

HUMBOLDT STATE UNIVERSITY



Strategic Enrollment Management Plan

2018-2023



The Strategic Enrollment Management Plan

The Strategic Enrollment Management (SEM) plan sets outcomes and objectives that will create sustainable and appropriate enrollment for HSU over the next five years while also supporting our efforts to reach our Graduation Initiative 2025 goals. Appropriate and sustainable enrollment levels are critical to the success of HSU students and to the financial stability of the university as a whole. This plan sets measurable targets for recruiting and retaining full-time California-resident students while maintaining current efforts to recruit and welcome out-of-state and out-of-country students to HSU's diverse community. It will allow HSU to measure our success in creating a stronger sense of belonging, measure our efforts to address student basic needs, and enhance the effectiveness of student advising. The plan is the result of a spring 2018 collaborative effort that included HSU staff, faculty, students, and administrators. The campus community provided feedback via meetings, dialogues, open forums, and online comments. Outcomes and strategies were refined in response to calls to ensure that racial equity, inclusion, and diversity were addressed throughout the plan. This is a living document, and progress toward these outcomes will be continually assessed and discussed to guide our collective effort to support student success.

HSU has experienced one of the most radical shifts in student demographics in the CSU, and our SEM plan embraces this change. The Office of Institutional Effectiveness' Fall 2017 environmental scan details increases at HSU in first-generation students and Pell-eligible students since 2010: Enrollment of new first-generation students rose from 46 percent to 57 percent for first-time undergraduates and from 45 percent to 54 percent for transfer students. Meanwhile, enrollment of first-time undergraduates who are eligible for Pell Grants rose from 46 percent to 54 percent, while the percentage of Pell-eligible new transfer students grew from 49 percent to 61 percent. There has also been a marked increase during this time in the percentage of new undergraduates (first-time and transfer) who are members of traditionally underrepresented populations and are either first-generation or Pell eligible. Specifically, the percentage of first-time undergraduates who are both first-generation and underrepresented increased from 26 percent to 40 percent, and the percentage of first-time undergraduates who are both Pell eligible and underrepresented increased from 26 percent to 38 percent.

HSU's student body reflects and will continue to reflect both the population of the state and the CSU mission of access. HSU has a moral imperative to foster the holistic success of our students through both recruitment and retention practices. We strive to achieve this by offering students a welcoming environment in which to live, learn, and pursue academic excellence. We have an obligation to acknowledge the lived experiences of our students and construct aligned social and academic support they require in order to attain their academic goals. Retention is relationships, and establishing opportunities for students, staff, faculty, and administrators to create meaningful connections on both personal and academic levels. Meeting sustainable enrollment numbers, closing the opportunity gaps, creating spaces in which students can thrive, and laying the foundation for satisfying lives after graduation are outcomes we can expect from this plan.

August 10, 2018

Outcome Measures

- Increase number of new first-time undergraduate students from 1,210 (Fall 2017) to 1,321 for Fall 2021 with an emphasis on enrolling students who reflect the diversity of the State of California.
- Increase the number of new transfer students from 953 (Fall 2017) to 1,156 by Fall 2021, with an emphasis on enrolling students who reflect the diversity of the State of California.
- Increase upper-division transfer students from 905 (Fall 2017) to 963.
- Increase lower-division transfer students from 48 (Fall 2017) to 193.
- Increase and maintain enrolled/applicant rate for first-time undergraduates from 10.6% (17/18 AY) to 11.1% for Fall 2021. Re-evaluate this rate annually for strategic capacity adjustments.
- Increase enrolled/admitted rate for first-time undergraduates from 13% (17/18 AY) to 14.1% for Fall 2021.
- Increase local enrollment/app rate for first-time undergraduates from 29% (2017/18) to 35% for Fall 2021.
- Increased local enrolled/admitted rate for first-time undergraduates from 32% (17/18) to 39% for Fall 2021.
- Increase the first-time full-time undergraduate one-year retention rate from 68% (Fall 2016 cohort) to 80% (Fall 2024 cohort).
- Increase one-year retention of first-time full-time undergraduate underrepresented minority (URM) students from 65% (Fall 2016 cohort) to 80% (Fall 2024 cohort).
- Increase one-year retention of first-time full-time undergraduate Pell recipients from 67% (Fall 2016 cohort) to 80% (Fall 2024 cohort).
- Increase one-year retention rate of transfer students from 86% (Fall 2016 cohort) to 91% (Fall 2024 cohort).
- Increase one-year retention rate of URM transfer students from 82% (Fall 2016 cohort) to 91% (Fall 2024 cohort).
- Increase one-year retention rate of Pell transfer students from 85% (Fall 2016 cohort) to 91% (Fall 2024 cohort).
- Increase second-year retention rate of first-time full-time undergraduate students from 58% (Fall 2015 cohort) to 70% (Fall 2024 cohort).
- Increase second-year retention rate of URM first-time full-time undergraduate students from 56% (Fall 2015 cohort) to 70% (Fall 2024 cohort).
- Increase second-year retention rate of Pell first-time full-time undergraduate students from 57% (Fall 2015 cohort) to 70% (Fall 2024 cohort).
- Increase the six-year graduation rate for first-time full-time undergraduates from 46% (Fall 2010 cohort) to 56% (Fall 2019 cohort).
- Increase the four-year graduation rate for first-time full-time undergraduates from 17% (Fall 2013 cohort) to 30% (Fall 2021 cohort).
- Increase the four-year graduation rate for transfer students from 72% (Fall 2013 cohort) to 79% (Fall 2021 cohort).
- Increase the two-year graduation rate for transfer students from 30% (Fall 2015 cohort) to 38% (Fall 2023 cohort).

SEM Plan Summary of Outcomes and Objectives

Outcome	Objective
<p>1</p> <p>Awareness of HSU and interest from new applicants has increased</p>	1.1 Acquire and nurture strategic prospect lists.
	1.2 Focus recruitment on the schools, regions, and tribal communities that produce enrolled and retained students.
	1.3 Identify and analyze potential feeder community colleges and increase frequency of visits at their feeder high schools.
<p>2</p> <p>The percentage of applicants who choose to enroll at HSU (yield) has increased</p>	2.1 Continue and advance efforts to orient prospective students from large, urban areas to HSU's rural, small city context including the historical and current racial and socioeconomic context of HSU and the surrounding community in order to allow for a successful transition to college and the community.
	2.2 Build out a communication plan for admitted transfer students addressing key needs/questions before they arrive.
	2.3 Acquire prospective student information, work with early outreach, invest in local events, and partner with local high schools, colleges, and communities to increase the proportion of local students who choose to attend HSU.
	2.4 Utilizing data and analysis, focus recruitment of prospective freshmen from impactful and strategic schools throughout CA.
	2.5 Work with academic departments to make student-to-student call campaigns to all admitted applicants.
	2.6 Increase digital admissions presence and social media campaigns for applicants.
	2.7 Reinvestment in California Applicant Receptions (January).
<p>3</p> <p>The basic needs of students have been addressed.</p>	3.1 Design and implement basic needs campaign, linking to existing campus and community resources, staff, and online skills modules.
	3.2 Increase student physical/mental health and wellbeing services capacity.
	3.3 Increase opportunities for student employment and build awareness of current internships, fellowships, etc.
	3.4 Redesign campus food structure, policy, and systems to support access to daily free and low-cost real/whole food in distribution points across campus.
	3.5 Working with local communities, explore, develop, and implement policies, projects, and practices to increase equitable access to affordable housing for students.

SEM Plan Summary of Outcomes and Objectives

Outcome	Objective
<p>4</p> <p>Advising structures and major entry pathways have been structured to meet the needs of students.</p>	<p>4.1 Continue with the assessment plan for professional and faculty advising; review and compile data and offer conclusions regarding outcomes.</p>
	<p>4.2 Implement holistic and developmental faculty advising structures and systems based on national best practices.</p>
	<p>4.3 Refine and implement protocols for supporting students facing academic challenges including probation.</p>
	<p>4.4 Expand early alert support to all first-year students and first-semester transfer students with protocol designs informed by best practices in intervention for low-income, first generation, students of color, and/or those underprepared for college.</p>
	<p>4.5 Develop protocols to support undeclared students and those interested in impacted majors (e.g. Pre- Majors for impacted programs, meta majors, major pathways) and utilize recruitment efforts as an option to keep semi-interested applicants attracted to potential degree pathways at Humboldt State.</p>
<p>5</p> <p>Academic and social support has been provided for transfer students.</p>	<p>5.1 Develop a transfer mentoring hub (physical and virtual) to support the onboarding and retention of new transfer students.</p>
	<p>5.2 Develop transfer mentor curriculum that imbeds just-in-time outreach that connects transfer students to university resources (e.g. study abroad, housing, Oh Snap!/Food Pantry, tutoring, ACAC, Clubs, counseling, and skillshops).</p>
	<p>5.3 Implement, assess, adjust, and sustain academic and support services that are responsive to the diverse experiences and needs of transfer students.</p>
<p>6</p> <p>Academic and social support has been provided for freshmen students.</p>	<p>6.1 Design and implement the HSU Learning Community infrastructure.</p>
	<p>6.2 Build professional development structure to support Learning Communities and Area E instructors around inclusive curricular design and pedagogy that address opportunity gaps and lack of access.</p>
	<p>6.3 Intensive review and adjustment of course designs of Area E specific to outcome data and the differing needs of students in Fall and Spring semesters.</p>
	<p>6.4 Implement, assess, adjust, and sustain academic and support services that are responsive to the diverse experiences and needs of first-time undergraduate students.</p>

Document Structure

The SEM plan is structured to mirror HSU's strategic plan blueprint and is designed to set clear, measurable outcomes and objectives and to highlight key roles that will help move our collective work forward. Structuring in this manner creates a consistent and direct outline of the activities related to the SEM plan and builds a foundation for future plans. Additional work plans and detailed funding, assessment, and project plans will be developed. Below is a list of key terms:

- **Goal:** The result or achievement toward which the effort is directed; the larger guiding principle or construct. "Why are we trying to accomplish this?"
- **Outcome:** A related statement of fact that is a result of actions or steps taken. "What does success look like?"
- **Objective:** A related statement of commands (to ourselves), directives, or actions. "How will we accomplish this?"





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