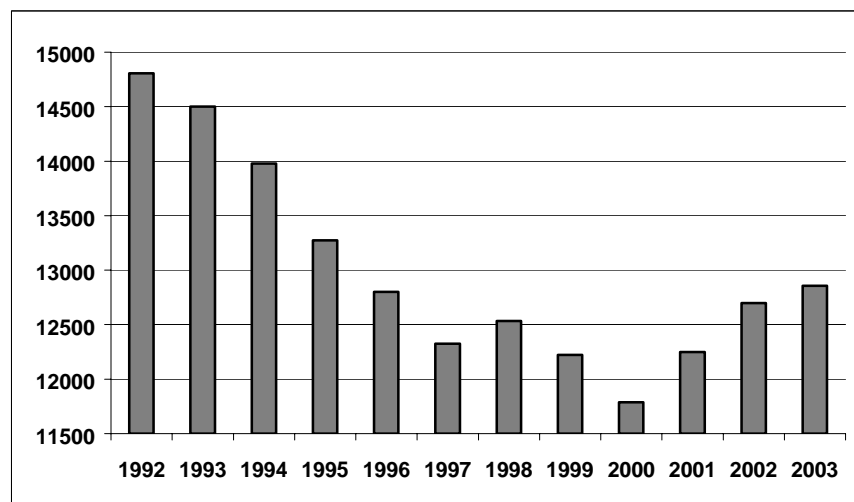


Enrollment Management Plan: Introduction

In December of 2002, President David Sweet appointed the Enrollment Management Council, charged with the responsibility of developing a comprehensive “Enrollment Management Plan” for Youngstown State University, which would lead the University to its Centennial Year – 2008. Tony Atwater, Provost and Vice President for Academic Affairs, and Cyndy Anderson, Vice President for Student Affairs, co-chaired the Council.

An Enrollment Management Plan was necessary because YSU’s enrollment had consistently declined through Fall 2000 (see graph below). Sustained, managed enrollment growth is critical to the future of YSU in order for the University to fulfill our mission to increase the level of educational attainment necessary to the economic recovery of the Mahoning Valley. In addition, enrollment and the revenues it generates are YSU’s primary source of funding to maintain the quality of academic programs because of the decline of state support for higher education.

**YSU Fall Headcount Enrollment
1992-2003**



The Enrollment Management Plan was developed based on a series of assumptions. These were that

- the population of the Mahoning Valley will remain relatively stable and that the population of high school graduates will continue to decrease.
- Out-of-region undergraduate students will become more important to YSU’s enrollment.
- YSU will need to develop residential housing in the campus neighborhood to attract out of region students.
- an increasing population in the five-county pool of baccalaureate students will need graduate educational opportunities.
- undergraduate and graduate programs will be developed and supported to meet the changing needs of the population.
- sufficient student housing will be developed in the immediate vicinity of YSU to serve students recruited from outside YSU’s primary service area and others desiring such housing.

Because of the comprehensive nature of “enrollment management,” the Enrollment Management Council discussed issues such as recruitment, retention, admissions, advising, marketing, and program mix that are important to the enrollment challenge. The strategy used by the Enrollment Management Council was guided by an agreed-upon definition for the process of “enrollment management” used in the University setting:

“Enrollment Management encompasses the development and implementation of recruitment strategies, retention initiatives, academic and student programs, and policies and procedures that permit the institution to effectively implement an enrollment-based strategic plan and to meet long-term enrollment goals.”

The Enrollment Management Council assessed reports and recommendations from external consultants that were either directly or indirectly linked to enrollment management. Below is a list of the major reports used in the process:

- Community Assessment Program (1999)
- Enrollment Services Audits for the offices of Undergraduate Recruitment & Admissions, Registration & Records, and the Office of Financial Aid & Scholarships (2000)
- Operations Improvement Task Force (2001)
- Industry projections, employment opportunities, and YSU’s Instructional Programs (2002)
- Jobs For Our Valley (2002)
- Stamats Communications, Inc. (2002)
- Scannell and Kurz Financial Aid & Scholarships Review (2003)

Based on its own discussions and consultation with various campus constituencies, the Enrollment Management Council developed enrollment goals, strategies, objectives, action plans, persons/offices responsible, costs, and timelines. The outcome of these activities is the YSU Enrollment Management Plan.

Enrollment Management Goals and the Centennial Strategic Plan

The Enrollment Management Council developed twenty goals to guide the plan. These goals, listed below, address the key elements of the enrollment process from recruitment, through retention, to academic program mix, to technical support.

Enrollment Management Goals

- Goal 1: Increase undergraduate recruitment efforts and achieve specific enrollment targets.
- Goal 2: Develop purpose, identity, and direction for graduate studies as the lead University unit for graduate student recruitment.
- Goal 3: Maintain the division between graduate and undergraduate systems for admissions and marketing purposes; focus marketing on career tracks and programs that lead to those careers.
- Goal 4: Develop a long-range target for “program mix” based upon significant growth in graduate, growth in undergraduate, and strategic growth in associate degree enrollment.

- Goal 5: Set clear and measurable retention objectives.
- Goal 6: Implement a retention research plan using internal data and share the results with the University community.
- Goal 7: Recognize and celebrate retention successes.
- Goal 8: Link recruitment strategies with retention.
- Goal 9: Leverage financial aid for recruitment/retention purposes.
- Goal 10: Expand and require orientation and appropriate course selection for all entering students.
- Goal 11: Implement a credit-bearing first-year experience for all new students where not currently available.
- Goal 12: Utilize available technology to enhance academic advising and aid in the effectiveness and efficiency of the academic advising process.
- Goal 13: Provide a state-of-the-art academic advising program accessible to students, consistent across the campus, and promoting student learning, development, and retention.
- Goal 14: Promote the importance of Career Services to enrollment management and retention.
- Goal 15: Provide basic e-mail and computer competency training as necessary for new (incoming) students.
- Goal 16: Increase faculty/student interaction.
- Goal 17: Identify an Enrollment Management Officer.
- Goal 18: Assess, strengthen, and apply (enforce) enrollment management policies.
- Goal 19: Develop policies and procedures that optimize enrollment and retention and facilitate increased enrollment.
- Goal 20: Improve communication channels (consistent and effective) between administration, staff, and faculty regarding enrollment decisions and policies and receive feedback regarding proposed decisions.

While each of the ten critical issues of the Centennial Strategic Plan can be connected to enrollment, the following four are most directly linked to the Enrollment Management Plan.

Goals of the Centennial Strategic Plan

Critical Issue 1: Enrollment/Retention

YSU will build enrollment strategically and manage it effectively.

Critical Issue 4: Image/Market

YSU will develop and communicate a positive, shared institutional identity and market its strengths and successes aggressively.

Critical Issue 5: Student Services/Alumni Relations

YSU will provide the range of student services necessary for a student-centered University to attract, support, retain, advance, and graduate students. YSU will also maintain ongoing and lifelong relationships with its alumni.

Critical Issue 7: Technology

YSU will pursue an integrated approach in using technology to meet the academic, research, student services, and administrative goals of the University.

The Enrollment Target

The Enrollment Management Plan was developed to achieve the following targets by Fall 2008.

- **Headcount enrollment of 14,000.**

The enrollment headcount target of 14,000 represents a increase of 18.7% over the Fall 2000 enrollment of 11,787 and a 9.7% increase over Fall 2003 enrollment.

- **Undergraduate/graduate mix will range from between 90/10 and 85/15.**

The current undergraduate/graduate mix is approximately 90/10. Based on the Fall 2008 headcount enrollment target of 14,000 graduate enrollment would be 1400 under the 90/10 ratio and 2100 under the 85/15 ratio. Fall semester graduate enrollment averaged 1241 since 2000. To maintain the 90/10 ratio would require 159 new graduate students or a 12.8% increase over the average. To achieve an 85/15 mix would require 859 new graduate students by Fall 2008 or a 69% increase over the average.

- **The FTE/Headcount ratio will remain above 80%.**

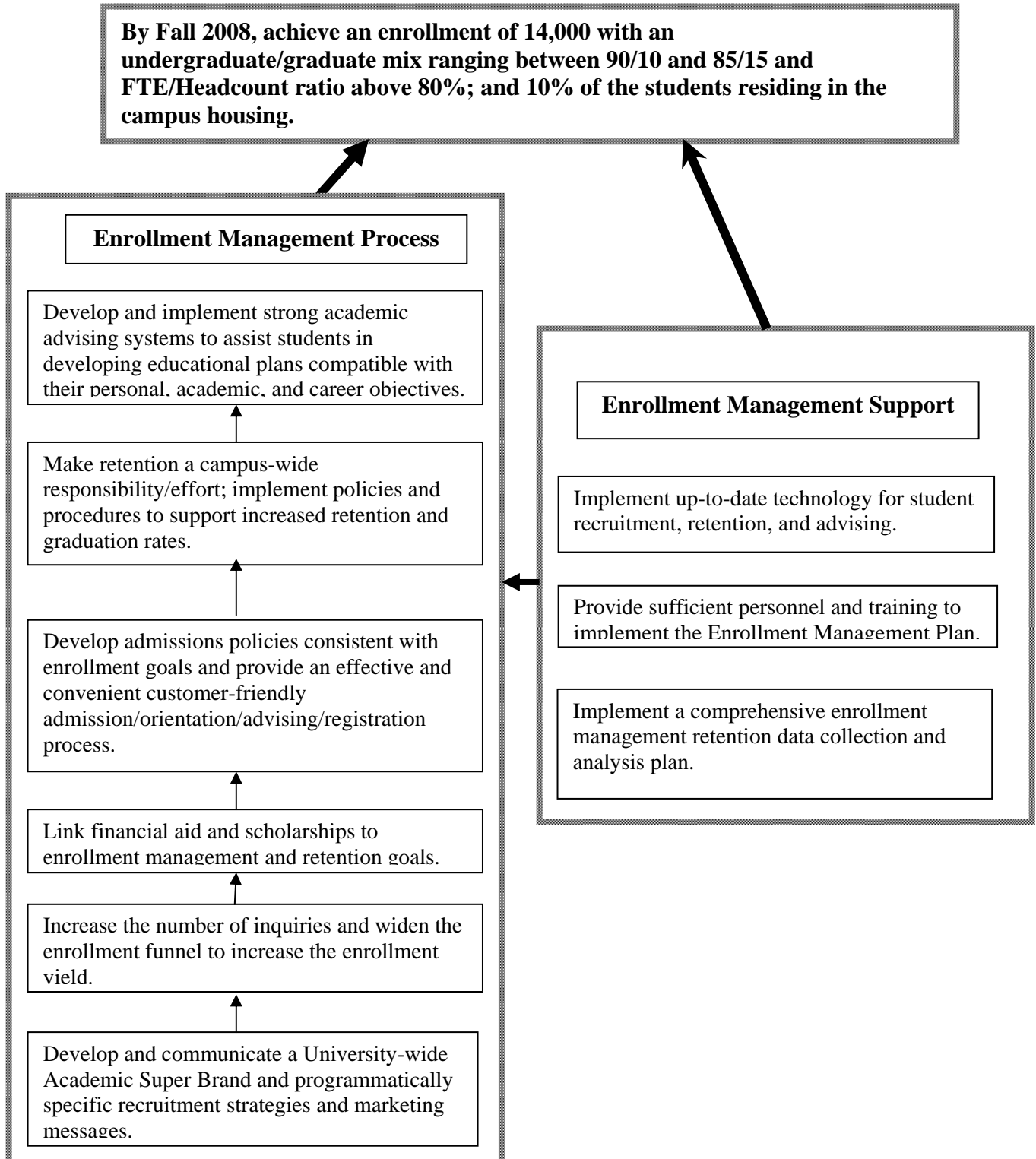
The FTE headcount ratio has increased from 78.1% in Fall 2000 to 80.2% in Fall 2003.

- **10% of YSU's students will reside in the campus housing and 350 students will reside in private housing in the campus neighborhood.**

Currently, 1187 students or 9.2% of YSU enrollment reside in campus housing, including University Courtyard and Buechner Hall. Approximately 250 students reside in privately owned housing in the campus neighborhood. If the enrollment target of 14,000 with 10% residing in the campus neighborhood is met, 1400 students would live in the campus.

Key Enrollment Strategies

The chart below structures a set of key strategies in relation to the target enrollment. The strategies on the left address the enrollment process from recruitment through retention, and those on the right support the enrollment management process.



Enrollment Management Objectives

Objectives are associated with each of the strategies in the Enrollment Management Plan identified above. These are listed below and are arranged in two sections. Section I lists those objectives associated with the enrollment process from student recruitment through retention. Section II lists objectives associated with support for the enrollment management process, including technology, personnel, and data collection and analysis. These objectives will form the basis for the specific objectives developed for a particular year.

I. Recruitment Through Retention

A. Develop and communicate a University-wide “Academic Super Brand” and formulate specific recruitment strategies and marketing messages for all relevant audiences.

- Develop and communicate institutional points of excellence in YSU’s academic marketing messages for undergraduate and graduate programs.
- Communicate appropriate indicators of YSU’s academic quality in marketing messages.
- Develop College Academic Brands identifying specific programs tailored to disciplines.
- Develop a plan to regularly update undergraduate curriculum sheets and distribute them to prospective students.
- Redesign and implement communications flow to prospective students to include a variety of media that will reflect YSU’s brand and increase prospective students’ interaction with the University.
- Coordinate and centralize the creation of graduate promotional materials.
- Develop an Academic/Student Affairs Committee that includes key stakeholders to facilitate communication and decision-making regarding registration, orientation, and advising practices.

B. Increase the number of inquiries and widen the enrollment funnel to increase the enrollment yield.

- Develop undergraduate enrollment yield targets.
- Increase the number of potential undergraduate students in the enrollment funnel by expanding recruitment efforts outside YSU’s traditional five-county regional market and concentrating on larger population areas such as Cleveland and Pittsburgh.
- Increase on- and off-campus recruitment programming to attract undergraduate transfer students and students from underrepresented populations.
- Develop graduate enrollment yield targets through data analysis as well as improved prospecting and inquiry generation activities.
- Assess the impact of distributive/continuing education and off-site delivery of instruction on enrollment.

C. Link financial aid and scholarships to enrollment management and retention goals.

- Award scholarships on the basis of financial need.
- Offer scholarships to attract associate degree graduates and student leaders from beyond our primary service area.
- Attract high quality students on the basis of academic excellence.
- Award scholarships to current and continuing students in recognition of academic achievement.

D. Develop admissions policies consistent with enrollment goals and provide an effective and convenient, customer-friendly admission/orientation/advising/registration process.

- Review the open enrollment policy and establish an appropriate registration deadline not later than the first week of each academic term.
- Refine ACT/SAT cut-off scores for course placement and evaluate the implications of eliminating mandatory placement testing for all but at-risk students.
- Implement a policy that would block registration for students until they have completed placement tests.
- Review current conditional admissions policies and revise if necessary.
- Plan courses and necessary support services for late admits and conditional students.
- Re-establish CLEP testing.
- Become more selective in programmatic admissions processes as appropriate.
- Create and implement a transfer student orientation.
- Add orientation programs prior to the start of spring semester for freshmen and transfer students.

E. Develop and implement strong academic advising systems to assist students in developing educational plans compatible with their personal, academic, and career objectives.

- Develop appropriate best-practice models and procedures for advising specific student populations.
- Develop and implement an annual comprehensive evaluation of academic advising programs.
- Develop a specific plan for serving/linking undecided students with information helpful in the determination of their career choices.
- Develop programs to increase student interactions with career services.
- Track student usage of career services and student placement statistics.

F. Make retention a campus-wide responsibility/effort; implement policies and procedures to support increased retention and graduation rates.

- Develop strategic student retention plans for all student segments.
- Develop retention goals based on analysis of retention data.
- Develop mechanisms to identify, monitor, and proactively intervene with students in need of support.
- Develop procedures to consistently define and identify at-risk/underprepared students for referral to the Center for Student Progress.
- Require students who test into developmental reading to take it during their first semester and make adequate sections of the course available.
- Develop an Early Warning System through the creation of an on-line midterm progress report for all first-year and at-risk students.
- Implement an information system to enable faculty to identify at-risk students and recommend specific actions to ensure success.
- Continue to develop appropriate academic/student life opportunities to keep students engaged in campus life.
- Recognize the past year's retention efforts and successes as part of an existing event.
- Investigate a University College concept in Arts and Sciences for at-risk and undetermined students.

- Assess academic program mix and new program developments in view of enrollment management goals.

II. Enrollment Management Support

A. Implement up-to-date technology for student recruitment, retention, and advising.

- Allocate the resources to purchase and implement information management software that informs decisions concerning enrollment management, advising, and retention.
- Enhance entering students' computer skills and the use of YSU systems by
 - 1) upgrading computer equipment in the Center for Student Progress;
 - 2) providing self-paced tutorials for developmental computer skills;
 - 3) developing and providing workshops on computer literacy; and
 - 4) using CUE mail as the primary communication mechanism to provide information to students on advising appointments, enrollment schedules, registration, grades, and other relevant information.

B. Provide sufficient personnel and training to implement the Enrollment Management Plan.

- Identify an Enrollment Management Officer to serve as the University's primary leader in implementing the Enrollment Management Plan.
- Provide funding for an additional full-time admissions coordinator in order to further expand recruitment efforts in new territories.
- Develop a plan for the strategic use of graduate assistants for enrollment and retention, including training for recruiters, and provide funding for a full-time graduate recruiter to supervise a GA team for recruiting.
- Provide funding for training and professional development opportunities for coordinators and support staff in admissions and an annual training/orientation program for all new faculty/appropriate staff involved in the registration and advising process.
- Identify a key person responsible for coordinating academic advising that is empowered to make decisions and take appropriate action, and provide the fiscal resources to provide adequate advising staff in each college.

C. Implement a comprehensive enrollment management retention data collection and analysis plan.

- Track enrollment funnel data and develop a list of key market indicators, an annual research cycle, and a standard reporting scheme for enrollment funnel management.
- Determine and track annual retention/graduation rates for the entire student population and specific segments of the student population.
- Conduct persistence studies by program and department.
- Gather, analyze, and distribute data on non-returning students in order to increase persistence and retention rates.
- Compare enrollment management outcomes to national standards and benchmark universities.

Enrollment Management Objectives 2004-2005

Each year an enrollment target and specific enrollment management objectives will be identified in view of the outcomes of the previous year; the student recruitment environment; and specific institutional priorities. Listed below are the enrollment target and specific enrollment management objectives for the 2004-2005 year.

GENERAL OBJECTIVES

Plan Implementation

Establish the Academic/Student Affairs Committee to coordinate academic and student affairs activities.

Restructure the Enrollment Management Council and develop a charge for its continued operation.

Enrollment Target

Achieve enrollment for Fall 2004 of at least 13,041 students in order to continue progress toward the Fall 2008 enrollment target of 14,000.

OBJECTIVES RELATED TO KEY ENROLLMENT STRATEGIES

I. Recruitment Through Retention

A. Develop and communicate a University-wide “Academic Super Brand” and formulate specific recruitment strategies and marketing messages for all relevant audiences.

- Reach consensus on the Academic Super Brand.

B. Increase the number of inquiries and widen the enrollment funnel to increase the enrollment yield.

- Develop Fall 2005 enrollment targets by high school for high schools in Mahoning, Trumbull, and Columbiana Counties based on the student recruitment experience for Fall 2004.
- Establish enrollment targets for counties outside Mahoning, Trumbull, and Columbiana Counties and for other market segments.

C. Link financial aid and scholarships to enrollment management and retention goals.

- Develop a scholarship and financial aid plan for 2005-2006 that builds on the goal based plan developed for 2004-2005; recognizes the role of athletic scholarships in achieving enrollment goals; and promotes growth in graduate enrollment.
- Develop a three-year scholarship and financial aid plan tied to enrollment goals to be discussed with representatives of the YSU Foundation.

D. Develop admissions policies consistent with enrollment goals and provide an effective, convenient, and customer-friendly admission/orientation/advising/ registration process.

- Develop a conditional admissions policy for incoming first year students for consideration by the Academic Senate for implementation for students entering Fall 2005
- Develop a more flexible revised senior residency requirement for degree completion for consideration by the Academic Senate.

II. Enrollment Management Support

B. Provide sufficient personnel and training to implement the Enrollment Management Plan

- Provide resources for key enrollment staff to attend one professional development conference as a team.
- Develop specific personnel requests for FY06 to support enrollment management objectives.

Enrollment Management Progress 2003-2004

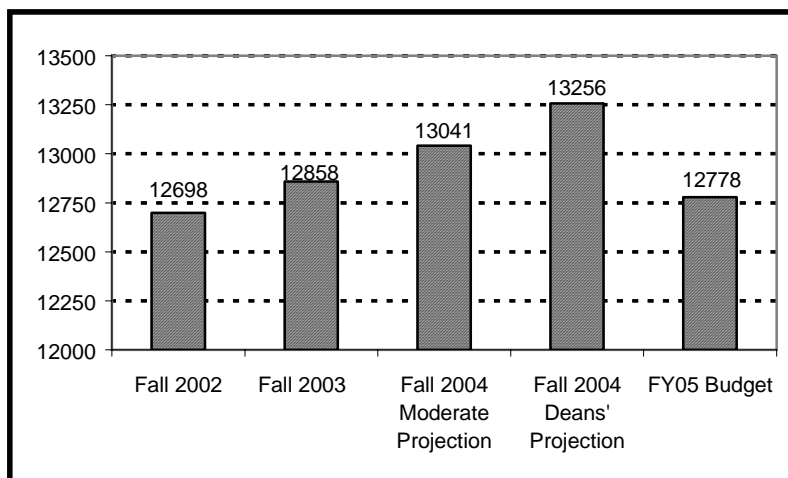
The Enrollment Management Plan was finalized during the 2003-2004 academic year and will guide the enrollment management process as YSU moves toward its centennial in 2008. As the plan was being developed progress occurred in a variety of areas related to enrollment management.

- Fall 2003 enrollment was 12,858 or an increase of 1.3% over Fall 2002. Spring 2004 represented the eight consecutive semester of enrollment growth since Fall 2000.
- An enrollment projection methodology at the institutional level was developed for Fall 2003. The Academic Division developed a Fall 2003 enrollment projection based on individual college estimates. Both projections proved accurate. Projections were developed for Fall 2004.
- Recruitment and marketing efforts were expanded outside YSU's traditional five-county regional market to the greater Cleveland metropolitan area and the Pittsburgh area.
- A goal-based scholarship and financial aid plan was developed for Fall 2005 student recruitment.
- The person responsible for implementing the Enrollment Management Plan was identified.
- The format for reporting enrollment progress during the year was revised to better represent the enrollment funnel and additional reports were developed and presented.
- Online undergraduate and graduate admission was significantly upgraded.
- The ACT/SAT cut-off scores for course placement were refined in order to reduce the number of students who need to take placement tests during the orientation process.
- Two orientation programs were added prior to the start of Spring Semester for new first year and transfer students.

Enrollment Management Data

The following charts and tables are a sampling of the variety of data that were instrumental to the development of this plan and will inform the ongoing process of enrollment management . Data collection and analysis are critical to the success of any Enrollment Management Plan.

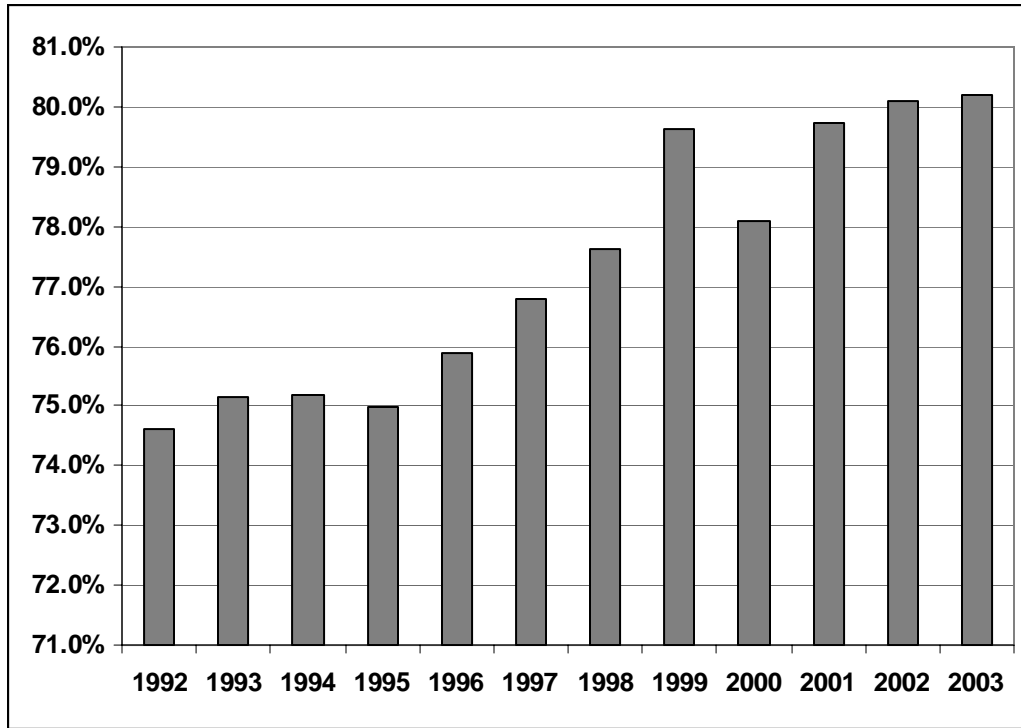
Fall Semester Enrollment Benchmarks



Five-Year History By Enrollment Component

<u>Enrollment Component</u>	<u>Fall 99</u>	<u>Fall 00</u>	<u>Fall 01</u>	<u>Fall 02</u>	<u>Fall 03</u>	<u>Avg.</u>
Returning Undergraduates	7904	7548	7770	8199	8415	7967
Previous Spring HS Grads—Mahoning, Trumbull, Columbiana Counties	1295	1291	1296	1179	1239	1260
Returning Graduate Students	833	842	827	907	914	865
Incoming Undergrad Transfers	530	561	534	513	541	536
Incoming Undergrad Formers	503	460	608	528	502	520
First-Time Students—Prior Year HS Grad, e.g. Non-Traditional	300	322	349	428	423	364
Previous Spring HS Grads—Outside Mahoning, Trumbull, Columbiana Counties	361	321	354	374	353	353
Incoming Graduate Students (Domestic)	355	303	367	396	320	348
Incoming Concurrent HS Students, e.g. SB140	68	57	52	85	70	66
Incoming Undergraduate International Students	38	36	44	30	27	35
Incoming Graduate International Students	9	23	20	20	26	20
Transient and Non-Matriculated	26	23	29	39	28	29
Total	12222	11787	12250	12698	12858	12363

**FTE as Percentage of Headcount, Fall Semesters
1992-2003**



Undergraduate/Graduate Percentage for 14 Day and Final Counts by Semesters, 2000-2003

FALL

	2000		2001		2002		2003	
	14 Day	Final	14 Day	Final	14 Day	Final	14 Day	Final
% Undergrad	90.1	90	90.1	89.5	89.2	89.2	90.2	89.9
% Grad	9.9	10	9.9	10.5	10.5	10.8	9.8	10.1
Total Enrollment	11787	11808	12250	12341	12698	12739	12858	12878

SPRING

	2001		2002		2003	
	14 Day	Final	14 Day	Final	14 Day	Final
% Undergrad	89	89.2	88.6	88.4	89	88
% Grad	11	10.8	11.4	11.6	11	12
Total Enrollment	11155	11120	11833	11874	12360	12329

SUMMER

	2000		2001		2002		2003	
	14 Day	Final	14 Day	Final	14 Day	Final	14 Day	Final
% Undergrad	74.7	73.1	71.8	71.6	81.7	72.5	80.1	75
% Grad	25.3	26.9	28.2	28.4	18.3	27.5	19.9	25
Total Enrollment	3864	3976	4336	4340	4491	5087	4799	5148

**Retention
2002-03**

A. Use of Center for Student Progress

National full-time freshmen	63%
YSU full-time freshmen	69%
YSU full-time freshmen who used the Center for Student Progress	75%
All full-time YSU students who used the Center for Student Progress	80%

Note: The Center for Student Progress serves an average of 5,929 students per year with 24,044 contact hours.

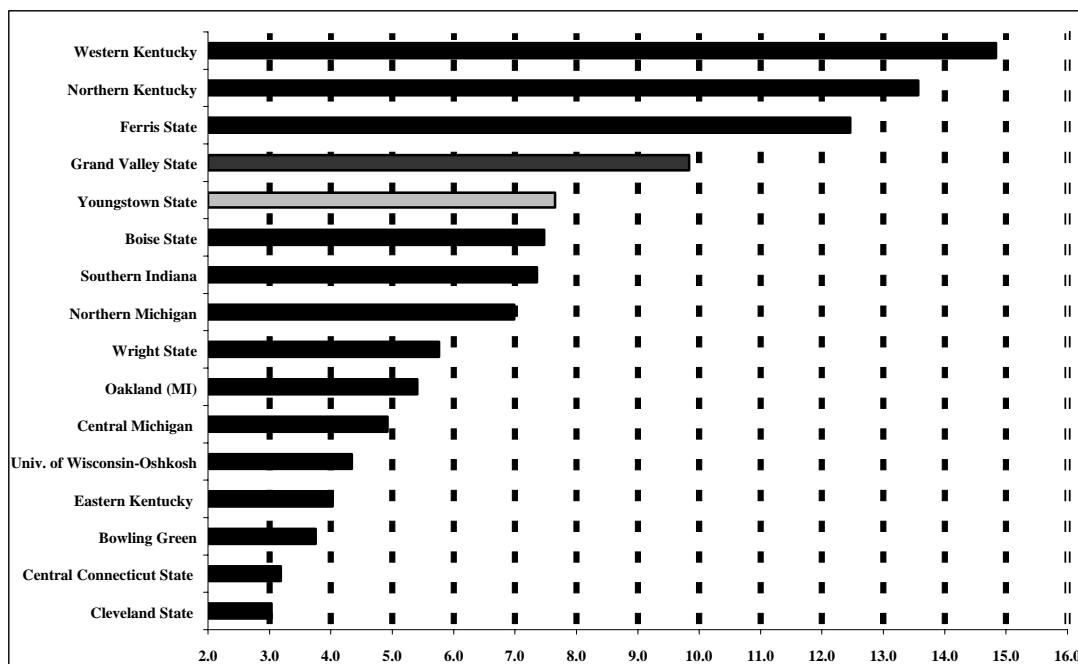
B. University Comparisons (First-year students, fall-to-fall retention, 2001-02)

Shawnee State University	57%
Central State University	59%
National Average	60%
Cleveland State University	65%
University of Akron	68%
Wright State University	71%
<i>Youngstown State University</i>	71%
University of Toledo	75%

Student Housing, 2003, 2004

CAMPUS	Capacity	Occupancy	% Capacity
YSU			
Cafaro	274	241	88.0%
Lyden	320	302	94.4%
Kilcawley	238	164	68.9%
Weller	39	Offline	
Wick	35	Offline	
University Courtyard	408	408	100.0%
Buechner	72	72	100.0%
CAMPUS TOTAL	1386	1187	85.6%
NEIGHBORHOOD	NA	250	
CAMPUS + NEIGHBORHOOD		1437	

Enrollment Growth, 2000-2002 YSU Benchmark Universities



Enrollment Management Council

- Cyndy Anderson, Vice President for Student Affairs, Co-Chair
- Tony Atwater, Provost and Vice President for Academic Affairs, Co-Chair
- Bill Countryman – Interim Executive Director, Enrollment Services
- Jonelle Beatrice – Director, Center for Student Progress
- Robert Bolla – Dean, College of Arts and Sciences
- Bege Bowers – Assistant Provost
- Ron Chordas – Assistant Provost
- Sue Davis – Director, Undergraduate International Admissions
- Donna Esterly – Interim Chief Technology Officer
- Becky Geltz – Director, Institutional Research
- Phil Ginnetti – Dean, Beeghly College of Education
- Cynthia Hirtzel – Dean, William Rayen College of Engineering and Technology
- Elaine Jacobs – Associate Director, Intercollegiate Athletics
- Peter Kasvinsky – Dean, School of Graduate Studies
- Beth Kushner – Budget Director
- Betty Jo Licata – Dean, Williamson College of Business Administration
- Tom Maraffa – Special Assistant to the President
- George McCloud – Dean, College of Fine and Performing Arts/Assistant to the President
- Noah Midamba – Interim Administrator, Center for International Studies and Programs
- Jody Patrick – Academic Advisor, Bitonte College of Health and Human Services
- Elaine Ruse – Director, Financial Aid and Scholarships
- Walt Ulbricht – Executive Director, Office of Marketing and Communications
- Beth Yeatts – Bursar
- John Yemma – Dean, Bitonte College of Health and Human Services

