



ENROLLMENT MANAGEMENT PLAN

(EMP)

2009 – 2016

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I. INTRODUCTION: ENROLLMENT MANAGEMENT PLANNING AT HUMBOLDT STATE UNIVERSITY (HSU)

Colleges and universities across the nation face increasing pressure to recruit, matriculate, and retain students in the face of shrinking budgets, increasing competition, and demands for greater accountability. Humboldt State University has experienced these challenges first-hand in recent years. HSU's success, financially and as an institution of higher education, largely depends on stable enrollment. A comprehensive plan to manage enrollment can serve as a roadmap to stable enrollment and achievement of institutional priorities.

Enrollment management encompasses a set of well-planned strategies and tactics designed to shape the University's enrollment. Through the effective management of its enrollment, HSU will influence student enrollment to meet established institutional goals. There is nothing haphazard or hurried about enrollment management planning. It is the development and implementation of a set of programs and activities that are integrated and coherent. Every action taken is informed by and based upon the collection, analysis, and use of data.

This Enrollment Management Plan 2009-2016, represents the first coordinated effort at incorporating all of the aspects of enrollment management (student success, recruitment and retention) into a document that informs every part of the University about specific roles and responsibilities in these vital efforts.

Improving graduation rates for all students at HSU requires active intervention and support throughout our students' time of residence. Our improvement plan represents a mixture of measures of identification, proscriptive policies and actions, counseling/advising, and academic support. The goal is to review our processes and campus culture and adjust them to meet student needs. These measures, over time, will help students succeed academically, stay at HSU and move expeditiously toward graduation, while helping us attain our goal of improving graduations rates by 15% for under-represented students and 12% for the rest of the student population by 2015.

HSU is committed to promoting equal opportunity and academic success for all of its students. One of the themes in HSU's current WASC reaccreditation effort is to promote academic success for underrepresented minority (URM) students. Using the CSU's definition of URM students, HSU currently has a 6 year graduation gap of 9% (i.e., Non-URM FTF students at HSU have a 6 year graduation rate which is 9% higher than the 6 year graduation rate for URM students). The goal is to halve this gap for students entering in the Fall 2009 FTF cohort (which will graduate in the 2016 FTF cohort). This translates into increasing the 6 year graduation rate for Non-URM students by 12% and the rate for URM students by 15%. The gap for transfer students after three years has averaged about 4% so the goal will be to halve that gap for the Fall 2009 cohort.

This plan is continuously evaluated and revised as circumstances change. The Enrollment Management Working Group is composed of the Chair, University Senate; Director of Institutional Research; Vice Provost; Dean, College of Professional Studies; Associate Dean of Retention; Dean, College of Arts, Humanities, and Social Sciences; Director of Financial Aid; Interim Director of Marketing and Communication; Director, Diversity and Inclusion; Director, HSU International Center; Director of Admissions; Dean, College of Natural Resources and Sciences; and is co-chaired by the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs and Enrollment Management.

The Enrollment Management Working Group's specific charges are: (a) communicating to the University community the role of enrollment planning in institutional success; and (b) systematically reviewing strategies within the EMP and directing appropriate human and financial resources toward their achievement.

At least annually, the Enrollment Management Working Group (EMWG) will review the effectiveness of the enrollment initiatives over the previous year, examine new trends, realities, and data, and modify the plan as necessary for the upcoming year. In addition, the EMWG will assist, as needed, with the development and on-going evaluation of departmental/college Enrollment Management Plans.

II. THE MISSION OF HUMBOLDT STATE UNIVERSITY

Humboldt State University is a comprehensive, residential campus of the California State University (CSU). We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

These programs and the experience of a HSU education serve as a catalyst for life-long learning and personal development. We strive to create an inclusive environment of free inquiry, in which learning is the highest priority. In this environment, discovery through research, creative endeavors and experience energizes the educational process.

HUMBOLDT STATE UNIVERSITY VISION

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.

We will be the premier center for the interdisciplinary study of the environment and its natural resources.

We will be a regional center for the arts.

We will be renowned for social and environmental responsibility and action.

We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.

We will commit to increasing our diversity of people and perspectives.

We will be exemplary partners with our communities, including tribal nations.

We will be stewards of learning to make a positive difference.

III. HISTORICAL OVERVIEW: ENROLLMENT 1996 – 2012

Enrollment History - Humboldt State University

University Enrollment History census_hist report generated: 06-OCT-11						
Year	Summer enroll	Fall enroll	Spring enroll	Summer FTES	Fall FTES	Spring FTES
1996-97		7687	7403		7338.4	7137.5
1997-98		7492	7347		7156.8	7073.4
1998-99		7475	7342		7206.2	7147.9
1999-00		7545	7334		7142.7	7057.4
2000-01	1294	7433	7192	513.7	6986.0	6855.8
2001-02	1540	7382	7172	656.8	6923.5	6795.1
2002-03	1478	7611	7494	597.9	7097.8	7071.0
2003-04	1461	7725	7445	601.7	7185.4	7052.3
2004-05		7550	7183		7129.5	6774.4
2005-06	1214	7460	7174	489.7	6994.6	6707.1
2006-07	1166	7434	7146	465.2	6875.6	6718.7
2007-08	1059	7772	7478	406.1	7189.1	6908.7
2008-09	531	7800	7521	195.8	7223.2	7034.0
2009-10		7954	7269		7489.5	7000.2
2010-11		7903	7434		7347.6	7103.3
2011-12		8045			7617.3	

Refer to Appendix A. Humboldt State University Full Time Equivalent Students (FTES)* by Subject Area

IV. ENROLLMENT GOALS: OPTIMAL ENROLLMENT MIX 2009 – 2016

The CSU Graduation Initiative strives to raise the freshman six-year graduation rate by eight percentage points by 2015-2016, and cut in half the existing gap in degree attainment by CSU's under-represented minority (URM) students. Involving all 23 CSU campuses, the Graduation Initiative encourages campuses to establish graduation targets comparable to the top quartile of national averages of similar institutions, and to close the URM achievement gap through a series of carefully planned activities.

As a system, the CSU graduates just over 50% of its students in six years. Every interrupted education is a lost opportunity for the student, the student's family and community, and the state. We face a moral imperative to serve our students better by helping more of them complete the college educations that prepare them for full and productive lives. The Graduation Initiative commits us to systematically discovering and dislodging the roadblocks to our students' success, now and for the rest of their lives.

The enrollment management goals include: achieving enrollment targets at each campus; attaining diversity within our student population that reflects the State of California's demographics; facilitating graduation; and ensuring that enrolled students have access to courses needed for their major and graduation.

CSU's campuses will deploy a range of tools to meet these enrollment targets such as declaring campus impaction or major impaction (when a campus or major has more applicants than slots available); admitting only fully eligible applicants; adhering to deadlines; and precluding students from enrolling in courses once they have met all the necessary degree requirements by conferring their degrees.

CSU's leaders and many members of the CSU community are meeting with state lawmakers and public officials in Sacramento and in the local campus districts to underscore the need for adequate funding and long-term investment in the CSU.

Enrollment Targets Through Fall 2016

	Actual		Target			
	F2010	F2011	F2012	F2013	F2014	F2015
Resident HC	7671	7829	8077	8218	8276	8302
Total HC	7903	8046	8427	8673	8846	9002
Resident FTES	7127	7408	7515	7646	7700	7725
Total FTES	7348	7,618	7,841	8,069	8,230	8,376
FTF HC	1228	1224	1200	1200	1200	1200
Transfer HC	821	872	1000	1000	1000	1000
WUE Target HC	754	708	605	610	615	620
Out of State/Non-WUE HC	460	416	200	230	260	300
International HC	94	77	90	135	200	300
Undergraduate URM	26%	30%	34%	35%	36%	37%
Masters HC	467	413	459	505	551	597
Credential HC	125	115	125	125	125	125
Extension SCU	3755	3755	3755	3755	3755	3755
Resident AY FTES	6940	7167*	7397	7526	7579	7604

*Estimate until census

V. RETENTION AND GRADUATION FOR ALL STUDENT CATEGORIES

The HSU 2011 Retention Report identifies multiple areas of concern:

- The declining retention and graduation of male students.
- The low retention and graduation of all students compared to the CSU system.
- Below average retention rates for Native American, African American, Asian-American and Pacific Islander students.
- Below average graduation rates for Native American, African American, Latino, and Pacific Islander students.
- The low retention rates of lower division transfer students and declining retention rates for upper division transfer students.
- The low retention rates of undeclared and misdeclared students.

Primary Goal:

Improve student persistence and graduation rates. Our initial goal in the Graduation Rate Improvement Plan was to improve our one-year retention rates of first-time freshman cohorts from 74% from Fall '09-Fall '10 to 80% by Fall '14-Fall '15, and our 6-year graduation rate from 41.5% in Spring '09 to 62% in Spring '14.

Strategies:

1. Continue research focused on creating greater understanding of factors affecting student success and completion. Existing information may be located at www.humboldt.edu/irp.
2. Reinstate First Year Experience (FYE) seminars for all first-time students.
3. Establish intervention programs for at-risk students especially probationary students.
4. Enhance university-wide academic advising and academic support efforts.
5. Increase attention to student involvement initiatives.
6. Enhance 'customer services' throughout the university.
7. Develop and implement a plan to eliminate the achievement gap for URM students.

Strategy 1:

Continue research focused on creating greater understanding of factors affecting student success and completion.

Overview:

Measuring overall retention rates is important in monitoring trends in longitudinal data. It also allows us to see the success of initiatives implemented in student success and retention, yet it is

equally as important to disaggregate retention data by gender as well as race and ethnicity, so we have a better idea as to which students are succeeding and which students are not. Further research should be conducted in areas such as:

- Remedial and core course studies to identify gateway course success and subsequent retention implications and subsequent course success measures.
- Gender and race discrepancies in retention of first-time freshmen (FTF) and transfer students.
- Academic performance in terms of GPA and number of units earned, academic performance and how it relates to retention.
- Compounding effects of housing, financial aid, availability of work, and campus climate on retention.
- Disaggregation based on declared major.
- Course scheduling patterns and the barriers they may present in students' efforts to complete their requirements.
- Monitor effectiveness of initiatives (i.e. First Year Experience, online tutoring, etc.) and recommend revisions.
- Survey students to find out how we need to change Academic Advising.
- Coordinate campus surveys.

Intended Outcomes:

- This approach will help to ensure a gradual and steady improvement in student retention rates. The benefits include stabilization of enrollment patterns, enhanced institutional reputation, and an improved environment that emphasizes student learning and success. We can also use this data to communicate internally and externally about the value of a Humboldt education. As the University continues to monitor trends in overall and disaggregated retention rates, policy and curricular decisions can be directed to better serve our students.

Strategy 2:

Reinstate First Year Experience seminars for all first-time students.

Overview:

Recent retention data and reports pertaining to the Freshmen Interest Group (FIG) program have shown that such cohort-based programs positively impact the retention of both male and underrepresented students. It is our intention to re-envision the FIG program into a more efficient and effective Freshman Experience that builds student resilience through (1) cohort scheduling, (2) participation in a seminar that emphasizes active engagement and fosters students' development of effective strategies for identifying their own needs and strengths, for seeking and evaluating information, and for obtaining assistance and 3) participation in a

learning community which clearly communicates with students about academic and graduation expectations at HSU. Actions include:

- Identify remedial students early through Early Start.
- Restructure FYE model.
- Explore the option of developing a mandatory course for all FTF's.

Intended Outcomes:

- Freshman students who require remediation will successfully complete all remedial work and at least [15] units of baccalaureate-level work toward their degrees within the first year. Freshman students who do not require remediation will successfully complete at least [24] units of baccalaureate-level work toward their degrees within the first year.
- The number of freshmen on academic probation and the number of freshmen who are academically disqualified will both decline.
- Persistence and graduation rates for participants will improve, as will students' time to degree.

Strategy 3:

Establish, implement and evaluate effective intervention strategies to determine and serve at-risk students.

Overview:

We are now able to reasonably identify at-risk students based on both pre-enrollment characteristics and factors related to ongoing academic progress. However, we currently lack sufficient infrastructure and program/service coordination to effectively intervene with these students. Actions include:

- Enhance communication avenues with students so information can be properly disseminated and connect this with an appropriate intervention.
- Provide resources that are most appropriate to support this student population (including general financial planning, connecting students to financial resources, etc.)
- Continue general support for an investment in additional academic support programs.
- Initiate a senior retention strategy to support at-risk seniors in planning for and in ensuring their progress towards graduation.
- Study why students leave (exit interviews and the leavers survey conducted every semester) and why students stay.
- Establish a follow-up system with students after they leave HSU.
- Develop pre-enrollment "bridge programs" to assist new students.
- Investigate whether or not programs like EOP might be replicable for a wider student population.

- Align communication and branding of services and initiatives with the general plan for HSU.
- Track students with the National Student Clearinghouse Data to see where they go.
- Work on sequencing of courses and align/ coordinate Early Start and Orientation.

Intended Outcomes:

- This strategy is designed to directly positively impact retention and graduation of at-risk students.

Strategy 4:

Enhance university-wide academic advising, career advising and academic support efforts.

Overview:

The effective support of student learning and associated academic progress and needs is essential for realizing student retention. Humboldt presently suffers from a generally insufficient level and quality of academic and advising support. Actions include:

- Advance the Learning Center services by upgrading learning technology, enhancing resources for tutoring and providing sufficient and continued support for professional training.
- Continue development of appropriate academic policies and practices.
- Design and implement “How to Read Your DARS” and “How to Graduate” workshops for students.
- Explore possibility of conducting advising for pre-program students in the Sciences (Pre-Med, etc.)
- Enhance the resources of academic advising and career counseling and provide sufficient and continued support for professional training.
- Connect students with resources through the Career Center and Academic Advising early in their academic career to help them gain focus through shifting advising to a model that frames graduation in context of career, internships and graduate school.
- Combine the functions of and co-locate the Advising and Career centers to create a seamless advising and career planning support system for students.
- Enhance resources for faculty advising and explore professional advising in colleges.
- Implement a series of benchmarks for student progression through each HSU major and graduate degree. For example, after freshmen year every Business major should have completed a list of courses with a minimum grade. Have benchmarks at least at the freshmen and junior levels if not all four undergraduate levels. Intervene with those students not meeting those benchmarks.
- Revise graduate-program advising practices and curricula to improve graduation rates and reduce terms and units to degree.

- Align communication and branding of programs and services with the general plan for HSU.

Intended Outcomes:

- An improved level and quality of support for student learning services, academic advising efforts, and career counseling will directly and positively impact student retention, learning and satisfaction, resulting in reduction in units to degree and time to graduation.

Strategy 5:

Increase attention to student involvement initiatives.

Overview:

An effective and well-integrated student life environment is essential for fostering student learning and success. In order to fully realize this progress, additional attention and resources must be leveraged. Actions include:

- Implement a systematic program evaluation plan to assess effectiveness and develop goals.
- Develop a culture of evidence, including consistent study of student learning outcomes and program effectiveness.
- Encourage wider student participation in co- and extra-curricular activities to foster collaboration and build a strong sense of community on campus.
- Encourage effective integration of curricular and co-curricular initiatives.
- Develop rituals and ceremonies on campus that communicate to students, staff and faculty, what it means to be a part of the HSU learning community.
- Align communication and branding of programs and events with the overall plan for HSU.
- Enhance high impact practices such as Service Learning, undergraduate research opportunities and peer mentoring opportunities.
- Foster community among graduate students through initiatives such as encouraging the formation of a Graduate Student Association, establishing a gathering space for graduate students, or other approaches.

Intended Outcomes:

- An improvement in student engagement and retention.
- An increased sense of shared campus culture and identity in alignment achievement of academic goals.
- An improved campus climate.

Strategy 6:

Enhance 'customer services' throughout the university.

Overview:

Roadblocks and delays in basic business processes can frustrate students, contributing to negative campus climate and unnecessarily discouraging students. Actions include:

- Implement digital imaging and workflow technology to provide improved student services, greater efficiencies, and more effective utilization of human resources.
- Identify and catalogue areas where improvements and efficiencies to process, policy, procedure and organization will lead to increased student success.
- Support ongoing and meaningful training of frontline staff.
- Align correspondence, communication and branding of informational material with that of the general HSU plan.
- Develop a one-stop Enrollment Services Center.
- Develop a portal system disseminating information to students, staff and faculty.

Intended Outcomes:

- Significant improvement in this area will result in improved recruitment, campus climate, and retention.

Strategy 7:

Develop and implement a plan utilizing strategies 1-6 to eliminate the achievement gap for underrepresented minority students (URM).

Overview:

Currently, students in underrepresented groups graduate at substantially lower rates than do non-URM students. Our goal is to eliminate the gap by 2015. Actions include:

- Annual diversity & inclusive excellence reports have recently been integrated in the new Program Review, Evaluation, and Planning (PREP) cycle. As this process progresses, the success of departmental strategies to eliminate asymmetries in course-level and program-level outcomes will be tracked, monitored and shared campus-wide.
- Establish a working group Diversity and Inclusive Student Success Collaborative (DISSCo) to support cross-unit coordination amongst the many units that serve underrepresented students.
- Generate a comprehensive campus-wide action plan that collates all campus efforts focused on diversity and inclusive student success, as well as a working group charged with coordinating and monitoring the progress on these initiatives.

- Provide focused resources to support the needs of under-represented student populations.
- Use data on student success, including that related specifically to URM students, in institutional decision-making and resource allocation.
- Within each of the three Colleges, development and implementation of methods for increasing equity in course success.

Intended Outcomes:

- Efforts supporting the success of URM students will have more impact, significantly reducing the achievement gap each year.

VI. RECRUITMENT

Annual Recruitment Plans must address both outreach and admission, and must be based on thorough and on-going institutional research. HSU develops enrollment strategies consistent with the Education Code and Board of Trustees policy. Enrollment priorities are for:

- Continuing undergraduate students in good standing;
- California Community College transfer students who have successfully concluded a course of study in an approved transfer agreement program;
- Other California Community College transfer students who have met all of the requirements for transfer;
- Other qualified transfer students; and
- California residents entering at the freshman or sophomore levels.
- Within these categories the following groups of applicants will receive priority consideration:
 - Veterans who are residents of California;
 - Transfers from California public community colleges;
 - Applicants who have been previously enrolled at HSU, provided they left in good academic standing;
 - Applicants who have a degree or credential objective not generally offered at other public postsecondary institutions; and
 - Applicants for whom the distance involved in attending another institution would create financial or other hardships.

Primary Goal:

Reach the enrollment goals established by the University each year, including attempting to achieve the planned mix of student types.

Strategies:

1. Market HSU to potential students through "Search."
2. Increase exposure to students eligible to participate in the Western University Exchange (WUE).
3. Increase our recruitment of first-time freshman in targeted out-of-state non-WUE markets.
4. Develop relationships and articulation agreements with community colleges in the region and those that have programs that would feed into ours, to utilize capacity in our upper division courses.
5. Improve recruitment and application processes for graduate programs.

Strategy 1:

Market HSU to potential students through "Search."

Overview:

HSU will purchase 100,000 names from a variety of sources and contract with Royall & Co to lead the search process. Approximately 36,000, of these names will be from states participating in the Western Undergraduate Exchange program. The remaining 74,000 will be California residents. Basis of name selection for in-state and out of state names will be determined through discussions with Royall.

Local names purchased through Search will automatically be made an inquiry at HSU. This is to alleviate some of the concerns locally that HSU does not mail information to area residents

- Develop a 30 day communication plan specifically for "Search" names that incorporates email, print, and parent communications
- Develop an offer brochure that will entice a student to respond to "Search"
- Track "Search" responders for analysis
-

Intended Outcomes:

- Increase response rate of "Search" names to 14% (Fall 2011 response rate was 3%)
- Fall 2012 FTF application increase by 10%

Strategy 2:

Increase exposure to students eligible to participate in the Western University Exchange (WUE).

Overview: As a participant in the WUE program, HSU has an opportunity to increase the number of students enrolling from WUE states. In an effort to capitalize on this, we plan to continue recruitment activities in WUE states. These states were selected due to their proximity and history of sending a large number of students to HSU

- Attend WUE fairs in WA, OR, NV, AZ, NM, ID, AK, CO, and UT.
- Send a WUE specific postcard to prospects from WUE states that highlights the discounted out of state tuition
- Send a congratulatory letter to admitted WUE students indicating they received the WUE scholarship.

Intended Outcomes:

- Increase WUE applications by 5% from Fall 2011
- Increase WUE enrollment by 5% over Fall 2011
- Establish contacts with counselors in WUE states

Strategy 3:

Increase our recruitment of first-time freshman in targeted out-of-state non-WUE markets.

Overview:

Increasing enrollment of these students will bring increased tuition revenue to the University, along with increased diversity within our student body.

- Invite prospective students to participate in a virtual FAD to have their application reviewed via Illuminate without having to travel to campus
- Participate in NACAC fairs in NY, MA, TX, IL, and NJ
- Re-assign a recruiter position to recruit solely out of state students
- Create a larger web presence to extend our reach outside of CA and WUE states
 - Zinch.com is a web tool we utilize that creates name recognition for us outside of our primary and secondary markets
 - CollegeWeekLive is an online college fair that allows us to reach domestic students in the Midwest and East Coast as well as International students
 - CollegeView.com is subsidiary of Hobsons. It is an online tool we use to increase knowledge of HSU

Intended Outcomes:

- Increase out of state non WUE applications by 10%
- Increase out of state non WUE enrollment by 5%

Strategy 4:

Develop relationships and articulation agreements with community colleges in the region and those that have programs that would feed into ours, to utilize capacity in our upper division courses.

Overview:

Statistically, qualified upper division transfers (those who have completed lower division GE) are retained and graduate at higher rates than first time freshmen and lower division transfers.

- Work with community colleges in order by distance to HSU on articulation agreements. Majors with highest enrollments from that community college will be developed first.
- CNRS recruiter position will develop contacts at Northern area community colleges to assist in the development of feeder schools
- Visit College of the Redwoods on a weekly basis to meet with students on transferring to HSU

- Host a BBQ lunch and mini college fair at College of Redwoods and Santa Rosa community colleges. Invite academic representatives to travel to these locations to publicize their programs and HSU.

Intended Outcomes:

- Develop additional feeder community colleges other than College of the Redwoods
- Increase our articulation agreements with community colleges in CA to improve the transfer process for students
- Increase our number of upper division transfer students from 900 to 1000

Strategy 5:

Improve recruitment and application processes for graduate programs

Overview:

Graduate applications and enrollments are both decreasing. Recruiting for graduate programs is not currently part of the regular recruiting cycle, so HSU must begin planning how to increase applications. Moreover, the application process for graduate students is variable across programs, complex, and multi-layered; as a result, there are many points at which an application can fall through the cracks. Analysis of graduate application outcomes in recent years indicates that too many applications are not resulting

1. Nominate additional programs for the Western Regional Graduate Program (WRGP); recruit in relevant states through related undergraduate programs
2. Align application deadlines across programs
3. Track each applicant’s progress through application process and follow up at key points
4. Move to a fully paperless application and approval process, including online submission of letters and tracking of application component completion

Intended Outcomes:

Graduate program applications, admissions, and enrollments will increase.

VII. INTERNATIONAL RECRUITMENT

International students enrich the campus and classrooms as they interact with HSU students, faculty and staff. As international students may not become residents of the state of California, they continue pay the full cost of their education and do not count against system enrollment targets. As such, international students have the potential to fill unmet capacity and to enroll more students than is allowed by our current system level enrollment targets.

Primary Goal:

Increase the enrollment of international students at Humboldt State University

Strategies:

1. Development of high quality promotion materials to support a variety of different approaches and initiatives in support of international student recruitment.
2. Develop country specific recruitment plans based upon available data of the student population.
3. Develop pathways for international students to come to HSU.
4. Build a network of recruitment agencies in multiple countries to send individual students to HSU.
5. Improve our ability to recruit international students currently attending US community colleges.
6. Improve the CIP web presence.

Strategy 1:

Development of high quality promotion materials to support a variety of different approaches and initiatives in support of international student recruitment.

Overview:

Focus on the development of e-materials that may easily be used with recruitment partners and prospective students.

- E-materials should include the opportunity to produce printed materials for parents.
- Materials for the Intensive English Language Program should be in multiple languages for regions of the world that have the greatest likelihood of yielding international student enrollment.

Intended Outcomes:

Quality materials will support an increase in the enrollment of international students at HSU, resulting in increasing diversity in our student population.

Strategy 2:

Develop country specific recruitment plans based upon available data of the student population.

Overview:

Utilizing data about education in other countries, when coupled with information on a country's specific economic situation and the currency exchange with the United States should lead to solid decision making regarding which countries to prioritize for recruitment of students.

- Countries such as Vietnam have a large disparity between the number of students graduating from high school and the number of available seats for freshmen in institutions of higher education.
- Explore opening an HSU Office in Beijing and other regions of China at recruitment partner's expense, including the hiring of HSU alum. Replicate model in other countries as opportunities arise.

Intended Outcomes:

Increase in the enrollment and diversity of the international student population at HSU.
Increase HSU profile abroad.

Strategy 3:

Develop pathways for international students to come to HSU.

Overview:

- One pathway example is an articulation with the General Assessment Certificate (GAC), which is owned by American College Testing Program (ACT). GAC has Centers around the world; each has the appropriate accreditation in all jurisdictions in which the programs are offered. The GAC strongly promotes its partner institutions to their thousands of students at no cost to the members.
- Develop additional articulations with institutions of higher education in various countries as opportunities arise.

Intended Outcomes:

Increase in the enrollment and diversity of the international student population at HSU.
Increase HSU profile abroad to specific target audiences such as the GAC students.

Strategy 4:

Build a network of recruitment agencies in multiple countries to send individual students to HSU.

Overview:

Developing relationships with multiple agencies requires high quality recruitment materials. It is also labor intensive as it requires staff to properly educate representatives both from the HSU campus but also with visits to their offices. Critical to the success of recruitment is timely responsiveness to questions from both students and partner agencies.

Intended Outcomes:

Increase in the enrollment and diversity of the international student population at HSU.

Strategy 5:

Improve our ability to recruit international students currently attending US community colleges.

Overview:

- Working with HSU's Enrollment Management staff, the Center for International Programs (CIP) staff should establish baseline data on the numbers of international students enrolled in community colleges in the western United States.
- Develop a targeted list of community colleges with high international student enrollment and research their international transfer student fair dates and locations. Coordinate with Enrollment Management staff to have these fairs covered utilizing high quality recruitment materials. Individuals representing HSU should also make an appointment with international student recruitment staff while at the community college campus.
- Contact community colleges to inquire about their willingness to list HSU's information on their applications. Community Colleges will sometimes do this to support their own recruitment efforts.

Intended Outcomes:

Increase in the enrollment and diversity of the international student population at HSU.

Strategy 6:

Improve the CIP web presence.

Overview:

CIP's web presence should provide clear and concise information on student visa processes as well as the benefits students may access at HSU, such as "Optional Practical Training". The web presence should also highlight activities on campus and off, and contain links to offices such as Housing and Student Life, etc.

Intended Outcomes:

Support the recruitment of international students by making information available in an attractive and easily accessible manner.

VIII. FINANCIAL AID AND SCHOLARSHIPS

Strategic utilization of financial aid and scholarships is an integral piece of enrollment management, and is an area that we will focus intently on in this plan. Financial support is a key consideration for prospective students considering attendance at HSU, and the lack of financial support is a primary reason given by those leaving Humboldt without completing their baccalaureate degree. We will develop financial aid awarding strategies, policies and practices that will help to shape our student population according to the enrollment goals of the university.

Primary Goal:

Utilize available scholarship and financial aid dollars in the most effective manner for recruitment and retention purposes.

Strategies:

1. Gain a complete and thorough understanding of all funds available for financial aid and scholarship purposes.
2. Evaluate the financial aid and scholarship awarding processes and timelines to maximize effectiveness in recruitment and retention of students.
3. Develop a more highly visible scholarship program for recruiting students, and find permanent funding sources for these scholarships.
4. Study the implementation of a 'cap' on student eligibility for financial aid at 150 credits.
5. Develop an ongoing program of personal financial management to help students understand budgeting, financial aid, and money management.
6. Develop metrics to help determine how to distribute available funds for graduate students most effectively.

Strategy 1:

Gain a complete and thorough understanding of all funds available for financial aid and scholarship purposes.

Overview:

Utilizing the available scholarship and financial aid funding in the most effective manner possible for recruitment and retention purposes is a basic enrollment strategy that has not been widely understood or practiced at HSU. We must complete a sophisticated analysis of our

financial aid leveraging potential in order to decide how best to utilize these funds as tools for meeting our enrollment goals. Areas of study include:

- Development of a comprehensive listing of all funds available to HSU students through our financial aid need-based processes and all scholarship funds - need and merit based.
- Analyze the possibility of utilizing part of the WUE and/or tuition revenue from full-pay out-of-state students to provide scholarships for the full-pay students that the university is interested in recruiting and retaining.
- Examine the awarding policies and procedures for international student scholarships funded from international student tuition revenue to ensure maximum effectiveness of those dollars.

Intended Outcomes:

Use optimal financial support strategies for HSU students to enable us to meet enrollment goals and maximize the effectiveness of our limited financial aid and scholarship dollars.

Strategy 2:

Evaluate the financial aid and scholarship awarding processes and timelines to maximize effectiveness in recruitment and retention of students.

Overview:

For maximum effectiveness, prospective students should receive their financial aid package, including scholarships, before May 1. Currently-enrolled students should also receive their financial aid awards prior to that date, so they can make their plans to return to Humboldt the following fall term. We need to align all of our policies and procedures to this timeframe, so that the financial aid award we send to students is complete.

- Develop consistent scholarship awarding timelines across the university, so that departmental scholarship selections are completed at the same time as the awards made in the Financial Aid Office and will be included in the initial financial aid package for all students.
- Evaluate combining the Student Financial Aid Committee and Scholarship and Fee Grant Committee into a comprehensive group of campus community members to support the direction of recruitment and retention via leveraging and selection priorities.
- Include Sponsored Programs grants and awards that are pursued by campus faculty to support the financial and educational needs of the students.
- Complete implementation of the Scholarship Tracking and Review System (STARS), and continue to enhance the program and processes to facilitate recruitment and retention.

- Modify financial aid awarding processes, policies and deadlines to coincide with earlier awarding, allowing students the opportunity to make more informed decisions about their continued enrollment at HSU.

Intended Outcomes:

Earlier, complete financial aid award packages will help prospective and returning students make better enrollment decisions. Scholarships will help recruit prospective students who otherwise might not decide to enroll at Humboldt. The complete financial aid package which includes HSU scholarships for continuing students would promote persistence to degree as students make financial decisions to return to HSU, which could further support the graduation rate improvement for the campus.

Strategy 3:

Develop a more highly visible scholarship program for recruiting students, and find permanent funding sources for these scholarships.

Overview:

Creating new scholarships that are strategic in focus will help us more effectively recruit students who otherwise might not choose to enroll at Humboldt. These scholarships should be renewable and the criteria for awarding should go beyond traditional measurements of GPA and/or test scores. And, they should have a distinctive “Humboldt” flavor.

- Given our social responsibility pledge at graduation, new scholarships to support enrollment targets and goals could be distinct by reflecting ecological, diversity, social change, and sustainability experience/goals within the student candidates. A higher visibility of those selected students via social media and other avenues should also be part of the marketing to the subsequent incoming classes. This could help address “who Humboldt is” and perhaps remove the agricultural stigma of the region. It would further echo the out-of-classroom education that Humboldt promotes.

Intended Outcomes:

The outcomes will be our ability to develop a student population reflective of the goals of our EMP. By strategically developing funds for particular purposes, and by awarding them during the recruitment/admission process, we have a better opportunity to shape our student body.

Strategy 4:

Study the implementation of a ‘cap’ on student eligibility for financial aid at 150 credits.

Overview:

Reducing the number of credits that a student can receive financial aid for should have the effect of encouraging students to declare their majors earlier, to stay on track with their degree plan, and to graduate in a more timely fashion.

- Students currently can receive financial aid for up to 180 credits, although they must file an appeal for continued aid when they reach the unit cap. While allowed under Federal regulations, the 180 credit cap allows students approximately six academic years to complete their baccalaureate degrees, which generally require only 120 credits to complete.
- Once they reach 150 credits attempted, students would have the ability to appeal for financial aid for up to a 180 credit absolute cap on eligibility, but the appeals would not be readily granted. (Ed. Policies Comm. will look at this)
- This change would require closer coordination and better communication between students and their advisors, and should facilitate more timely degree completion.

Intended Outcomes:

The outcome of this strategy would be to improve our six-year graduation rates.

Strategy 5:

Develop an ongoing program of personal financial management to help students understand budgeting, financial aid, and money management.

Overview:

Many students arrive on our campus with little or no experience in managing their personal finances, and college is an expensive venture. While we already require students to do Entrance and Exit Counseling for financial aid, there is much more that we can and should do to educate them fully about their financial aid, personal budgeting, and how to best utilize the financial resources available to them.

- Develop workshops targeting different aspects of personal financial management, and make them available to students in a variety of settings and times.
- Consider ways to provide one-on-one financial management counseling services.
- Consider making some sort of personal budgeting/financial management a mandatory component of the student experience.

Intended Outcomes:

Increased retention and graduation rates will result from helping students develop financial plans that will reduce or eliminate financial barriers to graduation.

Strategy 6:

Develop metrics to help determine how to distribute available funds for graduate students most effectively.

Overview:

In an urban location, many students enter a local graduate school and attend part-time while holding down full-time positions in the community. HSU's rural location precludes that approach to for many students, requiring them to seek other means of support. HSU has limited resources to contribute, so careful analysis of the sources available and the appropriate strategies for allocating them is vital to the health of our graduate programs. In most cases, also, the existence of the graduate program contributes significantly to the success of the undergraduate programs in the same department as well.

- Determine appropriate distribution of work/study funds for graduate students.
- Determine appropriate distribution and levels of graduate tuition waivers (out-of-state, GA/TA, etc.)
- Determine appropriate rates of pay for Graduate Teaching Associates and other graduate student.

Intended Outcomes:

HSU will be better able to attract and retain qualified graduate students, resulting in growth in graduate programs.

IX. MANAGING PROGRAM SIZE

Primary Goal:

Reduce the average cost of instruction by controlling growth in high-cost programs and encouraging growth in low-cost programs.

Strategies:

1. Prescriptive degree maps with mandatory milestones, prerequisites, and rigorous enforcement of course repeat policies.
2. Registration hold and advising for students who do not meet degree milestones.
3. Strategic use of Tuition/Fee Scholarship Funds.

Strategy 1:

Mandatory milestones for degree programs. Prescriptive degree maps with mandatory milestones require students to complete specific courses and attain minimum GPAs by a particular point in time.

Overview:

Humboldt State University traditionally has a higher percentage of high-cost programs, primarily in the arts and sciences, than other campuses in the system. While there is some legacy funding for these high-cost programs left from the "Orange-Book" funding formulas, which ended in the early 1990s, all subsequent funding has been based on a formula that uses the average cost of instruction for the system. Enrollment-growth funding that comes to Humboldt does not cover the average cost of instruction because our average is well above that of the system. In order to remain fiscally viable, the campus needs to find ways to reduce our average cost of instruction, bringing it more into line with the system average. Controlling the size of high-cost programs and encouraging growth in low-cost programs is one way to do this.

There are a variety of ways to try to control growth in high-cost programs and encourage growth in lower-cost programs. The most direct way of doing this is to declare program impaction for high-cost programs, which allows a fixed number of students to enter the degree program. If students who want to come to Humboldt are not admitted into an impacted program, the thinking goes; they would enter a lower-cost major. However, data show that our high-cost programs are the ones that attract the majority of students to campus. Given that fact, there is concern that declaring impaction for those programs will harm our recruitment efforts. Data also show that substantial numbers of students who initially enter a high-cost program eventually migrate into lower-cost programs. However, too often this happens only after they

have taken many high-cost classes. This increases the cost of instruction for the University as well as time to degree and the cost of education for students. Identifying those students who are likely to migrate to lower-cost majors and encouraging them to do so sooner will decrease the cost of instruction as well as the student's time to degree, cost of education, and level of frustration.

Prescriptive degree maps with mandatory milestones is an effective way to decrease time to degree and the cost of education by helping students choose degree programs in which they will be successful earlier rather than later. Establishing clear prerequisites where appropriate and enforcing course repeat policies can support this further.

Because prescriptive degree maps with mandatory milestones prerequisites and enforcement of repeat policies not only help to lower the cost of instruction but also, and more importantly, improve student success, all degree programs should adopt this strategy.

Intended Outcomes:

Control the size of high-cost programs, reduce time to degree and improve graduation rates.

Strategy 2:

Registration hold and mandatory advising for students who do not meet degree milestones.

Overview:

With prescriptive degree maps and mandatory milestones in place, students who fail to meet these milestones can be identified at the end of add/drop if their class schedule will not meet milestones or after final grades if they do not maintain the minimum GPA. This allows early advising aimed specifically at catching up to milestones, considering alternative plans, and developing the timelines for particular actions.

Intended Outcomes:

Control the size of high-cost programs, reduce time to degree and improve graduation rates.

Strategy 3:

Strategic development and use of Tuition/Fee Scholarships to encourage enrollment in low-cost and/or under-subscribed programs.

Overview:

During the recruitment process, we can attract students into low-cost or under-subscribed programs through scholarships. These scholarships would be offered to students who are otherwise not likely to attend Humboldt without a tuition/fee scholarship.

Intended Outcomes:

Increase growth in low-cost and under-subscribed programs.

X. MARKETING AND COMMUNICATIONS

At Humboldt State, we pride ourselves on quality academics delivered by faculty who know our students by name. Our small class sizes and hands-on learning opportunities set us apart from other California universities. However, our remote location and lack of name recognition are hurdles that most other universities in the state don't have to deal with. To overcome these challenges, we need to communicate our strengths and values with a consistent voice and message, and build on our reputation as a leader in the sciences and in environmental and social responsibility.

Primary Goal:

Strengthen and promote the identity, achievements and core values of the university through innovative and effective communications. Identify and understand our target audience. Develop and execute integrated strategic marketing and communications programs to enhance the institutional image in the eyes of our prospective and current students, as well as other key constituents.

Strategies:

1. Know our audience.
2. Communicate consistently and effectively.
3. Strengthen our brand awareness among key constituencies.

Strategy 1:

Know our audience.

Overview:

- Do a comprehensive analysis of our prospective and/or current students every 3-5 years, including BOTH demographic and psychographic data.
- Develop a plan to reach new markets (i.e. out-of-state non-WUE students), which could include assistance from a consultant, conferences, webinars, books/articles, and other.
- Listen to our constituents:
 - a. Implement required or incentivized satisfaction surveys for graduating students and recent alumni.
 - b. Create a knowledge center for survey results and demographic/ psychographic data.

- c. Continuously adjust messaging and processes to address issues/concerns discovered in the Admitted Student Questionnaire and other future surveys.

Intended Outcome:

More focused recruitment and marketing to students who are a good fit for Humboldt State will help with retention and recruitment.

Strategy 2:

Communicate consistently and effectively.

Overview:

- Develop marketing materials specific to the targeted audiences (i.e. International, Transfers, etc.).
- Ensure key marketing messages are infused throughout the recruitment process, as well as in communications to current students, alumni, families, counselors, the higher education community, and donors:
 - a. Variety of high quality academic programs.
 - b. Hands-on opportunities for students in research, field experiences and internships.
 - c. Mentoring relationship between faculty and students.
 - d. Educational outcomes and graduate success.
 - e. Commitment to environmental and social responsibility.
- Develop marketing toolkits for:
 - a. Employees - especially those recruiting outside Admissions.
 - b. Graduate programs - Streamline the graduate application process and focus on consistent communication between students and departments while including a timeline for achieving the goals (PREP/Deans w/ programs).
- Complete an audit (one-time, annual, or ongoing) of all communications that go to our prospective students from any department. Expand to current students if feasible.
- Establish an ongoing, central university marketing budget to pay for materials such as Department Brochures and Fact Sheets, University Catalog, Travel Brochure (our version of a campus viewbook), Field Guide (walking tour and fast facts), special marketing initiatives, and others as needed.
- Focus on developing key campaigns that emphasize strategic use of social media approaches and high quality photos and video.

- a. Develop a campaign—likely focused on video—to address the issue of culture shock and ease the transition of incoming students.
- b. Develop a campus pride- and community-building campaign that connects various HSU constituents (including students) through various social media platforms.
- c. Coordinate and help specific areas develop effective social media approaches.
- Continue to utilize the HSU website as one of the main marketing tools, with a focus on outreach to prospective students, as well as other key constituents. The Marketing & Communications department will continually update and refresh the top-level pages and create new templates for secondary and core business pages.

Intended Outcomes:

Cohesive messaging and visual communication will reinforce the university’s quality and relevance in the lives of key target audiences, including current and prospective students, alumni, donors, friends, and faculty and staff members.

Strategy 3:

Strengthen our brand awareness among key constituencies.

Overview:

- Proactively seek out media coverage beyond North Coast (San Francisco, Sacramento, Portland, etc.).
- Send mailings of university publications and/or letters with updates on specific projects of interest to Western U.S. college presidents and other influentials.
- When advertising or promoting Humboldt State University in general, focus on our strengths in natural resources and sustainability.
- Advocate for/promote specific campus activities and participation in key sustainability and environmentally-focused rankings.
- Create an ongoing marketing budget to fund larger advertising projects, special projects, and campaigns that may not be funded otherwise.
- Increase communications about our students by adding a “hometown release” program.

Intended Outcomes:

Strengthened regional and national reputation of HSU’s academic, research, athletic and creative endeavors will attract more students and build supportive and collaborative relationships with external constituents.

XI. GLOSSARY

Academic Year.....	AY
American College Testing Program	ACT
California State University	CSU
Center for International Programs.....	CIP
Diversity and Inclusive Student Success Collaborative	DISSCo
Enrollment Management Plan	EMP
Enrollment Management Working Group.....	EMWG
First Time Freshman.....	FTF
First Year Experience.....	FYE
Freshmen Interest Group.....	FIG
Full Time Equivalent (Students)	FTE(S)
General Assessment Certificate	GAC
General Education.....	GE
Grade Point Average	GPA
Humboldt State University.....	HSU
Integrated Curriculum Committee.....	ICC
Program Review, Evaluation, and Planning	PREP
Scholarship Tracking and Review System	STARS
Student Engagement and Leadership.....	SEALS
Under Represented Minorities.....	URM
Western Association of Schools and Colleges.....	WASC
Western Regional Graduate Program.....	WRGP
Western University Exchange	WUE