Fine Arts & Humanities	Julie Condon
College of Science & Engineering	Oladele Gazal
College of Social Sciences	Steve Casanova
College of Social Sciences	Robert Johnson
Enrollment Management	Mahmoud Saffari (Chair)
Office of Admissions	Tzong Chang
Office of Admissions	Pat Krueger
Office of Admissions	Adrece Thighman-Nabe
Office of Admissions	Jane Spaude (Note taker)
Office of Multicultural Student Services	Shahzad Ahmad
Office of Multicultural Student Services	Freddie Walker
Office of Multicultural Student Services	Shawn Kakuk
Office of Undergraduate Studies	Mark Nook

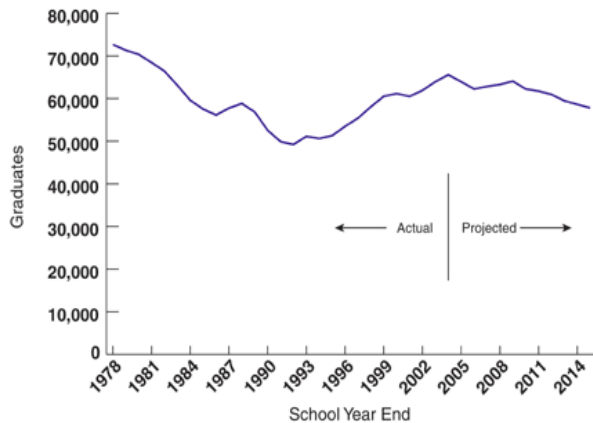
Members of this body formed two sub-groups, whose charge was to brainstorm ideas for recruitment and retention, respectively. This process began in September 2003, and it continues to this day. Appendix three provides a list of the ideas generated through

this process. The objectives and strategies defined for this plan are incorporated into each appropriate section, marketing, recruitment, or retention.

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Demographics

According to the Minnesota State Demographic Center for the Office of Higher Education, the high school graduation projections show a steady decline, with an overall 10 percent decline from 2005 to 2015. Although the white graduates continue to decline the students of color graduates is expected to increase.



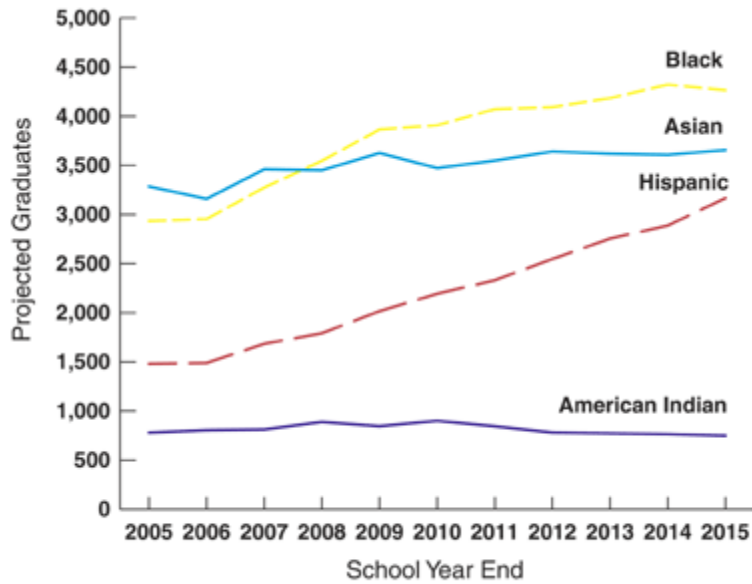
Source: Minnesota Office of Higher Education

Although the number of students of color will increase by 40%, the number of white high school graduates will decrease by 17%. Overall, there will be a 10% decline in the total number of high school graduates in Minnesota between 2004-05 and 2014-15 academic year.

Year	Students of Color		White		Total
	Number	Percent	Number	Percent	
2004-2005	8,479	13%	55,471	87%	63,949
2005-2006	8,406	14%	53,836	86%	62,242
2006-2007	9,230	15%	53,605	85%	62,835
2007-2008	9,675	15%	53,614	85%	63,289
2008-2009	10,351	16%	53,727	84%	64,078
2009-2010	10,473	17%	51,770	83%	62,243
2010-2011	10,795	17%	50,949	83%	61,744
2011-2012	11,062	18%	49,907	82%	60,968
2012-2013	11,329	19%	48,151	81%	59,480
2013-2014	11,580	20%	47,056	80%	58,636
2014-2015	11,836	20%	45,977	80%	57,812

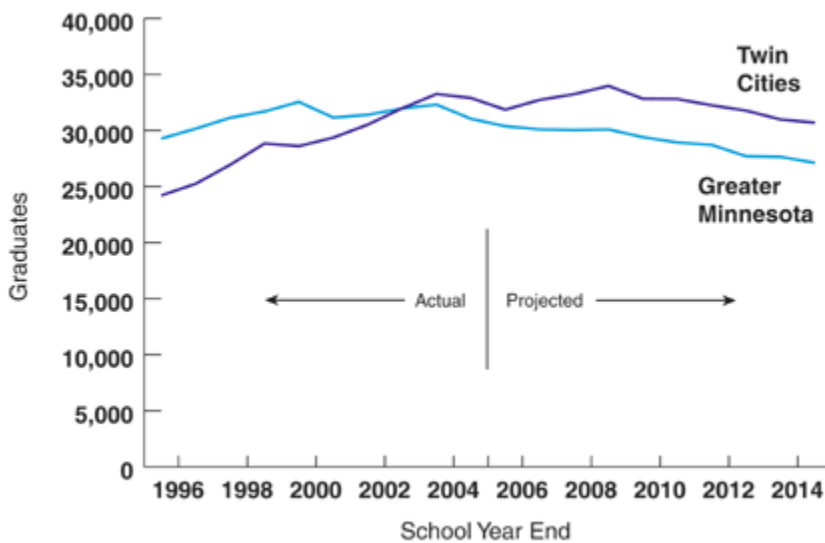
Percent change	2004-2005 to	2014-2015
Students of Color	40%	
White	-17%	
Total	-10%	

The largest increases will be in the number of Hispanic and Black graduates.



Source: Minnesota Office of Higher Education

Actual and Projected Minnesota High School Graduates between the Twin Cities Metropolitan Area and Greater Minnesota, 1996-2014



Source: Minnesota State Demographic Center, 2005

Demographics: Regional and National High School Graduate Projections (approximately)

The committee reviewed local, state, regional, and national student population statistics. The research projects several trends relative to recruitment as follows:

Projected percent change in the number of public high school graduates, by state: 2000-01 to 2012-13

Increases		Decreases	
Nevada	72.2	Idaho	-0.2
Florida	30.3	Alaska	-0.8
Arizona	29.6	Missouri	-2.8
New Jersey	26.7	Ohio	-3.3
Michigan	25.9	New Hampshire	-4.8
California	23.1	Arkansas	-4.9
Georgia	22.7	Hawaii	-5.2
Colorado	22.1	Wisconsin	-6
North Carolina	20.6	Alabama	-6.2
Virginia	19.2	Kansas	-6.3
Connecticut	19	Iowa	-7.3
Texas	19	Nebraska	-7.5
Illinois	17.5	Mississippi	-7.5
South Carolina	16.9	Kentucky	-9.8
Rhode Island	15.5	New Mexico	-10.1
Tennessee	10.7	Minnesota	-10.3%*
Maryland	8.6	Oklahoma	-11.5
Delaware	8.6	Louisiana	-13.8
Oregon	6.9	Maine	-15
Massachusetts	6.1	West Virginia	-15.9
Washington	6	Vermont	-17.7
Pennsylvania	4.9	South Dakota	-20.6
Indiana	4.8	Montana	-20.8
Utah	2.9	Wyoming	-25.7
New York	2	District of Columbia	-31.3
		North Dakota	-31.7

1

Highlighted states are those where SCSU Office of Admissions conducts recruiting activities.

¹ SOURCE: U.S. Dept. of Education, NCES: [Common Core of Data](#) surveys and State Public High School Graduates Model. (See [reference table 25](#).)

* Minnesota Department of Education projection for 2000-2013 (1/27/2005)--(modified 3/10/05)

M. Saffari

Career Trends

Meeting enrollment goals also involves identifying and meeting the needs of a dynamic economic landscape. The Career Services Center at St. Cloud State University serves as a statewide leader in research of professional needs and placement of graduates. Furthermore, students who persist through graduation and find adequate employment are more likely to share their positive experiences with others, including prospective SCSU students. As such, the impact of the Career Services Center and economic forecasting in enrollment management is immeasurable. Because the primary audience served by SCSU consists of Minnesota residents, it is prudent to focus on economic trends specific to this state. This process begins by identifying the fields of study most sought by employers in Minnesota.

Top majors sought by employers in Minnesota

1. Business Admin/Management 103 (69.1%)
2. Marketing 77 (51.7%)
3. Economics/Finance 71 (48%)
4. Communications 65 (43.6%)
5. Accounting 64 (43%)
6. Psychology/Sociology 52 (34.9%)
7. Management Information Systems (MIS) 43 (28.9%)
8. Social Work 34 (22.8%)
9. Computer Science 33 (22.1%)
10. Advertising/English 30 (20.1%)
11. Mechanical Engineering 26 (17.4%)
12. Math/Statistics 26 (17.4%)
13. Biological Sciences/Life Sciences 24 (16.1%)
14. Criminal Justice 24 (16.1%)
15. Nursing 23 (15.4%)
16. Computer Engineering 21 (14.1%)
17. Electrical Engineering 19 (12.8%)

Among employers surveyed in Minnesota, 56.1% stated that they do recruit for positions that require a baccalaureate degree, but in no specific field. Individuals who pursue and complete a baccalaureate degree will, on average, make almost twice the income of one who holds only a high school diploma. Furthermore, unemployment rates for baccalaureate holders are less than half of that for individuals with only a high school diploma.

The table below shows a listing of professional fields requiring at least a baccalaureate degree that are projected to have positive growth in the coming years. Determination of these fields was done by examining the employment growth, number of annual openings, and the median wage of fields across the professional spectrum. If SCSU provides a program which meets the requirements of that field, it is listed in the final column.

Industry	Occupation	Available at SCSU?	SCSU Program
Farming, Fishing, and Forestry	Food Scientist	No	
	Landscape Architects	No	
Communications	Film & Video Editors	Yes	Film Studies
	Interpreters and Translators	Yes	French, German, Spanish
	Public Relations Specialists	Yes	Public Relations
	Technical Writers	Yes	English
	Writers	Yes	English
Fine & Performing Arts	Art Directors	Yes	Art
	Fashion Designers	No	
	Fine Artists	Yes	Art
	Graphic Designers	Yes	Graphic Design
Banking and Finance	Accountants and Auditors	Yes	Accounting
	Financial Analysts	Yes	Finance
	Insurance Adjusters and Examiners	Yes	Business
	Insurance Underwriters	Yes	Business/Finance
Computer Occupations	Computer Engineers	Yes	Computer Engineering
	Computer Security Specialists	Yes	Computer Engineering/Science
	Computer Systems Analysts	Yes	Computer Science/Math/Electrical Engineering
	Data Communications Analysts	Yes	Computer Science
	Database Administrators	Yes	Computer Science
Management	Computer and Information Systems Managers	Yes	Computer Engineering/Science
	Financial Managers	Yes	Business, Finance, Economics
	Health Services Administrators	Yes	Business and/or Nursing

	Hotel and Motel Managers	Yes	Management, Business Management, Business (MBA specialization in Human Resource Management)
	Human Resources Managers	Yes	Business, Marketing, Manufacturing Engineering
	Industrial Production Managers	Yes	Marketing
	Marketing Managers	Yes	Management, Real Estate
	Property and Real Estate Managers	Yes	Insurance/Risk Management
Sales	Insurance Agents	Yes	Real Estate
	Real Estate Agents	Yes	Engineering Management
Other Business Fields	Engineering Managers	Yes	Finance, Economics
	Financial Counselors	Yes	Finance, Economics
	Loan Officers	Yes	
Engineering	Architects	No	
	Biomedical Engineers	No	
	Civil Engineers	No	
	Electrical and Electronics Engineers	Yes	Electrical Engineering
	Industrial Engineers	No	
	Chemical Engineers	No	
	Mechanical Engineers	No	
	Safety Engineers	No	
	Surveyors	No	
Transportation	Commercial Pilots	Yes	Aviation
Health Care	Physician Assistants	No	
	Registered Nurses	Yes	Nursing
	Veterinarians	No	
Health Technicians	Nuclear Medicine Technologists	Yes	Nuclear Medicine Technology
	Occupational Therapists	No	
Therapy	Recreational Therapists	No	
	Speech Pathologists and Audiologists	Yes	Speech Therapy
Health Services	Athletic Trainers	Yes	Athletic Training
	Chemists	Yes	Chemistry

	Dieticians	No	
	Orthotic and Prosthetic Specialists	No	
	Public Health Educators	Yes	Health Education
	Zoologists	Yes	Biology
	Preschool and Kindergarten Teachers	Yes	Early Childhood Education
Education	Special Education Teachers	Yes	Special Education
	University and College Teachers	Yes	Graduate Programs
Law and Social Services	Probation Officers	Yes	Social Work, Criminal Justice
	School Counselors	Yes	School Counseling
	Social Workers	Yes	Social Work

As is clear from the above information, while SCSU provides a wide array of programs to meet a large number of current economic needs, there are a number of possibilities for additional programs which would result in additional enrollment. Analysis of current program viability and probability of success of new programs rests, however, with the academic leadership within each college at SCSU.²

² Information provided by the SCSU Career Services Center, www.stcloudstate.edu/~careersv

Enrollment Management Definition

Enrollment management is commonly described as a coordinated effort of a college or university to influence the size, mix, and quality of its students' body. This is accomplished through the development and implementation of strategies and interventions that address all stages of students' involvement with the institution from inquiry to admission, enrollment, persistence to graduation and transition to alumni status. The model to which SCSU currently subscribes is shown in Appendix 1.

It simply means influencing the institution's enrollment (size, quality, mix) from the point of initial student inquiry about the institution, to the point of graduation, placement in a position, or graduate school and includes alumni feedback and support. (Rooney & Saffari, 1993)

DRAFT 2

Marketing

During the fall 2005 semester, St. Cloud State University hired Stamats to conduct regional marketing research. The purpose of this research was to determine internal and external perceptions of SCSU. Since that time, Stamats has been working with the Office of Communication and Marketing to address plans and activities to clarify the public image of St. Cloud State University and improve its market position. Stamats focused on the following three survey objectives:

1. Prospective Students & their Parents Surveys
 - To determine the general perception of prospective students and their parents about SCSU and how these compare to top competitors
 - To examine what is important to SCSU's prospective students and their parents as they choose a college and examine how SCSU performs in these key areas
 - To define SCSU's strengths and challenges
 - To determine the value of an SCSU degree
2. Brand Assessment Campus Visit
 - To determine the general perceptions of internal audiences (faculty, staff, administrators, students) through qualitative on-campus interviews, and to examine how SCSU performs in these key areas
 - To help define SCSU's strengths and challenges so that the research findings can be interpreted.

The focus of the marketing goals and objectives is on those factors that impact enrollment. Other aspects of a marketing campaign are examined and incorporated into the overall marketing plan. However, the focus of this document is enrollment management. As a result, the goals and objectives discussed in this document are only a portion of those undertaken by the Office of University Communications.

The goal for marketing, in regard to enrollment management, is as follows:

Goal One: Develop and implement a marketing campaign that communicates the SCSU mission.

Objective 1.1

Rely on market research in making marketing decisions

Strategy 1.1.1

During the fall 2005 semester, St. Cloud State University hired Stamats to conduct regional marketing research. The purpose of this research was to determine internal and external perceptions of SCSU.

Strategy 1.1.2

Collaboration between Stamats and the Office of Communication and Marketing to address plans and activities to clarify the public image of St. Cloud State University and improve its market position.

Strategy 1.1.3

The communication of the SCSU message will be focused on those segments of the market identified in the market research conducted in 2006.

Strategy 1.1.4

Prioritize segments of the marketing effort for implementation

Strategy 1.1.5

Research costs of implementation; submit to the university administration a proposal requesting the necessary fiscal and human resources, listing the anticipated results of the expenditure

Objective 1.2

Improve the (internal and external) public's perception of St. Cloud State University

Strategy 1.2.1

Take full advantage of 2,000 television spots made available to us through the Charter Network as a result of the hockey broadcasting contract.

Strategy 1.2.2

The University Communications Office will communicate the SCSU message to the general public through major marketing elements, such as billboards, print and electronic media, advertising, and direct mail. The plan for this effort was submitted to the Enrollment Management Committee in September 2006. This strategy will operate concurrently with strategies 1.1 and 1.2 listed above.

The implementation of this strategy begin in fall 2006, and it continues currently.

Strategy 1.2.3

Work to promote the SCSU image as a whole, rather than the advertising of specific programs, such as the MBA. The University Communications office will work to establish contracts spanning an entire year for strategically placed advertisements. The strategic locations currently identified include billboard locations along I-94 between the Twin Cities and St. Cloud, as well as locations throughout the Twin Cities area. The primary location for these advertisements, however, was in the northwest suburbs of the Twin Cities.

This strategy was investigated and implemented in the fall of 2006.

Strategy 1.2.4

Thirty-second television advertisements will be created which will communicate a positive image of the university, a significant need identified through the Stamats

market research. These advertisements will be broadcast in the Twin Cities television market, as well as during televised Division I men's hockey games.

This strategy was completed in the fall of 2006. The advertisements continue to run in strategic time slots.

Strategy 1.2.5

The Stamats consultation firm will be contracted to assist in the development of new publications to be used by the Office of Admissions in the recruitment process. The new publications will be consistent with the new "What's your world?" theme and feature a newer and more professional appearance. The offices of University Communications and Admissions will collaborate with the Stamats professionals in the development of these pieces. The first publications to be developed are the viewbook and first-contact piece.

This objective was completed in the summer of 2006, and the new publications were disseminated in the recruitment effort for the first time in the 2006-07 recruitment cycle.

Additional publications following the same theme and consistent in appearance are currently (2006-07 and beyond) being developed to meet the needs of Admissions and academic departments in their recruitment efforts.

Strategy 1.2.6

In order to heighten awareness in specific prospective-student-rich environments, we will utilize print mediums. Advertisements will be placed in community-college newspapers in order to reach a larger proportion of prospective transfer students, and posters in key locations will reach prospective students and their families in other locations with the SCSU message. The Office of Admissions and University Communications will collaborate on this project, and the proposed timeline for completion of this project is ??????????

Strategy 1.2.7

Reaching targeted audiences with various mediums requires that those audiences be clearly identified. The University Communications and Admissions Offices will collaborate to determine possibilities for reaching specific student segments. This strategy is primarily an initial step to a targeted outreach effort which will include personal contact, print media, and other methods of communication.

Objective 1.3

Enhance SCSU's marketing efforts through the university website.

Strategy 1.3.1

The first step in revitalizing the SCSU website for the purposes of improved marketing is establishing leadership in that effort. A Web Content Manager position was proposed, approved, and created in the fall of 2006. An additional \$80,000 per year was set aside for this position. The intent was to have the position filled by July 1, 2007.

This strategy has been successfully completed as of April 17, 2007, almost three months ahead of schedule, with the hire of Jeff Woods.

Strategy 1.3.2

The implementation of a more user-friendly content management system for the SCSU website will facilitate the dissemination of accurate and timely information for are target markets, as well as internal constituents. The resources required for this strategy include time for implementation of the software, in addition to the \$100,000 to \$200,000 required for the purchase.

The timeline for this strategy is ??????????

Strategy 1.3.3

Revitalizing the SCSU website requires more than simple text or graphic updates. An entire remake is in order, as per the recommendation from the Stamats consulting group. Creation of a marketing aspect for the website is the first step in this remake, and a range of options are slated for presentation to the campus community by December 1, 2006. This timeline was met.

Strategy 1.3.4

Prospective students must feel connected to and engaged with SCSU prior to enrollment in order to facilitate yield. The University Communications Office will assist in the development of a portal for recently admitted students. This portal will facilitate the transfer of information with prospects who have applied for admission and are approved. This process connects them with the campus before arriving in the fall (or spring) semester.

This strategy will involve the Office of Admissions, University Communications, and the Learning Resources and Technology Services department.

Timeline for completion of this strategy is ??????????

Recruitment

The Office of Admissions takes the lead in the university effort to recruit and enroll a freshman and transfer class each year. This effort, however, involves the entire campus, as demonstrated throughout this plan. A significant factor in determining the objectives and strategies in recruitment is the information provided by the Stamats firm.

The following Top Conclusions was taken in its entirety from Stamats marketing research report for SCSU called "Prospective Students Survey Results" dated December 2005. Pages 37-38

- SCSUS's reputation as a party school/fun institution is still a major identifier to prospective students. Its full role as a "distraction" vs. "barrier" is not clear, but it is an imposing issue. Areas SCSU is underperforming that need to be addressed in this image-building campaign:
 - Academic reputation of SCSU
 - Quality of programs/majors
 - Personal attention from faculty both in and out of class
 - Faculty are good teachers and mentors
 - Amount of financial aid available, including scholarships
 - Success of graduates
- With 72% of the pool considering SCSU a third or lower choice or not considering it at all, the university is spending an exceptional amount of time and dollars to engage disinterested prospects.
- You must work smarter by better managing inquiries and relationship-building. You are aware of your personnel and resource challenges in admissions—this simply further emphasizes the need to be smarter.
- Notable is that the campus visit program feedback from our qualitative interviews are very positive—the folks in that office are doing a very good job with what they have.
- This said, SCSU must add resources to your admissions office (staff, budget, facilities) and make recruiting more appropriate students a greater priority.
- While this image marketing effort is critical, implementing its messages through the work of SCSU admissions professional will be difficult unless the size and scope of the current staff and budget is increased.

The following three conclusions were also taken in its entirety from Satmats marketing research report for SCSU called "Brand Assessment Campus Visit" dated December 2005. Page 30

- It is very discouraging to see such a high percentage of your internal audiences would not recommend SCSU to a friend or relative.
- There are more graduate students would not recommend SCSU than so.
- There is much work to be done with internal perceptions—these are the people who are carrying their view of SCSU to communities far and close.

Goal Two: Broaden the reach of recruitment to meet enrollment and diversity goals of the university

Objective 2.1

Increase market share of first-year students from Minnesota and reciprocity states; a freshman class of 2,400 is desired by the fall of 2010

Strategy 2.1.1

The Office of Admissions will discuss and re-write its mission statement to reflect consistency with the university mission

Strategy 2.1.2

The Office of Admissions will utilize the new printed materials designed through the marketing effort in its outreach to prospective students

Strategy 2.1.3

The Office of Admissions will increase its level and quality of communication with prospective students through a streamlined “funnel” process and improved communication resources; additional operating funds of \$20,000 have been requested to implement this strategy

Strategy 2.1.4

The Office of Admissions will analyze enrollment yield from high schools in Minnesota and beyond; this data will be used to establish annual enrollment goals specific to each high school

Strategy 2.1.5

The Office of admissions will conduct annual and thorough assessment of its recruiting practices; this assessment will examine the responses of enrolled students, high school counselors, and students who chose not to enroll at SCSU

Strategy 2.1.6

The Office of Admissions will play a vital role in the revision of the website; this strategy was implemented through two members of the Admissions staff being involved with the web team; furthermore, the Associate Director of Admissions for Communication was a part of the search committee for the Web Content Manager

Strategy 2.1.7

The Office of Admissions will seek to increase the number of representatives who will reach out to prospective students and high school personnel; this strategy was implemented and completed with the hire of a new admissions representative and a representative for transfer and students of color; the new personnel joined the Admissions staff in April of 2007

Strategy 2.1.8

The "Yield Event" will play a larger role in the recruitment effort; these events, where admitted students are invited to campus for placement testing and special programs (i.e. Hockey or other sporting event, theatrical presentation); the yield rate for students who attend is over 80%; each year the Office of Admissions hosts three of these events; the number of events was increased to four in spring 2007; for subsequent years, the number of events will continue to increase by one or two each year; the Office of Admissions has requested additional operating funds for these events, in the amount of \$12,000

Strategy 2.1.9

The Office of Admissions will host yield events specifically reaching out to students of color and their families; at least two of these events will be hosted each spring semester

Strategy 2.1.10

Contact students who failed to attend an advising/registration event the summer prior to their first semester at SCSU; this strategy will be implemented in August of each year preceding the beginning of each fall semester

Strategy 2.1.11

The SCSU recruitment video will undergo an entire renovation every three years to reflect the current recruitment theme and vision of the university

Strategy 2.1.12

The Office of Admissions will seek to increase the number of students who visit campus prior to being admitted; students who visit the campus are more likely to enroll

Strategy 2.1.13

The number of spaces available in the Division of General Studies will be expanded to accommodate a larger number of academically at-risk students; a DGS enrollment of 500 will facilitate reaching enrollment goals

Objective 2.2

Increase the number and proportion of first-generation and students of color enrolled at SCSU

Strategy 2.2.1

The Office of Admissions will continue to diversify its personnel, specifically adding a team member who is bi-lingual (English-Spanish) and familiar with Latino/a and Somali culture; this strategy was implemented with the hire of Martha Noyola as admissions representative for transfer and students of color in March 2007

Strategy 2.2.2

The Office of Admissions will collaborate with the Office of Multicultural Student Services and faculty of color to identify new methodologies for reaching first-generation, economically disadvantaged, and students of color

Strategy 2.2.2

Discuss the practice and policy in place governing the awarding of merit-based scholarships from the Office of Admissions; an examination of the need and role of financial need in the awarding process will take priority; we will seek to increase the number and amount of scholarships available through the Office of Admissions through requests to the administration and demonstration of their effectiveness; students who receive competitive scholarships are more likely to enroll and persist through to graduation; it is the desire of the Director of Admissions to establish, when appropriate, a scholarship committee with campus-wide representation which can address these issues on a regular basis

Strategy 2.2.3

The Office of Admissions will increase and improve its outreach to community college transfer prospects, specifically within communities of color

Strategy 2.2.4

The Office of Admissions, in collaboration with appropriate student organizations, will host events on campus which reach out to specific groups of prospective students, such as African-American, American Indian, Hmong, and Latino/a students; additional annual operating funds to accomplish this strategy have been requested, in the amount of \$8,000

Strategy 2.2.5

The Enrollment Management Committee will recommend to the Academic Affairs leadership the expansion of existing and the addition of new programs that will contribute to increase enrollment

Strategy 2.2.6

Increase participation in the Advanced Preparation Program (APP) using newly allocated funding. APP is a five-week summer bridge program open to newly admitted first year students.

Accountability: Multicultural Student Services, Admissions Office, American Indian Center

Existing Resources: \$50,000.00 (limit of 40 students)

Timeline: Summer 2006

Objective 2.3

Increase the number and proportion of new entering freshmen who are ranked in the top 25% of their high school graduating class

Strategy 2.3.1

The Honors program will be expanded to facilitate increased enrollment of top 25% students

Strategy 2.3.2

Recruitment of top 25% students will be accelerated through the hiring of an Assistant Director whose primary charge is recruitment

Strategy 2.3.3

Additional scholarship funds will be requested to facilitate recruitment of top 25% students

Objective 2.4

Increase non-traditional student enrollment

Strategy 2.4.1

The Office of Continuing Studies, Office of Admissions, Financial Aid, Student Services, and Career Services will collaborate to make services available to non-traditional at times that fit their schedules; this strategy will involve staffing offices in the evenings and on weekends

Strategy 2.4.2

The Office of Continuing Studies will recommend to the Academic Affairs leadership the expansion and addition of relevant academic offerings at non-traditional times

Objective 2.5

Increase the number of transfer students in each academic year's entering class

Strategy 2.5.1

The SCSU Office of Admissions will increase its presence on community college campuses in Minnesota

Strategy 2.5.2

Partnerships and articulation agreements between community colleges and SCSU will improve and expand

Strategy 2.5.3

The Admissions leadership will work to build relationships with faculty across campus in order to increase their involvement in recruiting and establishing agreements with community colleges

Strategy 2.5.4

The general education program at SCSU will be evaluated vis á vis transferability of courses; improvements in transfer processes will facilitate an improved image of SCSU in area community colleges

Objective 2.6

The Office of Admissions will expand its presence beyond the borders of Minnesota

Strategy 2.6.1

Prospective student list purchases will be expanded to include the Chicago, Detroit, and Denver areas; it is in those areas that population is expanding and SCSU is known; additional operating funds in the amount of \$10,000 have been requested for this endeavor

Strategy 2.6.2

Admissions staff will travel to recruiting events in the above-named locations

Strategy 2.6.3

The Office of Admissions will collaborate with the Alumni Association to involve alumni in those locations in the recruitment effort; this strategy was piloted in January of 2007 when Alumni Association leadership invited prospective students to a hockey game in Denver, Colorado

Objective 2.7

The number of international students at SCSU will increase

Strategy 2.7.1

The Center for International Studies will hire a permanent Director of International Admissions; the position is currently (April 2007) filled with an interim appointment

Strategy 2.7.2

The Center for International Studies will expand its recruitment effort globally

Retention

Goal Three: Improve the rates of retention in all categories at SCSU

The objectives and strategies for accomplishing this goal are centered around the intention of an NEF fall-to-fall retention rate of 80% for the fall 2010 entering cohort. A five-year graduation rate of 40% and a four-year graduation rate of 20%, for the fall 2005 entering cohort are also a central principle in construction of the following.

Objective 3.1

Students will experience academic success on a larger scale

Strategy 3.1.1

Operationalize the characteristics of academically at-risk students

Strategy 3.1.2

Identify these at-risk students at the point of admission and connect them with appropriate resources

Strategy 3.1.3

Identify current students whose college performance places them at risk for attrition; this strategy will be implemented using the College Student Inventory survey; the piloting of this strategy will focus specifically on the retention of students of color

Strategy 3.1.4

Disseminate to current students each semester a current list of general education courses not yet completed for their degree

Strategy 3.1.5

Implement an automated system for enforcing course prerequisites during the registration process

This strategy was implemented beginning in the fall 2006 semester; implementation continues with each college collaborating with the Office of the Registrar to establish and input prerequisite programming

Strategy 3.1.6

Develop a supplemental instruction program for courses in which the failure rate is significantly above the university average

Strategy 3.1.7

Increase English language skills for new immigrants, refugees and asylees by identifying students prior to enrollment.

Accountability: College ESL, Admissions Office, Records and Registration

Additional Resources: Testing costs (\$4,000.00 estimated)

Timeline: Fall 2006

Objective 3.2

Create programs that facilitate students' successful transition to the SCSU experience

Strategy 3.2.1

Design an orientation program for incoming freshmen/women which introduces them to the academic, cultural, and social life of the University

Strategy 3.2.2

Require a college transition course for all incoming freshmen/women teaching academic success strategies and academic expectations

Strategy 3.2.3

Coordinate all activities which reach out to incoming freshmen/women and transfer students

Strategy 3.2.4

Increase participation among students of color by offering scholarships to take part in the short-term study abroad programs to South Africa, Thailand/Laos, Mexico, and other programs.

Accountability: Ethnic Studies, Multicultural Student Services, and Center for International Studies

Additional Resources: \$30,000.00 to support 50 students (\$500.00 each)

Timeline: Ongoing

Strategy 3.2.5

Continue to offer cultural programs to the campus and community.

Accountability: Multicultural Student Services in collaboration with cosponsoring departments and student organizations

Resources: Use existing SFC and Cultural Diversity funding for programs, fill vacant assistant director position.

Timeline: Ongoing

Strategy 3.2.6

Host advising and registration events each summer focused specifically on students of color and their families

Strategy 3.2.7

Work with faculty and Undergrad Studies to identify Reading and Study Skills, College Transition, and other Racial Issues/General Education courses

Strategy 3.2.8

Work to ease the impact of non-academic issues on student retention such as financial and personal issues.

Accountability: Multicultural Student Services, Financial Aid Office, Counseling Center, Business Services, Career Services

Resources: Staff

Timeline: Ongoing

Objective 3.3

Create a tutoring center where all students can access academic support services

Strategy 3.3.1

Develop a plan for this tutoring center, outlining staff and budget implications; present this plan to the University administration

Strategy 3.3.2

Develop an accredited tutor training program for students involved in tutoring

Strategy 3.3.3

Enhance Tutoring Program and Athletes for Success in the Classroom Program. These programs provide academic support to athletes and non-athletes with tutoring available for most general education courses in a positive learning environment in additional, more conducive space.

Strategy 3.3.4

Increase student and faculty participation by 10 percent in the Mentoring Program. Faculty and staff of color offer support and guidance to help new students become successful in their college careers.

Accountability: Multicultural Student Services, SCSU faculty and staff

Existing Resources: \$6,000.00 for mentoring luncheon meals

Additional Resources: \$3,000.00

Timeline: Ongoing

Objective 3.4

Expand opportunities for students to connect with the SCSU academic community

Strategy 3.4.1

Develop learning cohorts that create academic communities for incoming students

Strategy 3.4.2

Expand the First Year Experience program to involve all NEF students; specifically, develop FYE student communities specific to students' majors

Strategy 3.4.3

Develop a plan for connecting students within majors outside the classroom experience

Strategy 3.4.4

Provide physical space in each department student community collaboration

Strategy 3.4.5

Develop a program which connects and engages transfer and non-traditional students

Strategy 3.4.6

Continue to make available the Student Employment Initiative by securing additional funding in order to offer employment opportunities for students of color who are not eligible for work study.

Accountability: Multicultural Student Services in collaboration with the SCSU Cultural Diversity Committee

Additional Resources: \$60,000.00 for 20 students for academic year (\$3,000.00 each)

Timeline: 2006-2007

Strategy 3.4.7

Collaborate with orientation staff to offer special orientation days for students of color.

Accountability: Director of New Student Advising/orientation staff/Advising Center, Multicultural Student Services

Additional Resources: \$3,000.00 for six luncheons during orientations for students of color

Timeline: Summer 2006

Strategy 3.4.8

Develop student of color cohorts in conjunction with the First Year Experience Program.

Accountability: Dean of Undergraduate Studies, Multicultural Student Services

Additional Resources: \$20,000.00

Timeline: Fall 2007

Strategy 3.4.9

Communicate with all newly accepted students of color prior to their arrival on campus to ensure relationships with student organizations and to make them aware of academic support services if needed. .

Accountability: Multicultural Student Services, Admissions Office, American Indian Center

Resources: Staff, use existing financial resources

Timeline: Fall 2006

Objective 3.5

Create an effective advising program

Strategy 3.5.1

Identify, recruit, and train a cohort of faculty who are committed to the advising concept

Strategy 3.5.2

Create advising centers within each academic department

Strategy 3.5.3

Connect departmental advisors with the career advising center to provide students with holistic advising

Strategy 3.5.4

Develop a system to identify and reward excellence in advising

Strategy 3.5.5

Develop a time frame each semester in which a significant emphasis is placed on advising

Strategy 3.5.6

Allow academically prepared NEF students to apply directly to their major field (after admission to the University)

Strategy 3.5.7

Implement and enforce the 80-credit limit for major application provision

Strategy 3.5.8

Develop a contract with students providing the criteria and requirements for completion of the baccalaureate degree in four years

Strategy 3.5.9

Develop a resource guide for faculty and staff use in the advising process

Objective 3.6

Promote a campus climate that encourages engagement and respect

Strategy 3.6.1

Expand deliberative dialogues across departmental and college lines for the purpose of understanding each faculty member's contribution to the University

Strategy 3.6.2

Conduct an annual assessment of faculty, staff, and student satisfaction

Strategy 3.6.3

Convene a task force charged with responding to the concerns identified through the assessment process

Strategy 3.6.4

Integrate the learning community culture into the SCSU profile and activities

Strategy 3.6.5

Strengthen Pipeline Program through financial support for programs involved.

Accountability: Ethnic Studies, College of Education Cultural Diversity Office, American Indian Center, Multicultural Student Services

Resources: Staff

Timeline: Ongoing

Strategy 3.6.6

Promote cultural awareness on campus through programming.

Accountability: Multicultural Student Services, University Program Board, American Indian Center and/or collaboration with other departments and cosponsors

Resources: Staff

Timeline: Ongoing

Strategy 3.6.5

Establish an orientation program for new faculty introducing them to the campus culture and resources

Objective 3.7

Develop future retention related programs and strategies specifically for students of color

Strategy 3.7.1

Offer credit-bearing college transition course for all incoming students of color.

Accountability: Academic Affairs

Additional Resources: 5 sections of COLL 150 or similar transitions course

Timeline: Fall 2007

Strategy 3.7.2

Develop Retention/Success Guide for new students.

Accountability: Colleges, Departments, Administrative Offices, Dean of Undergraduate Studies, Multicultural Student Services

Additional Resources: Staff, cost of publishing the guide

Timeline: Fall 2008

Strategy 3.7.3

Develop and enhance a comprehensive interactive web page to provide current information to student (and other) users.

Accountability: Multicultural Student Services, Technology Services

Additional Resources: Staff or graduate assistant

Timeline: Fall 2006

Results of Successful Implementation and Execution of Listed Goals, Objectives, and Strategies

This document discusses the methods used to estimate the effects of recruitment, retention, and graduation goals on the future enrollment numbers for students who matriculate in a Fall semester as New Entering First-Year (NEF) students and as New Entering Transfer (NET) students. Current data exists on students who matriculate in the fall, and data are not as readily available for students matriculating in a spring semester. In making these estimates of potential increases to undergraduate enrollments, the make-up of the current undergraduate enrollment in terms of relative number of students who originally matriculated in the fall as NEF and NET students is also determined.

The determination of the current number of students at SCSU who matriculated as NEF students is accomplished by tracking the number of students that matriculated each fall and the number of students that return each semester until they graduate. Adding up the number of students currently on our campus who originally matriculated each fall as NEF students during the last 6 years yields the total number of students on campus that matriculated as NEF students during the past 6 years. A similar process is followed for students who matriculate as NET students. From this we find that 7585 of our current undergraduates matriculated as NEF students during a fall term and approximately 3,450 matriculated as NET students during a fall term. The remaining students matriculated during a spring term, are PSEO students, are Senior-to-Sophomore students, are Special Admission students, or NEF students who took less than 12 credits their first semester.

This same process is followed using assumptions about increases in the recruitment, retention and graduation rates of students over the next several years to predict the increases in the student body if these assumptions are realized. The results indicate that there would be an increase in the headcount of 400 students who originally matriculate as NEF students and an increase of 535 students who originally matriculate as NET students. In terms of Full-Time Equivalent (FTE) students these increases are 400 students and 362 students, respectively.

ENROLLMENT, RETENTION, AND GRADUATION RATE GOALS FOR NEW ENTERING FIRST-YEAR STUDENTS AND THEIR AFFECT ON THE SIZE OF THE UNDERGRADUATE STUDENT BODY

Data from the past years can be used to determine what increases might be realized for a given year if certain enrollment, retention, and graduation rate goals are met. In calculating the effects on enrollments due to new initiatives, the following primary goals have been assumed:

- a NEF student recruitment of 2400 by the Fall of 2010
- a first-to-second year retention rate of 80% for the cohort entering in Fall 2010
- a five-year graduation rate of 40% for the cohort that entered in the Fall of 2005
- a four-year graduation rate of 20% for all cohorts starting with Fall 2005

This analysis only takes into account increases in the NEF recruitment, retention rate, and graduation rate; it does not include increases in transfer students, graduate students, part-time, or continuing education students.

The result of this analysis shows an increase of 400 students in our annual head-count enrollments from those students who matriculate as New Entering First-year students. Since most of the NEF matriculating students remain full-time, the FTE increase should be only slightly smaller than the 400 head-count increase.

Assumptions and Goals

Table 1 gives the assumptions used to estimate the enrollment patterns of NEF students throughout a six-year period following their matriculation. The 2nd to 3rd and Subsequent Year Retention Rates (columns 4 and 5, respectively) are based on SCSU's past performance. The percentages given are the rates of those students who were enrolled the year before who return for the given year, they are not the percentage of students in the original cohort who return for the third or subsequent years. The graduation rates given in columns 6 and 7 are the percentages of the initial cohort who graduate in 4 years or less and 5-years or less, respectively. This implies that we plan to graduate 20% of a cohort within four years, and an additional 20% in their fifth year. Six year graduation rates are not given, because they do not affect the determination of the increase in the size of the student body in 2010-2011.

Table 1. Enrollment, Retention, and Graduation Goals for New Entering First Year Students

Cohort Year	Cohort Size	1 st to 2 nd Year Retention Rate	2 nd to 3 rd Year Retention Rate	Subsequent Year Retention	4 Year Grad. Rate	5 Year Grad. Rate
F 05	2115	73%	85%	90%	20%	40%
F 06	2200	74%	85%	90%	20%	
F 07	2250	76%	85%	90%		
F 08	2300	77%	85%			
F 09	2350	78%	85%			
F 10	2400	80%				

Predictions of Cohort Sizes

Table 2 lists the NEF cohort size and the number of students from that cohort enrolled at the beginning of subsequent years. For students beginning in the Fall of 1999

through the Fall of 2005, the size of the cohort and how they have been retained and graduated up through the Fall of 2005 are known. These numbers are shown in standard format. The students who will impact the 2010-2011 enrollment are those students who matriculated in the Fall of 2005. For students matriculating in the Fall of 2005 and following years, the goals in Table 1 are used to estimate what enrollments will be in a given year. These estimated numbers appear in italics.

Table 2. Historical and Future Estimates of NEF Class Sizes

Cohort Year	Number of students from cohort enrolled in given year					
	NEF	2 nd year	3 rd year	4 th year	5 th year	6 th year
F 99	2,405	1,804	1,503	1,366	907	318
F 00	2,222	1,612	1,419	1,265	804	282
F 01	2,402	1,668	1,422	1,294	855	
F 02	2,271	1,635	1,430	1,294		
F 03	2,266	1,641	1,414			
F 04	2,157	1,525				
F 05	2,115	1,544	1,312	1,181	682	233
F 06	2,200	1,628	1,384	1,245	725	
F 07	2,250	1,710	1,454	1,308		
F 08	2,300	1,771	1,505			
F 09	2,350	1,833				
F 10	2,400					

Predication of Annual Enrollments of NEF Matriculating Students

Table 2 can be used to calculate the number of students who matriculated as NEF students who were still enrolled at SCSU during the 2004-2005 academic year and the 2005-2006 academic year. The number of students who will be enrolled in the Fall of 2010 who matriculate as New Entering First Year students between the Fall of 2005 and the Fall of 2010 can be estimated from Table 2. The second and third columns in Table 3 give the distribution of NEF matriculating students who were enrolled during AY 04-05 and AY 05-06, respectively. Data from these two academic years show that the total number of enrolled students who originally matriculate as NEF students is around 7,600 each year. Using the enrollment, retention, and graduation goals as was done to develop Table 2, it is estimated that about 8,000 students will be enrolled in AY 2010-2011 who have or will matriculate as NEF students. This is given in column three below. This indicates that if the enrollment, retention, and graduation goals are meet there will be an increase the size of our student body by approximately 400 students.

Table 3. One-year Snapshot of student population based on students matriculating as New Entering First Year students

	AY 04-05	AY 05-06	AY 10-11
6 th Year Students	318	282	233
5 th Year Students	804	855	725

4th Year Students	1,294	1,294	1,308
3rd Year Students	1,430	1,414	1,505
2nd Year Students	1,641	1,525	1,833
1st Year Students	2,157	2,115	2,400
Total	7,644	7,585	8,004

This calculation only takes into account increases in the NEF recruitment, retention rate, and graduation rate; it does not include increases in transfer students, graduate students, or continuing education students.

NEF Conclusion

If the NEF recruitment, retention, and graduation goals are met, SCSU can expect an increase in the head-count enrollment of 400 students between 2005 and 2010 due to students who matriculate as New Entering First-Year students. These students tend to remain full-time students, so the increase in Full-Time Equivalent student enrollments should be only slightly less than 400.

DRAFT 2

ENROLLMENT, RETENTION, AND RETURN RATE GOALS FOR NEW ENTERING TRANSFER STUDENTS AND THEIR AFFECT ON THE SIZE OF THE UNDERGRADUATE STUDENT BODY

This section presents an analysis of current and future enrollment numbers for students who matriculate as New Entering Transfer Students. The data from the past are used to determine what increases might be realized for a given year if certain enrollment, retention, and graduation rate goals are met. In putting this together the following primary goals for NET students have been assumed:

- a NET student recruitment of 1450 by the Fall of 2010
- a first-to-second year retention rate of 80% for the cohort entering in Fall 2010

This analysis only takes into account increases in the NET recruitment, retention rate, and return rate; it does not include increases in students who matriculate as new entering first year students, graduate students, or continuing education students.

The result of this analysis shows an increase in our annual headcount of 535 students due to enrollments from those students who matriculate as New Entering Transfer students. Transfer students currently average about 11 credits per semester, so an increase in headcount of 590 corresponds to an increase of 392 FTE students.

Assumptions and Goals

Table 4 gives the assumptions used to estimate the enrollment patterns of students who matriculate as transfer students throughout a four-year period following their matriculation. The 3rd, 4th, and 5th Year Return Rates (columns 4, 5, and 6, respectively) are the percentages of the original cohort who return for the given year. These rates are the same as our current return rates with the exception of the 5th year return rate which is currently 12%. The graduation rates given in columns 6 and 7 are the percentages of the initial cohort who graduate in 3 years or less and 4 years or less, respectively. This implies that we plan graduate 30% of a cohort within three years, and an additional 20% in their fourth year. We are currently meeting these goals.

Table 4. Enrollment, Retention, and Graduation Goals for New Entering Transfer Students

Cohort Year	Cohort Size	1 st to 2 nd Year Retention Rate	3 rd Year Return Rate	4 th Year Return Rate	5 th Year Return Rate	3 Year Grad. Rate	4 Year Grad. Rate
F 05	1,350	71%	60%	30%	10%	30%	50%
F 06	1,370	73%	60%	30%	10%	30%	
F 07	1,390	74%	60%	30%	10%		
F 08	1,410	76%	60%	30%	10%		
F 09	1,430	78%	60%	30%	10%		
F 10	1,450	80%	60%	30%	10%		

Predictions of Cohort Sizes

Table 5 lists the NET cohort size and the number of students from that cohort enrolled at the beginning of subsequent years. For students beginning in the Fall of 1999 through the Fall of 2005, the size of the cohort and how they have been retained and graduated through the Fall of 2004 are known. The underlined numbers are values that have not been measured and are estimates based on past return rates. The students

who will impact the 2010-2011 enrollment are those students who will matriculate in the Fall of 2006. For students matriculating in the Fall of 2005 and following years, the goals in Table 4 are used to estimate what enrollments will be in a given year. These estimated numbers appear in italics.

Table 5. Historical and Future Estimates of Transfer Class Sizes

Cohort Year	Number of students from cohort enrolled in given year				
	NET	2 nd year	3 rd year	4 th year	5 th year
F 99	1,394	1,018	795	404	167
F 00	1,447	1,041	796	420	<u>174</u>
F 01	1,419	1,007	766	<u>411</u>	<u>170</u>
F 02	1,287	914	<u>708</u>	<u>373</u>	
F 03	1,123	<u>809</u>	<u>618</u>		
F 04	1,304	<u>939</u>			
F 05	1,350	<i>958</i>	<i>810</i>	<i>405</i>	<i>135</i>
F 06	<i>1,370</i>	<i>1,000</i>	<i>822</i>	<i>411</i>	<i>137</i>
F 07	<i>1,390</i>	<i>1,029</i>	<i>834</i>	<i>417</i>	
F 08	<i>1,410</i>	<i>1,071</i>	<i>846</i>		
F 09	<i>1,430</i>	<i>1,115</i>			
F 10	<i>1,450</i>				

Predication of Annual Enrollments of NEF Matriculating Students

Table 6 gives the class sizes in three different academic years for students who matriculated as transfer students. It is assumed that no transfer students remain beyond their fifth year. Current data suggests that less than 5% of a matriculating cohort remains after five years. These class sizes are taken from Table 5. The second and third columns in Table 6 below give the distribution of NET matriculating students who were enrolled during AY 04-05 and AY 05-06, respectively. Data from these two academic years show that the number of enrolled students who originally matriculate as NEF students averages 3,427 each year. Using the recruitment, return, and graduation goals as was done to develop Table 5, it is estimated that 3,963 students, who matriculated as transfer students, will be enrolled in AY 2010-2011. This is given in column three below. This analysis indicates that if the enrollment, return, and graduation goals are met there will be an increase in the headcount of our student body by approximately 535 students.

Table 6. One-year Snapshot of student population based on students matriculating as New Entering First Year students

	AY 04-05	AY 05-06	AY 10-11
5 th Year Students	174	170	<i>135</i>
4 th Year Students	411	373	<i>417</i>
3 rd Year Students	708	618	<i>846</i>

2nd Year Students	809	938	1115
1st Year Students	1,304	1,350	1,450
Total	3,406	3,449	3,963

This only takes into account increases in the NET recruitment, return rate, and graduation rate; it does not include increases in NEF students, graduate students, or continuing education students.

NET Conclusion

If the NET recruitment, return rate, and graduation rate goals are met, SCSU can expect an increase in the head-count enrollment of 535 students between 2005 and 2010 due to students who matriculate as New Entering Transfer students. These students average about 11 credits per semester at present. Since a Full-Time Equivalent (FTE) student takes 15 credits, it is expected that the increase of 535 students in head count would translate into an increase of 362 in FTE students.

DRAFT 2

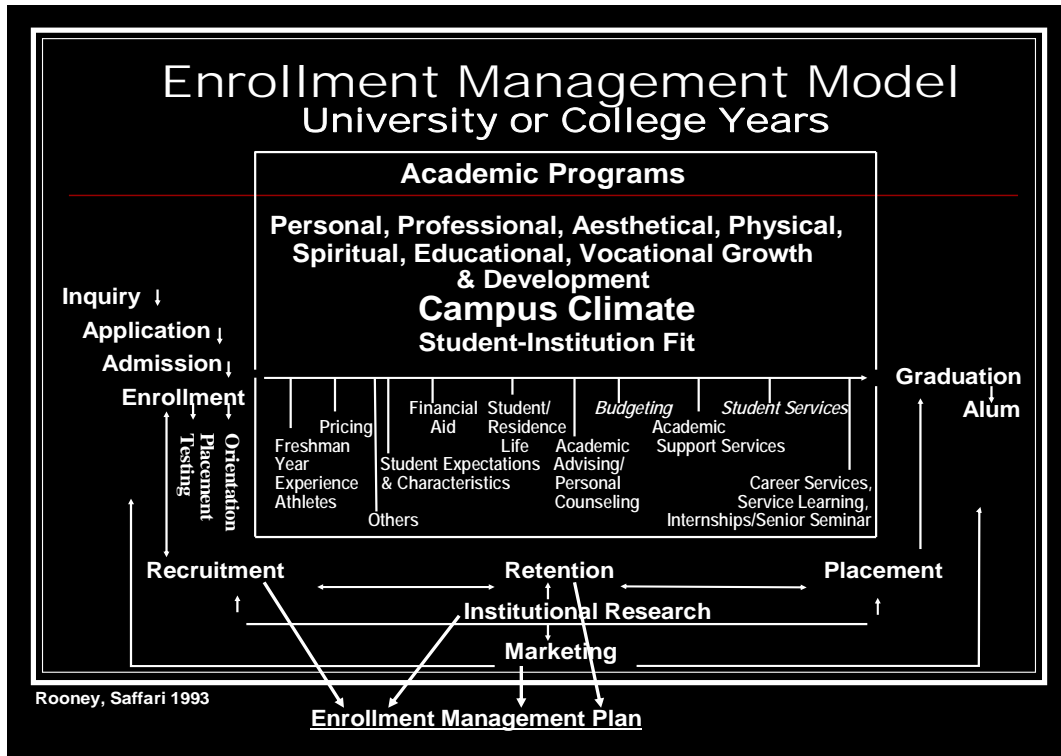
SUMMARY OF NEF AND NET CONTRIBUTIONS TO THE SCSU STUDENT BODY

St. Cloud State University can expect an increase in total headcount of approximately 935 students (754 FTE students) due to increases in the population of students who matriculate as New Entering First-year and New Entering Transfer students, if the enrollment, retention rate, and graduation rate targets are met. These results assume a relatively aggressive increase in the enrollment and retention of NEF and NET populations. It is important to realize that these are not predicted enrollment increases; they are estimates of what enrollment increases could occur if the recruitment, retention, and graduation goals are met.

DRAFT 2


Appendix 1

Enrollment Management Model



Appendix 2

Enrollment Goals



Enrollment Management Tentative 2010 Enrollment Goals: (by size, quality and mix)

Goal 1: By Head Count (In-State, Out-of-State) Table 1

Thematic Categories	SCSU Fall Semester 2004		SCSU Fall Semester 2010		Notes
	Head Count (10 th Day #s)	% of the Total Enrollment	Head Count (10 th Day #s)	% of Total Enrollment	
In-State Residents	13,390	85.8%	13,999	84.0%	This is an increase of 1,058 students (400 as a result of increased NEF recruitment and retention, 535 students as a result of increased NET recruitment and retention and 123 as a result of increase in grad and international students).
Out-of-State Residents	2,216	14.2%	2,667	16.0%	
Unknown	2	0.0%	0	0.0%	
Total	15,608	100%	16,666 6.8% Inc.	100%	

Goal 2: By FYE (Full-Year Equivalent) Table 2

Thematic Categories	SCSU Academic Year 2004-05		SCSU Academic Year 2010-11		Notes
	FYE	% of the Total Enrollment	FYE	% of Total Enrollment	
Summer	1,206	8.6%	1,244	8.4%	This is an increase of approximately 800 FYEs.
Fall	6,616	47.2%	7,006	47.3%	
Spring	6,190	44.2%	6,562	44.3%	
Total	14,012	100%	14,812 5.7% Inc.	100%	

Source for Tables 1 & 2 (Fall 2004): Institutional Studies & Planning (9/17/2003) M. Saffari, 9/10/06



Enrollment Management Tentative 2010 Enrollment Goals: (by size, quality and mix)

Goal 3: By Head Count (Undergraduate vs Graduate)

Table 3

Thematic Categories	SCSU Fall Semester 2004		SCSU Fall Semester 2010		Notes
	Head Count Total (10 th Day #s)	% of the Total Enrollment	Head Count (10 th Day #s)	% of Total Enrollment	
Undergraduate	14,209	91.0%	15,199	91.2%	
Graduate	1,399	9.0%	1,467	8.8%	
Total	15,608	100%	16,666	100%	

Goal 4: By Ethnicity/Race Head Count (Students of Color, International, Caucasian)

Table 4

Thematic Categories	SCSU Fall Semester 2004		SCSU Fall Semester 2010		Notes
	Total Head Count (10 th Day #s)	% of Total Enrollment	Total Head Count (10 th Day #s)	% of Total Enrollment	
Students of Color	738	4.7%	1,417	8.5%	
International	836	5.4%	900	5.4%	
Caucasian	11,855	76.0%	13,616	81.7%	
Unknown	2,188	14.0%	733	4.4%	
Total	15,608	100%	16,666	100%	

Source for Tables 3 & 4 (Fall 2004): Institutional Studies & Planning (9/17/2003)

M. Saffari, 9/10/06



Enrollment Management Tentative 2010 Enrollment Goals: (by size, quality and mix)

Goal 5: By Enrollment Status Head Count (Full-Time vs Part-Time)

Table 5

Thematic Categories	SCSU Fall Semester 2004		SCSU Fall Semester 2010		Notes
	Total Head Count (10 th Day #s)	% of Total Enrollment	Total Head Count (10 th Day #s)	% of Total Enrollment	
Full-Time	12,384	79.3%	14,166	85.0%	
Part-Time	3,224	20.7%	2,500	15.0%	
Total	15,608	100%	16,666	100%	

Goal 6: By New Student Enrolled Head Count (Freshman vs Transfer)

Table 6

Thematic Categories	SCSU Fall Semester 2004		SCSU Fall Semester 2010		Notes
	Head Count (10 th Day #s)		Head Count (10 th Day #s)	#/% of Inc	
New Entering Freshmen	2,205		2,400	+195 (8.8%)	
New Entering Transfers	1,304		1,451	+147 (11.3%)	
Total	3,509		3,851	+342 (9.7%)	

Source for Tables 5-6 (Fall 2004): Institutional Studies & Planning (9/17/2003)

M. Saffari, 9/10/06



Enrollment Management Tentative 2010 Enrollment Goals: (by size, quality and mix)

Goal 7: By ACT Mean Enrolled Head Count (All New Entering Freshmen)

Table 7

Thematic Categories	SCSU Fall Semester 2004-05	SCSU Fall Semester 2010-11	Notes
New Entering Freshmen	Mean ACT (10th Day) 21.6	Mean ACT (10th Day) Will be at 21.6 or exceed the MN State mean composite score	

Goal 8: By Academic Profile Head Count (Honors, Top 10, Top 25, Upper 50, Division of General Studies)

Table 8

Thematic Categories	SCSU Fall Semester 2004		SCSU Fall Semester 2010		Notes
	Total Head Count (10 th Day #s)	% of Total New Freshmen	Total Head Count (10 th Day #s)	% of Total New Freshmen	
NEF Honors Students	74	3.3%	150	6.3%	
<u>New Entering Freshmen by Rank (NEF)</u>					
Top 25	583	26.5%	663	27.6%	
Top 50	1,189	53.9%	1,137	47.4%	
DGS	244	11.0%	500	20.8%	
No rank	189	8.6%	100	4.2%	
Total	2,205	100%	2,400	100%	

Source for Table 7 (Fall 2004): Institutional Studies & Planning (9/17/2003)
Source for Table 8: K. Landwehr, Admissions Office (9/14/2004)

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Enrollment Management Tentative 2010 Enrollment Goals: (by size, quality and mix)

Goal 9: By New Entering Freshman and Transfer Students Fall-to-Fall Retention Rates

Table 9

Thematic Categories	SCSU '03 Cohort Returning in '04	SCSU Fall 2010-2011	Notes
	Fall-to-Fall Retention Rates (10 th Day #s)	Fall 2009 to 2010 Retention Rates (10 th Day #s)	
New Entering Freshmen	72.0% (for full-time NEF)	80.0%	
-Honors Students	91.0%	90.0%	
-Division of General Studies	72.0%	80.0%	
-Students of Color	64.0%	75.0%	
New Entering Transfers	73.0%	80.0%	

Goal 10: By New Entering Freshman Cohort Head Count Graduation Rates

Table 10

Thematic Categories	SCSU Cohort of Fall 1999		SCSU GR in 2010-11		Notes
	'00 Cohort	'00 Cohort			
4-Year Graduation Rate	14.0% * 17.5% * 13.4% **	(17.0%) **	20.0%	'07-'08 cohort	
5-Year Graduation Rate	38.6% * 39.2% * 37.1% **	(38.3%) **	45.0%	'06-'07 cohort	
6-Year Graduation Rate	46.5% * 46.2% * 44.9% **	(45.3%) **	50.0%	'05-'06 cohort	
	* For all full-time NEF cohort ** For all full-time and part-time NEF cohorts				

Source for Tables 9 & 10 (for '03 cohort returning in '04 and cohort of fall 1999): Institutional Studies & Planning (9/17/2003)

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Enrollment Management Tentative 2010 Enrollment Goals: (by size, quality and mix)

Goal 11: By New Entering Students of Color Freshman Cohort Head Count Graduation Rates Table 11

Thematic Categories	SCSU Cohort of Fall 1999			SCSU GR in 2010-11			Notes
	4-Year GR	5-Year GR	6 Year GR	4-Year GR	5-Year GR	6 Year GR	
Am. Indian or Alaska Native	7.1%	14.3%	14.3%				Due to small #s in some of the categories, only the overall group %s are reported.
Asian	17.6%	29.4%	38.2%				
Black or African American	0.0%	13.6%	27.3%				
Latino/a	8.3%	41.7%	50.0%				
All Students of Color	9.8%	24.4%	32.9%	15.0% '07-'08 Cohort	30.0% '06-'07 Cohort	40.0% '05-'06 Cohort	

Notes: Includes only NEF students who were enrolled full-time during their first semester. 94.0% of Fall 1999 NEF were enrolled full-time initially. Graduation completion date for each year is as of June 30th.

Source for Table 11 (for cohort of fall 1999): Institutional Studies & Planning (5/19/2006)

M. Safari, 9/10/06

Appendix Three

Students of Color Recruitment and Retention Brainstorming

Recruitment & Retention of Students of Color Tuesday, September 9, 2003 **Recruitment & Marketing Initiatives**

1. Racial/ethnic groups recruiting from their communities
2. Elders recruiting
3. TRIO, MMEP, MEP, GR, etc. connections
4. Ethnic studies pre-college programs
5. Promoting a positive image of SCSU
6. Highlighting successful students (careful not to exploit them)
7. CAASOC (Coalition for Academic Success for students)—Dist 742
8. Identify people within communities (not just “leader”) to help recruit
9. Connect with alumni, including alumni of color
10. Establish, connect with alumni who will recruit (before they leave St. Cloud/MN)
11. Utilize racial and ethnic students (e.g., College Day, Engage)
12. Speakers Bureau (pay students for time/value their time)
13. Utilize SCSU Pipeline Programs
14. Scholarships for students who have completed the APTS and APP programs
15. Relationship building/communication
16. Family connection

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Recruitment & Retention of Students of Color
Tuesday, September 9, 2003

Retention Initiatives

1. Increase summer preparation programs (prep academy)
2. Peer mentoring = increase by faculty
3. Co-ordination of tutoring services
4. Customized new student of color orientation
5. Involvement by faculty of color
6. Perception of academic competence
7. Intrusive advising
8. Supplemental instruction
9. Connection with alumni
10. Faculty involvement in DGS paired program (class offering, core classes)
11. First year experience relate to SOC
12. Peer mentoring
13. Institutional mission plan recruitment + retention Coordinated efforts
14. Scholarships, work study employment opportunities
15. Customer service: student friendly attitudes
16. Encourage cultural programs validation

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DRAFT 1 2

DRAFT 2