HUMBOLDT STATE UNIVERSITY

ENROLLMENT MANAGEMENT PLAN

(EMP)

2009 – 2016

Updated: November 9, 2012

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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	7549		7617.3	7216

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		
-	F2011	Fall 2012	F2013	F2014	F2015
Resident HC	7829	7884	8218	8276	8302
Total HC	8046	8119	8673	8846	9002
Resident FTES	7408	7407	7646	7700	7725
Total FTES	7618	7612	8,069	8,230	8,376
FTF HC	1224	1240	1400	1400	1400
Transfer HC	872	946	1000	1000	1000
WUE Target HC	708	400	400	400	400
Out of State/Non-WUE HC	416	196	230	260	300
International HC	77	72	135	200	300
Undergraduate URM	30%	31%	35%	37%	40%
Masters HC	413	371	400	450	475
Credential HC	115	111	125	125	125
Extension SCU	3755		3755	3755	3755
Resident AY FTES	7217	7200*	7526	7579	7604

-	~~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~~

* Estimate for AY 2012-13

Enrollment History of WUE Students 2006-2012

	Actual						
	F2006	F2007	F2008	F2009	F2010	F2011	F2012
Resident HC	7007	7151	6972	6981	6995	7210	7344
WUE HC	128	338	489	620	583	550	476
Non Resident HC	227	206	238	244	216	184	195
International HC	53	58	84	86	84	75	71
Total Headcount	**7434**	**7772**	**7800**	**7954**	**7903**	**8046**	**8116**
Resident FTES	6467	6578	6408	6523	6460	6802	6887
WUE FTES	130	344	499	629	581	547	461

Non Resident FTES	211	194	217	226	193	171	171
International FTES	49	53	82	88	90	76	71
TOTAL FTES	**6876**	**7189**	**7223**	**7490**	**7348**	**7618**	**7620**

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 mis-declared 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.~~
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 follow progress on improving gateway course success and subsequent retention implications and subsequent course success measures.
- Progress on 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.
- The number of non-returning students who have exhausted their financial aid. Compounding effects of housing, financial aid, availability of work, and campus climate on retention
- Disaggregation based on declared major.
- Early indicators of mismatches between students and their declared majors.
- Course scheduling patterns and the barriers they may present in students' efforts to complete their requirements.
- Measure effectiveness of initiatives in order to recommend revisions.
- Utilize possible predictive analytics: review the scope and limits of available electronic data sources (Financial Aid, DARS, Moodle, etc.) and other data sources (e.g., high school transcripts), and determine whether they can be integrated to better predict student success.
- Measure reasons that students give for leaving (exit interviews and the leavers survey conducted every semester) and reasons they give for staying.
- Track students with the National Student Clearinghouse Data to see where they go.
- ~~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: First-year seminars have been successful in improving student success, with the positive effects lasting throughout the students' time at the university. These effects are particularly significant for, though not limited to, underrepresented minority students. Recent retention data and reports pertaining to the Freshmen Interest Group (FIG) program, which included a first-year seminar, have shown it positively impacted the retention of both male and underrepresented students. As the literature on student success has emphasized, it is not enough to provide services that improve student success and then allow students to choose to participate in them or not; instead, the role of the institution is to require students to do the things that we know will enhance their chances for success. In the case of the first-year seminar, the results are so consistent as to support making it a requirement for all incoming freshmen.

However, if a course is to be required, then it should satisfy a university-wide academic requirement. Our experience with pilot offerings of a one-unit elective first-year seminar initiated in 2011 and 2012, which did not yield positive results, would tend to support that. Accordingly, a task force will work on developing a mandatory, three-unit first-year seminar that would satisfy General Education Area E.

Convene a task force to develop a mandatory, three-unit first-year seminar that would satisfy General Education Area E

Identify an administrative structure for coordinating the seminar program

Develop clear goals and metrics for the course

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 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~~3:

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

Overview:

We are now able to reasonably identify characteristics ~~at-risk~~ that increase student's risks for academic difficulties, including ~~based on~~ both pre-enrollment characteristics and factors related to ongoing academic progress. However, we currently lack precise identifiers for individual students, along with sufficient infrastructure and program/service coordination to effectively intervene ~~with these students~~. Actions include:

- Expand and clearly define "at-risk" to include students who are not on track to graduate.
- Identify, purchase, and implement Early Alert software to identify and track "at-risk" students during AY 12-13.
- Develop a clear plan for appropriate interventions, including a hierarchy of responsible parties (e.g., when a student is served by two or more offices, which on initiates the intervention and at what point does the second office also intervene?).
- ~~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.~~
- Align/coordinate Early Start and Orientation.
- Draft a proposal regarding policies to "enforce" student adherence to their graduation requirements. The proposal should clearly articulate who is responsible for implementing the policies, how substitutions are decided and implemented, and how best to help students achieve progress to degree. The proposal should also have a clear strategy to clarify DARS so that it can replace major contracts.
- Review credit generating activities that are best understood as co-curricular or supplementary (e.g., supplemental instruction activities, Wildlife Conclave, some music ensembles) and develop a plan to cease offering these as credit courses.
- 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~~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:

- Conduct an external review of the Learning Center services to determine how to provide the best possible support for students with the resources available. .
- Discontinue intensive, reactive interventions with students on probation in order to make staff time available for proactive activities that can help students remain in good standing.
- Continue development of appropriate academic policies and practices; possible areas for attention include block scheduling, mandatory course plans, etc.
- Determine the components and dimensions of "advising" in order to identify who should be responsible for which components, and how the efforts should be coordinated.
- ~~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.

- Draft a proposal regarding policies to "enforce" student adherence to their graduation requirements. The proposal should clearly articulate who is responsible for implementing the policies, how substitutions are decided and implemented, and how best to help students achieve progress to degree. The proposal should also incorporate current efforts to replace major contracts with the new interactive DARS.
- 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~~ 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~~Continue and refine the systematic program evaluation plan to assess and improve 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.
- Coordinate efforts with the University Senate's Climate Committee.
- Align communication and branding of ~~programs~~ activities and events, such as Humboldt Orientation Program (HOP), with the overall plan for HSU.

- By the end of AY 12-13, have a plan to ~~E~~enhance and coordinate high impact practices such as Service Learning, undergraduate research opportunities, academic internships, student employment, work study, 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~~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, including electronic signatures, to provide improved student services, greater efficiencies, and more effective utilization of human resources.
- Find ways to evaluate customer service practices (e.g., employing "secret shoppers" and/or user surveys; ~~I~~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 enhancements to the ~~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~~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,~~ Monitor and communicate 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 under-represented 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, develop~~ment~~ and implement~~ation 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.~~ Due to recent CSU policy change of no longer counting WUE students as resident FTES, search names will only be purchased for California.

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~~16% (Fall 201~~1~~2 response rate was ~~3~~14.7%)
- Fall 201~~2~~ 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 where 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~~2012
- Maintain ~~Increase~~ WUE enrollment ~~by 5% over Fall 2011~~ at current level of 75 per year
- 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 college~~s~~. 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:

Dissemination of HSU's promotion materials to support a variety of different approaches and initiatives in support of international student recruitment.

Expand and refine country specific recruitment plans based upon available data for the student population as well as existing partnerships.

Promote the pathways that have been developed for international students to come to HSU. Expand the pathways to include additional "Foundation" Programs.

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

Continue to improve HSU's ability to recruit international students currently attending US community colleges.

Continue to improve the newly developed CIP web presence.

Strategy 1:

Dissemination of HSU's promotion materials to support a variety of different approaches and initiatives in support of international student recruitment.

Overview:

Focus on the dissemination of targeted materials that are easily be used with recruitment partners and prospective students.

Print and mail the materials to recruitment agents and parents

Develop recruitment materials for the Intensive English Language Program in multiple languages (eight plus English) for regions of the world that have the greatest likelihood of yielding international student enrollment

Intended Outcomes:

Utilize quality targeted recruitment materials that will support the increase in the enrollment of international students at HSU, resulting in increasing diversity in our student population.

Strategy 2:

Expand and refine country specific recruitment plans based upon available data for the student population.

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

Manage the HSU Office in Beijing, China as well as the branches in regional cities throughout the country. Replicate model in other countries as opportunities arise

Establish country representatives as appropriate and financial feasible in countries such as Indonesia and Japan

Intended Outcomes:

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

Strategy 3:

Expand and refine pathways for international students to come to HSU.

Overview:

The articulation with the General Assessment Certificate (GAC), which is owned by American College Testing Program (ACT) is in place at HSU (http://www.humboldt.edu/international/gac). Work with the GAC Centers around the world, which all have the appropriate accreditation in all jurisdictions in which the programs are offered, to increase the international student population at HSU. Note: the GAC strongly promotes its partner institutions to their thousands of students at no cost to the members

Expand the pathways to include additional "Foundation" Programs

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:

Continue to build a network of recruitment agencies in multiple countries to send individual students to HSU. Overview:

Manage established relationships with multiple agencies while continuing to expand and increase the number of partners. Note this is labor intensive as it requires staff to properly educate representatives both from their base at HSU 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.

Working with HSU's Enrollment Management staff, the Center for International Programs (CIP) staff will establish baseline data on the numbers of international students enrolled in community colleges in the western United States

Manage a targeted list of community colleges with high international student enrollment and research their international transfer student fair dates and locations Continue to 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:

Continue to improve the newly developed CIP web presence.

Overview:

CIP's web presence now provides 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 also highlights activities on campus and off, and contains 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.

~~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:~~

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

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

~~Develop pathways for international students to come to HSU.~~

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

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

~~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.~~ Develop a proactive approach by the Financial Aid Office for aid recipients to make timely progression to degree, greatly increasing the number of students who graduate within the 150 unit State University Grant limitation, and greatly decreasing the number of students who need to appeal past the 180 federal unit cap.
5. ~~Develop~~ Continue developing 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.
- Hire a consulting firm to analyze funding, as well as recruitment and retention data, in order to best leverage available funds to recruit and retain the desired student population.
- 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~~ Finalize 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~~ Implement a Financial Aid Advisory Committee as 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 into the STARS scholarship process to support the financial and educational needs of the students.
- ~~Complete~~ Finalize required participation of all HSU scholarships into the 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~~. [Completed.]

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.~~

Develop a proactive approach by the Financial Aid Office for aid recipients to make timely progression to degree, greatly increasing the number of students who graduate within the 150 unit State University Grant limitation, and greatly decreasing the number of students who need to appeal past the 180 federal unit cap.

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.~~
- Beginning Fall 2013, students will be unable to receive State University Grant once they have exceeded 150 earned units (or 75 earned units once they have transferred in). Including the limited campus-based funds (SEOG, Perkins Loan and Federal Work Study) as well as HSU scholarships, into this policy will encourage students to graduate prior to reaching 150 unit.s.
- The Financial Aid Office will begin a program of counseling students toward timely progression to degree, including reminding students at every interaction that they must apply for graduation at 90 units, and that aid becomes limited at 150 units. Regular communications will be sent to help students track where they are in their progression to degree. A portal "FA progression snapshot" pagelet will be developed to display to students not only how many units they have acquired toward their caps, but also their loan debt accrued to date, and their lifetime Pell eligibility used.
- At 90, 120 and 150 units, FA students will be given varying degrees of requirements which will explain limits on aid, and encourage careful planning of progress to degree.
- Only Pell Grant and Direct Loan eligibility will remain after 150 units, until 180 units. Appeals past 180 would be granted on an extremely limited basis.

- ~~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~~ Continue developing 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 more 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~~ Make some sort of personal budgeting/financial management a mandatory component of the student experience, possibly via HOP and HOOP.

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.

~~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, STRUCTURE, AND SCHEDULE

Primary Goal:

Match resource allocation with program size in order to:

- assure student's ability to get major classes and make timely progress to graduation.
- achieve an appropriate balance of academic programs that reduces the average cost of instruction. Reduce student time to degree by aligning degree maps, curricular requirements, and course rotation and scheduling practices.

~~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.
4. Explore block scheduling, pre-majors and impaction.
5. Review and revision of program curricula, course rotations, and course scheduling practices to support students' timely progress through the program as represented by the prescriptive degree maps.

Strategy 1:

Establish ~~M~~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:

Implement ~~R~~registration holds ~~-~~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.

Strategy 4:

Explore block scheduling, pre-majors and impaction.

Overview:

Establishing pre-majors is another way to match program size with available resources and still attract those students who might not come if not admitted directly into their preferred major. Impaction is the final step the campus can take to align resources with program size. The campus will explore and make a decision on pre-majors and program impaction this year.

Intended Outcomes:

Match program size to resource allocation, reduce time to degree and improve graduation rates.

Strategy 5:

Review and revision of program curricula, course rotations, and course scheduling practices to support students' timely progress through the program as represented by the prescriptive degree maps.

Overview:

Currently, many of the "Four-Year Plans" developed by programs are not grounded in reality; they do not consider the frequency with which some courses may be offered, for example, or the courses listed for a semester may not represent a realistic course load for students. Implementing prescriptive degree maps that move students toward completion of their degrees within four years will require that the program can actually be completed in four years. In some cases, this may involve reviewing and revising program requirements or course sequencing. In most cases it will require the revision of four-year course rotation plans in concert with the development of the prescriptive degree maps. Further, each semester's class schedule will need to be planned so that students can register for the courses recommended for that stage in their program without encountering schedule conflicts among the recommended courses.

Intended Outcome:

Students will be able to have meaningful schedules that move them toward graduation in four years.

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~~ brand 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.
- Hire a consultant in the 2012-2013 academic year to provide high-impact practices to help define the overall approach for building our reputation and name recognition, and provide an integrated marketing strategy for the next 5-10 years. It's important to clearly define the difference between long-term reputation-building and recruitment marketing.
- Work with consultant to redo the perception study that Noel Levitz did in 2005. Determine some initial steps for building HSU name recognition in areas that Admissions has not recruited in, but hopes to going forward (i.e. out-of-state-non-WUE).

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. It will also support employee recruitment, philanthropy and grant-seeking.

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 Orientation Program ..... HOP

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