Strategic Enrollment Management Committee Report

Eastern Washington University

June 2010

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Executive Summary

Charge:

In October 2009, Dr. Arévalo officially charged Tom Hawley and Larry Briggs to co-chair a Strategic Enrollment Management committee “to establish a strategic enrollment plan … consistent with the Board of Trustee goals adopted in 2009.” This is the first in what we anticipate will be an annual series of formal reports on SEM at EWU.

What is Strategic Enrollment Management (SEM)?

Strategic Enrollment Management is a concept and a process designed to align the institution’s mission with the fulfillment of students’ educational goals and to provide a means by which the university’s resources can be effectively utilized in support of those goals. SEM calls on the entire campus community to participate in improving student engagement and learning.

Why SEM?

University resources are often fragmented, redundant, or directly competitive with each other. Consequently, decision-makers end up working at cross purposes or don’t know what others on campus are doing. Strategic Enrollment Management provides a well-established framework for comprehensive and systematic planning and action.

Details of the deliberative planning process of the committee are outlined in section IV of this report. Development of this initial plan, presented as a set of proposals for executive leadership review and decision, was guided by the following principles:

EWU’s Strategic Enrollment Management Plan must:

- Enhance student learning and success
- Provide high quality information, service, and processes aligned to our enrollment goals
- Contribute to the university’s commitment to access, civility, inclusion, and diversity
- Strengthen the fiscal health of the university and effectively use of all our resources
These led to four goal statements for Eastern’s SEM plan:

1. Develop a strategic approach to how the institution achieves its enrollment goals
2. Increase the institution’s retention of students through their academic career at EWU
3. Develop a structure to provide consistent data to support informed enrollment decisions
4. Develop a plan to create and provide access for students to higher education in the eastern Washington region

Specifically, we propose a set of action plans organized around four categories.

**Action Plans:**

**Data:**

- Develop enrollment target scenarios as a basis for discussion and development by the SEM Committee and EWU leadership
- Provide analysis of impacts of enrollment targets on the university’s physical capacity, instructional capacity, and scheduling
- Standardize enrollment data collection, provide data analysis and research, and effectively communicate enrollment data in support of SEM objectives
- Provide tuition revenue projections for each enrollment growth scenario
- Optimize financial aid and scholarships in support of SEM goals

**Recruitment:**

- Align Undergraduate Admissions’ annual recruitment plan with the achievement of SEM enrollment targets for the university in a manner consistent with our mission of access and student success
- Manage graduate student enrollment as part of the university SEM plan
- Improve service delivery, quality, and level of communication to prospective students consistent with achieving enrollment goals
- Recruit, admit, and graduate larger numbers of international students in undergraduate and graduate programs as part of creating a more diversified campus and educational experience
- Annually incorporate diversity goals and specific actions aligned with those goals into enrollment planning
Retention:

- Hire a full-time, senior-level administrator for retention
- Improve education and involvement of campus community regarding SEM
- Develop a campus-wide advising plan
- Create a Military Service Center
- Expand the Eagle Scholars program
- Identify high-failure rate courses; provide limited schedules for at-risk students; place TAs in high-risk courses; provide campus-wide academic support
- Remodel the residence halls

Program Array:

- Offer an array of graduate programs that respond to the needs of the region and the state
- Offer an array of undergraduate programs that respond to the needs of the region and the state
- Provide academic programs that reach more adult students with some college but no degree
- Promote EWU academic programs to more bi- and multi-lingual students
- Develop options in existing academic programs to graduate more majors who have language proficiency in two or more languages

From this set of proposed actions, we seek executive direction on what further steps the SEM committee should pursue and help implement in the coming year. The BOT’s commitment to SEM planning is a significant step forward in the university’s efforts to align our considerable campus-wide resources to provide the best possible education for EWU students.
**Introduction and SEM plan narrative**

Eastern’s nearly 130 year legacy of providing higher education has required that it evolve in response to significant changes in the region and the economy. Currently, we are faced with rising expectations for production of graduates with bachelors and graduate degrees as the state and nation struggle to recover from the deepest recession in generations. At the same time, state spending for higher education has declined precipitously and tuition increases have been required to close the funding gap.

These circumstances make it imperative that we actively shape the future of EWU. Strategic Enrollment Management (SEM) is a proven approach to aligning university mission, planning, and resources to support student learning. SEM provides a method to look systematically at our organization and to engage campus stakeholders in focusing our energies on what is most important to help students achieve their goals when they are at EWU and after they graduate.

By utilizing SEM as a planning tool, a committee selected by the executive leadership of EWU has developed a list of steps designed to attract, retain, and graduate more students than we do now. SEM is not just a commitment to a set of actions, but to an ethic of campus engagement and sustainable institutional improvement.

Much good work is already being done at EWU consistent with the principles and goals of SEM. Starting with this foundation, and in light of a thoughtful consideration of our current environment, the EWU SEM plan is designed to be achievable in the near term and provide the basis for further development. SEM is interrelated and interdependent with university strategic planning, fiscal management, and academic program development, not a substitute for it. Moreover, SEM requires periodic reexamination of the environment for higher education and the demographic, economic, and political conditions in which we operate as a way to reset actions. We are committed to seeing SEM be an integrated component of Eastern’s mission-critical planning processes and actions.

The committee conducted an environmental scan before developing our proposed action set. In brief, this analysis indicated the following about EWU:

**Strengths:**

- Reputation for access and affordability
- Location of programs in Spokane
• Distinctive academic program mix; recognized allied health programs including an array of graduate programs in the medical sciences; only comprehensive four year university with an engineering program, and a widely known Social Work program

Challenges:

• Large commitments to students in the community (Spokane), students who are campus-based (Cheney), and students in other programs elsewhere in the state. These commitments place stress on students, faculty, and staff to ensure high quality in all locations
• Resources to support first generation, high need, and academically at-risk students are considerable but fragmented
• Declining retention rates and flat 6 year graduation rates
• Lack of student preparation for success in higher education

Opportunities:

• High numbers of adults in the Spokane area and state-wide with some higher education who have not attained a degree
• Demand for on-line degrees and certificate programs
• Possibilities to develop 2 + 2 programs and strengthen partnerships with community colleges on the east and west side of the state

Threats:

• Weak economic environment and associated budgetary challenges
• Gap between increasing enrollment and state funding
• Cost/affordability gap, especially for middle class students, leading to a growing debt load for higher education

As a result of our critical consideration of the university mission, the strategic plan, our environmental analysis, review of other universities’ SEM plans, and discussions with members of the EWU community, we established four areas for action plans.

**Proposed Action Plans**

Work groups focused around four themes related to our stated goals for SEM.

- Data
- Recruitment
- Retention
- Program Array
Summary recommendations with a stated objective, strategy, timeline, cost, responsible party, and outcome are presented in a separate section in a table (see section that follows). These are not exhaustive of the ideas we discussed and are organized as to whether we believe the action should be taken immediately (within the next year), in an intermediate time frame (1-2 years), or longer period (2 or more years.) This approach of staged implementation reflects our expectation that the particular sequence and timing of any action steps will be adjusted as leadership determines, funding allows, and priorities shift in response to internal and external imperatives. Assessment may indicate that what we thought would work well is not the best allocation of resources and needs to be revised.

As we composed narrative to flesh out these recommendations, it became apparent that to do so fully for each item in the table would make this report lengthy and perhaps burdensome for our readers. Moreover, items may be eliminated, revised, or combined to result in a different set of priorities. Thus we offer descriptions for a select number of items as a way to illustrate them and to open discussion about the rationale, expected benefits, feasibility, and impact of these propositions.

A fundamental assumption, however, is that the university will continue a trajectory of enrollment growth. The reasons for growth can be summarized as follows:

- Existing and planned university physical capacity is sufficient (Patterson remodel, pending discussion of housing master plan)
- Increased demand for graduates from bachelor and graduate degree programs (System Design, HECB Master Plan)
- Particular strength in EWU’s program array and faculty expertise in high demand areas (Growth in health science enrollment, regional interest in a medical school)
- Slow economic recovery that tends to sustain enrollment in higher education and the continuation of undergraduate degree holders into graduate school (WICHE and EWU demographic studies)
- Bubble of two year college attendance statewide and locally that is a significant percentage of our incoming transfer population (SBCTC enrollment reports)
- Relative affordability and high value of EWU’s educational programs (SWOT for SEM)
- Existing outreach and recruitment initiatives—these create relationships and expectations that we should not step away from (for example, commitments to Hispanic Academic Achievement Program, Math Engineering Science Achievement, GEAR-UP, Eastern Advantage, among many others)
- Large populations of adults with some college but no degree along with returning veterans in the region and state-wide that will grow and need additional higher education (System design; various studies on returning veterans)
As a result, we have included a 2% growth target for EWU overall for the next few years and compared that with more aggressive increases. (See chart, Section V. of report)

However, if the decision is for zero enrollment growth, growth at less than 2%, or growth higher than 2%, then the SEM priorities shift. Absent direction on the macro targets for EWU, the SEM committee is limited in the ability to articulate action steps to achieve enrollment goals. We seek clarity on the enrollment goals to ensure that we develop actions aligned with the targets. Whether we increase enrollment or not, we will always seek improvements in retention and graduation, recognizing that improvements in these areas will affect enrollment even if we do not recruit more students to EWU.

See Action Plan Table (8 pages) Section III Attached below

Brief description of selected items in action plan table

Data

An oft-repeated theme in the environmental analysis we conducted, our reading of various studies on SEM, as well as our outreach to campus, was the importance of good data to inform actions.

EWU has many types of student, enrollment, and financial indices, but it is also clear that the number and complexity of these indicators require on-going, collaborative interpretation of what the data mean. Effective presentation of these data is critical for decision makers, policy formulation, faculty, and front-line staff. One of the expressed values of the SEM committee is using data to shape decisions. Therefore, a key recommendations is to have a sustained enrollment-focused data group, led by the director of the Office of Institutional Research Demography and Assessment and with leaders from Business and Finance, Enrollment Services, and Academic Affairs systematically involved in reviewing and disseminating enrollment indicators. This group will increase our expertise as consumers and producers of data, whether from university or external sources, to inform all aspects of SEM.

Recruitment

We propose, as part of our commitment to being a university of access, various steps to attract students who will be successful at Eastern.
This can be done first by targeting more high achieving students using financial incentives and outreach, starting with EWU Running Start students who have already demonstrated that they are well prepared academically to be successful. In addition, while financial aid awards for Honors students were increased this past year to make our Honors program more attractive to high achieving students, conversations are underway to increase the number of four year tuition awards. These measures will better align financial aid resources with SEM goals.

Retention begins with a recruitment process that matches students to the institution, conveys a compelling and consistent message about the university, and focuses on student characteristics that indicate success at the college level. Therefore, we will continue to use the Insight Resume for undergraduate admission, as it extends our gauge of college readiness beyond traditional indicators of high school GPA and standardized test scores. The Insight Resume provides qualitative measures of factors that indicate preparation for the challenges of higher education, including perseverance, leadership, self-awareness, and personal drive.

In addition, we will continue to refine practices that support effective recruitment to the target goals. These include but are not limited to continuation of territory managers for recruitment and outreach and use of current demographic and economic data to set territory manager targets.

**Retention lead**

A significant portion of our SEM plan is to strengthen retention efforts at EWU. The top recommendation from this working group is the identification of a senior administrator for retention at EWU.

Responsibilities for this position would include implementing the retention related efforts outlined in the table, including a revised advising plan, and more systematic organization of retention practices a EWU. Tools such as an Eduventures inventory will help organize the various functional areas currently in existence and identify gaps.

Identifying an administrative head for retention does not necessarily require organizational realignment or change of reporting lines. What the work group strongly advocates is making a commitment to a truly university wide, coordinated, systematic, and measurable set of actions to increase student success. It is the preference of the SEM committee to create a new position focused on retention, perhaps using resources from a Title III grant, although the current fiscal and political realities may not allow for creating a new position immediately.

Retention is a shared responsibility that no single area can own, in part because retaining students has at least three main dimensions: academic, social, and financial. Student failure to navigate any one of these three realms can result in student departure. All three are
interrelated aspects of student engagement and satisfaction. While no single office can deliver retention services, committing to a position responsible for leading strategic retention programming is needed immediately in the view of the SEM committee and is a best practice for raising retention rates.

Another recommendation is to incorporate into the new faculty orientation program guidance on advising, how to work effectively with first generation students, how to become more culturally competent, and how to employ university resources to assist students both inside and outside the classroom. As we heard clearly in the campus forums and read in the retention literature, strategic investment in faculty development and retention is consistent with improving student retention.

**Program Array**

We have highlighted development of a bachelor of applied science (BAS) at Eastern as one way to meet the needs of adult students. The BAS builds on a technical or professional degree program typically provided by a community college and adds general education, critical inquiry, and the analytical breadth that are the hallmarks of the baccalaureate degree. This is one of several ways that EWU can add depth and dimension to existing relationships with the local community colleges and with Bellevue College in particular for student degree pathways to advance their careers and compete in the job market.

The intersection of academic program planning with SEM begins with regular, direct conversations with divisional leaders, starting with Academic Affairs and Student Affairs. Workforce data will also help us look to future program development just as program review will help us understand not just in quantitative ways, but also qualitatively, what we are best positioned to build on. We have the expertise and opportunity to reshape our curriculum and advising to prepare more bi-lingual graduates for the work place and this emerged as a very viable aspect of our academic program array.

**Conclusion**

The diverse and broadly representative committee that collaborated to develop this set of proposals and the active campus involvement in shaping this plan is indicative of the collective investment in taking strategic steps to achieve university and student goals. It is a first step in what we expect will be a continuing effort to make strategic enrollment management a vital component of institutional improvement and increasing student success.
Section III: SEM ACTION PROPOSALS

Data

Objective: Develop enrollment target scenarios as a basis for discussion and development by the SEM committee and EWU leadership.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Timeline</th>
<th>Budget</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>For each target scenario determine Resident/Non-resident mix, Undergraduate /Graduate mix, transfer, freshman, former student recruitment assumptions, retention assumptions.</td>
<td>Immediate, completed by June 30 for following academic year</td>
<td>no extra costs</td>
<td>SEM data sub-group; executive leadership</td>
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Outcome: Annual enrollment target scenarios will be established and used by SEM committee as a basis for building action plans.

Objective: Provide analysis of impacts of enrollment targets on physical capacity, instructional capacity and scheduling

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<tr>
<td>Review capacity of physical plant, instructional capacity and scheduling patterns to accommodate enrollment targets.</td>
<td>Ongoing following determination by executive leadership of enrollment target</td>
<td>Existing resources</td>
<td>SEM data sub-group; Enrollment Services</td>
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</table>

Outcome: Data driven decision making for use of university instructional capacity

Objective: Standardize collection and effectively communicate enrollment data in support of SEM objectives

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<tr>
<td>Review process for populating reports used for enrollment, including Common Data Set; CSRDE, IPEDS; establish and communicate standards for publishing these data; provide research</td>
<td>June 2011, ongoing</td>
<td>No extra costs</td>
<td>OIRDA (Colin Ormsby); SEM data group</td>
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</table>
**Outcome:** Reliable, consistent data provided to drive enrollment decision making

Data continued

| Objective: Provide tuition revenue projections for each enrollment growth scenario. |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Business & Finance will prepare alternative tuition projections (revenue expectations, too) based on enrollment scenarios. | For June BOT annually | no extra costs | Business & Finance (Toni Habegger) |

**Outcome:** Tuition revenue increases for each enrollment growth scenario will be projected by established date to inform decision making.

| Objective: Optimize financial aid and scholarships in support of SEM goals |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Analyze institutional financial aid awarding practices and align awarding with goals of SEM. | Immediate, on-going development | no extra costs | SEM data sub-group; Enrollment Services; Academic Affairs |

**Outcome:** Assigned working group reviews financial aid awarding practices, makes annual adjustments in programs and implements actions to achieve enrollment goals.

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**Recruitment**

| Objective: Align the Undergraduate Admissions annual recruitment plan with achievement of the SEM enrollment targets for the university consistent with our mission of access and student success |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| For example, Undergraduate Admissions will provide territory managers with targets for freshman and transfer prospects, applicants and events to reach enrollment goals and assign targets to staff | Immediate, on-going | Existing resources | Undergraduate Admissions (Shannon Carr, Craig Fischer, Seth Miller, drawing on information from Business and Finance - Mark Wagner) |

**Outcome:** Overall new freshman and transfer enrollment targets achieved for annual enrollment goals; these targets will include target for diversity of incoming class using established IPEDS ethnicity categories
Recruitment continued

| Objective: Enroll more freshman who are well prepared to succeed at EWU |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Develop a recruitment plan for the matriculation of EWU Running Start students to the freshmen level. Incorporate the projected outcomes of the recruitment plan into the growth scenarios. | Immediate (fall 2010 initial launch); ongoing | no extra operational costs; Any financial aid incentives developed and set will be within existing waiver authority | Enrollment Services (Larry Briggs, Shannon Carr, Bruce DeFrates) and Undergraduate Studies (Mark Baldwin) |

Outcome: Target increase achieved and academic profile of Running Start students will match or exceed overall freshman profile.

| Objective: Manage graduate student enrollment as part of university SEM plan |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Engage in formal planning for setting enrollment goals, capacity, tuition and financial incentives to shape graduate enrollment | 1-2 years | TBA; any revision of waiver allocations within existing authority | Enrollment Services, Graduate Studies (Larry Briggs, Ron Dalla, Brian Donahue); Academic Deans and grad program directors |

Outcome: Graduate enrollment planning integrated into university action plans and revenue projections

| Objective: Improve service delivery, quality and level of communication to prospective students consistent with achieving enrollment goals |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Customer Resource Management, including hosted online application implemented | 1-2 years | TBA | Enrollment Services (Larry Briggs, Shannon Carr), Information Technology (Gary Pratt or designee) |

Outcome: Segmented (targeted) communication to prospective students increases from levels prior to implementation; data collected to track recruitment activities and yield will be used to shape next recruitment cycle.
Recruitment continued

**Objective:** Recruit, admit and graduate larger numbers of international students in undergraduate and graduate programs as part of creating a more diversified campus and educational experience

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<tbody>
<tr>
<td>Enhance 1+2+1 program/partners; establish host family program for international students</td>
<td>2+ years</td>
<td>TBA, based on target set</td>
<td>Academic Affairs (Deans); DIEO (Cathy Dixon or designee)</td>
</tr>
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</table>

**Outcome:** Increase international enrollment by x% of students above fall 2010 level

**Objective:** Develop partnerships with international universities in key regions (such as China, Europe, and Latin America) to promote student and faculty exchange as part of creating a more diversified campus and educational experience

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<tr>
<td>Connect with EU countries for graduate recruitment (Bologna Agreement underwrites study abroad for one year)</td>
<td>1-2 years</td>
<td>TBA</td>
<td>Executive leadership; Academic Affairs (Deans); DIEO (Cathy Dixon)</td>
</tr>
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</table>

**Outcome:** Increase international exchange by 10% relative to baseline of 2010 and bring at least two EU students to EWU by fall 2011

**Objective:** Annually incorporate diversity goals and specific actions aligned with those goals into enrollment planning in consultation with advisory committee designated by President

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<tbody>
<tr>
<td>Establish targets and execute recruitment strategies; Diversity outreach, recruitment and retention plans developed and reported comprehensively for campus</td>
<td>Development of inventory of planned efforts for 2010-2011 begun immediately, ongoing annually</td>
<td>existing resources</td>
<td>Enrollment Services (Larry Briggs, Terrie Ashby-Scott, Shannon Carr); Academic Affairs (college deans)</td>
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**Outcome:** Comprehensive plan outlined annually and provided to senior leadership
## Retention

**Objective:** Coordinate university retention efforts under a full-time, senior-level administrator for retention

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<tbody>
<tr>
<td>Conduct a nation-wide search for an experienced retention administrator</td>
<td>Immediate</td>
<td>$100,000+</td>
<td>Under VP as designated by President</td>
</tr>
</tbody>
</table>

Outcome: Develop a retention plan for the institution. Audit, discuss, prioritize, plan, implement, and measure retention by working closely with faculty and colleges.

## Objective: Improve education and involvement of campus community regarding SEM

**Objectives:**

- Improve education and involvement of campus community regarding SEM

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<tr>
<td>Required seminar to educate new faculty on the needs of EWU students; educate all faculty, advisors, and staff about the needs of first-generation students, cultural competency, especially faculty teaching freshman-level and developmental courses; teaching excellence incentives provided</td>
<td>Intermediate (1-2 yrs)</td>
<td>TBA</td>
<td>Retention Lead, faculty development officer or office; SEM Committee</td>
</tr>
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</table>

Outcome: Seminars delivered and participants report increase awareness of what SEM is and does; faculty report having teaching and learning strategies to address needs of EWU students.

## Objective: Develop a campus-wide advising plan

**Objectives:**

- Develop a campus-wide advising plan

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<tbody>
<tr>
<td>Assessment of the current advising structure and its impact upon students. Action steps to follow.</td>
<td>Intermediate (1-3 yrs)</td>
<td>Minimal cost to develop inventory; action plan costs TBA</td>
<td>Enrollment Services (Larry Briggs); OIRDA to develop assessment and inventory; retention lead to help implement revised advising plan</td>
</tr>
</tbody>
</table>
Outcome: A campus-wide advising plan is published and updated annually

Retention continued

| Objective: Create a Military Service Center to better serve growing veteran population at EWU |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Hire three staff members to provide advising, financial aid, psychological, and other support; identify and equip a dedicated space on campus for the Center | Intermediate (1-3 yrs.) | $130,000+ | VP for Student Affairs, administrative staffing in the Center, Military Service Advisory Committee faculty and staff |

Outcome: A Military Service Center established and staffed on EWU’s campus, usage levels documented and reported

| Objective: Expand first year experience course offerings by developing the Eagle Scholars program |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Revisit/revise the Eagle Scholars curriculum developed in 2008; identify faculty and staff to participate in the program; provide development to those faculty and staff; prepare to offer Eagle Scholars sections in the fall of 2011 | Intermediate (1-3 yrs.) | $95,000 | Enrollment Services (Terrie Ashby-Scott); Academic Affairs, Student Affairs, faculty, staff |

Outcome: Eagle Scholars program eventually becomes a required course for all entering freshmen

| Objective: Increase pass rates for students in identified high-failure rate courses |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Identify high-failure, high repeat courses; conduct transcript analysis of incoming students to pre-screen those deemed to be high risk for academic failure; hire and train undergraduate and graduate TAs for these courses | Immediate | $20,000 for initial phase | OIRDA (for data on targeted courses); retention lead in collaborations with Academic Affairs (to prepare TAs and track pass rates in targeted classes) |
Outcome: Increased pass-rates in high-fail courses using a baseline of 2009; higher retention of students; increased use of TAs in high-fail courses

Retention continued

| Objective: Improve living and learning environment in residence halls |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Modernize existing residence halls; design and build new halls as necessary | Long term (3+ years) | Capital funds | Executive administration; BOT; Business and Finance |

Outcome: Increased student satisfaction with residence hall appearance and environment; technologically improved residence halls from existing condition

Program Array

| Objective: Offer an array of graduate programs that respond to the needs of the region and the state. |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Incorporate student and economic market needs into existing program review processes; Ensure that new program approvals are based on regional needs | Starting 2010-2011 for existing programs; on-going for new program approval process | Existing resources | Vice Provost for Academic Affairs or Provost designee (Ron Dalla); Program Audit Committee; college deans and departments |

Outcome: Graduate program array purpose and goals documented; new programs meet all internal and HECB requirements for match to regional economic needs

| Objective: Offer an array of undergraduate programs that respond to the needs of the region and the state. |
|---|---|---|---|
| Strategies | Timeline | Budget | Assignment |
| Incorporate student and economic market needs into existing program review processes; Ensure that new program approvals are based on regional needs | Starting 2010-2011 for existing programs; on-going for new program approval process | Existing resources | Vice Provost for Academic Affairs or Provost designee (Ron Dalla); Program Audit Committee; college deans and departments |

Outcome: Undergraduate program array purpose and goals documented; new programs meet all
Program array continued

| Objective: Provide academic programs that reach more adult students with some college and no degree. |
| Strategies: Develop and implement a Bachelor of Applied Science degree in selected areas linked to regional workforce needs; continue development of Riverpoint academic plan, partnerships and 2+2 w/ Spokane CCs; Bellevue. |
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Outcome: BAS program in place and enrolling new students fall 2011, specific enrollment targets set in proposal process (TBA)

| Objective: Promote EWU academic programs to bi and multi-lingual students |
| Strategies: Develop recruitment brochure and incorporate into outreach for bi-lingual students (especially Spanish and Russian speakers). |
| Timeline: 2010-2011 for development; target 2011-2012 for implementation. |
| Budget: Existing resources; program implementation costs included in program proposal. |
| Assignment: Undergraduate Admissions (Shannon Carr); associate deans or college dean designee. |

Outcome: Brochure published for 2011 recruitment cycle; students enrolling in these options identified and tracked starting fall 2011 to establish a baseline for growth targets in 2012.

| Objective: Prepare more students for positions that need people with proficiency in two or more languages |
| Strategies: Develop advising plans to include language proficiency instruction in existing majors; promote bi-lingual student enrollment in existing high demand majors. |
| Timeline: 2010-2011 for development; target 2011-2012 for implementation. |
| Budget: Existing resources; program implementation costs included in program proposal. |
| Assignment: College deans or dean’s designee; University retention lead (as part of university advising plan). |

Outcome: Advising plans produced; tracking of bi-lingual graduates established and targets set for.
future growth, measured in part by increases in number of language minors and dual majors with language

Section IV: EWU SEM planning process, 2009-2010

Charge to the Strategic Enrollment Management (SEM) Committee:

In October 2009, Dr. Arévalo officially charged Tom Hawley and Larry Briggs to co-chair a Strategic Enrollment Management committee. Specifically, he asked them to:

Commence a planning process immediately to establish a strategic enrollment plan for EWU. The committee will be expected to assess a wide range of current data regarding our mission and enrollment, including retention, for developing a comprehensive action plan for the university consistent with the Board of Trustee goals adopted in 2009. The planning process must include periodic updates, methods for campus input, and a formal report to the President’s Executive Committee on the progress of the committee’s work no later than the end of the 2009 calendar year. The committee must establish timelines for implementation as part of its recommendations to the President.

To support this charge, the President committed to providing executive administrative support for:

- Timely response to data requests
- Release time for attendance at forums when appropriate
- Opportunities to present updates and receive input from college/dean/chair/expanded meetings
- Ongoing input from senior administration through President’s Executive Committee, Cabinet or other meetings
- Meeting monthly or in some regular interval with the President

Shortly thereafter, Drs. Hawley and Briggs asked for nominations of committee members, with each of the direct reports to the President identifying a representative. The Vice Presidents for Academic Affairs, Student Affairs, Business and Finance, Athletics, Chief Information Officer, and Advancement each nominated a representative, and the CIO chose to be on the committee. In addition, the President identified leaders from other groups on campus, including the President of the Classified Union, the student representative from the Board of Trustees, and a representative from the Diversity programs. Staff to the committee included several members of a group that had been meeting consistently for over three years, an Enrollment Management Team, also co-chaired by Drs. Hawley and Briggs, consisting of cross-divisional representatives. In addition, a representative from the local community college was asked to serve on the committee to add an outside perspective.
SEM Committee Membership:

- Dr. Terrie Ashby-Scott, Director, Office of Transitions and Inclusion
- Dr. Larry Briggs, Associate Vice President, Enrollment Services
- Aaron Brown, Director, Academic Support Center
- Shannon Carr, Director, Undergraduate Admissions
- Dr. Jackie Coomes, Assistant Professor, Mathematics
- Dr. Vance Cooney, Associate Professor, Management Information Systems
- Dr. Ron Dalla, Vice Provost for Graduate Education, Research, Assessment, Academic Planning and Evaluation and Faculty Athletic Representative
- Bruce DeFrates, Director, Financial Aid and Scholarships
- Bamby Fields, Interim Director, Institutional Research, Demography, and Assessment
  - Ms. Fields was replaced on the committee by Dr. Colin Ormsby, when he was hired as Director of OIRDA in May, 2010
- Whitney Fix, Student member of Board of Trustees and representative for the Associated Students of EWU
- Dr. Rex Fuller, Dean of the College of Business and Public Administration
- Toni Habegger, Chief Financial Officer
- Dr. Tom Hawley, Associate Professor of Government
- Karen Marsh, Administrative Assistant to the AVP for Enrollment Services
- Dr. James Minkler, District Academic Services Officer, Community College of Spokane,
- Erin Morgan, Registrar and Director, Records and Registration
- Jim Pendleton, President of Washington Federation of State Employees, Local 28
- Lisa Poplawski, Director, Alumni Advancement
- Dr. Gary Pratt, Chief Information Officer
- Dr. Al Thompson, Dean of Students and Associate Vice President for Student Life

Planning Process

The composition of the committee was based on recommendations from A Practical Guide to Strategic Enrollment Management Planning, published in November 2007 by the Educational Policy Institute (EPI), a widely recognized resource for SEM. EPI has partnered with the American Association of College Registrars and Admissions Officers (AACRAO) to provide the latest tools, best practices, and highly regarded consultation services for strategic enrollment management. These organizations are recognized nationally and internationally for their expertise in this area.

The EPI’s Practical Guide served as a template for the planning process. The EWU SEM committee followed a six step planning process.

Phase I involved “The plan to plan”—securing institutional buy-in for SEM. This included securing the president’s charge, naming the committee and developing a work plan, all of which was submitted to the president for his review and approval. All committee members
were oriented to the core materials for SEM, including a summary of the literature on SEM, definitions of the term and the context for our charge and work. We also developed a timeline for the initial phase of planning, which included a status update for the President in December 2009.

Phase II consisted of a review of the institutional framework. This included Eastern Washington University’s formal legal requirements as well as political, financial, and informal expectations as a provider of higher education in the region, and finally, philosophical underpinnings. To conduct this work the committee reviewed all of the foundational documents for EWU’s mission statement, strategic planning documents since 2002, and various legal and published sources for our authority to provide higher education. We held a series of meetings, including a half-day retreat to reach consensus on the viability of the existing mission statement, its meaning, and whether it was, along with our current strategic planning statements, a basis for developing a SEM plan. A fundamental premise of SEM is that it flows from the university’s mission. The statement the committee agreed upon was incorporated into a presentation to the President's Executive Committee.

In Phase III of the planning process we produced a SWOT analysis of the university. We reviewed a wide range of documents, studies, internal reports, as well as prior SWOT analyses to develop an updated SWOT for enrollment planning. A summary of the SWOT is included in the body of the report. Together with the work completed in Phase II, we then developed a vision statement for SEM (Phase IV of our planning process). After multiple drafts and another extended meeting, we agreed on statements of vision, guiding principles and goals. These were formally presented to the President’s Executive Committee (PEC) for review in late in March 2010 and the approved language is below.

The PEC endorsed these statements as well as a plan to engage the wider campus community in our discussions of SEM. The committee had a series of focused conversations with campus about SEM over the next month as part of Phase V, Building Institutional Consensus. These conversations were held primarily with existing groups on campus as an intentional strategy to engage committees and faculty organizations in a framework where they already had a sense of how their work influenced and was influenced by enrollment. Our goals included an opportunity to educate community members about SEM, engage critics, and add to the depth and quality of ideas for an initial SEM action plan. At least one member of the SEM committee, and typically one of the co-chairs, reviewed the committee’s charge, definition of SEM, and framed the request for input. Notes were compiled from each of these meetings and used to inform development of Phase VI, Operational Planning.

SEM committee meetings with campus groups included:

Strategic Plan co-chairs, 4.2.2010
In April, the SEM committee organized around four themes to develop a set of action plans. These themes (Recruitment, Retention, Data, and Program Array), emerged from our preparatory work and framed our conversations in the open forum. This input was also collected and shared with the entire committee.

Throughout the planning process the BOT received updates of the SEM Committee’s work, including a brief presentation at the BOT planning retreat in May. SEM is a continuing component of the BOT goals for the 2010-2011 year.

Board and executive leadership guidance will shape the SEM plan. Since this is an initial plan, we anticipate a three to five year process for fully developing and implementing SEM at EWU such that SEM becomes an vital element of strategic and university wide planning at Eastern.
Presentation to President’s Executive Committee of SEM mission, visions and goals

March 2010:

In the preamble to our University mission statement, we say:

Eastern Washington University is a student-centered, regionally based, four-year comprehensive state university offering baccalaureate and graduate degrees as well as an applied doctorate. Our campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in the state. Eastern’s commitment is to student opportunity and success and to providing the highest quality academic experience.

University Mission Statement

The mission of Eastern Washington University is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. Eastern Washington University will achieve its mission by providing:

• an excellent student-centered learning environment;
• professionally accomplished faculty who are strongly committed to student learning;
• high quality, integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the university's students and the region; and
• exceptional student support services, resources, and facilities.

University Strategic Planning Goals

Eastern's commitment is to student opportunity and success and to providing the highest quality academic experience. To realize that mission, the university developed the following strategic planning goals:

Goal I: A rigorous and engaged student learning experience
Goal II: An academic community culture that supports and engages faculty and staff throughout their careers.

Goal III: An institution-wide commitment to community engagement that benefits the university, the region, and the world.

Goal IV: Grow resources and capacity to enhance Eastern’s academic quality

Goal V: Allocate resources, capacity and people

The core principle of our enrollment management planning effort is that well-qualified undergraduate and graduate students shall have access to an excellent education.

The Strategic Enrollment Management Plan flows from the university mission and is designed to help fulfill the university’s strategic plan. The university’s strategic goals can be achieved, in large measure, through a well designed, effectively communicated, and collaboratively implemented enrollment plan. Toward this end, the Strategic Enrollment Management Plan will help strengthen our programmatic array, commitment to student development, engagement with the surrounding communities, and stewardship of all our resources. Enrollment planning will build upon the contributions of all sectors of the university, respond to the external environment, and focus on achievement of Eastern’s mission and values.

The Strategic Plan recognized the important link between university mission and the need to create an enrollment management plan that would ensure sustainable enrollment for the foreseeable future. The SEM committee developed a vision statement, guiding principles, and goals within the framework of the strategic plan.

**Vision for Strategic Enrollment Management**

The EWU SEM plan will lead the institution to sustainable achievement of its enrollment goals from recruitment to retention and graduation through a thoughtful, intentional and strategic process.

*Guiding Principles for Strategic Enrollment Management Planning*

To achieve this Vision, the Strategic Enrollment Management Plan must:

- Enhance student learning and success
- Provide high quality information, service and processes aligned to our enrollment goals
• Contribute to the university’s commitment to access, civility, inclusion and diversity
• Strengthen the fiscal health of the university and effective use of all our resources

Strategic Enrollment Management Plan Goals

The Goals of the Strategic Enrollment Management Plan are:

• Develop a strategic approach to how the institution achieves its enrollment goals
• Increase the institution’s retention of students through their academic career at EWU
• Develop a structure to provide consistent data to support informed enrollment decisions
• Develop a plan to create and provide access for students to higher education in the eastern Washington region