



STRATEGIC ENROLLMENT MANAGEMENT PLAN

2018



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Enrollment Management Planning Team

Angela Bartoli—Professor, Psychology

Chad Bennett—Assistant Professor/Chair, Department of Academic Engagement and Exploratory Studies

Mark Bodenhorn—Director, Communications and Marketing

Kapri Brown—Assistant Director, Multicultural Student Affairs

Mary Burnett—Director, International Programs

Carolyn Callaghan—Dean, Professional, Continuing and Distance Education

Allison Carey—Professor, Sociology/Director, Disability Studies Minor

Jordan Carroll—Academic Advisor, College of Business

Michael Coolsen—Interim Associate Dean, College of Business

Allen Dieterich-Ward—Associate Professor, History and Philosophy

Eric Dinsmore—Senior Associate Director, Financial Aid

Aaron Dobbs—Associate Professor/Chair, Lehman Library

Mindy Fawks—Associate Vice President, Administration and Finance

Scott Gallagher—Instructional Design Specialist

Kimberly Garris—Chief, External Relations

Donna Gross—Dean of Students

James Hamblin—Professor, Mathematics

Nicole Hill—Dean, College of Education and Human Services

Frederick Horn—Student Government Senator

Diane Jefferson—Director, Office of Multicultural Student Affairs

Patricia Laird—Interim Assistant Dean, Professional, Continuing and Distance Education

David Lovett—Senior Associate Vice President, Student Affairs

Maya Mapp—Director of Admissions

Sabrina Marschall—Assistant Professor/Director, Learning Center

Barry McClanahan—Executive Director, Campus Life

James Mike—Dean, College of Arts and Sciences; Acting Dean, Graduate School

Mark Pilgrim—Director, Institutional Research

Russell Robinson—Associate Professor, Exercise Science and Planning

Tracy Schoolcraft—Associate Provost

Justin Sentz—Executive Director, Web Technologies, Media Support, Instructional Design

Kathryn Shirk—Associate Professor, Physics

Sarah Shupp—Director, Office of Student Conduct

Cathy Sprenger—Registrar

Trina Snyder—Director of Financial Aid and Scholarships

Javita Thompson—Director, First-Year Experience and Community Engagement

B. Donta Truss—Vice President, Enrollment Management and Student Success

Anthony Winter—Associate Dean, College of Business, retired

Denise Yarwood—Associate Dean, The Elnetta G. Jones University Center for Student Success and Exploratory Studies

William Yost—Associate Director, Housing and Residence Life Administration



Letters to Campus Community About Strategic Planning Effort

Over the past decade, strategic enrollment management (SEM) has become a major force in the organization and practice of higher education. The higher education marketplace has changed. In the *Future of Enrollment Management* (2017) author Jeffrey J. Selingo states, “The decade ahead promises to be tumultuous for college enrollment.” Shippensburg University, in the last five years, has experienced a decline of 13 percent for total student enrollment. This enrollment decline has created budgetary challenges. As a result, it is crucial we eliminate redundancies and increase efficiencies as the Shippensburg University family rebounds from these reductions in available funds. President Laurie Carter has made this statement an imperative when surveying our campus resources, and this strategic thinking is what creates a great window of opportunity to reimagine how students are recruited and retained. With this in mind, the development of a new Strategic Enrollment Management Plan (SEMP) was initiated.

The new SEMP focuses on what is best for students and how to ensure their success while remaining true to the institution’s mission. A diverse group of campus stakeholders developed this complex process designed to help Shippensburg University achieve and maintain the best recruitment, retention, and graduation rates. It included input from faculty, staff, administrators, alumni, and community partners.

The plan provides a clear direction for Shippensburg University and allows us to chart the proper course; however, it will be a living document that must be assessed and adjusted based on the results of this assessment. This strategic planning process should set the priorities in the decision-making process, make discretionary judgments easier to formulate, and identify and organize the different initiatives and outcomes. Furthermore, this process will strengthen campus collaboration as well as enhance our ability to develop resources and ensure Shippensburg University maintains the highest standards of excellence in enrolling, planning for, and serving students. Where appropriate, successful initiatives will be scaled to have impact on an even greater number of students.

The team that developed the plan is the current Strategic Enrollment Management Committee along with other on-campus professionals who play key roles in Enrollment Management and Student Success. A list of these participants is included in this document. The co-chairs of the committee are Dr. Kate Shirk and Dr. Chad Bennett. I served as a project manager along with Dr. Jennifer Haughie to assist with completion of the task and to ensure that what was developed is useable immediately. Please join me in thanking these people for their desire to continue to make waves at Shippensburg University.

Dr. B. Donta Truss
Vice President for Enrollment Management and Student Success





Shippensburg University faculty have been at the front lines of the enrollment management process, and fully understand and appreciate our impact on student success. Faculty partnerships with various stakeholders is key to successful recruitment and retention of a diverse student body. This only serves to aid in the vibrancy of the university. We applaud the efforts of our colleagues to document and assess the recruitment and retention efforts across campus. Enrollment management is a responsibility shared by all Shippensburg University faculty, administrators, and staff. We expect this document to be a launching point, where resources can be shared, effective efforts can be recognized and supported, and all members of campus can participate in refining our enrollment management efforts.

As an institution in Pennsylvania's State System of Higher Education, we recognize our unique value and responsibility to the citizens of the commonwealth. We have an ethical duty to recognize the challenges that prevent students from completing their degree and working to mitigate those challenges. One such challenge for many of our students is the financial cost of a degree. Education should be accessible and affordable. We as representatives of the faculty, support initiatives, such as PA Promise, that keep higher education affordable.

We also recognize that current metrics, such as standardized tests, are not an ideal or complete metric for judging college readiness. As the recruitment and retention strategies of this plan are assessed, we will continue to advocate for additional use of measures to understand such things as grit and resilience. Additionally, we see the need to begin changing conditions in how students perceive college and the college experience at Shippensburg University. We look to our campus community, Shippensburg University alumni, and the larger Shippensburg community for their partnership in this endeavor as we forge a sea of change in becoming a flagship institution within the State System.

Finally, to reiterate a point of discussion in many meetings of this committee: this is a living document. We understand the need for continual assessment, and that conditions that promote student success should be continually improved upon. Our students are unique individuals, demanding a variety of approaches in support of their success. Furthermore, we understand success comes in a variety of fashions, and we recognize that student achievement can be defined many ways. As a result, we encourage our colleagues to be active, constructive participants in shaping the future experiences of our students and campus community.

Chad Bennett, EdD
Assistant Professor and Chair, Department of Academic Engagement and Exploratory Studies
Director, Academic Success Program/Act 101
Strategic Enrollment Management Committee Faculty Co-Chair

Kathryn Shirk, PhD
Associate Professor, Physics
Strategic Enrollment Management Committee Faculty Co-Chair





As Shippensburg University embarks on a new voyage, a critical part of the journey is having a map to guide the way. Over the past several months, an incredibly dedicated team of individuals has created a living map to light the way to increased enrollment and student success. This map is our Strategic Enrollment Management Plan. It would not have been possible without the incredible collaboration and teamwork of the Strategic Enrollment Management Committee.

Thank you all for your incredibly hard work, cooperation, and dedication to this process. Together, we have created a mission, vision, and guiding principles for enrollment management that led to our goals, objectives, and strategies. We are moving the needle!

One of my favorite parts of our plan is having specific strategies for the different populations of students, which require diversified approaches. There is not a “one size fits all” for the recruitment and retention of students. This plan provides the needed guidance to streamline and prioritize our recruitment and retention efforts. This plan provides the vision to make waves at Shippensburg University!

It has been an honor to help lead this initiative, and I look forward to continuing to provide leadership to the Enrollment Management team and to see the results of our incredible work.

Sincerely,

Jennifer A. Haughie, EdD
Associate Vice President for Enrollment Management



Strategic Enrollment Management Plan

Executive Summary of Plan

Intuitively, a plan makes a process linear, but change is often neither linear or rational. “Usually change is a very complex and highly emotive activity” (Harris, 2002, p. 39). According to Fullan (1991), the change process consists of the initiation phase, the implementation phase, and the institutionalization phase. Lewin (as cited in Harris, 2002), in his force field analysis theory, described the process as unfreezing, moving, and refreezing. He stated that in order for change to occur, the way things are now in the organization have to be unfrozen. If unfrozen, change occurs, and then the organization has to be frozen again. At this point, change becomes a part of the culture.

This plan begins the unfreezing process for Shippensburg University that will guide the institutional goal of 8,000 students in five years and increase the institution’s retention rate to at least 83%. Additionally, this plan sets a goal of 50% for the institution’s four-year graduation rate. This goal will be met by recruiting and retaining students from multiple populations. The multiple populations include the following:

1. First-Time-in-College Students
2. Graduate Students
3. Transfer Students
4. Readmitted Students
5. African American Students
6. Hispanic Students
7. Non-Traditional or Adult Learner Students
8. Out LGBTQ+ Students
9. Veteran/Military Students
10. International Students
11. Students with Disabilities



The plan presents low-, mid-, and high-impact strategies/practices that collectively create a new culture for student success. This living document is not an attempt at a perfect plan, but the start of a new way to organize, assess, and create a road map to better student outcomes. The plan is not just linear but includes multiple contingencies to ensure success. Moreover, this effort included input and feedback from many stakeholders who are listed in the document. It also includes plans for each college that will further plant the seeds for success and commitment to student success.

The implementation table at the end of the document assigns strategies to team members to move toward implementation. In addition, a timetable and change champions are identified who will monitor the success of the strategies. Assessment of the plan and strategies will be a major part of the continuous improvement of Shippensburg University’s Strategic Enrollment Management Plan.

Institutional Mission

Student learning and personal development through highly effective and innovative teaching, complemented by a wide variety of out-of-class experiences, continue to serve as the hallmarks of a Shippensburg University education.

Mission of Enrollment Management

The Division of Enrollment Management and Student Success collaborates with all university stakeholders, ensuring highest standards of excellence in enrollment planning and services; valuing diversity and inclusion; identifying, recruiting, and enrolling committed students; and offering services supporting student retention and success.

Institutional Values

STUDENT-CENTERED

We provide all students—undergraduate, graduate, non-traditional, as well as non-degree seeking students with access to high-quality and challenging programs, co and extracurricular activities, individual advisement and mentorship, support services, facilities, and resources to succeed at Shippensburg University and excel in their careers. We recruit and retain well-qualified faculty who have a passion for teaching and administrators whose greatest priority is providing high-quality educational, administrative, and support services for these students.

LEARNING

The pursuit and generation of knowledge through intellectual engagement and integrated learning are at the forefront of our mission. We provide a quality, comprehensive, and distinctive education that develops broadly educated individuals who will learn, lead, and adapt throughout their lifetimes. We value the importance of classroom instruction and the responsible application of instructional technologies, competency-based learning, and self-acquired knowledge and skills. Experiential learning such as student-faculty research, internships, study-abroad programs, and service learning projects that enhance campus and surrounding community life are essential parts of the overall learning experience.

INNOVATION

We are committed to continually improving our programs and services based on emergent trends and technologies, research-based practices, and professional standards. We also value the significant contributions made by student-faculty research to the growth and vitality of academic and professional disciplines and to the development of an “entrepreneurial spirit.”

ENGAGEMENT

We encourage all members of the campus community to be full partners in all aspects of our local and extended community. In addition to formal educational experiences, this includes participation in shared university governance, campus events and organizations, community service, student recruitment and retention, and alumni relations as well as being engaged citizens at the local, state, and national level.

ACCESS AND EQUITY

We are a thriving campus community that strives for diversity among its members and equal access to educational and support resources for all. We value social equity and multiculturalism as a means of promoting institutional innovation, problem solving, justice, fairness, and understanding.



COMMUNITY

We are the Shippensburg University family. Relationships among current and former students, faculty, staff, and administrators are characterized by trust, mutual respect, support, communication, cooperation, and acceptance, and they last a lifetime. We take seriously our impact on the Borough of Shippensburg and the surrounding municipalities and value our collaborations with businesses and organizations in the region, the Commonwealth of Pennsylvania, our nation, and the world. These collaborations and relationships provide students with real-world experiences and connections that reach far beyond the borders of Shippensburg University.

Enrollment Management Guiding Principles

1. Shippensburg University is committed to the students it serves. Everyone at the university puts student welfare ahead of other institutional goals.
2. We are committed to recruiting, admitting, retaining, and graduating a diverse student population.
3. Shippensburg University faculty, staff, and administration are committed to providing support to students who identify with all affinity groups. We deliver inclusive education and experiences.
4. We recognize and appreciate our faculty and staff for their invaluable influence both on the lives of our students and on the high regard in which our communities hold Shippensburg University.
5. Shippensburg University will establish a comprehensive and high-quality academic advising, coaching, and learning support environment.
6. Shippensburg University is committed to the development of supportive social and educational communities in which all students are integrated as competent members.
7. Shippensburg University designs course sequencing and course availability within a program of study that allows incoming first-year students to complete their degrees in four years and transfer students with a completed associate degree in two years.
8. The community is a valued partner in providing additional educational opportunities and support for our students.

Institutional Vision

To be recognized as the premier public [comprehensive] university in providing high-quality education for students and a wide array of programs and services to meet the needs of south central Pennsylvania and beyond. Overall, our purpose is to help build a better, stronger south central Pennsylvania and beyond, economically and culturally, through recruiting, retaining, and developing students, faculty, and staff who have the abilities, skills, and values to compete and contribute to their community in an evolving world.

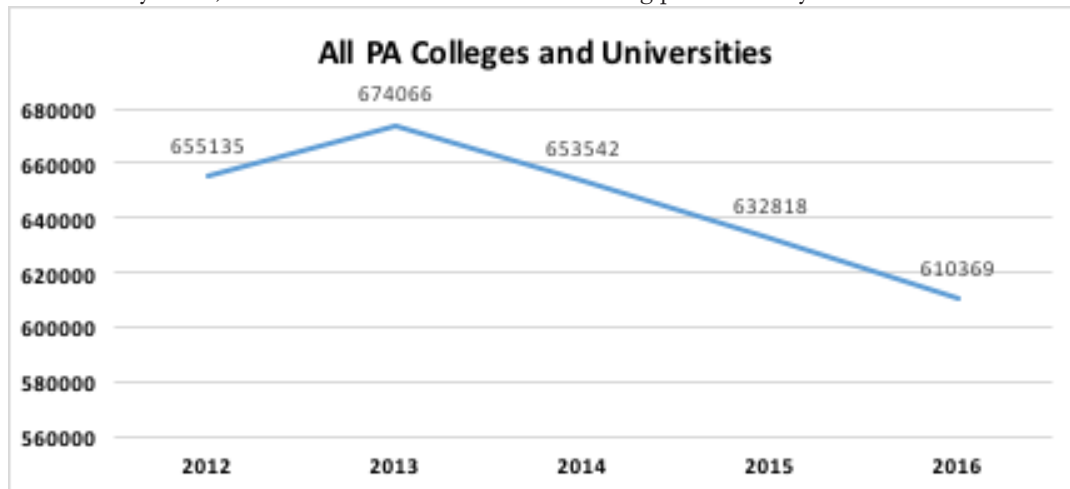
Enrollment Management Vision

The Division of Enrollment Management and Student Success will be recognized as a national model for enrollment management programs, services, and practices. We will ensure that Shippensburg University is the institution of choice locally, regionally, and nationally that delivers quality service. Our team will convey an inclusive approach that serves students from all backgrounds and provides a life cycle of service to students from inquiry to graduation and beyond.



Enrollment in Pennsylvania Colleges and Universities

The enrollment landscape in higher education has posed challenges for colleges and universities nationally, but also in the state of Pennsylvania, which has over 400 institutions offering postsecondary education. Enrollment in all

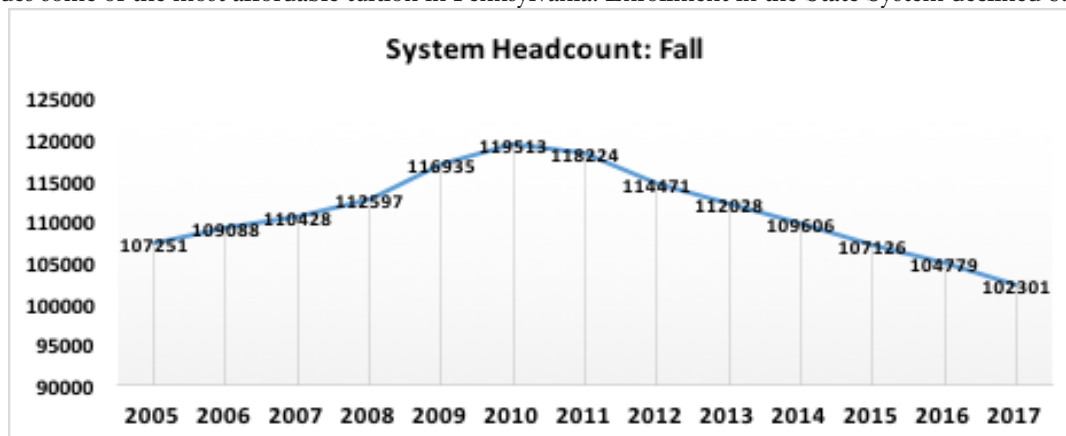


Pennsylvania colleges and universities has declined 7% from 2012 to 2016.

Figure 1. Total Enrollment Pennsylvania College and Universities

Source: The Integrated Postsecondary Education Data System (IPEDS)

Pennsylvania's State System of Higher Education was established by statute in 1983 but has a long education history starting in the nineteenth century. The State System has not been immune to enrollment challenges, even though it provides some of the most affordable tuition in Pennsylvania. Enrollment in the State System declined 8.7%



decrease from 2013 to 2017.

Figure 2. State System Undergraduate and Graduate Headcounts

Source: Office of Educational Intelligence, PASSHE

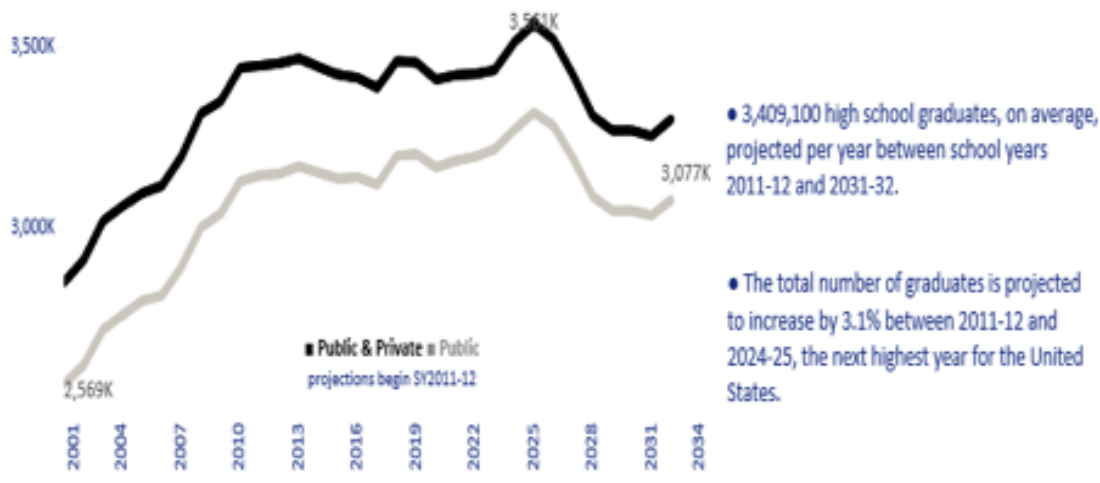
The largest decline is in undergraduate students, declining by 12% from 2013 to 2017. A positive trend for the State System has been in graduate headcount, which has increased 12% from 2012 to 2017. The demographic



trends are not improving, especially in Pennsylvania.

Reduction in High School Graduates: United States and Pennsylvania

The Western Interstate Commission for Higher Education (WICHE)'s Knocking at the College Door 2012 report addresses the nearly record decline in the production of high school graduates that began in 2010/11 and will

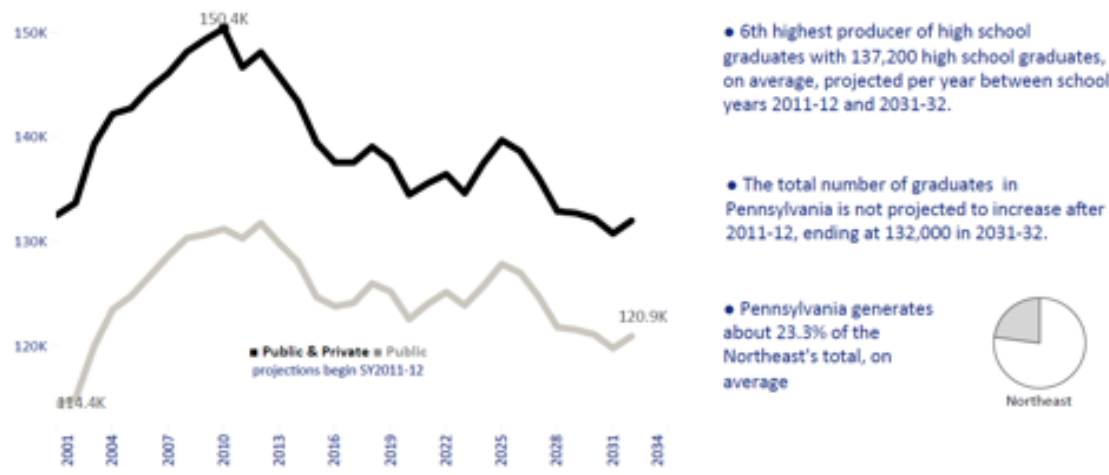


continue for decades. The chart below shows the national landscape.

Figure 3. Projected number of High School Graduates

Source: <https://knocking.wiche.edu/nation-region-profile/>

The areas where the most growth will occur are in the south and the west (Selingo, 2017). Pennsylvania is not



projected to see any increase after 2011-2012, as shown in the chart below.

Figure 4. Projected number Pennsylvania of High School Graduate growth.

Source: <https://knocking.wiche.edu/state-profiles>

Looking more closely at counties in Pennsylvania, only four counties will show an increase of more than 3%. Six other counties will show minimal growth, with the rest having decreases in youth populations.



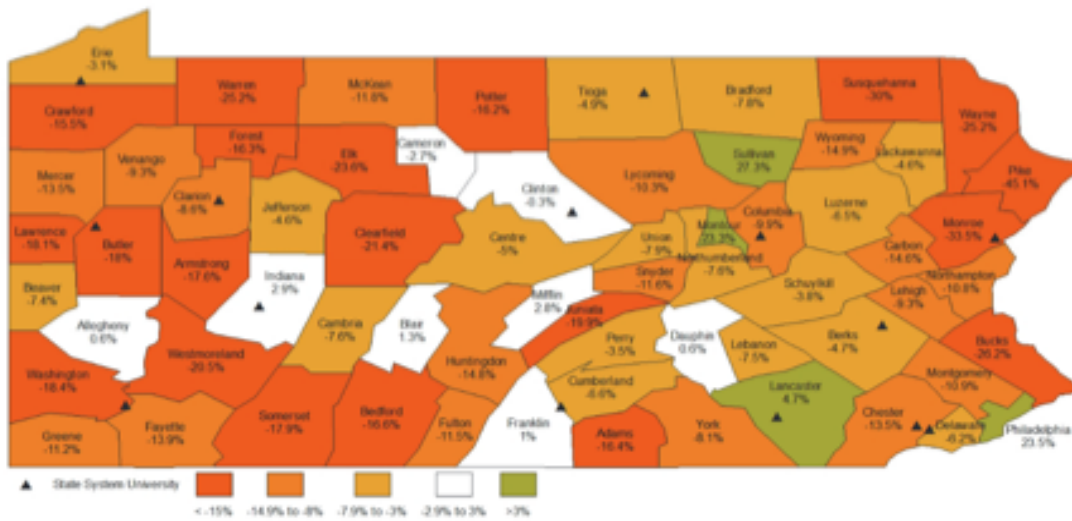


Figure 5. Forecast Change in Youth Population by PA County, 2015-2030

Source: Pennsylvania State Data Center

The data shows that for Shippensburg University to maintain and grow its enrollment, a strong enrollment plan with innovative and aggressive strategies is imperative. On a more positive note, Pennsylvania ranks above the national average for ninth graders completing high school and continuing their education.

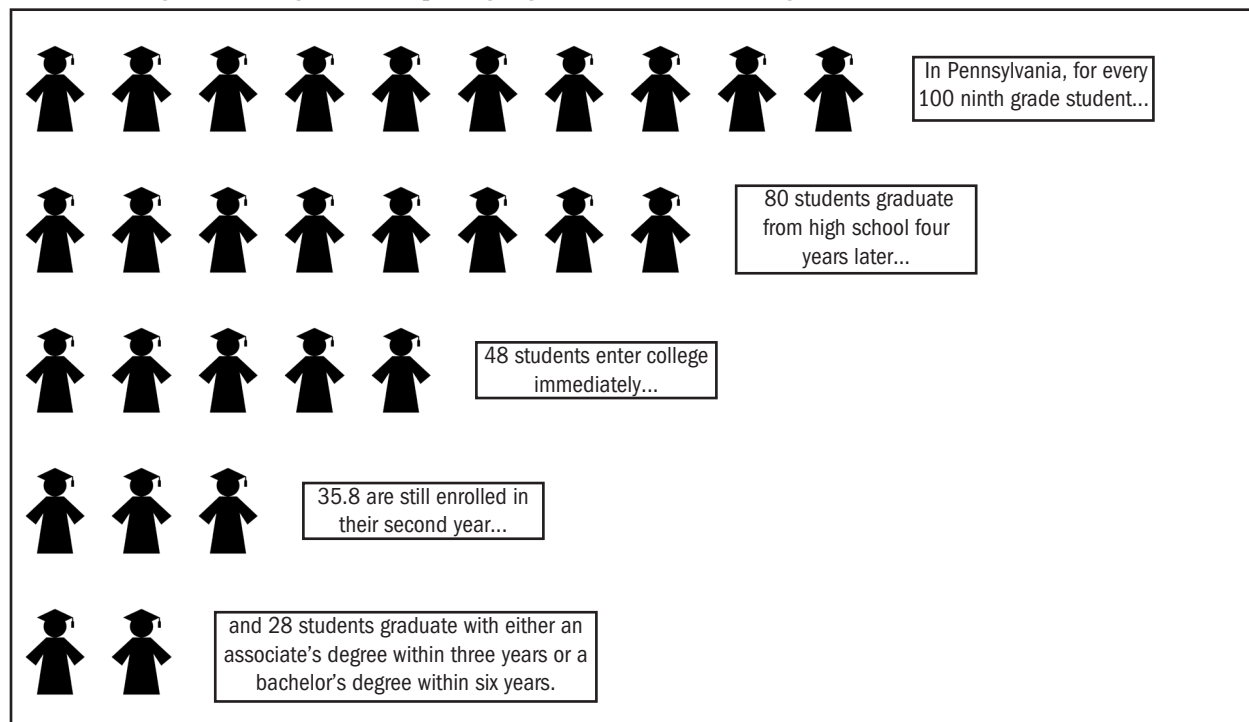


Figure 6. Pennsylvania Ninth Grade Educational Progression

Source: <http://www.higheredinfo.org/dbrowser/?year=2002&level=nation&mode=data&state=0&submeasure=119>

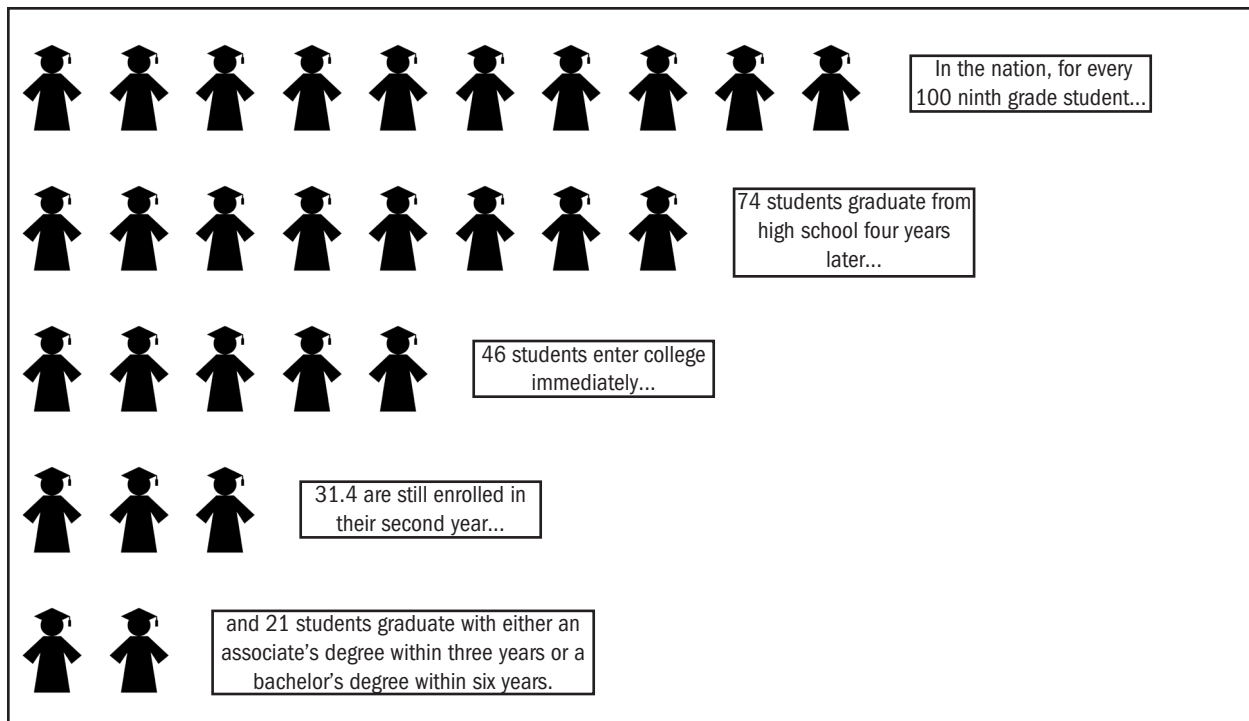


Figure 7. National Ninth Grade Educational Progression

Source: <http://www.higheredinfo.org/dbrowser/?year=2002&level=nation&mode=data&state=0&submeasure=119>

Following Pennsylvania postsecondary education and State System enrollment trends, Shippensburg University has experienced a decline in undergraduate enrollment since 2011. Decreased new student enrollment and unstable retention rates have put the university in its current enrollment challenges.

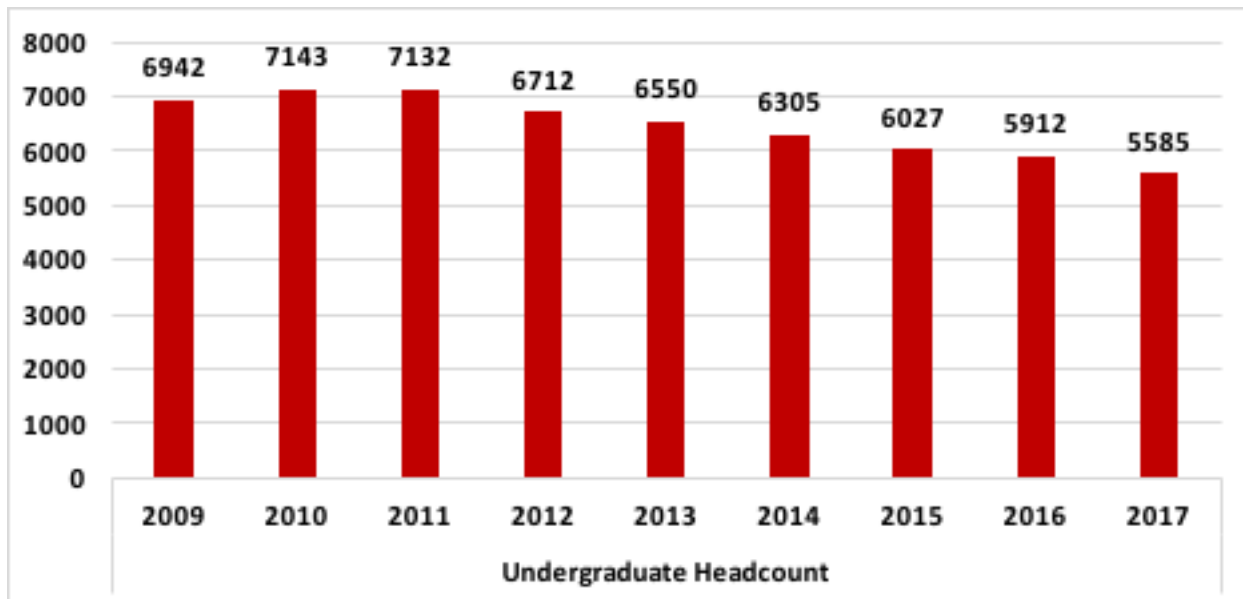


Figure 8. Shippensburg University Fall Undergraduate Headcount

Source: Institutional Research and Planning

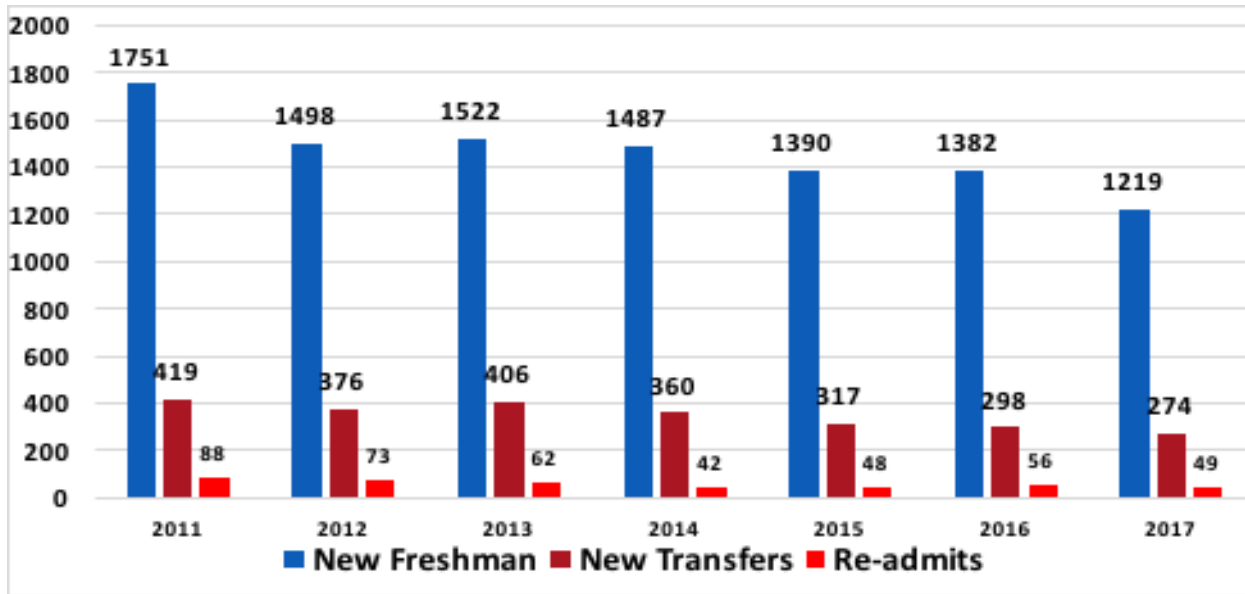


Figure 9. Shippensburg University New Student Headcount
Source: Institutional Research and Planning

Graduate enrollment at Shippensburg University has experienced enrollment declines since 2009, but not in the same linear direction as undergraduate. Fluctuations over the past nine years, where 2016 showed improvement over the prior five years.

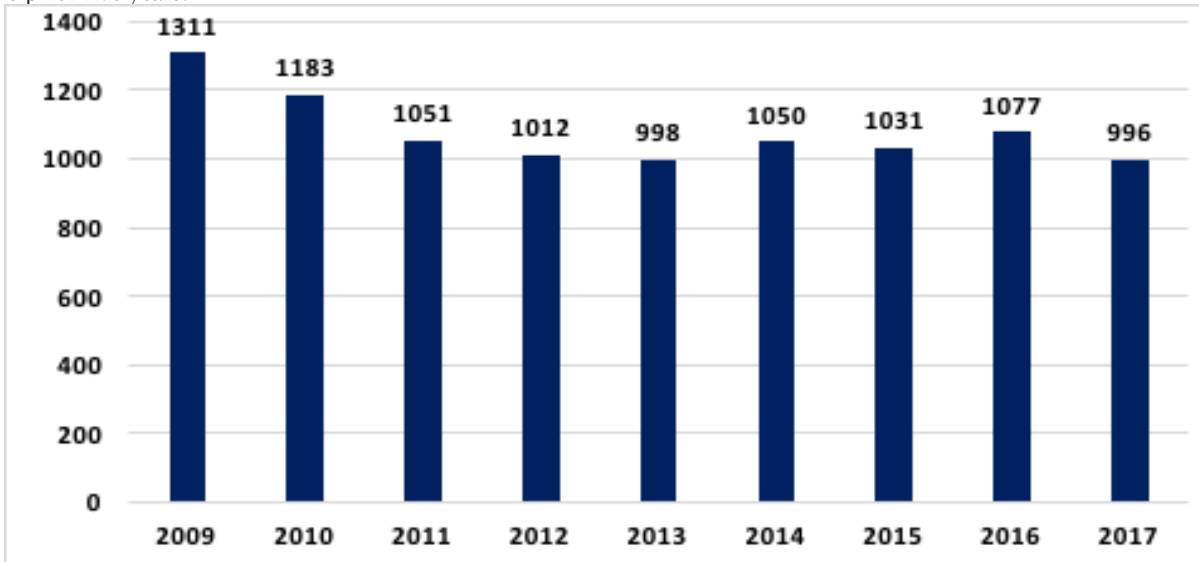


Figure 10. Shippensburg University Graduate Headcount
Source: Institutional Research and Planning.

International students are one of the populations in our overall enrollment. Enrollment in our undergraduate population has remained stable with more declines in graduate enrollment. Graduate had a high point in 2016, but decline in 2017.



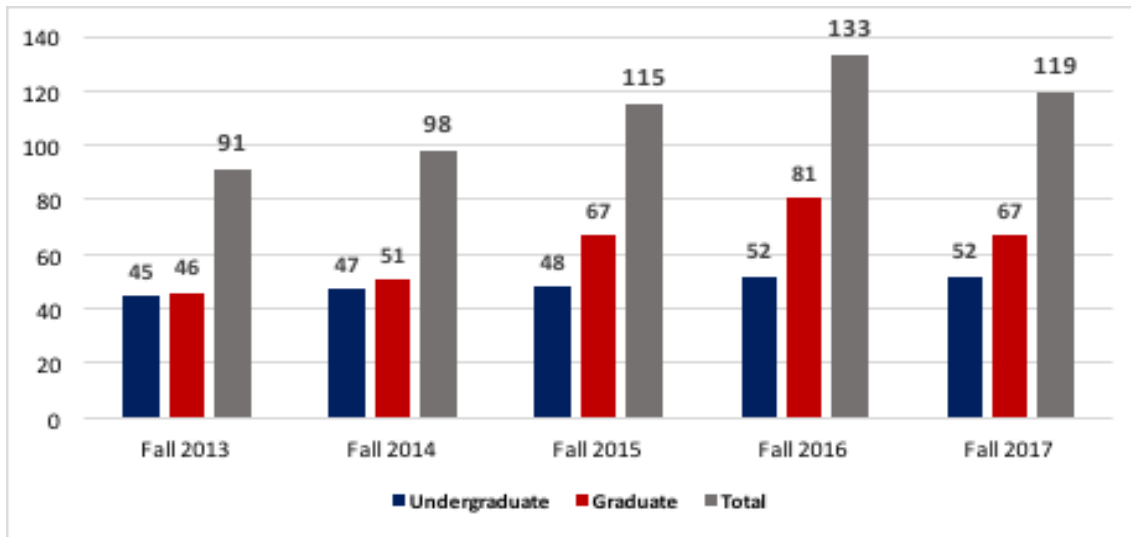


Figure 11. Shippensburg University International Student Headcount

Source: Institutional Research and Planning

Student Success Data: Retention and Graduation

While enrolling more students is one strategy for enrollment growth and stabilization, another important and more cost effective strategy is to retain students. The following section will provide information regarding the retention and graduation rates of Shippensburg University students. The data indicate the many opportunities for improvement and enrollment growth.

Shippensburg University first-year-in-college student retention rates have fluctuated over the past ten years, ranging from the low of 68% in 2011 to a high of 75% in 2015.

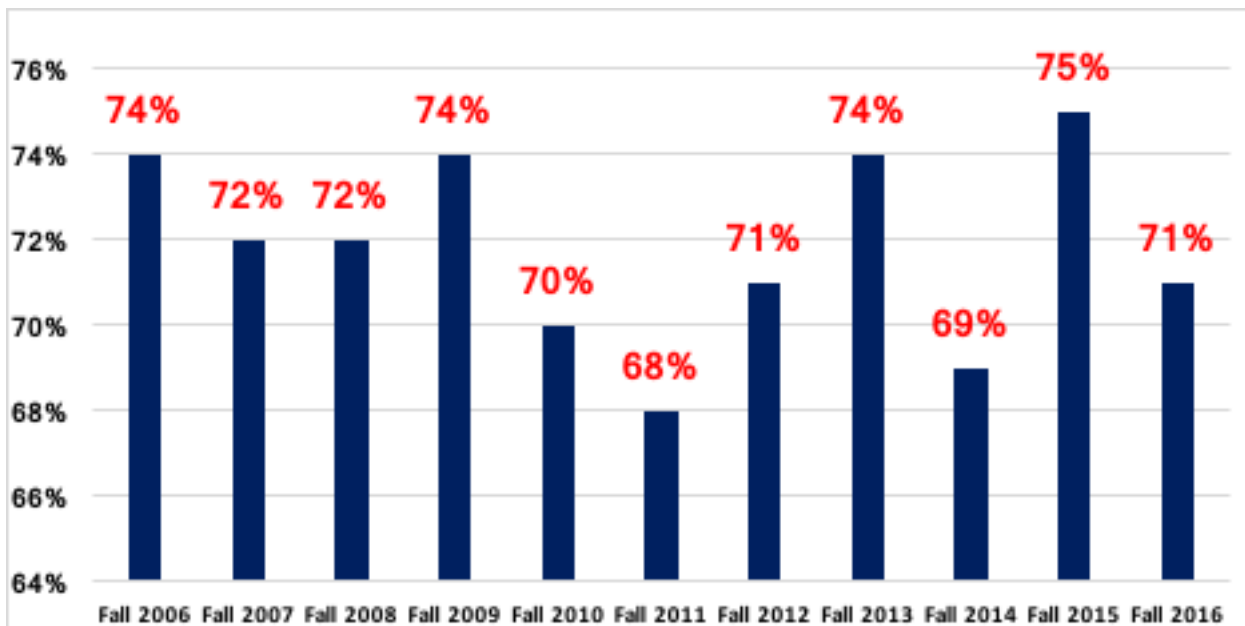


Figure 12. Shippensburg University First-Time-in-College Retention Rates

Source: Institutional Research and Planning



A deeper dive of first-year continuation rates by racial and ethnic groups shows significant disparity. While white students were retained at a rate of 74% in 2016, only 56% of African American students and 69% of Hispanic students were retained. The data suggest that different populations require different strategies for student retention.

Continuation Rates to the Second Year										
Cohort Year	Black	Hispanic	Asian	American Indian	White	NRA	Unknown	Male	Female	Total
2000	79%	81%	85%	100%	80%	75%		76%	83%	80%
2001	53%	60%	73%	75%	81%	90%		77%	82%	80%
2002	63%	65%	79%	100%	80%	100%	82%	79%	80%	79%
2003	82%	86%	71%	67%	80%	100%	73%	78%	82%	80%
2004	58%	63%	65%	100%	78%	75%	78%	73%	79%	76%
2005	72%	78%	90%	75%	77%	100%	73%	78%	76%	77%
2006	58%	67%	43%	75%	76%	100%	73%	71%	77%	74%
2007	73%	56%	64%	40%	73%		69%	70%	74%	72%
2008	63%	64%	80%	33%	74%	67%	65%	68%	76%	72%
2009	64%	62%	73%	100%	75%	67%	73%	73%	75%	74%
2010	57%	59%	53%	100%	72%	50%	70%	66%	74%	70%
2011	68%	56%	73%	100%	70%	100%	56%	67%	69%	68%
2012	67%	64%	71%	67%	73%	100%	60%	70%	73%	71%
2013	66%	80%	68%	100%	76%	75%	63%	72%	76%	74%
2014	56%	71%	61%	67%	72%	100%	53%	73%	66%	69%
2015	56%	73%	89%	75%	78%	100%	59%	74%	75%	75%
2016	56%	69%	74%	50%	74%	89%	63%	74%	67%	71%

Figure 13. Shippensburg University Retention Rates by Race/Ethnicity

Source: Institutional Research and Planning

While retaining students is an important benchmark of success, so are graduation rates. Shippensburg University four-year graduation rates range as high as 41% in 2010 and as low as 34% in 2011.

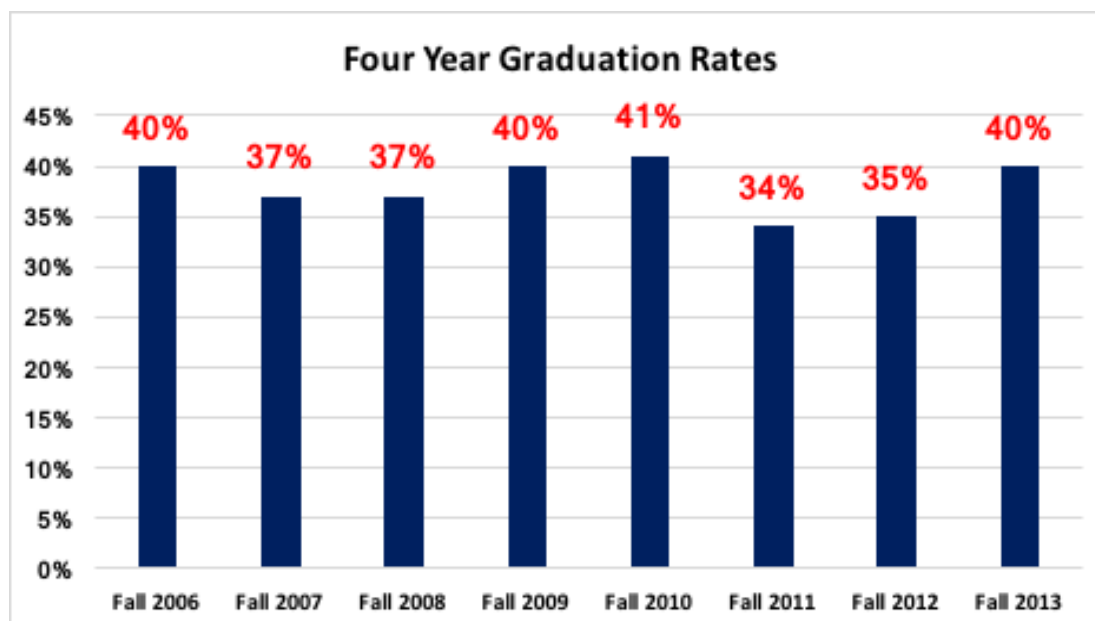


Figure 14. Shippensburg University Four-Year Graduation Rates

Source: Institutional Research and Planning

Five-year graduation rates have been more stable with the lowest at 49% in 2011 and the highest 55% in 2009. Six-year graduation rates were the highest in 2006 and 2009.



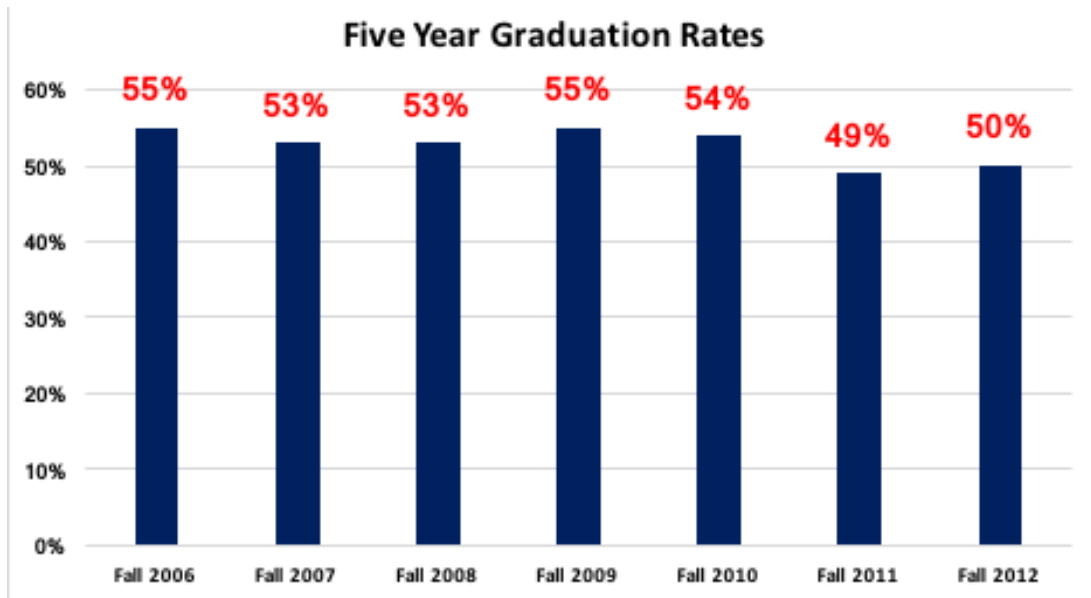


Figure 15. Shippensburg University Five-Year Graduation Rates
Source: Institutional Research and Planning

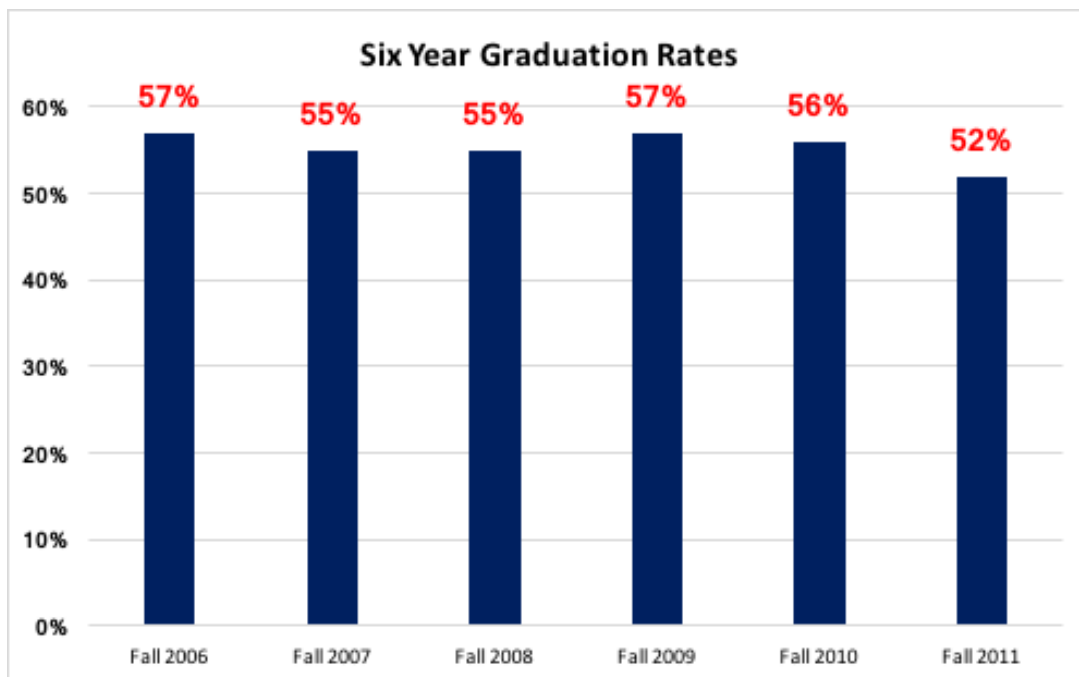


Figure 16. Shippensburg University Six-Year Graduation Rates
Source: Institutional Research and Planning

Just as the retention data showed, the disparity for racial and ethnic groups also appears in four-, five- and six-year graduation rates. Closing this gap is crucial and is addressed as part of the student success strategies.



Cohort Year	Black	Hispanic	Asian	American Indian	White	NRA	Unknown	Male	Female	Total
Four Year Rates										
2000	21%	38%	38%	50%	46%	50%		33%	54%	45%
2001	8%	20%	41%	25%	48%	70%		35%	55%	46%
2002	16%	23%	35%	100%	51%	100%	36%	40%	54%	48%
2003	23%	36%	29%	33%	48%	0%	29%	36%	53%	45%
2004	12%	38%	54%	40%	45%	75%	44%	35%	51%	43%
2005	19%	31%	55%	25%	43%	0%	37%	32%	50%	41%
2006	15%	33%	26%	25%	43%	0%	37%	30%	50%	40%
2007	11%	29%	25%	20%	39%		42%	32%	42%	37%
2008	15%	13%	24%	33%	41%	33%	28%	29%	45%	37%
2009	17%	18%	27%	100%	44%	0%	29%	34%	45%	40%
2010	16%	22%	35%	100%	43%	50%	36%	34%	47%	41%
2011	18%	26%	45%	0%	37%	50%	12%	29%	38%	34%
2012	14%	28%	36%	0%	40%	100%	22%	29%	42%	35%
2013	21%	38%	36%	33%	44%	25%	32%	34%	46%	40%
Five Year Rates										
2000	39%	50%	46%	50%	63%	50%		55%	67%	62%
2001	26%	35%	41%	50%	66%	70%		57%	69%	63%
2002	32%	32%	47%	100%	64%	100%	73%	57%	65%	62%
2003	49%	45%	52%	67%	62%	0%	49%	55%	65%	60%
2004	33%	44%	62%	40%	61%	75%	62%	53%	64%	59%
2005	46%	63%	75%	75%	59%	100%	47%	52%	63%	58%
2006	31%	39%	30%	50%	59%	0%	49%	48%	62%	55%
2007	37%	44%	50%	20%	54%	0%	59%	49%	57%	53%
2008	33%	41%	46%	33%	56%	33%	43%	47%	59%	53%
2009	37%	36%	45%	100%	58%	33%	50%	51%	58%	55%
2010	33%	39%	47%	100%	57%	50%	45%	49%	59%	54%
2011	36%	37%	45%	100%	52%	75%	32%	49%	53%	49%
2012	34%	48%	43%	0%	54%	100%	37%	46%	55%	50%
Six Year Rates										
2000	42%	53%	46%	50%	65%	63%		58%	68%	63%
2001	32%	40%	41%	50%	68%	70%		60%	70%	65%
2002	36%	32%	47%	100%	66%	100%	73%	60%	66%	64%
2003	52%	45%	52%	67%	65%	0%	54%	58%	68%	63%
2004	34%	44%	62%	40%	62%	75%	62%	55%	65%	60%
2005	46%	66%	85%	75%	61%	100%	48%	54%	64%	60%
2006	33%	44%	35%	50%	60%	0%	51%	50%	64%	57%
2007	41%	44%	54%	20%	56%	0%	59%	51%	58%	55%
2008	37%	44%	58%	33%	58%	33%	44%	50%	60%	55%
2009	40%	38%	50%	100%	59%	33%	53%	53%	60%	57%
2010	36%	43%	47%	100%	58%	50%	47%	51%	60%	56%
2011	44%	38%	45%	100%	54%	100%	36%	48%	55%	52%

Figure 17. Shippensburg University Four-, Five- and Six-Year Graduation Rates by Race/Ethnicity
Source: Institutional Research and Planning

All the data provided supports the need for a comprehensive, aggressive, and innovative Strategic Enrollment Management Plan. While the demographic trends are not favorable in the region, the goals, objectives, and strategies outlined in the plan will shift enrollment trends and improve student success at Shippensburg University.





Retention and Student Success

FIRST-TIME-IN-COLLEGE STUDENTS

Goal 1: Increase Retention Rates of First-Time-in-College Students

Objective 1: Increase the first-time-in-college student retention rate by 12%. This represents a 2.5% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 71%**

Objective 2: Increase the first-time-in-college student retention (regular admits) rate by 12%. This represents a 2.5% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 72%**

Objective 3: Increase the first-time-in-college student retention (ASP admits) rate by 15%. This represents a 3% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 68%**

Goal 2: Increase the Four-Year Graduation Rate for First Time in College Students

Objective 1: Increase the four-year graduation rate for first time in college students by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data. This starts with the 2018-2019 entering cohort. **Baseline: 40%**

Strategies:

1. Eliminate all parking ticket registration holds. Use transcript and diploma holds for students when needed.
2. Establish a minimum financial threshold prior to the use of the registration hold of \$2,000.00. This ensures that students with minimal debt can continue at the institution.
3. When a hold is used, establish clear policies and clarify process and communication procedures so the impact to the student is appropriate but not disruptive to persistence or retention.
4. Remove the need to eliminate a hold in order to withdraw from a class. This type of hold has academic ramifications that could damage the student and cause a student to fail Satisfactory Academic Progress (SAP) for financial aid.
5. Establish payment plans for current/returning students.
6. Utilize completely the SSC platform to track attendance in classes and other nonacademic events to develop a tracking mechanism for all students. Develop a new rollout plan for SSC and allow a taskforce to plan this new rollout.
7. Ensure all first-year students understand tutoring services and track visits at the Learning Center and Early Alert by using new swipe card technology.
8. Develop the capacity to provide tutoring to all students who are in need as much as the students need the services and present data that show the impact of students participating in tutorial sessions.
9. Expand the Open Educational Resources (OER) mini grants to make textbooks more affordable for students and work to eliminate textbook costs.
10. Explore developing Peer Assisted Learning/Supplemental Instruction for courses with high DFW rates.
11. Take to scale Academic Innovation grants for faculty and present best practices that will assess why DFW rates were not at mean level, develop course redesign or other innovation to address the underlying

- deficiencies in course design, and report results. Then launch new design and or innovation across all sections.
12. Expand the Charting Your Success program that provides more support for all students with less than 32 credits whose term GPA is less than 2.0. These students will meet with success coaches weekly, meet with college/school advising center faculty every three weeks, attend all classes, complete all assigned coursework and exams, attend tutoring, and attend academic success workshops as directed; will be made aware of financial impact of not meeting goals in weekly meetings. SSC tool will be used in the process to share all needed information with all stakeholders.
 13. Expand the “Faculty House Calls” program and ensure these type programs are communicated across campus through social media efforts. Explore alternative timeframes.
 14. Develop a robust advising model that creates the most effective advising approach based on advising literature and use of coaches/retention specialists and course and recommended systems that use predictive analytics to identify how students are likely to perform in courses and majors based on their previous academic performance.
 15. Develop a corequisite developmental/barrier level course model to decrease time to degree. Additionally, incorporate Adaptive Learning Technology into general education courses. This technology assesses what students know, anticipates what they do not know, and presents information that will help them meet course learning goals as quickly as possible. These adaptive learning technologies make use of predictive analytics.
 16. Offer continuing financial aid assistance and financial literacy information during sophomore, junior, and senior years through e-mails, postcard mailings, and face-to-face workshops—possibly on dates that families will already be on campus—move out dates at the end of the semester, Parents and Family Celebration, and Homecoming.
 17. Provide training and weekly reports for faculty, staff, and students on Student Success Collaborative Campus to highlight the progress made.
 18. Increase on-campus job options by enhancing work-study and introducing community work-study options through federal financial aid.
 19. Have all dean’s offices use the Population Health Dashboard in SSC Campus, with outreach to students who are struggling, especially those whose GPAs are trending negatively.
 20. Notify students after a missed milestone and consider an advisor meeting.
 21. Academic departments will perform annual graduation checks at the end of the freshman, sophomore, and junior year for all students.
 22. Improve the registration experience by having multi-semester registration and a consistent waitlist process for all classes.
 23. Create a new student profile report to distribute to faculty and staff to ensure they understand Ship’s student profile.
 24. Implement the degree planner function in Degree Works. To implement, academic departments must create semester-by-semester degree plans.
 25. Review internal barriers for students changing or declaring majors, e.g., program GPA requirements that are above 2.0.
 26. Create an involvement transcript for students in order to assess the nature of their involvement.
 27. Hire a Coordinator of Students First program that will focus on the needs of first-generation college students.
 28. Increase student identification and satisfaction with peer groups, the university, and the community through



town-gown partnerships. Ideas include: hold university classes in a downtown location; hold regular events at Shippensburg Station, such as movie nights, that would introduce students to community members; encourage and grow local business that are friendly to students by allowing “flex” funds to be spent at local (off campus) businesses.

GRADUATE STUDENTS

Goal 3: Increase First-Year Retention Rates of Graduate Students

Objective 1: Increase the graduate student retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 53%**

Strategies:

1. Market the graduate lounge so that all graduate students are aware of the lounge and host multiple engaging events for this population.
2. Develop a reduced cost plan for graduate students that includes a work option to cover housing costs.
3. Reshape the graduate assistantship process to ensure similar experiences for all students.
4. As part of course completion, graduate students begin to mentor prospective graduate students once accepted into program (Build this into each program coordinated by the department chair for each program).
5. Offer parking specific to graduate students that are central to key buildings. Consider offering discounted parking passes (they are usually not on campus during peak times).
6. Work with the SU Foundation/Bartos Childcare Center to offer nighttime childcare at a subsidized rate for enrolled graduate students.
7. Market the Graduate Student Associate Board (GSAB) so that all graduate students are aware of their automatic membership and the associated benefits. Build this information into the communication plan for graduate students.
8. Expand efforts to develop a network of support systems aimed toward graduate students in an effort to foster the needs of this population.
9. Expand flexibility in program offerings, blended or hybrid program offerings where courses could be taken both online and in classroom.
10. Meet with an academic advisor through use of an online option to work out the details of course offerings prior to scheduling. Virtual office hours should be explored as well.
11. Encourage all graduate students to provide a target date for program completion to help reduce the time to completion. Offer a semester-by-semester plan to keep students on track.
12. Provide intrusive advisement. Check graduate advisees on SSC to see if proper course offerings are being taken for their program and desired target date of graduation to allow for continued progression through a



- program and contact students if progression could be compromised.
13. Create tracking mechanism and communication to students who intentionally stop out. Wrap a retention plan around this population of students. Implement a recruit back program for graduate students.
 14. Create a new student profile report to distribute to faculty and staff to ensure they understand Ship's student profile.

TRANSFER STUDENTS

Goal 4: Increase First-Year Persistence Rates of Transfer Students

Objective 1: Increase the transfer student retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 73%**

Strategies

1. Develop a welcome program focused on receiving transfer students and get them acclimated with the university beyond orientation. Reach out to transfer students to help them adjust, settle in, and focus on succeeding by connecting them with peer mentors coordinated by the academic departments.
2. Engage and connect transfer students to campus events by creating events that are specific to them.
3. Promote consistency of satisfaction of transfer students' interactions with instructors and the variety of majors and degree of academic challenge in class.
4. Support transfer students' concerns regarding financing their education.
5. Implement an intrusive connection program facilitated by the Financial Aid Office to develop plans to meet the financial needs of all transfer students.
6. Assign each transfer student to a transfer advisor in the department who ensures that each student achieves critical milestones throughout their educational plan.
7. Develop a transfer-friendly protocol when developing new academic programs, course design, systems, and student-facing strategies; determine initially, how it will influence transfer students.
8. Develop a First-Year Experience course specific for transfer students.

READMITTED STUDENTS

Goal 5: Increase Graduation Rates of Readmitted Students

Objective 1: Increase the readmitted graduation rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 59%**

Strategies

1. Provide guidance for students to develop and maintain their academic plan for successful completion of their program of study. Initiate a mandatory tutoring and academic support plan through Exploratory Studies.
2. Develop a policy that focuses on community/campus service during the first year of being readmitted to campus (connect service to major).
3. Create funding for student workers in each degree program to reach out to prospective students once



- accepted to engage in communication with them immediately (e-mail, phone, or text as follow up with sophomores/juniors in their respective degree program).
4. Provide timely and accurate evaluation of work completed elsewhere to ensure appropriate academic planning.
 5. Initiate and expand opportunities for students to participate in internships and other professional experiences.
 6. Survey students to identify roadblocks to success. Collect and analyze the data.
 7. Add indicator for re-admitted students in SSC campus, as well as notes/conditions from application to SSC.
 8. Develop a re-admitted student mentoring program.
 9. Provide completion scholarships to those close to graduation (within 30 credits).

AFRICAN AMERICAN STUDENTS

Goal 6: Increase Retention Rates of African American Students

Objective 1: Increase the African American student retention rate by 27%. This represents a 5.4% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 56%**

Goal 7: Increase the Four-Year Graduation Rate for African American Students

Objective 1: Increase the four-year graduation rate for African American students by 20%. This represents a 4% increase per year over the next five years as evidenced by the Institutional Research and Planning census data. This starts with the 2018-2019 entering cohort. **Baseline: 21%**

Strategies

1. Hire a Director of Diverse Student Retention.
2. Design a segment of the Orientation program that speaks directly to African American and other under represented students' needs. A diverse group, to include staff, faculty, and students, both of color and not of color, should conduct these sessions.
3. Form a coalition of caring comprised of those areas such as MSA, MLK, ASP, Frederick Douglas Institute, Residence Life, etc., who more directly interact with African American Students. This formation would allow us to identify students and share information on students who are experiencing isolation, marginalization, and loneliness and be more proactive in meeting their needs.
4. The Financial Aid Office will create culturally sensitive, intrusive outreach approaches to sharing information with African American students. These approaches must be designed to go beyond what is deemed "usual" and must be in concert with target group needs.
5. Develop a series of training workshops for faculty to educate them on issues that African American students may be experiencing at Ship and involve them in developing strategies that will empower students to seek and maintain relationships with faculty.
6. Develop a transition workshop segment either in the First-Year Experience Program or as a stand-alone transition program that will involve faculty in educating students in bridging the cultural/diversity gap between home and college.
7. Employ more African American faculty who can serve as role models for students.



8. Promote, develop, and implement programs that will target student groups who are at risk such as the BROTHERS Black Male Empowerment Initiative, the SISTERS Women of Color Initiative, and PEERS first-year mentoring initiative. Work with offices throughout campus to involve students in leadership activities, which will equip them with skills to lead on a global stage.
9. Implement open forums in the residence halls and classrooms for current students to educate about African American culture, such as Building Bridges and R.A.C.E.
10. Establish Gilbert Hall as a campus resource for diversity leadership training and involvement and, by doing so, be able to increase campus-wide involvement for African American students.
11. Conduct research and follow up on students who left Shippensburg as seniors with fewer than 6-12 credits to complete degrees.
12. Implement Beautician and Barbering Services at Shippensburg University.
13. Identify first-year African American students with three or more C's for a special retention program—they are twice as likely to get a future F. These students are not likely to be flagged with a GPA or GPA trend.
14. Identify any African American student who earns at least one F for a special retention program—the effect of one F impacts their likelihood of graduating for up to three years.
15. Target this population for proactive advising and set up mechanisms for 100% of African American students to get intensive advising.
16. For African American students who have not registered for fall by June 1, have text campaigns offering individual assistance, and personal calls from campus administrators. Do the same for spring semester registration.
17. Establish registration benchmarks for African Americans by college and major and communicate progress toward benchmarks, and strategies to reach benchmarks, weekly through registration process.
18. For all African American students with over 104 credits, involve advisors and department chairs on which students have not applied for graduation. Email and text prompts for seniors to run a graduation audit with Degree Works and to meet with their advisor to resolve issues. Close the loop by updating the department chairs and advisors as to who has completed their graduation application.

HISPANIC STUDENTS

Goal 8: Increase Retention Rates of Hispanic Students

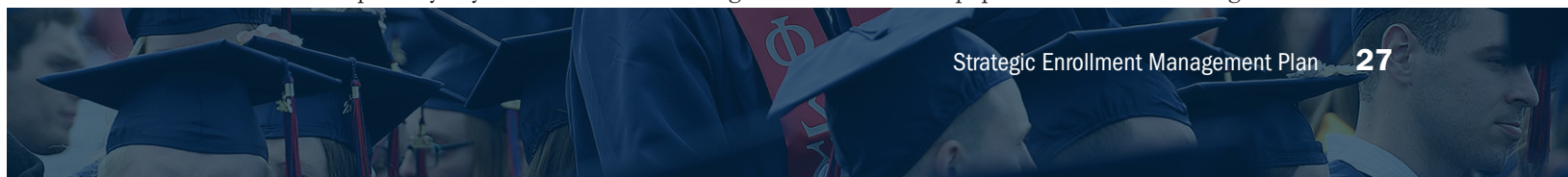
Objective 1: Increase the Hispanic student retention rate by 14%. This represents a 2.8% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 69%**

Goal 9: Increase the Four-Year Graduation Rate for Hispanic Students

Objective 2: Increase the four-year graduation rate for Hispanic students by 20%. This represents a 4% increase per year over the next five years as evidenced by the Institutional Research and Planning census data. This starts with the 2018-2019 entering cohort. **Baseline: 38%.**

Strategies

1. Develop cultural competence among faculty, staff, and administrators by providing training sessions for campus stakeholders that specifically prepare a campus for the Latina/Latino population.
2. Develop family days in the cafeteria on a regular basis where this population will be encouraged to invite



- their families and loved ones to the campus to dine and commune with them.
3. Ensure that there is a great representation of signs and announcements written in Spanish.
 4. Assess which publications should be written in Spanish.
 5. Develop a Hispanic Mentoring/Employment Program on campus.
 6. Involve the Latino Student Organization in programming for incoming students e.g., Orientation.
 7. Identify first-year Hispanic students with three or more C's for a special retention program—they are twice as likely to get a future F. These students are not likely to be flagged with a GPA or GPA trend.
 8. Identify any Hispanic student who earns at least one F for a special retention program—the effect of one F impacts their likelihood of graduating for up to three years.
 9. Target this population for proactive advising and set up mechanisms for 100% of them to get intensive advising.
 10. For Hispanic students who have not registered for fall by June 1, have text campaigns offering individual assistance and personal calls from campus administrators. Do the same for spring semester registration.
 11. Establish registration benchmarks for Hispanic students by college and major and communicate progress toward benchmarks, and strategies to reach benchmarks, weekly through registration process.
 12. For all Hispanic students with over 104 credits, involve advisors and department chairs on which students have not applied for graduation. E-mail and text prompts for seniors to run a graduation audit with Degree Works and to meet with their advisor to resolve issues. Close the loop by updating the department chairs and advisors as to who has completed their graduation application.

NON-TRADITIONAL OR ADULT LEARNER STUDENTS

Goal 10: Increase Retention Rates of Non-Traditional/Adult Learners

Objective 1: Increase the non-traditional/adult learner retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 68%**

Strategies

1. Increase student identification and satisfaction with peer groups, the university, and the community through town-gown partnerships. Ideas include: hold university classes in a downtown location; hold regular events at Shippensburg Station, such as movie nights, that would introduce students to community members; encourage and grow local business that are friendly to students by allowing “flex” funds to be spent at local (off campus) businesses.
2. Provide pre-entry counseling/advising for non-traditional students to identify what resources/services are needed, what remediation (study skills, college writing skills, etc.) needs to occur, and to help connect them to non-traditional student-friendly advisors who will ease their transition back into the classroom.
3. Train faculty regarding the unique needs of non-traditional students in their classes and encourage faculty to develop differentiated methods of instruction for the unique needs of non-traditional students.
4. Train advisors to work with non-traditional students (perhaps identifying a small number of advisors in each department to specifically work with non-traditional students) and offer more flexible scheduling of hours and services- i.e., after 4:30 PM.
5. Offer more core services (tutoring) outside of traditional business hours and online, and market these hours/services directly for non-traditional students. Staff a Learning Specialist who is trained to work with

- adult students in the evening/night hours.
6. Identify a private lactation room that could assist new mothers who are students to nurse their infants.
 7. Survey current adult students to ask them their needs so that Ship can make informed decisions about institutional barriers and support services.
 8. Develop UNIV 101 for adult students—this will provide a more appropriate and target transition experience for adult students.
 9. Align skills and knowledge gained via life experience to the current labor market. Provide Career Counseling for career pathways for non-traditional students.

OUT LGBTQ+ (SELF-IDENTIFIED) STUDENTS

Goal 11: Increase Retention Rates of Out LGBTQ+ (Self-Identified) Students

Objective 1: Identify a methodology to quantify Out LGBTQ+ students.

Objective 2: Enhance the support of our Out LGBTQ+ students as evidenced by increased ratings on LGBTQ+ survey.

Strategies

1. Maintain and assess the success of the LGBTQ+ Pride Center on campus. The leader will organize and manage LGBTQ+ concerns and events.
2. Devise a gender-inclusive housing policy that conforms to best practices across the country.
3. Educate the campus community about the Non-Discrimination Policy.
4. Expand Safe Zone training to make sure that at least one member of each academic department and administrative division is trained and knowledgeable.
5. Track retention rates for Out LGBTQ+ students.
6. Train Admissions staff regarding the issues LGBTQ+ students may be experiencing.
7. Create an academic monitoring system for LGBTQ+ students.
8. Compile retention and support data on LGBTQ+ students.
9. Teach the entire campus the importance of safety issues with the LGBTQ+ population.
10. Build a community of support with groups such as the LGBTQ+ Concerns Committee, the Women's Center, MSA and others who have been instrumental in developing a coalition to address the needs of this growing student group.

VETERAN/MILITARY STUDENTS

Goal 12: Increase Retention Rates of Veteran/Military Students

Objective 1: Increase the veteran/military students retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 66%**



Strategies

1. Provide guidance for military and veteran students to develop and maintain their academic plan for successful completion of their program of study.
2. Sponsor events and support services to encourage military and veteran students to persist through graduation.
3. Sponsor events to encourage military and veteran students to engage and build a sense of community.
4. Develop a comprehensive website for military and veteran students' student success.
5. Survey military and veteran students and utilize the data to identify and address roadblocks to success.
6. Provide professional support for mental health and other issues related to readjustment to civilian life, readjustment to the learning environment, skill-building workshops that focus on notetaking, studying, and time management.
7. Provide campus-wide awareness training for staff, faculty, and students on the challenges that veterans and active duty guardsmen and guards women face and how to address them in an informed and helpful manner.
8. Implement AmeriCorps VISTA for military focusing on Career Readiness.
9. Pursue Yellow Ribbon School accreditation.
10. Align skills and knowledge gained via military service to the civilian labor market. Provide Career Counseling for career pathways for former/retired military.
11. Create a cross-campus team that serves with the various needs of our veterans including a mentoring program and specialized orientation sessions.
12. Enhance awareness of the Veterans/ROTC Living Learning Community.
13. Educate active duty students and the campus community regarding procedures when a deployment order is issued.



INTERNATIONAL STUDENTS

Goal 13: Increase Retention Rates of International Students

Objective 1: Increase the international student retention rate by 2%. This represents a .4% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 89%**

Strategies

1. Provide additional staffing for International Student Support Services housed with the Center for Global Education.



2. Provide new international students the opportunity to be partnered with experienced international student mentors who are compensated for the time they spend mentoring –similar to O-Team and ASP.
3. Enhance the international orientation program by offering students additional information electronically prior to their arrival on campus as well as throughout their enrollment the first semester.
4. Work with the career center to assist international students in securing on-campus employment.
5. Offer training for staff and faculty on basic issues international students face to prepare them for engaging with these students.
6. Provide a designated prayer space.
7. Explore ESL support programs.
8. Provide ESL tutoring in the Learning Center.

STUDENTS WITH DISABILITIES

Goal 14: Increase Retention and Graduation Rates of Students with Disabilities

Objective 1: Increase retention and graduation rates of students with disabilities.

Strategies

1. Develop procedures to encourage students with known disabilities to register with OAR before beginning their first semester.
2. Analyze data on accessing of OAR services by different demographic groups.
3. Develop a “warm handoff” protocol to streamline process from high school to college for students with disabilities based on best practices developed through the US DOE. (<https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>)
4. Better inform and train advisors and instructors to recognize and support students with disabilities. Provide training on how to recognize typical patterns of students with permanent (ex. ADHD, vision/speech impairment) and temporary (ex. concussion, leg injury) disabilities and publish easy guides for faculty to refer students to OAR, Learning Center, etc.
5. Evaluate OAR procedures and shift administrative framework to a support rather than compliance model as practical under law.
6. Integrate disability awareness for students into FYE and orientation procedures.
7. Regularly monitor student outcomes by collecting data on retention and success at course and faculty level, including at the level of disability type, and act on results of the data.
8. Ensure the policy framework supporting students with disabilities is current, flexible, and relevant to the institutional context.
9. Develop scholarships for students with disabilities.
10. Raise awareness of the student disability club and the Honor Society and support its efforts through partnerships with Orientation Team and Residence Life.
11. Create an ally program or working group similar to the LGBTQ+ working group, which is housed in Social Equity/Human Understanding Office.
12. Educate parents at orientation in an intentional way to encourage their sons/daughters to sign up for services.





Recruitment

FIRST-TIME-IN-COLLEGE STUDENTS

Goal 1: Increase Number of First-Time-in-College Students

Objective 1: Increase the first-time-in-college student enrollment by 25%. This represents a 5% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies:

1. Create a Student Recruitment Advisory Council with broad representation from the student body.
2. Create a one-stop shop strategy for Enrollment Management.
3. Review and reengineer all recruitment, admissions, financial aid, housing, student accounts, orientation, placement testing and registration communication and processes.
4. With the Office of Admissions coordinating, deans, department chairs, and the president will contact students in the different phases of the student funnel that address moving students from applied, admitted, and confirmed to enrolled.
5. Initiate the Common Application and build it into the processes for Admissions and Recruitment.
6. Create a \$500 scholarship for student who are accepted into the Honors College.
7. Integrate the “Each One Bring One” strategy into the culture of the campus so every stakeholder understands his or her recruitment responsibility. As a part of this strategy, faculty and staff members are encouraged to do at least one official recruitment visit with recruiters or on their own after participating in a recruitment training conducted by the director of admissions. An online training will be developed to supplement the training.
8. Develop a statewide school counselor retreat to ensure that all school counselors are knowledgeable about the university.
9. Develop a social media marketing strategy with a focus on recruiting highly qualified students.
10. Implement predictive analytics for Admissions and Financial Aid. Using analytics develop a probability score to predict whether a prospective student will enroll. The scores will be based on gender, race, ethnicity, standardized scores, grades, income status, residence, and other variables.
11. Engage the Alumni Board and other alumni in the recruitment process, with an emphasis on urban areas.
12. Develop additional collaborative recruitment events that cover the state of Pennsylvania. Identify recruitment goals for all stakeholders.
13. Develop an inbound and outbound call center in order to address all admissions, financial aid, and other registration concerns that hinder students from enrolling.
14. Develop earlier Orientation sessions in order to reduce the amount of time during the final stage of the student’s admissions cycle.
15. Create financial aid days to intrusively assist students with the verification process, which results in a faster processing of the financial aid award. A financial aid representative will contact every student.
16. Utilize the SLATE CRM to allow a one-stop application website. All materials for the application, including letters of recommendation, official transcripts, etc., will be submitted and tracked via this site.
17. Partner with Ship’s Human Resources Office to work with current Ship staff and faculty on how to utilize their employee benefits.

18. Implement a payment plan that will reduce the number of students who enroll but never make it through the payment stage.
19. Create a Parent Portal to help families stay connected.
20. Present cost information up front at the per credit level (for comparison with other institutions), as well as providing a means of quickly calculating program costs for an academic year or the duration of the program.
21. Consider Summer Bridge students, who have successfully completed the program, as regularly admitted students in the fall. Before fall matriculation, allow them to move into any major for which there are no admission requirements for regularly admitted FTIC students.
22. Communicate with campus community about the Raider Award (amount of tuition reduction and academic requirements for out of state students).
23. Create a bridge program for students after the Academic Success Program has begun.
24. Build recruitment markets in out-of-state locations such as Connecticut and New York using alumni and university staff.

GRADUATE STUDENTS

Goal 2: Increase Number of Graduate Students

Objective 1: Increase the graduate student enrollment by 25%. This represents a 5% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies

1. Work with academic deans and departments to create, promote, and market seamless pathways to graduate programs for undergraduate students (e.g., 4+1 pathways, joint undergraduate/graduate programs). Create a culture for graduate school attendance from time students enter university as a freshman.
2. Develop consistent communication with faculty and departments in relation to recruitment events they attend. Ensure student inquiry cards are returned to admissions and an assessment of the event is provided.
3. Use central resources to represent Ship's graduate programs at national and international conferences where recruitment of under-represented minorities and international students is a high priority (e.g., National Black Graduate Students Conference, SREB, SACNAS, ABRCAMS, etc.) and assess effectiveness of these efforts.
4. Utilize the SLATE CRM to allow a one-stop application website. All materials for the application, including letters of recommendation, official transcripts, etc., will be submitted and tracked via this site.
5. In collaboration with academic departments, programs, and deans, develop benchmarks and monitor key performance indicators for the recruitment of graduate students.
6. Increase on-campus visits by prospective students by creating specialty programs designed to provide a comprehensive experience and increase support to departments and individual faculty for recruiting efforts.
7. Develop relationships with schools that serve underrepresented minority (URM) populations.
8. Partner with Ship's Human Resources Office to work with current Ship staff and faculty on how to utilize their employee benefits.
9. Work with SU Career Center to identify employers who have discount programs for continuing education and host events at their facilities.



10. Design and implement a recruitment campaign targeted to Ship alumni who graduated within the past five years.
11. Provide additional “value added” benefits such as preferred parking, professional development funding, housing discounts, meal plans, health benefits, etc., that will make Ship a more competitive option for prospective graduate students.
12. Evaluate current data regarding which marketing strategies have been successful in promoting graduate programs. Refine marketing strategies. Retool the graduate admissions website.
13. Develop templates and toolkits that programs can easily incorporate into their materials for recruitment, grant applications, and other purposes.
14. Clearly outline the process for transferring credits into graduate programs.
15. Increase the number of online graduate programs offered.
16. Incorporate the members of the Graduate Student Advisory Board (GSAB) into the recruitment process.

TRANSFER STUDENTS

Goal 3: Increase Number of Transfer Students

Objective 1: Increase the transfer student enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies

1. Transform restrictive admissions standards for transfer students applying to certain academic majors.
2. Renew articulation agreements and dual admission agreements with community colleges.
3. Centralize transfer services to improve the student experience.
4. Target specific programs easiest to market including business, communication/journalism, exercise science, engineering, and education.
5. Provide additional scholarship funding for transfer students.
6. Build faculty-to-faculty relationships with our top feeder community colleges (HACC, HCC).
7. Use current transfer students to recruit transfer students from their community colleges.
8. Create a bridge program for transfer students with disabilities from community colleges.
9. Admit otherwise qualified transfer students with a GPA lower than the department requirement into programs that have GPA requirements above a 2.0.

READMITTED STUDENTS

Goal 4: Increase number of Readmitted Students

Objective 1: Increase the readmitted student enrollment by 30%. This represents a 6% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies

1. Streamline admissions process using Slate. Review holds and make admissions decision in the Registrar's Office for those students who left in good standing.
2. Revise academic forgiveness policy to three years instead of five years and allow D grades to stand.
3. Improve outreach to those students who have left the university in good standing.
4. Market the degree completion program to this population. Increase the number of students per cohort in the degree completion program and admit annually into the program.
5. Develop a student re-activation policy for students in good academic standing that stop out for a defined period (e.g. two years). This policy will eliminate barriers for the return of former students in good academic standing.
6. Develop an open house for readmit students.

AFRICAN AMERICAN STUDENTS

Goal 5: Increase Number of African American Students

Objective 1: Increase the enrollment of African American students by 15%. This represents a 3% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Objective 2: Improve the acceptance rate by 15%.

Strategies

1. Develop a multi-assessment strategy for admissions decisions, which includes essays, letter of recommendations, interviews, and the Grit Scale.
2. Staff who serve as recruiters will receive the training to enhance culturally competence about African American culture.
3. Target top African American students with name buys and develop a customized marketing strategy for this high-achiever population.
4. Offer financial aid presentations at all on-campus events and in high schools with high numbers of African American students.
5. Identify and engage current students to develop peer partnerships with incoming students.
6. Conduct remote/mobile open house "get to know Ship" events in more urban areas.
7. Have SU admissions staff partner with current students and alumni to offer more events, both on and off campus, to enhance the sense of community and safety with prospective African American students.
8. Create a parent portal to help families stay connected.



9. Host events where prospective students and families can spend time and get in depth information with programs on campus that aid in the success of African American students, i.e., Multicultural Student Affairs and MLK Retention Program.
10. Review local demographics and create programs for African American students in our local area.
11. Create a recruitment program involving Greek Life (Divine 9).
12. Offer cost-free bus trips to help students visit Shippensburg University and attend New Student Orientation.
13. Design specific e-mail and hard copy communication to this population that explains higher education terminology and outlines:
 - a. How to handle paying for college and using financial aid and scholarship to do so.
 - b. Step-by-step comprehensive resource on how to apply to Shippensburg University.
 - c. Create a first-generation timeline/checklist for rising seniors.

HISPANIC STUDENTS

Goal 6: Increase Number of Hispanic Students

Objective 1: Increase the Hispanic student enrollment by 15%. This represents a 3% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Objective 2: Improve the acceptance rate by 15%.

Strategies

1. Place a recruiter in the Reading School District to be in the high school daily as a college going process facilitator.
2. Develop a multi-assessment strategy for admissions decisions, which includes essays, letter of recommendations, interviews and the Grit Scale.
3. Staff who serve as recruiters will receive the training to enhance cultural competence about Hispanic culture.
4. Send a bilingual admissions recruiter to high schools with high populations of Hispanic students.
5. Offer evening “family” sessions in high schools with high populations of Hispanic students—provide financial aid information in Spanish.
6. Attend Hispanic focused college fairs in PA and surrounding states (Career Council).
7. Develop a Spanish version of the Ship website.
8. Contact local and regional Latino/Hispanic organizations to collaborate with student recruitment.
9. Using federal/state census population data; target denser areas for prospective Latino students.
10. Do outreach to community organizations, Hispanic Center, Chambersburg, Harrisburg, etc.
11. Create marketing materials customized for this population in both English and Spanish.
12. Engage the Alumni Board and other alumni from this population in the recruitment process, with an emphasis on areas with high numbers of Hispanic students.



13. Offer financial aid presentations at all on campus events and in high schools with high numbers of Hispanic students.
14. Identify and engage current students to develop peer partnerships with incoming students.
15. Conduct remote/mobile open house “get to know Ship” events in more urban areas.
16. Create a Parent Portal to help families stay connected.
17. Host events where prospective students and families can spend time and get in-depth information with programs on campus that aid in the success of Hispanic students, i.e., Multicultural Student Affairs and MLK Retention Program.
18. Review local demographics and create programs for students in our local area.
19. Offer cost-free bus trips to help students visit Shippensburg University.
20. Design specific e-mail and hard copy communication to this population that explains higher education terminology and outlines:
 - d. How to handle paying for college and using financial aid and scholarship to do so.
 - e. Step-by-step comprehensive resource on how to apply to Shippensburg University.
 - f. Create a first-generation time/checklist for rising seniors.

NON-TRADITIONAL OR ADULT LEARNER STUDENTS

Goal 7: Increase number of Non-Traditional/Adult Learners

Objective 1: Increase the non-traditional/adult learner student enrollment by 25%. This represents a 5% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies

1. Build partnerships with local employers and ensure education programming that addresses the needs of employers and employees.
2. Develop additional opportunities for credit for prior learning.
3. Review and reassess all initiatives regarding adult learner populations.
4. Develop adult learner specific scholarships.
5. Review and address fees and tuition. Competitors bundle it and are much more competitive in pricing for adult learners. Advocate for change.
6. Review New Student Orientation programming for adults and consider an online orientation.
7. Develop customized financial aid information sessions to adult learners.
8. Provide family friendly informational sessions about returning to college as an adult (provide childcare).
9. Provide preparatory materials to students prior to taking the placement testing.



OUT LGBTQ+ STUDENTS

Goal 8: Increase Number of Out LGBTQ+ Students

Objective 1: Identify a methodology to quantify LGBTQ+ student enrollment.

Objective 2: Increase the LGBTQ+ student enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies

1. Develop the methodology to quantify the LGBTQ+ students.
2. In Viewbook, brochures, and other published materials, place subtle cues indicating acceptance (e.g. rain bow coalition signs or single gender students walking (along with others) holding hands and going unnoticed—a more diversified look.).
3. Establish an affinity center for LGBTQ+ students.
4. Implement the preferred name policy across all systems and reports.
5. Explore opportunities for the use of gender-neutral pronouns.

VETERAN/MILITARY STUDENTS

Goal 9: Increase Number of Veteran/Military Students

Objective 1: Identify a methodology to quantify veteran/military students.

Objective 2: Increase the veteran/military student enrollment by 15%. This represents a 3% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategies

1. Develop the methodology to quantify veteran/military students by blitzing the Banner delivered screen and Cognos Reports.
2. Build relationships with military installations such as VFW, American Legion, Fort Indiantown Gap, Army War College, and Navy Depot; Assess opportunity for contractual training.
3. Designate a person for recruitment and retention of veterans. Hire a director/coordinator to lead this area.
4. Improve data collection of veterans and military status students.
5. Create a brochure focused on veterans featuring location, programs, cost, benefits, and how to apply, and services for veterans.
6. Advertise in publications that reach military families and provide personal outreach to veterans/military applicants via e-mail and phone calls.
7. Develop an open house or ROTC recruitment day for veterans/military students and their families.
8. Display of veteran-related items in the admissions office and across campus.
9. Create an application fee waiver for veterans and veteran dependents.
10. Use current veteran students to recruit students.

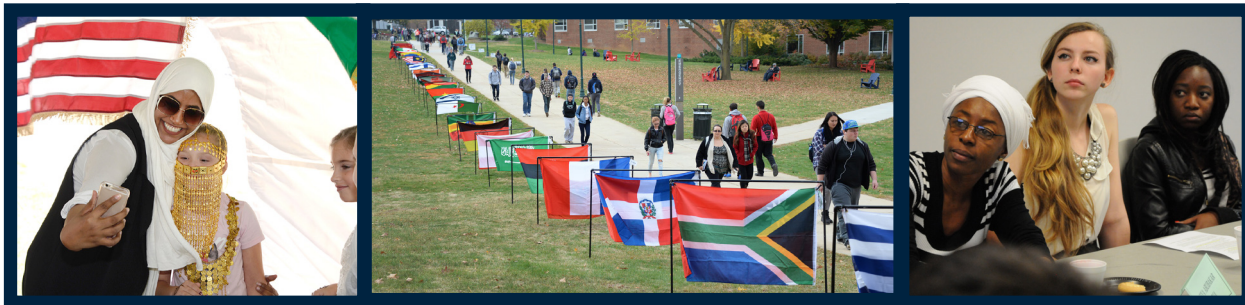


11. Use faculty, staff, and alumni with military connections in the recruitment process.
12. Develop opportunities for credit for prior learning.
13. Create scholarships specific for veterans.
14. Offer a military-centric website that allows them to navigate everything they need to know within that portion of our site.

INTERNATIONAL STUDENTS

Goal 10: Increase Number of International Students

Objective 1: Increase the international student enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.



Strategies

1. Develop partnerships with community colleges that serve international students and have ESL programs.
2. Streamline admissions and I-20 processing.
3. Provide diversified housing options and meal plans.
4. Strengthen connection between athletics and international students in recruiting.
5. Help international students with transportation to metropolitan areas.
6. Explore the possibility of offering ESL at Shippensburg University, specifically for the local international community (non-F-1 students) in the short term.
7. Explore working with sponsoring organizations or formalizing relationships with sponsoring organizations. Shippensburg University already has been a popular location for Saudi Arabian students, but we do not have a close relationship with anyone at the Saudi Arabian Cultural Mission, yet we enroll large numbers of Saudi students.
8. Shift our recruitment efforts and enrollment from graduate students to undergraduate students due to the longer period of enrollment for UG students (four years) versus the shorter period for graduate students (two years).
9. Expand efforts to closely research and monitor out-of-country recruitment, specifically looking at emerging markets (e.g. Vietnam, India) and existing markets (South Korea, Saudi Arabia).
10. Develop a host family program to support international students during the semester and on breaks.
11. Expand awareness of the Global Village Club to prospective students.
12. Advertise on-campus employment opportunities.

STUDENTS WITH DISABILITIES

Goal 11: Increase Number of Students with Disabilities

Objective 1: Increase the student with disabilities enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by data in the Office of Accessibility Resources.

Strategies

1. Ensure that someone from accessibility resources is always available not only at recruitment events on campus to speak to prospective students about services, but also about our welcoming and inclusive campus community.
2. Review, collaborate, and partner with programs such as CARR (College Autism Readiness Retreat—currently run by West Chester University and Kutztown University). For program information, please visit this website: <https://www.wcupa.edu/viceProvost/dcap/carr.aspx>
3. Host a transitional summer orientation day for students with diagnosed disabilities. (Example: West Chester's STEP- Summer Transition Enrichment Plan) and advertise this as a unique opportunity that will aid in the transition from high school to college.
4. Start an OAR Ambassador program (Example: West Chester's OSSD Ambassadors) where students with disabilities can attend local high school visits and speak to students about their experiences and also host a shadow day.
5. Consider relocating the Office of Accessibility Resources to a more accessible location. Third floor of Horton Hall is not an easy place to (1) get to and (2) locate students (especially students with physical disabilities) might find the location of the office not inviting.
 - a. Consider separating OAR and testing – create a Proctoring Center.
6. Review the Swatoney in conjunction with SUSSI, and consider writing it from the lens of things you can and cannot do in order to be more accommodating to students on the autism spectrum.
7. Collaborate with Dining Services to create quiet eating places/spaces in the dining hall and or quiet eating time zones for students on the autism spectrum to eat and enjoy their meals if they choose to attend.
8. Design/implement a Meal Mates Program that allows current students to be a mentor for one meal a week with a student registered with OAR.
9. Continue to improve the service that will allow students to register/book their appointment online.
10. On the website, include a resources page for faculty/staff who are working with students with disabilities and consider hosting a yearly training or a self-paced training module. (example: <http://meded.ucsf.edu/msds/faculty-training-modules>)
11. Continue to ensure that physical space and facilities are ADA compliant and continue to make the accessibility map available to prospective students.
12. Make prospective students aware about the Disability Awareness Club, 24-hour health services, and access to learning specialists, counselors, and a psychiatrist.
13. Create a mentorship program and pair DSS students with current students in the disability studies program.
14. Review the GPA and graduation rates, and use them as a selling point.
15. Inform prospective students about the Honor Society, Gamma Chapter of Delta Alpha Pi.

COLLEGE PLANS

JOHN L. GROVE COLLEGE OF BUSINESS

Recruitment Strategy	New or Improved
Recruitment Strategy 1: Attract new freshmen to the Grove College of Business by offering quality programs; participating in Open Houses; faculty, staff, and administration outreach; student outreach; and marketing and branding using social media. For details, please see five-column TRACDAT Report	Continuing
Recruitment Strategy 2: Recruit Transfer Students by offering quality programs; participating in Open Houses; transfer days; faculty, staff, and administration outreach to community colleges, student outreach, and marketing tools. For details, please see five-column TRACDAT Report.	Continuing
Recruitment Strategy 3: Recruitment of Graduate students including MBA and new DBA program.	Continuing/New
Estimated Recruitment Impact 1) Maintain stable undergraduate enrollment (1,400 students) 2) Maintain stable MBA enrollment (240 students) 3) Offer the DBA program – Starting fall 2019 (First cohort of 25 students)	On Target or better

Retention Strategy	New or Improved
Retention Strategy 1: Continue offering BSN 101 to engage students early in the matriculation process and develop a plan to graduate on time.	Continuing
Retention Strategy 2: Student Success and Retention Center – This center assists students in their first year of college, particularly early intervention and assistance focused to maintain high retention rate among business students in first year of college.	Continuing
Retention Strategy 3: Enhancing student experiences through Business Internship, Investment Management Program (IMP), Diller Center, leadership in student organizations, and professional development.	Continuing
Retention Strategy 4: Student Peer Mentoring Program – Further develop Peer Mentoring Program for Transfer and First-Year students – This program focuses on connecting new students to upperclass students to encourage engagement that directly impact student retention and satisfaction.	New
Estimated Retention Impact 1) First year retention rate of 83% 2) Student Satisfaction Survey	On Target or better



COLLEGE OF ARTS AND SCIENCES

Initiatives beyond the scope of the College of Arts and Sciences, potentially crossing colleges and units:

1. (RETENTION) Work to fully implement the newly conceived Academic Dismissal policy (New and Improved).
2. (RETENTION) Better coordinate the major/minor exploration discussion so that students are properly informed and guided to mindfully make wise choices among many options (Improved).
3. (RETENTION) Explore and implement registration policies that are more student friendly so that students can register without the hindrance of registration time windows (New).
4. (RECRUITMENT) Leverage the general education revision as a recruitment tool. Develop programming, such as speakers and events that are associated with general education themes to bring high school students and community members to campus (New).
5. (RECRUITMENT) Incentivize faculty to engage in student recruitment efforts through a grant program like NAPD or AI grants. Encourage faculty to develop and implement discipline-specific academic recruitment activities, perhaps as camps or as activities in local high schools (New).
6. (RECRUITMENT) Hold departmental or divisional open houses to focus on specific academic areas.

The above initiatives are offered separately because they appear to help generally advance recruitment and retention more broadly, not just within the College of Arts and Sciences.



Recruitment Strategy	New or Improved
Recruitment Strategy 1: Fully implement recent new programs, including Engineering, Sustainability, and the Liberal Arts and Technical Leadership DCP Programs. Working with Admissions, PCDE, and Communications/Marketing to ensure prospective students are fully informed about these programs and associated opportunities.	New
Recruitment Strategy 2: Pursue and implement opportunities for articulations with other State System schools (3+2) and community colleges (2+2) for Engineering programs. Remain open to other articulation opportunities, too.	New and Improved
Recruitment Strategy 3: Work to coordinate and refine the communications practices of the departments and dean's office for contacting students in different phases of the student admissions funnel.	Improved
While not directly involved in the admissions process, these strategies should assist in building a stronger pipeline of students and in increasing the engagement of potential students with SU and the College of Arts and Sciences.	



Retention Strategy	New or Improved
Retention Strategy 1: Peer-assisted Learning/Supplemental instruction	New
Retention Strategy 2: Developmental Education – Accelerated Models Initiative	New
Retention Strategy 3: Continue development and implementation of “exit-year” strategies that engage students in activities supporting career and job-search activities (i.e., integration of workforce concepts with the Liberal Arts.) For example, working to expand and fully implement the recently piloted Passport to Success program and Etiquette dinners.	Improved
Retention Strategy 4: Reconstitute the Dean’s Advisory Council, broadening its scope to span high impact practices. Also, continue college-level internal grant support for student/faculty research initiatives and develop additional initiatives and assessments. Work to develop strategies that serve to broadly guide development and implementation of HIPs within the College of Arts and Sciences. Analyze participation in HIPs by demographic groups and address disparities.	Improved
Retention Strategy 5: Be intentional in centralized coordination and management of internships within the College of Arts and Sciences. Reconstitute the Internship Committee to facilitate coordinated efforts and to assess efforts.	Improved
Retention Strategy 6: Continue the work of the College of Arts and Sciences Advising Support Center to engage faculty in the discussion of best practices in advising and develop college and departmental guidelines for such best practices. Continue assessment of the work of the center.	Improved
All these strategies would be expected to positively impact retention. PAL/SI has the potential to improve DFW rates in challenging courses and thus lead to improved student retention. Improving developmental education will enhance the likelihood that students needing remediation can be successful. Helping students see the connection of their major choice with their career choices along with strategic implementation of high impact practices helps boost student engagement and enhances student retention. The same is true for internships, so more centralized coordination should help promote these experiences. Improved advising models also boost student engagement and institutional trust.	



COLLEGE OF EDUCATION AND HUMAN SERVICES

Recruitment Strategy	New or Improved
<p>Recruitment Strategy 1:</p> <p>Intentional Follow Up Communication: All departments email and reach out to potential students following an event, including career days /classroom visits in high schools, SU Open House, SU Admitted Student Day, SU Orientation, welcome to SU phone calls, and talking with current undergraduate students about graduate options at SU.</p>	Improved
<p>Recruitment Strategy 2:</p> <p>Outreach to Professional Partners: All departments share program information (especially on the graduate level) with partners, including hosting tables at conferences, sending flyers and e-mails to partners to circulate with staff and other professionals.</p>	Improved
<p>Recruitment Strategy 3:</p> <p>Hosting Special Events: A number of CEHS departments created and implemented special events outside the traditional SU experiences, including hosting information sessions (face-to-face and using media tools), hosting an information night for potential students and their families, hosting students in college classes (especially athletes) [some departments reported estimated enrollment results for this strategy].</p>	Improved
<p>Estimated Recruitment Impact</p> <p>Through continual documentation of outreach communication initiatives, the college will be able to identify patterns of connectivity with recruitment trends, i.e. links between e-mail communications following open houses and student applications and confirmation.</p> <p><i>Note: At least three parents reported during impromptu meetings at campus events (orientations and admitted student day) that the Teacher Education Event hosted in the evening for potential students and their families was the key factor in students choosing SU. In addition, these families and students noted that no other colleges offered such a program that directly showcased their students talking so highly about their education.</i></p>	



Retention Strategy	New or Improved
<p>Retention Strategy 1:</p> <p>Peer Mentoring: Each department and the CEHS Center for Student Engagement and Academic Enrichment (SEAE) will:</p> <ul style="list-style-type: none"> • identify course(s) for peer mentors, • identify junior/senior level students to serve as mentors, • promote the role of mentor at the college and department level, • host mentoring debriefings within the college to better address students’ needs (and track data). <p>“Peer-assisted Learning/Supplemental instruction” -</p> <p>Arendale, D. R. (2014). Understanding the peer assisted learning model: Student study groups in challenging college courses. <i>International Journal of Higher Education</i>, 3(22), 1-12.</p>	New
<p>Retention Strategy 2:</p> <p>Textbook Share: SEAE will collect and distribute course level textbooks to students in need. The process of determining a list of texts and collecting texts is already underway.</p>	New
<p>Retention Strategy 3: Pursue a developmental education accelerated model initiative</p> <p>Developmental Education – Accelerated Models Initiative”</p> <p>Bailey, T., Bashford, J., Boatman, A., Squires, J., Weiss, M., Doyle, W., Valentine, J. C., LaSota, R., Polanin, J. R., Spinney, E., Wilson, W., Yeide, M., & Young, S. H. (2016). Strategies for postsecondary students in developmental education – A practice guide for college and university administrators, advisors, and faculty. Washington, DC: Institute of Education Sciences, What Works Clearinghouse.</p>	New
<p>Retention Strategy 4:</p> <p>Probationary Student Support: As part of SEAE and work in the AD office, probation students are invited meet individually to discuss academic and social-emotional strategies for success, including creating Individualized Action Plans for NPR students, for students with a number of incompletes, for students with a specific issues (typically identified to the AD by a faculty member-loss of a parent, social-emotional needs).</p>	New
<p>Estimated Retention Impact</p> <p>CEHS retention strategies are designed to support students in and out of class. As a result of instituting a number of different services, the college will be able to monitor students’ academic growth and determine the most effective use of resources.</p>	



ELNETTEA G. JONES UNIVERSITY STUDENT SUCCESS CENTER AND EXPLORATORY STUDIES

Retention Strategy	New or Improved
<p>Strategy 1:</p> <p>Explore the benefits and effectiveness of developing a university college that will provide structured holistic support for all first- and second-year students.</p> <ul style="list-style-type: none"> • Research existing models, especially within the State System. • Work collaboratively with colleges' administration and faculty in developmental phase to share vision, purpose, and goals. 	
<p>Strategy 2:</p> <p>Continue to advocate for review of internal barriers that prevent exploratory studies students from declaring majors within an optimal time frame.</p>	Continuing
<p>Strategy 3:</p> <p>Continue to support exploratory students with intentional and proactive advisement.</p> <ul style="list-style-type: none"> • Move toward a more sustainable model that creates stability within exploratory studies, and which has the potential to support first- and second-year students already in programs. 	Improved
<p>Strategy 4:</p> <p>Be more focused on outreach and collaboration with academic departments</p> <ul style="list-style-type: none"> • Provide regular opportunities for faculty to share program information with exploratory students beyond the fall major and minor fair. 	Improved
<p>Estimated Retention Impact</p> <p>These retention strategies are designed to create support systems for exploratory studies and all first- and second-year students. Their development will create timely pathways into majors and holistic support during students' most vulnerable period.</p>	



Implementation Table

STUDENT SUCCESS AND RETENTION

Goal 1: Increase Retention Rates of First-Time-in-College Students Goal 2: Increase the Four-Year Graduation Rate for First-Time-in-College Students			
<p>Objective 1: Increase the first-time-in-college student retention rate by 12%. This represents a 2.5% increase per year over the next five years as evidenced by Institutional Research Census Data. Baseline: 71%</p> <p>Objective 2: Increase the first-time-in-college student retention (regular admits) rate by 12%. This represents a 2.5% increase per year over the next five years as evidenced by Institutional Research Census Data. Baseline: 72%</p> <p>Objective 3: Increase the first-time-in-college student retention (ASP admits) rate by 15%. This represents a 3% increase per year over the next five years as evidenced by Institutional Research Census Data. Baseline: 68</p>			
Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 2, 3, 4	<ul style="list-style-type: none"> Remove registration holds for parking tickets Administration and Finance approve \$2,000 threshold Review and enhance communication to holds (text) Customization of dropping classes 	Registrar VP, Administration and Finance IT	
5, 16, 18	<ul style="list-style-type: none"> Select vendor and implement payment plan by Fall 2019 Review financial literacy efforts across campus—create a comprehensive plan 	Student Accounts FYE Financial Aid	
6, 14, 17, 19, 20, 21	<ul style="list-style-type: none"> New roll out of SSC SCC Training Focus on advising improvement Implement graduation checks 	AVP, SS	
7, 8, 10	<ul style="list-style-type: none"> Implement card swipe technology Market our comprehensive tutoring services Implement Peer-Assisted Learning/ Supplemental Instruction Hire adequate tutors 	IT Provost Office AVP, SS	
9	<ul style="list-style-type: none"> Assess current use of OER (% of classes using them) Develop aggressive plan to eliminate all textbook costs Advertise mini grants to faculty Investigate cost-effective textbook options 	Provost Office AVP, SS	

11	<ul style="list-style-type: none"> Identify courses with DFW issues Course redesign 	Provost Office	
12	<ul style="list-style-type: none"> Get program beyond pilot phase Increase funds for CYS program Develop additional financial aid collaboration 	AVP, SS College Deans	
13	<ul style="list-style-type: none"> Establish planning meeting with leaders Develop schedule of faculty house calls Develop marketing campaign to increase awareness Select best time for house calls 	Residence Life AVP, SS Faculty Provost	
15	<ul style="list-style-type: none"> Create paired courses with development education and college-level courses Identify the adaptive learning technology to be used 	Provost Office AVP, SS Faculty	
22	<ul style="list-style-type: none"> Research best practices on multi-year scheduling Hold meetings with key stakeholders Create buy-in for one waitlist system 	Registrar Associate Deans Provost Office IT	
23	<ul style="list-style-type: none"> Define demographic and other information for the profile Strengthen communication with campus stakeholders Hold monthly informational sessions 	IR AVP, EM AVP, SS	
24	<ul style="list-style-type: none"> Hold meeting with key stakeholders to demonstrate the system Show tie-in with XE registration Create buy-in and receive feedback 	Registrar IT Provost Office College Deans	
25	<ul style="list-style-type: none"> Identify the best fit for the university for internal and external transfers 	Provost Office Director of Admissions	
26	<ul style="list-style-type: none"> Create an involvement transcript for students in order to assess the nature of their involvement 	Career Center Student Life Dean of Students	



27	<ul style="list-style-type: none"> • Complete hiring process 	Dean of Students VP, Student Affairs	
28	<ul style="list-style-type: none"> • Increase student identification and satisfaction with peer groups, the university, and the community through town-gown partnerships 	Chief, External Relations Director of Community Engagement	

Goal 4: Increase First-Year Persistence Rates of Transfer Students

Objective 1: Increase the transfer student retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 73%**

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 2	<ul style="list-style-type: none"> • Develop transfer committee • Identify stakeholders to develop transfer-specific programming • Establish peer mentoring program 	VP, EM/SS	
3	<ul style="list-style-type: none"> • Develop a satisfaction survey for transfer students 	IR AVP, SS Career Center	
4, 5	<ul style="list-style-type: none"> • Develop financial aid workshops for transfer students • Select student to facilitate these sessions • Utilize Financial Aid TV 	Financial Aid Dean of Students	
6, 7	<ul style="list-style-type: none"> • Develop faculty session with transfer students • Identify transfer advising best practices 	Provost Office College Deans	
8	<ul style="list-style-type: none"> • Implement FYE program • Assess FYE program and enhance based on assessment 	Director of FYE	



Goal 5: Increase Graduation Rates of Readmitted Students

Objective 1: Increase the readmitted student graduation rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 59%**

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 3, 8	<ul style="list-style-type: none"> • Develop a readmitted student committee to focus on the needs of these students • Develop a mentoring program • Develop an intrusive tutoring initiative for readmits 	AVP, SS College Deans Program Leaders	
2	<ul style="list-style-type: none"> • Readmitted Student Committee will outline a plan to implement 	Director of FYE and Community Engagement	
4	<ul style="list-style-type: none"> • Review policies and practices in the registrar's office and dean's office for readmitted students 	Registrar College Deans	
5	<ul style="list-style-type: none"> • Collaborate with readmitted student committee to establish a plan for this population • Require visits to service areas • Develop a to-do list of things to get accomplished 	AVP, SS Registrar	
6	<ul style="list-style-type: none"> • Develop a survey tool with IR. • Survey students to identify roadblocks to success • Collect and analyze the data 	IR	
7	<ul style="list-style-type: none"> • Coordinate with SSC leaders and Academic Affairs • Assess best practices to monitor this population of students 	Provost Office	
9	<ul style="list-style-type: none"> • Readmitted student committee to develop a plan to create completion scholarships • Secure funding for said scholarships 	AVP, SS VP, Administration and Finance	

Goal 8: Increase Retention Rates of Hispanic Students

Goal 9: Increase the Four-Year Graduation Rate for Hispanic Students

Objective 1: Increase the Hispanic student retention rate by 14%. This represents a 2.8% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 69%**

Objective 2: Increase the four-year graduation rate for Hispanic Students by 20%. This represents a 4% increase per year over the next five years as evidenced by the Institutional Research and Planning census data. This starts with the 2018-2019 entering cohort. **Baseline: 38%**

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Identify goals and objectives of cultural competence and assess current climate Develop a training module and implement 	Director of DSR AVP, SS	
2	<ul style="list-style-type: none"> Identify days to facilitate these events Meet with Chartwells Identify funding 	Director of DSR AVP, SS	
3, 4	<ul style="list-style-type: none"> Develop a Hispanic committee and assess best options to develop and place signage 	Director of DSR AVP, SS	
5	<ul style="list-style-type: none"> Coordinate with CMPDC Identify mentors and develop programming 	Director of DSR AVP, SS CMPDC	
6	<ul style="list-style-type: none"> Add a representative from this organization to the NSO and FWW committees 	Director of DSR	
7, 8, 10, 11	<ul style="list-style-type: none"> Develop a program to address these tasks 	Director of DSR	
9, 12	<ul style="list-style-type: none"> Coordinate a plan with Academic Affairs and Diverse Student Retention to develop this new strategy 	Director of DSR Provost Office	



Goal 10: Increase Retention Rates of Non-Traditional/Adult Learners

Objective 1: Increase the non-traditional/adult learner retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 68%**

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Develop a committee for non-traditional/adult learners Identify programming for this population 	AVP, SS	
2, 5	<ul style="list-style-type: none"> Outline academic needs and develop an action of needed resources and services 	AVP, SS Learning Center Provost Office	
3, 4	<ul style="list-style-type: none"> The committee will develop a list of topics to train the campus community to enhance the climate of this population 	AVP, SS	
6	<ul style="list-style-type: none"> Identify a pace for this service and assess the needs Advertise the service 	Director of Facilities Marketing	
7	<ul style="list-style-type: none"> Develop a survey Administer the survey Analyze and report results 	IR	
8	<ul style="list-style-type: none"> Review the need for a separate FYE Pilot the effort 	Director of FYE AVP, SS	
9	<ul style="list-style-type: none"> Develop a policy that supports this strategy 	AVP, SS CMPDC	

Goal 11: Increase Retention Rates of Out LGBTQ+ (self-identified) Students

Objective 1: Identify a methodology to quantify out LGBTQ+ students.

Objective 2: Enhance the support of our out LGBTQ+ students as evidenced by increased ratings on LGBTQ+ Survey.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 10	<ul style="list-style-type: none"> Develop assessment/satisfaction surveys Collect and analyze data—report results Develop a plan to assess concerns Engage the LGBTQ+ Concerns Committee 	Director of Students First LGBTQ+ Concerns Committee	
2	<ul style="list-style-type: none"> Discuss topic with housing Identify barriers Develop a plan 	VP, Student Affairs Residence Life	
3, 6, 9	<ul style="list-style-type: none"> Develop training modules and market the training Ensure high percentage of campus stakeholders complete the training 	Director of Students First Social Equity	
4	<ul style="list-style-type: none"> Develop a team to assess current status Identify a team to address concerns (LGBTQ+ Concern Committee) 	Director of Students First Social Equity LGBTQ+ Concerns Committee	
5, 8	<ul style="list-style-type: none"> Develop a methodology to track this population Collect data and present results 	IR AVP, SS AVP, EM	

Goal 12: Increase Retention Rates of Veteran/Military Students

Objective 1: Increase the veteran/military students retention rate by 10%. This represents a 2% increase per year over the next five years as evidenced by Institutional Research Census Data. **Baseline: 66%**

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 13	<ul style="list-style-type: none"> Develop committee to address the needs to veteran/military students 	AVP, SS	



2, 3	<ul style="list-style-type: none"> • Create events • Advertise and assess events 	Student Life	
4	<ul style="list-style-type: none"> • Identify best practices for a veteran/military website • Identify veteran consultant • Develop strong content 	Marketing	
5	<ul style="list-style-type: none"> • Develop a veteran/military student satisfaction survey • Analyze data • Present results 	IR	
6	<ul style="list-style-type: none"> • Create a collaboration with the Veteran/Military Committee and the Counseling Center to develop strategies 	AVP, SS Director, Counseling Center	
7, 11	<ul style="list-style-type: none"> • Develop training modules and market the training • Ensure high percentage of campus stakeholders complete the training • V/M Committee address concerns 	AVP, SS	
8, 10	<ul style="list-style-type: none"> • Develop a plan to create this initiative • Create a collaboration with Career Services to further outline 	AVP, SS Career Center	
9	<ul style="list-style-type: none"> • V/M Committee to review the process to receive this designation 	AVP, SS	
12	<ul style="list-style-type: none"> • Market awareness of these options 	Marketing	



Goal 13: Increase Retention Rates of International Students

Objective 1: Increase the international student retention rate by 2%. This represents a .4% increase per year over the next five years as evidenced by Institutional Research Census Data. Baseline: 89%

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Identify resources to expand staffing 	AVP, SS VP, EM/SS	
2	<ul style="list-style-type: none"> Create mentoring program 	Director of International Programs	
3	<ul style="list-style-type: none"> Create plan to offer the enhanced orientation 	Director of International Programs Director of FY/FP	
4	<ul style="list-style-type: none"> Work with the career center to assist international students in securing on-campus employment 	CMPDC Director of International Programs	
5	<ul style="list-style-type: none"> Develop training modules and market the training Ensure high percentage of campus stakeholders complete the training 	Director of International Programs International Studies Program Director	
6	<ul style="list-style-type: none"> Identify facilities 	Director of Facilities Director of International Programs	
7, 8	<ul style="list-style-type: none"> Investigate ESL options 	Director of International Programs Provost Office	

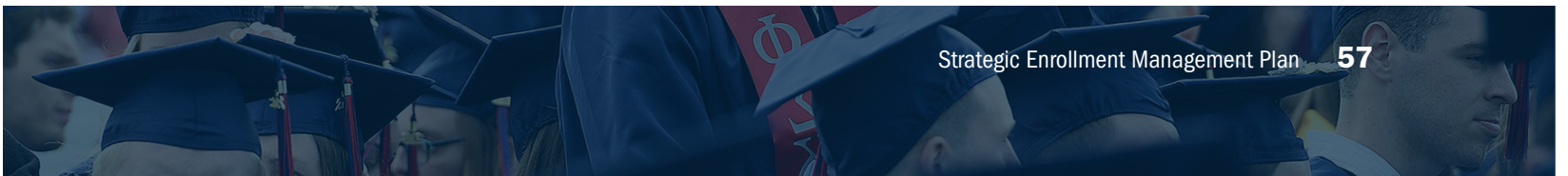
Goal 14: Increase Retention and Graduation Rates of Students with Disabilities

Objective 1: Identify a methodology to quantify our retention and graduation rates of students with disabilities.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Review current process to inform student Implement improvements 	DSS Marketing	
2, 7	<ul style="list-style-type: none"> Collect data Analyze data and provide results 	DSS IR	



3	<ul style="list-style-type: none"> • Research handoff protocol • Stakeholders meeting to implement best practice 	DSS Director of Admissions	
4	<ul style="list-style-type: none"> • Develop training modules and market the training • Ensure high percentage of campus stakeholders complete the training 	DSS	
5, 8	<ul style="list-style-type: none"> • Review current practices and policies in DSS 	AVP, SS	
6, 12	<ul style="list-style-type: none"> • Integrate disability awareness for students into FYE and orientation • Educate parents 	Director of FYE Director of NS/FP	
9	<ul style="list-style-type: none"> • Identify funding for scholarship 	VP, Administration and Finance	
10	<ul style="list-style-type: none"> • Market the on-campus clubs to students 	DSS Marketing	
11	<ul style="list-style-type: none"> • Create a committee or coalition 	Social Equity/Human Understanding Office	



Implementation Chart Section II

RECRUITMENT

Goal 1: Increase Number of First-Time-in-College Students			
Objective 1: Increase the first-time-in-college student enrollment by 25%. This represents a 5% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.			
Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Complete constitution Assemble group in September 2018 	AVP, EM	September 2018
2	<ul style="list-style-type: none"> Identify space and furniture Create expectation of service document Implement one stop shop 	AVP, EM	October 2018
3	<ul style="list-style-type: none"> Complete flowcharts—need ASP and Testing Complete communication analysis Implement all need step and communication 	AVP, EM	September 2018
4	<ul style="list-style-type: none"> Assess current practices Create a recommended communication plan 	Director of Admissions	
5	<ul style="list-style-type: none"> Go live on August 1, 2018 for the Common Application Secure budget funding 	Director of Admissions AVP, EM	
6	<ul style="list-style-type: none"> Identify funding for Honors scholarship 	Admin & Finance	
7, 11, 12	<ul style="list-style-type: none"> Create Each One Bring One marketing Inform campus community of the recruitment map Create in-person and online training 	Director of Admissions	
8	<ul style="list-style-type: none"> Two counselor events scheduled for fall 2018 	Director of Admissions Special Events Coordinator	
9	<ul style="list-style-type: none"> Create social media marketing plan 	Chief, External Relations	
10	<ul style="list-style-type: none"> Meet with Carol Wellington to discuss the creation of an analytics platform Assess value of Ellucian Analytics once implemented 	AVP, EM	

13	<ul style="list-style-type: none"> • Finalize location • Create goals and objectives • Create staffing model 	Director of Admissions, Financial Aid, and Registrar	
14	<ul style="list-style-type: none"> • Select spring and summer dates for 2019 	Director NS/FP Director of Admissions	
15	<ul style="list-style-type: none"> • Review current outreach to students selected for verification • Create a communication plan for review 	Director of Financial Aid	
16	<ul style="list-style-type: none"> • Implement Slate • Track its progress 	AVP of EM Director of Admissions	
17	<ul style="list-style-type: none"> • Schedule meeting with HR to understand current process of informing staff about education benefits • Create improvements 	AVP of EM Director of Admissions	
18	<ul style="list-style-type: none"> • Select vendor and implement payment plan for fall 2019 	Student Accounts IT	
19	<ul style="list-style-type: none"> • Implement proxy access 	Registrar IT AVP, EM AVP, SS	Summer 2019
20	<ul style="list-style-type: none"> • Review website and brochures for the presentation of cost information • Implement improvements 	Marketing Student Accounts	
21	<ul style="list-style-type: none"> • Assess changing ASP students to their major of choice upon successful completion of the summer program • Implement recommended changes if applicable 	AVP, SS	
22	<ul style="list-style-type: none"> • Provide information to campus regarding Raider Award 	Director of Admissions	
23	<ul style="list-style-type: none"> • Review possibility of bridge program for students who miss ASP • Implement program if applicable 	AVP, SS AVP, EM VP for SS/EM	
24	<ul style="list-style-type: none"> • Define plan for new out-of-state markets 	Director of Admissions AVP, EM	



Goal 2: Increase Number of Graduate Students

Objective 1: Increase the graduate student enrollment by 25%. This represents a 5% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Identify 4+1 options and admissions standards Add programs to UG application and create review process 	Provost Office AVP, EM Marketing	
2	<ul style="list-style-type: none"> Create master recruitment event calendar including faculty events Create assessment sheet for each program Follow up if information not returned to admissions 	Director of Admissions	
3	<ul style="list-style-type: none"> Develop central resources for coverage of URM events at national and international conference 	Director of Admissions	
4	<ul style="list-style-type: none"> Implement Slate Track its progress 	AVP, EM Director of Admissions	
5	<ul style="list-style-type: none"> Using data, review possible benchmarks with all stakeholders Set benchmark goals and monitor the progress 	Dean of Graduate Studies Departments Director of Admissions	
6	<ul style="list-style-type: none"> Develop plan for increased vitiation programs 	Director of Admissions	
7	<ul style="list-style-type: none"> Schedule meetings with schools that serve a high percentage of URM 	Director of Admissions	
8	<ul style="list-style-type: none"> Schedule meeting with HR to understand current process of informing staff about education benefits Create improvements 	CMPDC Director of Admissions	
9	<ul style="list-style-type: none"> Create list of business organizations that offer tuition assistance programs Schedule visits 	Chief, External Relations	
10	<ul style="list-style-type: none"> Request list from alumni Marketing design the outreach materials 	Alumni Marketing Director of Admissions	
11	<ul style="list-style-type: none"> Implement “reimagining graduate enrollment” plan 	VP, EM/SS AVP, EM Housing ETC	
12, 13	<ul style="list-style-type: none"> Review graduate marketing data Refine marketing strategies based on data Retool website Create recruitment templates 	Marketing	

14	<ul style="list-style-type: none"> Review and refine information regarding the transfer of credits for graduate students 	Dean of Graduate Studies	
15	<ul style="list-style-type: none"> Conduct analysis of online program needs Implement online programs 	Dean of Graduate Studies	
16	<ul style="list-style-type: none"> Create plan for GSAB involvement in recruitment 	Director of Admissions	

Goal 3: Increase Number of Transfer Students

Objective 1: Increase the transfer student enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 9	<ul style="list-style-type: none"> Evaluate transfer admissions standards and implement changes 	VP, EM/SS Provost Office	
2	<ul style="list-style-type: none"> Renew articulation agreements and dual admission agreements with community colleges 	Assistant Director, Transfer Director of Admissions	
3	<ul style="list-style-type: none"> Centralize transfer services 	Assistant Director, Transfer Director of Admissions	April 2018
4	<ul style="list-style-type: none"> Create targeted marketing by programs identified 	Marketing	
5	<ul style="list-style-type: none"> Identify funding 	Administration and Finance	
6	<ul style="list-style-type: none"> Create faculty to faculty relationships at HCC and HACC 	Colleges Faculty	
7	<ul style="list-style-type: none"> Identify community college transfers Invite them to on- and off-campus recruitment events 	Director of Admission	
8	<ul style="list-style-type: none"> Identify community college DSS personnel Schedule meetings Develop partnership model 	Director of Admissions DSS	



Goal 4: Increase Number of Readmitted Students

Objective 1: Increase the readmitted student enrollment by 30%. This represents a 6% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Implement Slate for readmit processing Schedule stakeholder meetings to review readmission process done through the dean's office and work on a transition plan to the registrar's office for those students who left in good standing 	Registrar Assistant Director, CRM Provost Office College Deans	
2	<ul style="list-style-type: none"> Revise academic forgiveness policy 	Registrar Provost Office	
3	<ul style="list-style-type: none"> Create outreach plan for students who left in good standing 	Registrar AVP, EM Marketing	
4	<ul style="list-style-type: none"> Create recruitment and marketing plan for the Degree Completion Program. 	PCDE Director of Admissions	
5	<ul style="list-style-type: none"> Develop a reactivation policy 	Registrar Associate Deans Provost Office	
6	<ul style="list-style-type: none"> Develop an open house for readmit students 	Director of Admissions Registrar	

Goal 5: Increase Number of African American Students

Objective 1: Increase the enrollment of African American students by 15%. This represents a 3% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Objective 2: Improve the acceptance rate by 15%.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Research Grit scales; define multi-assessment strategy 	Director of Admissions	
2	<ul style="list-style-type: none"> Schedule training with admissions staff 	Director of Admissions Multicultural Affairs	
3	<ul style="list-style-type: none"> Purchase names from college board Create specialized outreach 	AVP, EM Marketing	



4	<ul style="list-style-type: none"> Identify schools and create schedule of financial aid presentations Conduct presentations and provide feedback regarding the event 	Director of Financial Aid and Scholarships	
5, 7	<ul style="list-style-type: none"> Recruit current students and alumni to be peer/alumni partners 	Director of Admissions Alumni Office	
6, 9	<ul style="list-style-type: none"> Schedule stakeholder meeting to select dates for events 	Director of Admissions MSA MLK	
8	<ul style="list-style-type: none"> Implement proxy access 	Registrar IT AVP, EM AVP, SS	
10	<ul style="list-style-type: none"> Review local demographics and create programs for African American students in our local area 	IR	
11	<ul style="list-style-type: none"> Create a recruitment program involving Greek Life (Divine 9) 	Director of Greek Affairs Director of Admissions	
12	<ul style="list-style-type: none"> Secure funding, select location pick up points and advertise them 	Director of Admissions Director of NS/FP	
13	<ul style="list-style-type: none"> Design specific e-mail and hard copy communication to this population that explains higher education terminology 	Marketing	

Goal 6: Increase Number of Hispanic Students

Objective 1: Increase the Hispanic student enrollment by 15%. This represents a 3% increase per year over the next 5 years as evidenced by the Institutional Research and Planning census data.

Objective 2: Improve the acceptance rate by 15%.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Identify recruiter Confirm schedule with Reading High School 	Director of Admissions	
2	<ul style="list-style-type: none"> Research Grit scales; define multi-assessment strategy 	Director of Admissions	
3	<ul style="list-style-type: none"> Schedule training with admissions staff 	Director of Admissions Multicultural Affairs	



4	<ul style="list-style-type: none"> Identify high schools with high Hispanic student populations Schedule visits in fall and spring 	Director of Admissions	
5, 13	<ul style="list-style-type: none"> Identify schools and create schedule of financial aid presentations Conduct presentations and provide feedback regarding the event 	Director of Financial Aid and Scholarships Director of Admissions	
6	<ul style="list-style-type: none"> Identify and attend college fair 	Director of Admissions	
7, 11	<ul style="list-style-type: none"> Develop Spanish website and marketing materials 	Marketing	
8, 10	<ul style="list-style-type: none"> Create contact list and schedule visits each fall and spring semester Attend events offered by the organizations 	Director of Admissions	
9, 18	<ul style="list-style-type: none"> Review local and regional demographics and create programs for Hispanic students in our local area 	Director of Admissions	
12	<ul style="list-style-type: none"> Engage the Alumni Board and other alumni from this population in the recruitment process, with an emphasis on areas with high numbers of Hispanic Students 	Director of Admissions Alumni Office	
14	<ul style="list-style-type: none"> Recruit current students to be peer partners 	Director of Admissions	
15, 17	<ul style="list-style-type: none"> Schedule stakeholder meeting to select dates for events 	Director of Admissions MSA MLK	
16	<ul style="list-style-type: none"> Implement proxy access 	Registrar IT AVP, EM AVP, SS	Summer 2019
19	<ul style="list-style-type: none"> Secure funding, select location pick up points and advertise them 	Director of Admissions Director of NS/FP	
20	<ul style="list-style-type: none"> Design specific e-mail and hard copy communication to this population that explains higher education terminology 	Marketing	



Goal 7: Increase Number of Non-Traditional/Adult Learners

Objective 1: Increase the non-traditional/adult learner student enrollment by 25%. This represents a 5% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> Identify local employers Ensure appropriate educational offerings 	Provost Office College Deans	
2	<ul style="list-style-type: none"> Develop additional opportunities for credit for prior learning 	Provost Office	
3	<ul style="list-style-type: none"> Review and reassess all initiatives regarding adult learner populations Make recommendations for improvements 	Dean of Students	
4	<ul style="list-style-type: none"> Identify funding 	VP, Administration and Finance	
5	<ul style="list-style-type: none"> Review competitor models and address fees and tuition Advocate for change 	AVP, EM Administration and Finance	
6	<ul style="list-style-type: none"> Offer a new student orientation for adult learners Create an online orientation 	Director of NS/FP Director of Admissions	
7	<ul style="list-style-type: none"> Develop customized financial aid information sessions to adult learners Schedule dates and advertise sessions 	Director of Financial Aid	
8	<ul style="list-style-type: none"> Provide family-friendly informational sessions about returning to college as an adult (provide childcare) 	Director of Admissions	
9	<ul style="list-style-type: none"> Provide preparatory materials to students prior to taking the placement testing 	Director of Admissions Testing Center	

Goal 8: Increase Number of Out LGBTQ+ Students

Objective 1: Identify a methodology to quantify LGBTQ+ student enrollment.

Objective 2: Increase the LGBTQ+ student enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

1	<ul style="list-style-type: none"> Develop the methodology to quantify the LGBTQ+ students 	AVP, EM IR	
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2	<ul style="list-style-type: none"> Place subtle cues in marketing materials indicating acceptance 	Marketing	
3	<ul style="list-style-type: none"> Establish an affinity center for LGBTQ+ students. 	Director of Students First	
4	<ul style="list-style-type: none"> Implement the preferred name policy across all systems and reports 	IT Registrar Social Equity	
5	<ul style="list-style-type: none"> Explore opportunities for the use of gender-neutral pronouns 	Marketing	

Goal 9: Increase Number of Veteran/Military Students

Objective 1: Identify a methodology to quantify veteran/military students.

Objective 2: Increase the veteran/military student enrollment by 15%. This represents a 3% increase per year over the next 5 years as evidenced by the Institutional Research and Planning census data.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1, 4	<ul style="list-style-type: none"> Develop the methodology to quantify Veteran/Military students in Banner to have improved data 	AVP, EM IR	
2	<ul style="list-style-type: none"> Build relationships with military installations Send a recruiter fall and spring to each Attend programs offered 	Director of Admissions	
3	<ul style="list-style-type: none"> Secure funding for a director/coordinator for recruitment and retention 	AVP, EM AVP, SS VP, EM/SS	
5	<ul style="list-style-type: none"> Create a brochure focused on veterans featuring location, programs, cost, benefits, how to apply, and services for veterans 	Marketing	
6	<ul style="list-style-type: none"> Advertise in publications that reach military families Provide personal outreach to veterans/military applicants via e-mail and phone calls 	Marketing Director of Admissions	
7	<ul style="list-style-type: none"> Develop an Open House or ROTC Recruitment Day for veteran/military students and their families 	Director of Admissions ROTC	
8	<ul style="list-style-type: none"> Create veteran displays around campus 	Marketing	



9	<ul style="list-style-type: none"> • Create an application fee waiver for veterans and veteran dependents 	Director of Admissions	
10, 11	<ul style="list-style-type: none"> • Identify current veteran students, faculty, and staff who want to assist with recruitment 	Director of Admissions	
12	<ul style="list-style-type: none"> • Develop additional opportunities for credit for prior learning 	Provost Office	
13	<ul style="list-style-type: none"> • Identify funding source 	VP, Administration and Finance	
14	<ul style="list-style-type: none"> • Develop military-centric website 	Marketing	

Goal 10: Increase Number of International Students

Objective 1: Increase the International student enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by the Institutional Research and Planning census data.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> • Identify community colleges that serve international students and have ESL programs • Develop partnerships • Schedule meetings 	Director of International Programs Director of Admissions	
2	<ul style="list-style-type: none"> • Identify issues and streamline admissions and I-20 processing 	Director of International Programs Director of Admissions	
3	<ul style="list-style-type: none"> • Provide diversified housing options and meal plans 	Residence Life	
4	<ul style="list-style-type: none"> • Strengthen connection between athletics and international students in recruiting • Schedule stakeholder meeting 	Director of International Programs Director of Admissions Director of Athletics	
5	<ul style="list-style-type: none"> • Develop transportation plan for international students • Consider zip cars 	Director of International Programs Administration and Finance	
6	<ul style="list-style-type: none"> • Explore the possibility of offering ESL at Shippensburg University, specifically for the local international community (non-F-1 students) in the short term 	Director of International Studies Provost Office	



7	<ul style="list-style-type: none"> • Explore working with sponsoring organizations • Formalizing relationships with identified sponsoring organizations 	Director of International Programs Director of Admissions	
8	<ul style="list-style-type: none"> • Shift recruitment efforts and enrollment from graduate students to undergraduate students • Research recruitment options for undergraduate students 	Director of Admissions	
9	<ul style="list-style-type: none"> • Research emerging and existing markets 	Director of International Studies	
10	<ul style="list-style-type: none"> • Develop a host family program to support international students during the semester and on breaks 	Director of International Studies Dean of Students	
11	<ul style="list-style-type: none"> • Expand awareness of the Global Village Club to prospective students 	Director of Admissions Marketing	
12	<ul style="list-style-type: none"> • Advertise on-campus employment opportunities 	Career Center	

Goal 10: Increase Number of Students with Disabilities

Objective 1: Increase the student with disabilities enrollment by 10%. This represents a 2% increase per year over the next five years as evidenced by data in the Office of Accessibility Resources.

Strategy(s)	Action Steps to be completed	Responsible Office(s)	Completion Date
1	<ul style="list-style-type: none"> • Invite DSS to all admissions events • Provide calendar in advance 	Director of Admission	
2	<ul style="list-style-type: none"> • Review, collaborate, and partner with programs such as CARR 	DSS	
3	<ul style="list-style-type: none"> • Host a transitional summer orientation day for students with diagnosed disabilities 	DSS Director of NS/FP Director of Admissions	
4	<ul style="list-style-type: none"> • Start an OAR Ambassador program 	DSS	
5	<ul style="list-style-type: none"> • Consider relocating the Office of Accessibility Resources to a more accessible location 	Director of Facilities	
6	<ul style="list-style-type: none"> • Review the <i>Swatoney</i> in conjunction with SUSSI, and consider writing it from the lens of things you can and cannot do in order to be more accommodating to students on the autism spectrum • Schedule stakeholder meeting 	SUSI Student Government DSS	



7, 8, 13	<ul style="list-style-type: none"> • Create quiet eating spaces • Design meal mates program • Pair DSS students with students in the disability studies minor 	Dining Services DSS Director of DS minor	
9	<ul style="list-style-type: none"> • Implement improvement in SSC for appointment scheduling 	Provost Office IT DSS	
10	<ul style="list-style-type: none"> • Develop a resources page for faculty/staff who are working with students with disabilities, and consider hosting a yearly training or a self-paced training module 	Marketing DSS	
11	<ul style="list-style-type: none"> • Assess physical space for ADA compliance 	DSS Director of Facilities Chief of Police	
12, 15	<ul style="list-style-type: none"> • Advertise Disability Awareness Club, 24-hour health services, access to learning specialists, counselors and a psychiatrist, Honor Society, and Gamma Chapter of Delta Alpha Pi 	Director of Admissions DSS Marketing	
14	<ul style="list-style-type: none"> • Collect data on success rates of DSS students 	DSS AVP, EM	



