

# Enrollment Management Task Force Report

November 2014

## A. Introduction

On September 16, 2014 President Fiorentino formed an Enrollment Management Task Force with the following charge: “The Task Force is charged with completing a comprehensive review of current recruitment strategies and initiatives, relevant demographic data for Pennsylvania and the North East region of the country, application data by major for the past five years, target student populations (e.g., freshmen, transfer, out of state, international, graduate), target university undergraduate and graduate enrollment, program array, and other information deemed appropriate by the Task Force members.”

A target date of November 17, 2014 was established for the Task Force report and recommendations.

## B. Background

Several university groups have examined topics relevant to the charge of the Task Force over the last few years, and the task force has reviewed their reports and considered the findings and recommendations.

In fall 2008 the Enrollment Management Committee was charged with developing a plan that would assess current enrollment at LHU and guide efforts related to this area in the immediate future. The committee took up a wide range of enrollment management issues, from recruitment to retention and completion, and issued a report in June of 2009. The Task Force considered a number of their recommendations.

In January 2012, the Enrollment Management Committee was charged with evaluating and recommending specific admissions targets for undergraduate programs for fall 2012 and to evaluate an enrollment management structure. Their report was issued in May 2012.

In the fall of 2012, a sub-committee of the Fiscal Management Committee was formed to examine the university’s current practice with respect to out-of-state tuition pricing and consider whether any changes were warranted. Their findings were issued in December 2012.

In May 2014, President Fiorentino charged a Financial Aid Task Force with reviewing current financial aid and scholarship sources and practices and making recommendations that could better position the university in the evolving competitive environment. Their report was issued in September 2014.

A summary of the major recommendations of these reports is provided as Exhibit 1.

### C. Demographic and Enrollment Trends

The decline in the number of high school graduates in the Northeast United States, including Pennsylvania, is well documented. The latest edition of “Knocking at the College Door” identified the fall of 2011 as the peak high school graduating class in the Northeast. “After this, the Northeast’s graduating class sizes are projected to be progressively smaller each year, except for a couple of years of insignificant growth. Two decades later, by the end of the projections period, the class of 2028 will be 10 percent smaller than the class of 2009 (the most recent year of reported graduates), with almost 66,000 fewer graduates” (Western Interstate Commission for Higher Education, 2012, p. 19). The comparable decline (class of 2009 to class of 2028) in Pennsylvania is projected to be 8% (Ibid., p. 20).

Recent first-time freshmen admissions data for Pennsylvania institutions reflects the downward trend in the number of high school graduates. Over the past two to three years, the results at all levels (total state, PASSHE, regional competitors, LHU) show a decline in applications and deposits/enrollments, and in 2013 (the latest year for which data is available), an increase in acceptance rates and a decrease in yield. Taken together, the data suggests an environment of reduced demand and increased competition for the traditional first-year freshmen student.

#### **All Pennsylvania Four-Year Post-Secondary Institutions:**

	2008	2009	2010	2011	2012	2013
Applicants	536,409	560,702	579,841	594,624	584,453	569,879
Acceptances	298,530	324,229	329,860	341,981	338,161	346,880
Deposits	102,564	113,727	100,838	99,864	97,232	93,296
Accept Rate	55.65%	57.83%	56.89%	57.51%	57.86%	60.87%
Yield	34.36%	35.08%	30.57%	29.20%	28.75%	26.90%

**PASSHE Universities:**

	2008	2009	2010	2011	2012	2013
Applicants	87,053	93,461	98,200	96,952	93,833	76,371
Acceptances	51,457	58,581	60,348	62,526	57,826	59,587
Enrolled	19,775	25,996	21,301	21,140	20,795	19,608
Accept Rate	59.11%	62.68%	61.45%	64.49%	61.63%	78.02%
Yield	38.43%	44.38%	35.30%	33.81%	35.96%	32.91%

*Note: Applications prior to 2013 included incomplete applications, while the numbers from 2013 on are only completed applications; therefore the numbers are not directly comparable.*

**Regional Competitors (thirteen institutions in general proximity to LHU):**

	2008	2009	2010	2011	2012	2013
Applicants	85,750	87,015	87,524	89,301	94,744	90,584
Acceptances	47,166	48,799	50,167	52,317	52,188	54,928
Deposits	15,555	16,786	16,112	16,356	16,630	16,598
Accept Rate	55.00%	56.08%	57.32%	58.59%	55.08%	60.64%
Yield	32.98%	34.40%	32.12%	31.26%	31.87%	30.22%

**Lock Haven University:**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Applications	4,511	4,746	4,182	4,120	4,776	4,763	5,039	5,071	5,072	3,744	3,436
Acceptances	3,661	3,624	3,208	2,945	3,524	3,478	3,604	3,118	3,118	3,286	3,209
Enrollment	1,119	1,188	1,064	1,233	1,302	1,202	1,194	1,236	1,155	1,086	935
Acceptance Rate	81.2%	76.4%	76.7%	71.5%	73.8%	73.0%	71.5%	61.5%	61.5%	87.8%	93.4%
Yield	30.6%	32.8%	33.2%	41.9%	36.9%	34.6%	33.1%	39.6%	37.0%	33.0%	29.1%

*Note: Applications prior to 2013 included incomplete applications, while the numbers from 2013 on are only completed applications; therefore the numbers are not directly comparable.*

*Source: Applications and Acceptances data from Admissions files; Enrollments from Student Census file (first-time, degree-seeking freshmen).*

From 2005 through 2012, LHU's first-time freshmen, degree-seeking enrollment numbers have hovered around 1,200, with the exception of a dip to 1,064 in 2006 and a spike of 1,302 in 2008. In the past three years, these numbers have declined to the most recent result of 934 in 2014. The yield rate has also declined in the last two years.

While the long-term projections in number of high school graduates and recent first-year freshmen admissions data reflect a downward trend, there is data that suggests the bottom has been reached in Pennsylvania and that there will be increases, varying in degree and dispersed unevenly across the Commonwealth, in the number of graduates in the near-term. Specifically, projections of high school graduates provided by the System Research Office (sourced from the Pennsylvania Department of Education) show 2014/15 as the low point at 114,699 high school graduates, increasing in the following year to 125,039 (9%), and then fluctuating between 128,000 and 130,000 over the subsequent three years, through 2018/19. Nearly 60% of the 2015/16 increase of over 10,000 graduates is projected to occur in ten counties in Southeast Pennsylvania. Five of those ten counties were in the top ten counties for LHU undergraduate headcount enrollment in fall 2011. Since the trend in the Northeast region during this period is flat to downward, it can be expected that the competition for the high school graduates in these ten counties will be considerable.

Moreover, these projections anticipate 18.4% growth in LHU's top ten feeder counties over the seven years from 2014/15 through 2021/22. This equates to an increase of 6,651 high school graduates, comparing the class of 2021/22 to the class of 2014/15. As the table below indicates, the growth rate for this group of counties, weighted by the proportion of enrollment from each county, is 25% over this time period.

**Weighted Growth Rate of Projected HS Graduates in LHU's Top Ten Feeder Counties:**

Fall 2011 UG %	County	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change 2015-2022	Weight	Wtd. Growth rate
9.6%	CLINTON	456	468	455	497	539	560	650	687	50.5%	18.8%	9.5%
9.1%	LYCOMING	1,069	975	1,023	1,150	1,081	1,115	1,098	1,126	5.4%	17.9%	1.0%
8.3%	CENTRE	861	864	949	1,004	978	902	896	931	8.1%	16.4%	1.3%
7.0%	CLEARFIELD	1,081	1,245	1,256	1,295	1,217	1,409	1,499	1,653	52.9%	13.8%	7.3%
3.5%	PHILADELPHIA	8,387	10,113	10,238	9,964	9,955	9,858	10,178	9,998	19.2%	7.0%	1.3%
3.1%	BUCKS	6,617	6,748	6,937	7,063	7,068	6,993	7,297	7,537	13.9%	6.2%	0.9%
3.0%	MONTGOMERY	7,396	7,718	7,928	7,905	8,043	7,983	8,161	8,303	12.3%	5.8%	0.7%
2.7%	YORK	4,245	4,987	4,934	5,322	5,312	5,414	5,342	5,734	35.1%	5.3%	1.9%
2.3%	LANCASTER	4,631	5,139	5,252	5,392	5,236	5,129	5,260	5,571	20.3%	4.5%	0.9%
2.2%	CUMBERLAND	1,842	1,874	1,906	1,976	1,817	1,710	1,816	1,926	4.6%	4.3%	0.2%
50.9%	Total Top 10	36,129	39,663	40,424	41,071	40,707	40,513	41,547	42,780	18.4%	100.0%	25.0%

Taken together, the recent enrollment experience and projections of high school graduates depict a challenging and very competitive recruiting environment for traditional first-time freshmen students, but not one without opportunity. Given the positive short-term demographic projections in LHU's key feeder counties, it may be possible to maintain or even increase the size of the incoming freshman class compared to the incoming cohort of fall 2014.

Lock Haven University's Strategic Plan for 2011-2015 includes the following goal with respect to enrollment levels: "Establish overall enrollment growth targets so as to achieve incremental growth, with specific targets for traditional, non-traditional, under-represented, graduate and international students, and program goals where possible. Review results every year and adjust when necessary to meet overall goals."

- The Task Force recommends that the goal of incremental growth be reconsidered, in light of the demographic and enrollment trends discussed above. Rather than enrollment growth, a more realistic goal may be maintaining enrollment levels or accommodating the potential for contraction in strategic enrollment management and academic program planning.

#### D. Overview of Current Recruitment Strategies

An overview of the current recruiting process for first-time freshmen students is depicted in Exhibit 2. There are four major components of the process: communication, travel, processing, and yield activities. The communication plan has changed over the past few years, with an increased emphasis on e-communication and the university website and a reduction in the use of printed pieces consistent with national best practices and the changing expectations of high school students. The number of printed pieces used with prospective students has been reduced from 70 to around 45 or 50, compared to an industry average of 35. The communications flow follows a scripted path at planned intervals with targeted messages from various campus offices: President, Provost, Admissions, Financial Aid, Center for Excellence and Inclusion, etc. Program slicks were temporarily eliminated in anticipation of college viewbooks being introduced but have since been restored. The number of prospective student names purchased declined two years ago when there was no spring buy; the spring buy has since been reinstated and upwards of 20,000 names are now purchased annually.

In all cases, communications attempt to drive prospective students to the LHU website, with links to landing pages specific to the message of that particular communication piece. The external website underwent a comprehensive redesign with an introduction in fall 2013 and ongoing refinement during the fall semester. The current focus of the website team is to improve the responsiveness of the website with respect to the way information is presented in display platforms of various sizes: laptops, tablets, mobile phones, etc. The first phase of this work should be completed by the end of calendar year 2014.

In a recent survey of recruiting and marketing practices of colleges and universities, the top five communication processes receiving the highest number of “very effective” responses from the 83 four-year public institution respondents were:

1. Recruiting page(s) on website.
2. Publications in general (viewbook, search piece, etc.)
3. Website optimized for mobile browsers.
4. E-mail communication.
5. Calling cell phones.

(Noel-Levitz, 2013, p. 5).

Likewise, a recent survey of 1,000 college-bound high school seniors and 533 parents found that 62% of students preferred to learn about colleges using web-based resources and 71% had used a mobile device to view a college website (Noel-Levitz, 2014, p. 2). These survey results demonstrate the increasing importance in the recruiting process of a robust web presence that is easy to navigate on a variety of mobile platforms. A benchmarking tool developed by the National Research Center for College and University Admissions (NRCCUA) rated Lock Haven University’s website at 389 out of 2,929 total websites nationally, which is a percentile ranking of 87.4 and an overall grade of B (NRCCUA, 2014, p. 5). The strongest ratings were in two categories – Website Design and Desired Information. The Website Working Group is using this assessment tool to guide further improvements to the site.

In keeping with an increased focus on e-communications, including the website, the travel component of recruiting has deemphasized high school visits and college fairs, as the table below indicates:

	2007	2008	2009	2010	2011	2012	2013
High school visits	611	496	532	636	557	624	387
College fairs	178	162	162	172	136	155	121
Student contact cards	5,698	4,015	4,501	4,415	5,544	5,977	3,412

With respect to the processing of applications, timely admission decisions is a top priority. For the 2015 recruiting cycle a Jenzabar report has been developed to identify completed applications reflecting a high school GPA of 2.8 and above and an SAT composite score of 900 or above (ACT of 19 or above). Applicants meeting these criteria receive priority processing with a 24-hour turnaround target. The turnaround target for applicants not meeting these criteria is 3 to 5 business days. However, this expedited review and decision process begins when an application is deemed to be complete, including the high school transcript and SAT scores. Delays in receiving the transcripts can cause a delay in the application reaching completed status. That, in turn, delays the review and admission decision.

Beyond the admission decision, accelerating other parts of the student’s package, such as the financial aid award and housing assignment, would be beneficial. The “Fresh Eyes” review of student housing conducted in 2012 noted how housing could be positioned to enhance both recruitment and retention. Two specific recommendations were to assign students to a residence hall upon receipt of their deposit and to award financial aid on a rolling basis (Capstone, 2012, p. 36).

In addition to the recruiting of traditional first-time freshmen students, transfer student recruiting is an important component of enrollment management. The lack of established pipelines of students from community colleges limits recruiting efforts to those students who make the first contact with the university.

There is also an important element of current student satisfaction that has an effect on recruiting that should not be underestimated. Our current students can be our most effective form of advertising and recruitment. They make their opinions of their experience at Lock Haven University known – both positive and negative – through word of mouth that is amplified and widely distributed through the various channels of social media.

The Task Force makes the following recommendations with respect to recruiting strategies:

- Given the central role of the university website in the recruiting communication approach, establish a program of ongoing assessment to ensure that the website and related e-

communications media are effective and keeping pace with evolving technology and usage patterns, including use of mobile devices. Use the results of the assessment to make improvements.

- Identify and implement techniques to remove obstacles in the application process that delay an application from reaching completed status and becoming actionable.
- Establish targets for the awarding of financial aid and assignment of student housing for accepted students who have paid the deposit and modify current practices to achieve those targets.
- Develop and implement a plan to establish program-specific pipelines with community colleges for transfer students.

#### E. Overview of Current Marketing/Advertising Strategies

The university's marketing and advertising program comprises branding and student recruitment marketing. Branding is pull-oriented and aims to establish the identity of the university among a broad target audience that includes industry and professional groups, potential donors, and the greater community at large. Student recruitment advertising is push-oriented and targeted to prospective students, and in the case of traditional high school students, their parents. Its aim is to accomplish a specific outcome, namely, applying for admission to the university, and enrolling if accepted.

The University Relations office focuses on advertising and other marketing to build brand awareness and the Enrollment Management office oversees student recruiting advertising and marketing. The two types of advertising are related and there is an informal process of planning and coordination between the offices. In addition, University Relations supports the student recruiting advertising program with design and development of material that is suited for the target audience. Marketing efforts targeting alumni have a twofold objective: establishing endowed scholarships at a minimum level of \$35,000 and generating mentoring and supporting relationships between alumni and current students.

A variety of advertising media are being used including broadcast and cable TV advertising, print materials, social media, and online advertising such as Click it Now. The main technique of assessing the effectiveness of different advertising media is to measure the number of leads that result in enrollments. In addition, different website addresses that route to the university website are used with different advertising media. The website hits provide an indication of the number of viewers of that



advertising who follow up with a visit to the website. Viewership statistics are also available for television advertising. In general, however, assessing the effectiveness of advertising is difficult to do in a definitive manner.

Just as with the communication plan used with prospective students, all advertising materials drive traffic to the university website. So again, the importance of having appropriate and updated content that is easy to locate on the website is paramount.

The Task Force makes the following recommendations regarding marketing and advertising:

- Formalize the marketing/advertising planning and coordination process to promote a comprehensive and consistent approach to branding and student recruitment advertising, with specific plans for the academic year advertising campaigns, use of different media, messaging, etc.
- Commit appropriate financial resources to advertising and marketing initiatives based on a program of ongoing assessment of effectiveness that employs multiple methods of assessment.

#### F. Pricing and Financial Aid

A study on the elasticity of student demand to the level of tuition pricing was performed for PASSHE institutions by Maguire Associates in 2012. The study found that the perceived quality of academic programs was the most important factor in enrollment decisions, but that cost to attend nonetheless was very important. The PASSHE institutions were grouped into three clusters based on student need and ability to pay. Lock Haven University is in Cluster III, with over 60% of our students receiving Pell or PHEAA grants and with average gift aid of \$3,284. "Cluster III institutions serve the neediest students in PASSHE; these institutions have the highest percentage of enrolling students receiving Pell and/or PHEAA grant aid, and the highest grant aid averages" (Maguire, 2013, p. 3). One implication of serving this demographic is that Lock Haven University should proceed cautiously with respect to tuition and fee increases.

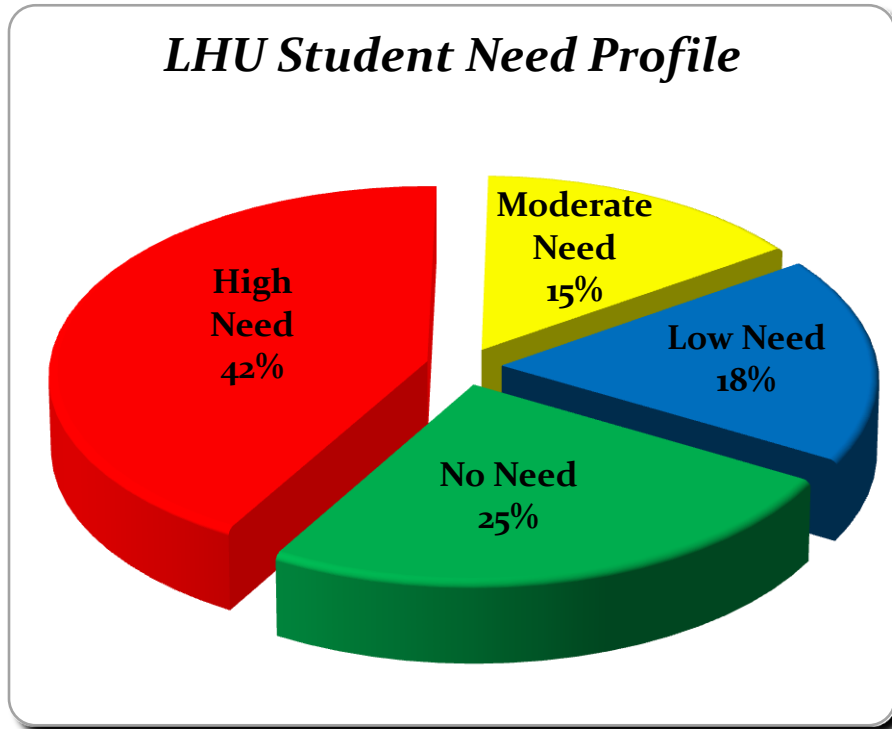
One commonly used indication of student financial need is Expected Family Contribution (EFC) to the cost of a college education, which is computed by the federal Department of Education based upon the financial and other information provided on the FAFSA. The graph below shows the distribution of LHU's student body for AY 2014-15 based upon the following EFC levels:

High need – EFC of \$0 to \$5,157.

Moderate Need – EFC of \$5,158 to \$10,500.

Low Need – EFC of \$10,501 to \$22,453.

No Need – EFC above \$22,453 or EFC not available because no FAFSA was filed.



Private colleges have long provided substantial amounts of institutional gift aid to their students. The Maguire study found that students who were accepted to Lock Haven but enrolled at a private institution received mean grant aid of \$15,609 (including federal and state sources). For accepted students who enrolled at public institutions other than Lock Haven, the mean grant amount was \$6,921 (Ibid., Survey Q31).

The Maguire study made the following recommendation regarding institutional aid programs at PASSHE institutions: “Expand institutional gift aid programs to help offset increases in costs where appropriate. PASSHE should consider creating a policy that details what percent of incremental revenue from tuition increases can be reinvested in expanded institutional gift aid programs, designed according to the affordability clusters framework” (Ibid., p.5). In April, 2014, the PASSHE Board of Governors did modify

the system policy on use of institutional resources as recommended by the study. It set limits on both need-based and merit-based scholarships that are tied to the level of tuition and fee revenue. For Lock Haven University, the current limits equate to \$2,273,590 in need-based scholarships and \$295,236 in merit-based scholarships.

Even before the BOG modified the scholarship policy to provide greater flexibility, several PASSHE institutions significantly increased the funds committed to institutional aid, as the table below shows.

**2012/13 Institutional Student Aid**

	<b>Recipients</b>	<b>Dollars</b>	<b>Average Award</b>
<b>Bloomsburg</b>	<b>227</b>	<b>\$416,914</b>	\$1,837
<b>California</b>	<b>231</b>	<b>\$435,557</b>	\$1,886
<b>Cheyney</b>	<b>7</b>	<b>\$5,542</b>	\$792
<b>Clarion</b>	<b>126</b>	<b>\$223,515</b>	\$1,774
<b>East Stroudsburg</b>	<b>15</b>	<b>\$29,212</b>	\$1,947
<b>Edinboro</b>	<b>13</b>	<b>\$11,250</b>	\$865
<b>Indiana</b>	<b>73</b>	<b>\$61,991</b>	\$849
<b>Kutztown</b>	<b>0</b>	<b>\$0</b>	N/A
<b>Lock Haven</b>	<b>184</b>	<b>\$123,120</b>	\$669
<b>Mansfield</b>	<b>97</b>	<b>\$179,453</b>	\$1,850
<b>Millersville</b>	<b>78</b>	<b>\$85,867</b>	\$1,101
<b>Shippensburg</b>	<b>82</b>	<b>\$93,876</b>	\$1,145
<b>Slippery Rock</b>	<b>647</b>	<b>\$750,000</b>	\$1,159
<b>West Chester</b>	<b>122</b>	<b>\$200,512</b>	\$1,644
<b>Total</b>	<b>1902</b>	<b>\$2,616,809</b>	\$1,376

The Financial Aid Task Force in September, 2014 made several recommendations for modifying and expanding Lock Haven’s program. These are shown in the summary table in Exhibit 1.

The task force makes the following recommendations with respect to institutional financial aid:

- Implement an ongoing process to evaluate expansion of institutional student aid programs based on the assessment of their effectiveness at Lock Haven and similar institutions.
- Implement the Financial Aid Task Force recommendation to expand the Lock Haven Institutional Help Program with \$75,000 of renewable scholarships to be used for recruiting purposes.

- Implement the Financial Aid Task Force recommendation to modify campus student employment practices to give preference to students with financial need.

G. Target Student Populations and Enrollment Levels

The table below shows new student enrollment numbers for the past five years and the Admissions targets for fall 2015.

**Incoming Students – Recent Trends and 2015 Targets**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>First-time freshmen</b>	1,194	1,236	1,155	1,086	935	1,050
<b>Transfer students</b>	246	248	229	211	233	250
<b>Physician Assistant program</b>	64	69	74	69	71	71
<b>Other graduate students</b>	53	43	78	64	76	85
<b>Total New Students</b>	1,557	1,596	1,536	1,430	1,315	1,456
<b>International students (guest and matriculating)</b>	29	32	19	22	29	40

The 2015 target of 1,050 for first-time freshmen reflects an increase over the 2014 number but is still below the levels of the preceding years. It appears to be ambitious but attainable based upon near-term demographic projections. The 2015 transfer student target of 250 likewise represents a modest increase over 2014 but is in line with previous results. The 2015 international student target of 40 takes into account the collaboration agreement with Idea Foundry and a planned increase in international tuition scholarships/waivers. The Physician Assistant program is at capacity and the target for other graduate programs reflects the addition of the Masters in Health Science program. A specific target for domestic nonresident students has not been established, but the prospects for growth in this target population are limited as the percentage of New Jersey students going out of state to college has declined in recent years, and New Jersey has been historically a primary source of out-of-state students for Lock Haven.

Several multi-year enrollment projections are presented in Exhibit 3. Each starts with a baseline of the current student population and projected graduations in AY 2014/15. Likewise, each scenario assumes

that the fall 2015 new student enrollment targets set forth above are achieved. The scenarios then vary with different assumptions regarding the size of the incoming freshmen class and second year retention rates.

Beyond projecting total enrollment levels, three-year trends by program will be reviewed to develop more granular projections to be used in scheduling of classes, planning a program array to take the University into the future, and planning for allocation of faculty and other resources. These projections can be coupled with program cost data to gain insight into the anticipated mix of programs with different cost profiles so that the financial implications can be understood and addressed.

The Task Force recommends the following with respect to target enrollment levels:

- Sustain a strategic enrollment management process that identifies enrollment targets at various levels – undergraduate/graduate, main/Clearfield, target student populations, academic program – based upon demand and capacity to support. These targets should be an integral input into overall university fiscal, facility, academic program, and personnel planning.

#### H. Summary of Recommendations

1. Reconsider the Strategic Plan goal of achieving incremental growth in enrollment, given the demographic factors and competitive environment. Consider accommodating the potential for contraction in strategic enrollment management and academic program planning.
2. Establish a program of ongoing assessment of the effectiveness of the university website and related e-communications with respect to student recruitment, taking into account evolving technology and prospective students' usage patterns.
3. Identify and implement techniques to remove obstacles in the application process that delay an application from reaching completed status and becoming actionable.
4. Establish targets for the awarding of financial aid and assignment of student housing for accepted students who have paid the deposit and modify current practices to achieve those targets.
5. Develop and implement a plan to establish program-specific pipelines with community colleges for transfer students.

6. Formalize the marketing/advertising planning and coordination process to promote a comprehensive and consistent approach to branding and student recruitment advertising, with specific plans for the academic year advertising campaigns, use of different media, messaging, etc.
7. Commit appropriate financial resources to advertising and marketing initiatives based on a program of ongoing assessment of effectiveness that employs multiple methods of assessment.
8. Implement an ongoing process to evaluate expansion of institutional and affiliated entity student aid programs based on the assessment of their effectiveness at Lock Haven and similar institutions.
9. Implement the Financial Aid Task Force recommendation to expand the Lock Haven Institutional Help Program with \$75,000 of renewable scholarships to be used for recruiting purposes.
10. Implement the Financial Aid Task Force recommendation to modify campus student employment practices to give preference to students with financial need.
11. Sustain a strategic enrollment management process that identifies enrollment targets at various levels – undergraduate/graduate, main/Clearfield, target student populations, academic program – based upon demand and capacity to support. These targets should be an integral input into overall university fiscal, facility, and personnel planning.
12. Develop a university vision statement that can guide the strategic enrollment management process.

## References

Capstone (2012). *Fresh Eyes Debrief* Powerpoint presentation.

National Research Center for College and University Admissions (2014). *2014 Enrollment Power Index Report*.

Noel-Levitz (2013). *2013 marketing and student recruitment practices benchmark report for four-year and two-year institutions*. Coralville, Iowa: Noel-Levitz. Retrieved from [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports).

Noel-Levitz, *2014 E-Expectations Report. The Online Preferences of College-Bound High School Seniors and Their Parents*. Coralville, Iowa: Noel-Levitz. Retrieved from [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports).

System Research Office data sources from U.S. Department of Education, National Center for Education Statistics (NCES) Common Core Data (CCD) -- Enrollment by Grade 2003-10. Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2010." Pennsylvania Department of Education Public High School Graduates 2003-2012. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. .

Western Interstate Commission for Higher Education. (2012). *Knocking at the College Door* (8th ed.)

## Exhibits

### Exhibit 1 – Summary of Prior Work

Major Recommendations from Subcommittee, Committee, and Task Force reports relating to SEM with particular focus on recruitment and shaping the student population:

Enrollment Management Committee EM Plan 2009

Summary and Recommendation
<ul style="list-style-type: none"><li>➤ As the Universities strategic plan calls for steady and managed growth, the committee recommends further research on the optimal population of undergraduate and graduate students over the next five years.</li><li>➤ A decline of high school graduates will present recruitment challenges and likely necessitate additional supportive services if continued growth in the undergraduate traditional population remains a University goal.</li><li>➤ Development of new majors – to support continued growth - needs to occur in the context of LHU's mission and delivery modalities.</li><li>➤ On-line delivery of new programs may support growth, but may be most appropriate at the graduate level, due to staffing and retention issues at the undergraduate level. The committee recommends that the University further investigates the impact of on-line courses on learning, retention and staffing.</li><li>➤ More study is needed to determine the impact of increasing class size on quality of instruction, student learning, student satisfaction, and student retention.</li><li>➤ Establish an early warning system for all first-year students that would be active within the first three to five weeks of each semester.</li></ul>



### **Pre-enrollment recommendations:**

- *item.* Increased first year student participation in Summer Orientation.
- Increased involvement of faculty in Summer Orientation program in an academic advising role to enhance the likelihood that each new student's first year fall semester class schedule is appropriate.
- Expanded and enhance pre-enrollment assessment of students for course placement and to determine level of preparedness for college and possible need for intervention strategies to facilitate student retention and success. Provide academic advisors with results and ensure that advisors make appropriate referrals.
- Research pre-enrollment electronic resources for academic skill development enhancement prior to the first semester. Based upon pre-enrollment assessment results, recommend completion of online skill development tutorial where indicated prior to the fall semester of the first year of college.
- Consider a common summer reading assignment prior to the fall semester for all first year students with follow up common activities during the fall for first year students to enhance *LHU Class of 2010*.

### **First year and beyond recommendations:**

- Enroll all students in a first year experience course that ensures a thorough and uniform introduction to Lock Haven University and the support available to help **all** new students be successful.
- Enhance visibility and availability of student organizations and activities early in the first semester to facilitate the connectedness of first year students to the LHUP community.
- Research the impact of web-based and large section classes on academic success of first year students at LHUP.
- Enhance visibility and accessibility of support programs and initiatives for all students. Expand collaboration among support programs for students considered at risk (Haven Achievers Program, Educational Opportunity Program, Student Support Services Program, and Clearfield Achievers Program) to provide assistance.
- Create an intervention system for students on probation in the spring semester. Components might include: (1) Repeat of failed classes during the following semester.\* (2) Enrollment in Learning Strategies for College (1 credit) during next semester and attendance at special programming for students on probation. (3) Required tutoring. (4) Intrusive academic advising. (5) Designated individual to oversee status and progress of students on probation. (6) Probation student contract.
- Due to the significant number of first generation college students at Lock Haven University and the current economic climate, outreach programming with regard to all aspects of financing one's college education could serve to positively impact retention.

Out-of-State Tuition Subcommittee for FY13-14

<b>Summary and Recommendations</b>	<b>Status</b>
<p data-bbox="186 369 505 401"><u>Summary and Conclusions</u></p> <p data-bbox="186 438 1159 682">Recent enrollment data indicates that Lock Haven has been able to maintain resident enrollment levels fairly well, despite declining demographics. But nonresident levels have dropped for both domestic and international students. Pricing policy likely plays a role in the results, but is not the only factor and may not even be the major factor. Additionally, retention rates remain a challenge for the university and an improvement in that area may represent the best opportunity to maintain enrollment levels.</p> <p data-bbox="186 724 1167 968">Lock Haven is the only PASSHE university to use a fixed dollar amount for out-of-state discounting. As base tuition rates increase, a fixed discount does not adjust in a proportionate manner, so it becomes a lower percentage discount over time. In addition, the fixed discount means that Lock Haven out-of-state tuition rates rise at a higher percentage rate than at the other PASSHE schools – in 2012-13, for example, Lock Haven’s out-of-state tuition rose by 3.5% whereas the other 13 universities saw out-of-state tuition increase by 3%.</p> <p data-bbox="186 1010 1133 1182">Lock Haven takes a similar approach to the majority of other PASSHE schools regarding tuition for international students, with no across-the-board tuition discount. The international tuition waiver program is a tool that can be used to position the university with that segment of students, and how best to use it should be further examined.</p> <p data-bbox="186 1224 1174 1430">Finally, a major increase in the domestic out-of-state tuition discount, applied across the board, is likely to result in an unmanageable revenue decline that would necessitate offsetting expense reductions. A more modest and targeted approach would reduce the likelihood and potential magnitude of a revenue reduction. The targeted approach would focus on higher performing high school students given the correlation between high school GPA and retention rates.</p> <p data-bbox="186 1472 1143 1539">In order to minimize any near-term, adverse revenue impact, there are different strategies that could be considered:</p> <ul data-bbox="201 1545 1081 1860" style="list-style-type: none"> <li data-bbox="201 1545 1081 1682">• Offer a lower tuition rate (e.g., pricing at the 175% level) to only the very high performing students (high school GPA of 3.5 and above) and maintain the current level of across the board discount for remaining students.</li> <li data-bbox="201 1724 1081 1860">• Offer a somewhat higher tuition rate (e.g., pricing at the 200% level) to a broader group of students (high school GPA of 3.25 and above) and maintain the current level of across the board discount for remaining students</li> </ul>	

<ul style="list-style-type: none"> <li>Couple an expanded discount structure to different levels of high performing students with a reduction or elimination in the across the board discount.</li> </ul>	
1. Maintain the current across the board discount at \$2,000.	Done
2. Establish a targeted discount of 200% of resident tuition (\$3,214 discount in the 2012-13 pricing structure) for domestic out-of-state students with strong high school academic performance (e.g., high school GPA of 3.25 or above).	Done, and assessed
3. Maintain the current undiscounted pricing for international students and look to the tuition waiver program for improved positioning with that segment.	Done

Enrollment Management Committee, May 2012

Recommendations	Status
Host an enrollment management consultant	Done
Create an <b>Enrollment Management Division</b> that is comprised of Admissions, Registrar, Student Financial Services, and Orientation.	Done
Market first the quality of education at LHU and then market specific exceptional programs	
Assess and evaluate the effectiveness of orientation at LHU. Consider moving to a one day, mandatory program that is offered on multiple dates throughout the late-spring and summer to accommodate student schedules.	Done and under assessment
<p>Develop a vision, by senior leadership, for LHU regarding Strategic Enrollment Management.</p> <ul style="list-style-type: none"> <li>Create a direction for future enrollment</li> </ul> <p>The first and probably most important step in any enrollment plan is to determine realistic enrollment targets for the university for the near and long-term. Because our focus should be on students, this effort should not only include raw enrollment targets but should also consider other factors that directly relate to these enrollment targets including faculty/staff levels, university budget, course offerings, facilities, support services, etc. It is recommended that these enrollment targets be established by senior administration. (<i>Appendix B: PASSHE EM Committees</i>)</p> <ul style="list-style-type: none"> <li>Include specific program goals</li> </ul> <p>The plan should include not only overall enrollment goals but also enrollment targets for specific academic programs so that resources can be systematically</p>	<p>Ongoing; administration in discussions with departments to identify student population and program array</p> <p>For new programs only, to date</p>

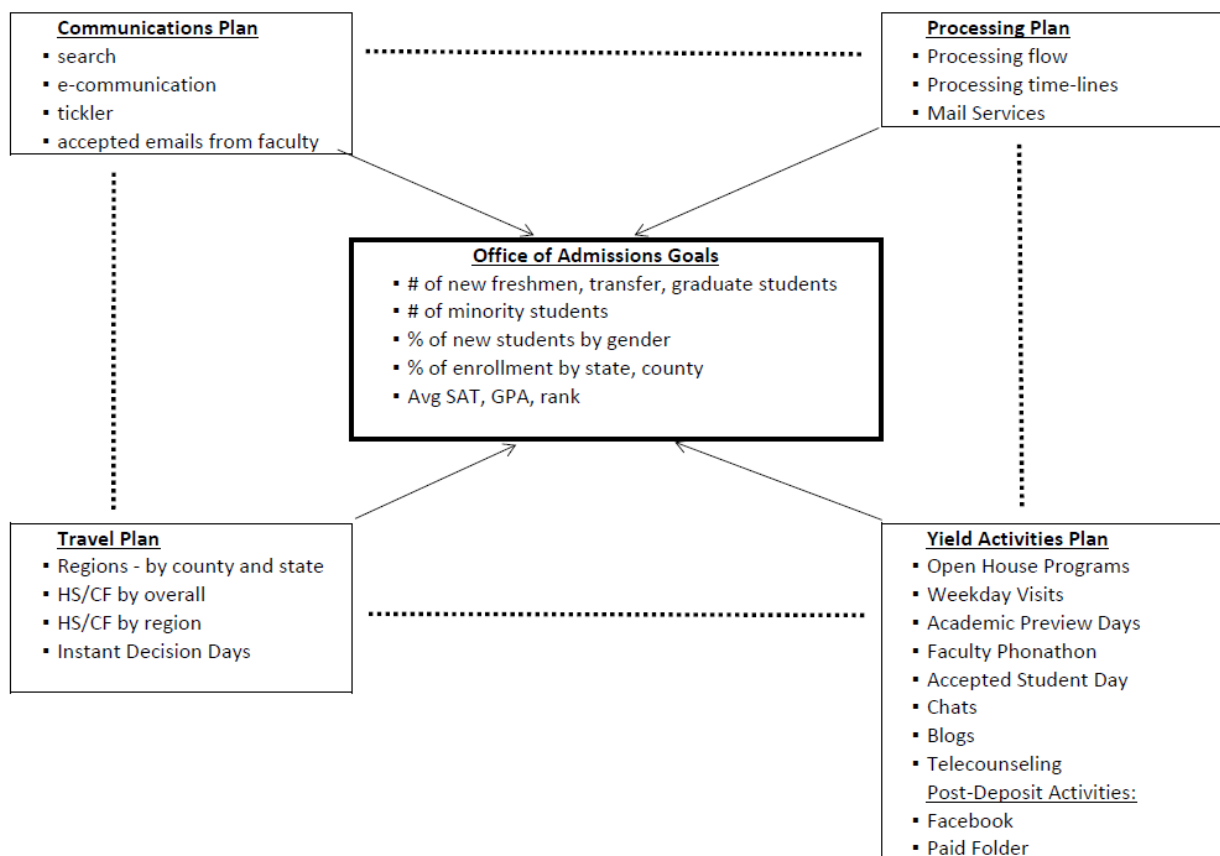
<p>realigned to support programs that may realize larger enrollments. This planning should also reflect on historic trends in enrollment by programs while considering potential future enrollments. Again, it is recommended that step is completed by senior leadership.</p> <ul style="list-style-type: none"> <li>• Include diversity goals</li> </ul> <p>The plan should include a diversity component that also sets enrollment targets. This is a key component that will drive recruiting practices in admissions.</p> <ul style="list-style-type: none"> <li>• Align faculty planning aligned enrollment needs by program</li> </ul> <p>Another important piece of enrollment planning is to align faculty planning with enrollment levels. If enrollment targets are effectively set by program, then, it will be more straightforward to align, or realign, faculty resources to the programs that are identified as programs with growth.</p> <ul style="list-style-type: none"> <li>• Align faculty planning with enrollment</li> </ul> <p>Facility planning is another area that is a key to enrollment planning. When creating enrollment targets we must consider the physical space available on campus and how many students we can effectively support. Along those same lines, we need to align future facility planning with student enrollment to ensure we continue to have the proper facilities to accommodate the proposed student enrollment levels and program levels.</p>	<p>Data-driven line allocations implemented</p> <p>Master Facility Planning ongoing</p>
<p>The committee again recommends the hiring of a senior level administrator who has extensive experience in enrollment management to:</p> <ol style="list-style-type: none"> <li>1. Lead an Enrollment Management Division that is comprised of Admissions, Registrar, Student Financial Services, and Orientation.</li> <li>2. Create a Strategic Enrollment Management (SEM) Plan, with assistance from other senior level administration, which will set clear and realistic enrollment goals for the next 5-10 years. This plan should also align enrollment with Facilities, Staffing, Course Planning, and Financial Planning.</li> <li>3. Coordinate enrollment management with other efforts associated with retention, first year experience, and other student support services.</li> </ol>	<p>Done</p>

Financial Aid Task Force Report, September 2014

Recommendations	Status
Consider changing the distribution of BOG Scholar waivers by reducing the average award amount and increasing the number of recipients.	

Emphasize scholarship aspect of the international tuition waivers to enhance the effectiveness of the program.	
Increase the budget for international tuition waivers by up to \$200,000 to be used for waivers of up to 25% of tuition, with a goal of increasing international student enrollment by 50 students over time.	
Increase the Lock Haven Institutional Help program budget by \$75,000 to fund renewable freshmen scholarships to highly qualified prospective students (HS GPA of 3.5 or greater, SAT score of 1,000 or greater), with a goal of increasing the number of incoming students in this group by 50 by fall 2016.	
Consider modifying campus student employment policy and practice to establish hiring preference for students with financial need.	
Consider modifying current practice and timing regarding assignment of students to residence halls to minimize misalignment with respect to ability to pay.	
Allocate meal plan vouchers available under the new food service contract to be awarded as student scholarships.	
Allocate proceeds for athletic game guarantees to athletic scholarships.	

### Exhibit 2 – New Student Recruitment Plan

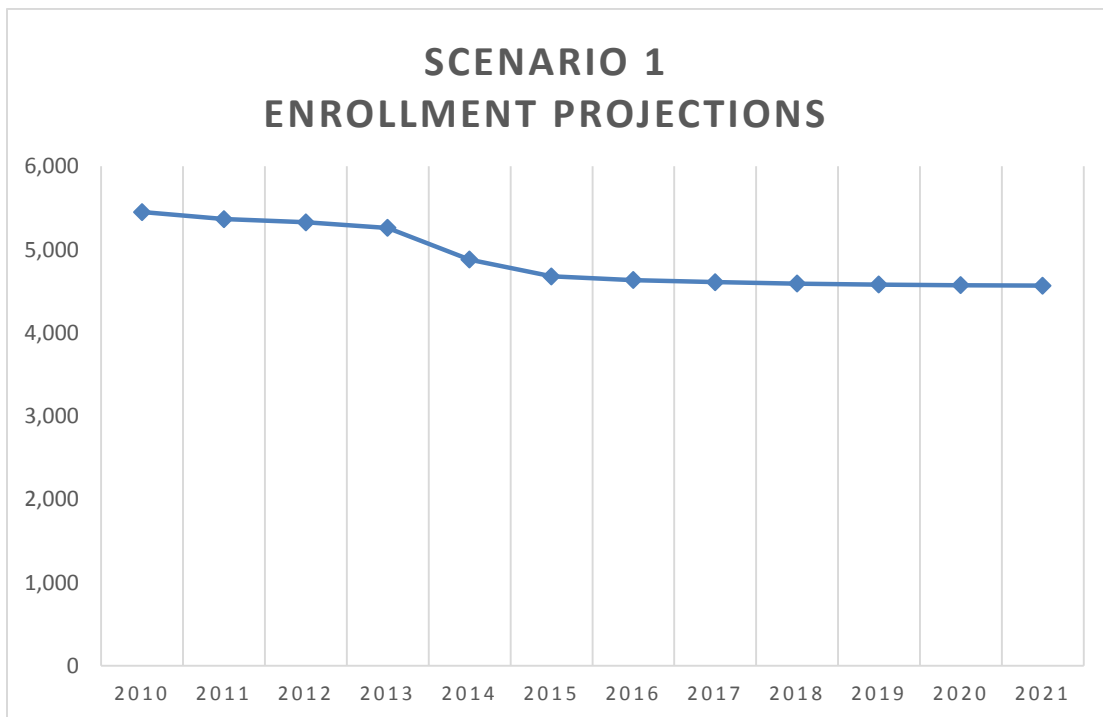


### Exhibit 3 – Enrollment Projection Scenarios

#### Scenario 1

Assumptions:

1. Incoming freshmen class of 1,050 (current target for fall 2015 and sustained through fall 2021; an increase of 12% over fall 2014).
2. Incoming transfer students – 250 (current target for fall 2015 and sustained through fall 2021).
3. New PA program students – 71 (full capacity).
4. Incoming graduate students, other programs – 85 (and sustained through fall 2021).
5. Historical attrition and graduation rates.

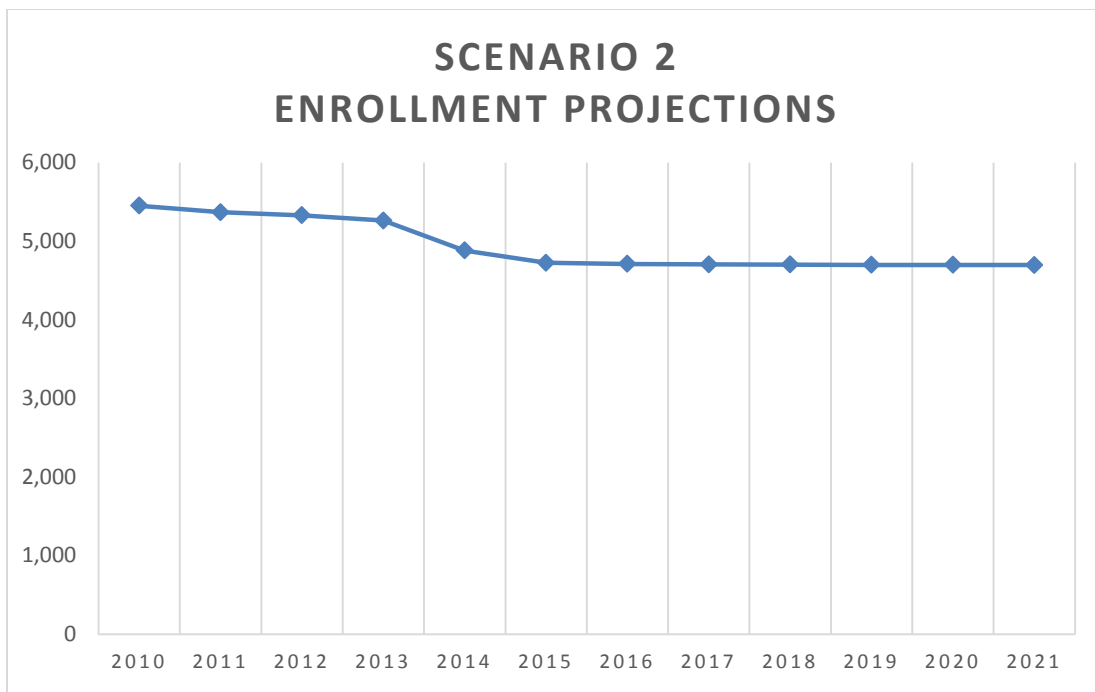


2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
5,451	5,366	5,328	5,260	4,880	4,678	4,634	4,608	4,591	4,580	4,572	4,567

## **Scenario 2**

Assumptions:

1. Incoming freshmen class of 1,100 fall 2016 to fall 2021.
2. Incoming transfer students – 250 (current target for fall 2015 as above).
3. New PA program students – 71 (full capacity).
4. Incoming graduate students, other programs – 85 as above.
5. Historical attrition and graduation rates.

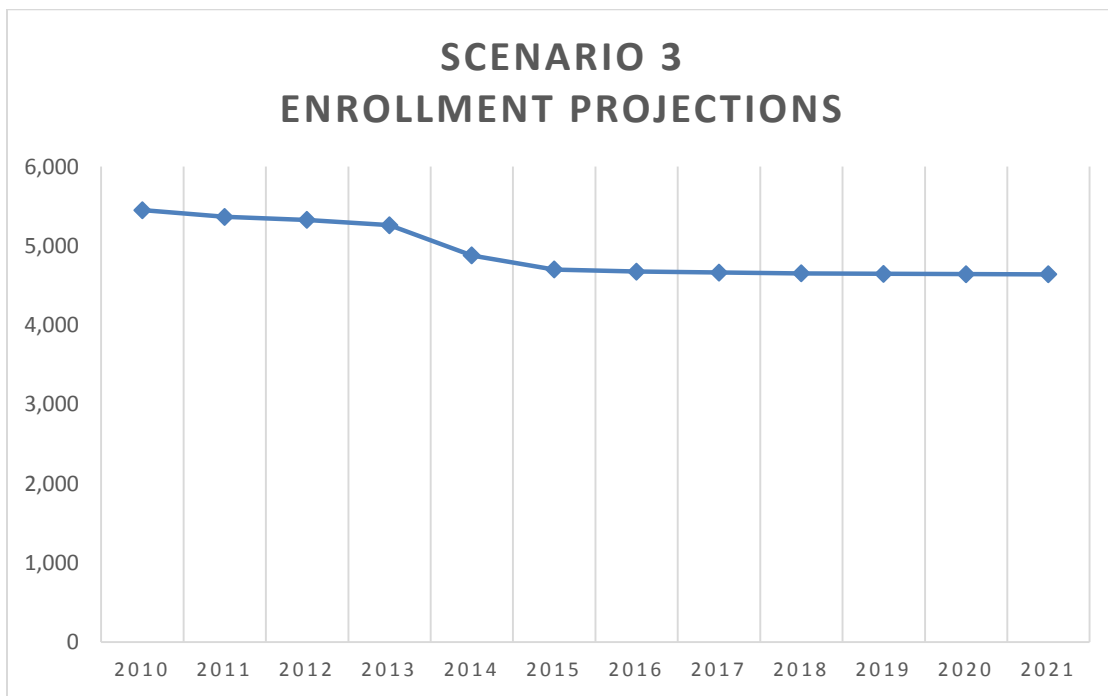


2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
5,451	5,366	5,328	5,260	4,880	4,723	4,709	4,704	4,700	4,698	4,697	4,695

**Scenario 3**

Assumptions:

1. Incoming freshmen class of 1,050 (current target for fall 2015).
2. Incoming transfer students – 250 (current target for fall 2015).
3. New PA program students – 71 (full capacity).
4. Incoming graduate students, other programs – 85.
5. 2% point improvement in second-year persistence rate.
6. Historical graduation rate.



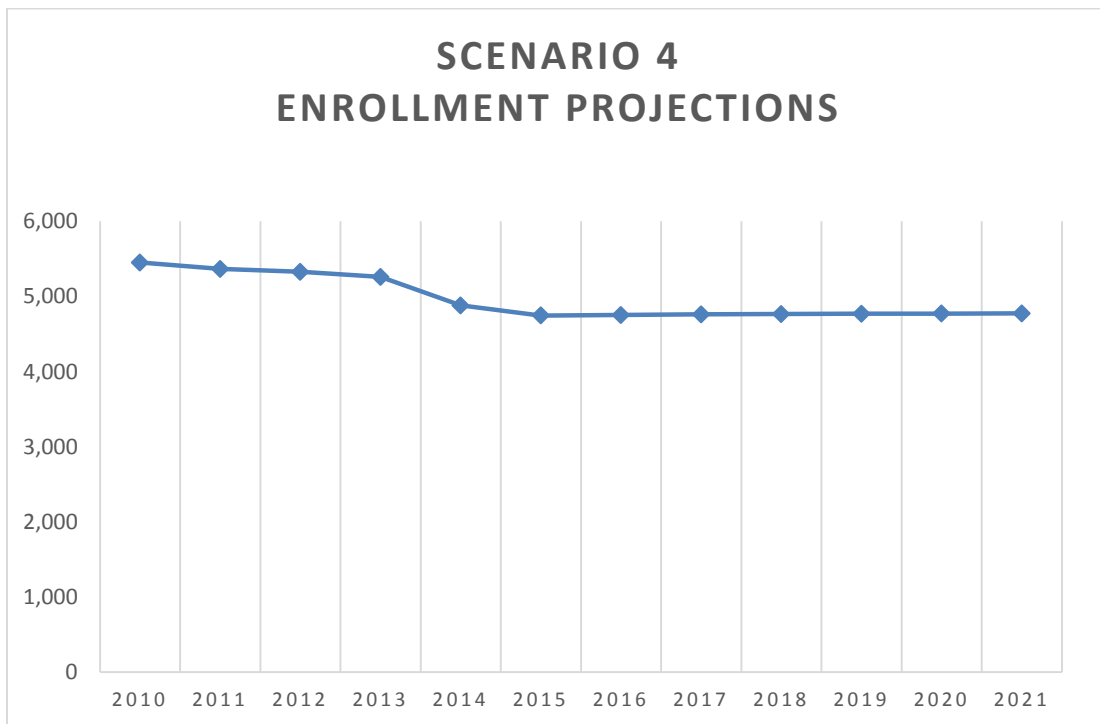
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
5,451	5,366	5,328	5,260	4,880	4,702	4,676	4,663	4,654	4,648	4,644	4,641



**Scenario 4**

Assumptions:

1. Incoming freshmen class of 1,100.
2. Incoming transfer students – 250 (current target for fall 2015).
3. New PA program students – 71 (full capacity).
4. Incoming graduate students, other programs – 85.
5. 2% point improvement in second-year persistence rate.
6. Historical graduation rate.



2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
5,451	5,366	5,328	5,260	4,880	4,747	4,753	4,761	4,766	4,770	4,772	4,774