

Strategic Enrollment Plan

University of Nebraska at Kearney, Kearney, NE

Executive Summary

As is the case with many universities across the nation, the University of Nebraska at Kearney (UNK) is increasingly faced with many enrollment challenges. In particular, UNK is seeing a loss of the traditional base of student population due to rural out-migration in Nebraska. Other variables that have and will continue to affect enrollments are recent economic challenges for families, the increasing costs of higher education, and the projected decreases in the overall number of traditional college bound students, changing demographic profiles of those students who plan to attend college.

In order to remain competitive and ensure its success in the future, UNK must address these challenges including building its student market share and increasing the success rates of all of its students.

Process

Strategic Enrollment Planning (SEP) was initiated in August 2008 in partnership with Noel-Levitz. The Enrollment Management Council, officially convened by the Chancellor on October 28, 2008, has been charged with leading the creation and implementation of a Strategic Enrollment Plan that is mission driven and closely aligned with the vision and goals of the institutional strategic plan of the University of Nebraska at Kearney (see Appendices A and B).

The Enrollment Management Council includes the following members:

- Ed Scantling, Dean, College of Education, Chair *
- Gail Zeller, Dean of Student Life *
- John Lakey, Asst Vice Chancellor for Business and Finance
- Kathy Livingston, Director of Institutional Research
- Juan Guzman, Director of Multicultural Affairs
- Gloria Vavricka, Director of eCampus
- Kim Schipporeit, Registrar
- Renee Ballenger, Director of Marketing Communications *
- Dusty Newton, Director of Undergraduate Recruitment & Admissions *
- Linda Johnson, Director of Graduate Admissions
- Mary Daake, Director of Academic Advising
- Gary Davis, Director of Honors Program
- Diane Longo, Coordinator, English Language Institute

- Mary Sommers, Director of Financial Aid & Scholarships
- Bruce Elder, Accounting and Finance Faculty, appointed by Faculty Senate

The following structure serves to ensure both the implementation and effectiveness of the Strategic Enrollment Plan:

- The Strategic Enrollment Action/Steering Committee (i.e., a subgroup of the Enrollment Management Council identified above with an *) have primary oversight for the implementation, assessment, and modification of the Plan. The Action/Steering Committee will meet twice monthly at the beginning and then on a monthly basis to review data, assess strategies and action plans, and determine directions. The main role of this action group is to oversee the implementation process, to keep the process dynamic, flexible, and forward moving, and ensure success.
- The Enrollment Management Council, initially charged with leading the development of the Plan and facilitation of campus wide engagement and participation, meets monthly as the plan is implemented and then quarterly or as needed. The Council members will continue to provide functional expertise as well as continuous input/feedback from their respective areas; they review progress, recommend modifications of the Plan, and foster institutional learning, support, and involvement.
- Each overarching strategy is associated with secondary strategies as well as corresponding action plans that include action steps, designated faculty and staff members responsible for overseeing/accomplishing specific initiatives, anticipated completion dates, budgetary requests, and assessment strategies/protocols. The Enrollment Management Council will monitor these.
- The Enrollment Management Council will also continue to consider strategic issues related to enrollment (marketing, recruitment, retention, graduation) and make recommendations as needed.

Institutional Mission, Vision, and KPIs

Strategic Enrollment Planning serves to affirm the University of Nebraska at Kearney's mission of providing access to students in the state and surrounding region with an affordable, high quality education in a broad range of liberal arts, sciences, and professional studies as well as to affirm its vision of becoming a nationally recognized public masters/comprehensive institution in the Midwest. The SEP also serves to align the various planning functions and supports UNK's strategic planning goals, primarily in regard to increasing enrollment, expanding geographic representation of students, and improving student retention.

The planning process has been informed by a review and analysis of the University's top-level objectives in the UNK Strategic Plan Phase I. As a result, below is the top seven categories of Key Performance Indicators (KPIs) identified by the Enrollment Management Council.

1. **Enrollment Performance Indicators:** Enrollment measures including fall undergraduate and graduate full-time equivalents (FTE), headcounts, and semester credit hours (SCH). Freshman cohort. Freshman, transfer, and graduate student applications and acceptances.
2. **Diversity Indicators:** Diversity profile, including details of freshman, transfer and graduate student cohort profiles; measures by county, contiguous states, international, and economically-disadvantaged percentages.
3. **Academic Preparation and Selectivity Indicators:** Standardized test averages (ACT), high school grade point averages (GPA), and high school class rank (top 25%).

4. **Fiscal Health Indicators:** Revenue and costs, including net revenue, expenditures, remissions, and discretionary student charges. Comparisons to peers and competitors.
5. **Quality, Climate and Appeal Indicators:** Freshman cohort persistence rates after one, two, and three years; freshman graduation rates after four, five, and six years; faculty to student ratios, average class size, campus housing occupancy and return rates. Student engagement summary scores (NSSE).
6. **Visibility Indicators:** Marketing and web traffic. And increasing/improving student response rates, including out-of-state (particularly the front range of Colorado), eastern Nebraska region, freshman, transfer, and graduate student inquiries.
7. **Academic Offerings Indicators:** Educational programs that align with the career and personal development needs of both traditional and nontraditional students. Distance education enrollments, enrollments by major and discipline.

Situational Analysis

Analysis of both the internal and external environment has been conducted to inform the development of key enrollment strategies to ensure the UNK's realization of mission and vision. The most notable finding related to the external environment is that the demographic projections provided by the Western Interstate Commission for Higher Education (WICHE 2008) indicate that the pool of students that the University has historically attracted will have limited growth in the near future.

In addition, internal institutional analysis has been conducted considering the strengths and challenges with respect to UNK's purpose, product, promotion, place, price, and processes. The main results of this analysis point to the need to strategically expand geomarkets and strengthen recruitment efforts as well as to enhance retention and success of all students, especially minority students.

Key Enrollment Strategies

After carefully analyzing current institutional plans, available data, and operations and processes with consideration of the institutional strengths and weaknesses in light of the external opportunities and threats, the Enrollment Management Council has led the development of a well-defined integrated Strategic Enrollment Plan with recommended Key Enrollment Strategies that will serve to strategically reposition UNK in order to realize its vision. Specifically, the Enrollment Management Council recommends the following Key Enrollment Strategies below.

Strategy 1 Expand dual enrollment programs.

- 1.1. Identify courses and partners for development of agreements.
- 1.2. Create and establish agreements with designated partners.

Strategy 2 Utilize faculty, staff, and students in recruitment events to a greater extent.

- 2.1. Educate/train regarding faculty, staff, and students key messages
- 2.2. Create pool of available recruiters
- 2.3. Develop process to assign to events; reward/acknowledge.

Strategy 3 Increase community college transfer enrollments.

- 3.1. Develop a plan for recruitment of transfer students.
- 3.2. Staff part time UNK recruiters/advisers at the community college site.
- 3.3. Promote on-site programs.

Strategy 4 Expand online offerings.

- 4.1. Opportunities for degree completion, whole degrees, general studies courses.
- 4.2. Develop a plan to promote distance education.

Strategy 5 Increase minority student enrollments.

- 5.1. Develop minority student recruitment plan.

Strategy 6 Expand recruitment efforts in markets beyond immediate area near campus.

- 6.1. Expand recruitment out of state.
- 6.2. Expand recruitment efforts to Eastern NE.

Strategy 7 Increase first-year student enrollments.

- 7.1. Develop a plan for recruitment of freshmen.
- 7.2. Conduct outreach activities.

Strategy 8 Recruit students with strong academic credentials

- 8.1. Send targeted communications to prospects, inquiries, and applicants who may qualify for Honors (26+ ACT, top 25%)
- 8.2. Send targeted communications to prospects, inquiries, and applicants who may qualify for merit scholarships (23+ ACT and top 30%)

Strategy 9 Use scholarships competitively to attract top students.

- 9.1. Offer a greater number of and more competitive scholarship awards for top 25%.
- 9.2. Refine scholarship award criteria.
- 9.3. Reward students with ability/backgrounds not currently recognized (legacy, leadership, potential for success, selected ACT scores).

Strategy 10 Publish enrollment reports that are distributed campus wide to improve understanding of enrollment issues and statuses.

- 10.1. Determine what data is to be reported, when, and to whom.

Strategy 11 Increase graduate enrollments

- 11.1. Develop graduate recruitment plan.

Strategy 12 Improve freshman and transfer student inquiries

- 12.1. Develop plan for obtaining prospect names.
- 12.2. Develop communication plans for prospects.
- 12.3. Develop marketing plans for targeted segments.

Strategy 13 Utilize the web to recruit students.

- 13.1. Target market audience using online advertising strategies.

Strategy 14 Increase the number of prospective students who visit UNK.

- 14.1. Provide transportation for student and parents to visit campus; promote.
- 14.2. Develop incentives for campus visits (application fee waiver, t-shirt, etc.)

Strategy 15 Increase international student enrollment.

- 15.1. Develop a written international student recruitment plan
- 15.2. Establish goals for international students.
- 15.3. Seek and establish partnerships with overseas institutions.
- 15.4. Develop new scholarship criteria for international students.
- 15.5. Develop strategies to recruit international direct admits.

Strategy 16 Support first-year student success.

- 16.1. Improve the financial literacy of students.
- 16.2. Increase student involvement and engagement in student life.
- 16.3. Create a comprehensive, coordinated freshman success program.
- 16.4. Develop a program for Fall Orientation
- 16.5. Provide an enhanced first-year experience for incoming freshmen to support student success throughout their tenure at UNK.

Strategy 17 Develop a transfer student success program.

- 17.1. Examine and enhance transfer student orientation
- 17.2. Determine interest and viability for developing and implementing an online option for transfer orientation.

Strategy 18 Utilize NSSE scores to monitor changes in student engagement over time.

- 18.1. Enhance the information provided by NSSE to make it more useful for monitoring UNK performance on student engagement variables.
- 18.2. Implement selected strategies to support student engagement opportunities.

Strategy 19 Improve academic advising.

- 19.1. Evaluate processes and improve; ensure consistency and quality.
- 19.2. Explore a new model.
- 19.3. Develop plan to recognize and evaluate faculty for quality of advising.

The first seven strategies above represent those considered to be most important for immediate implementation. In other words, although all of the strategies are deemed important these seven have the greatest likelihood for the greatest impact on UNK enrollments.

Strategic Enrollment Goals

Based on the situational analysis, including the opportunities and needs of the institution, the Enrollment Management Council recommends the following five-year Strategic Enrollment Goals.

1. Increase overall university enrollment to 7,154.

- Net increase of 477 undergraduate and 134 graduate over 2008 figures
- Additional annual goals in years 2010-2013

Expand geographic representation (out-of-state) of student body to 15.5 percent.

- 15.5 percent of student body will be 1,107, compared to current 9.55 percent
- Additional annual goals in years 2010-2013

Increase the number of international students to comprise 15 percent of the student body.

- 15 percent of student body will be 1,073, compared to current 9 percent.
- Additional annual goals in years 2010-2013

Increase enrollment of first-time, full-time students to 1,400.

- Increase of 40 percent
- Net increase of 355
- Additional annual goals in years 2010-2013

Increase enrollment of new transfer students to 475

- Net increase of 183

Increase graduate students to 1,573 students.

- Maintain 22 percent of student body
- Net increase of 134
- Additional annual goals in years 2010-2013

Increase racial and ethnic diversity of the student body to 9 percent.

- Net increase of 266 students
- 9 percent of student body will be 644, compared to current 5.78 percent
- Additional annual goals in years 2010-2013

Improve undergraduate retention rate (To Be Determined).

- Assigned to Retention Team to assist with recommendation.

2. Improve the six-year graduation rate (To Be Determined).

- Assigned to Retention Team to assist with recommendation.

Return on Investment (ROI)

The implementation of the Key Enrollment Strategies contained in the Plan will support and strengthen existing UNK programs and enable the institution to expedite the achievement of its Strategic Enrollment Goals. Implementation of the Enrollment Management Council recommendations (i.e., Key Enrollment Strategies) and the institution of an ongoing SEP process will allow the UNK to respond to the uncertain economic and demographic future with improved understanding of the characteristics, needs, and expectations of high school graduates over the next five to ten years. SEP will also serve to maximize the

University's ability to take advantage of new opportunities for stabilization and/or growth and help avoid investing in untested strategies and activities that provide little or no return on investment.

According to preliminary calculations based on estimates of projected enrollment trends, an annual investment of \$455,950 in development and support of the Strategic Enrollment Plan will result in approximately a \$646,608 return on investment (ROI) by 2014. Over a five year period the ROI is projected to be \$606,846 and an increase of enrollment to 7,154, assuming that all of the strategies are fully implemented and barring any unforeseen events.

In addition, it is expected that enrollment of dual-credit students will reach at least 60 students and generate annual tuition revenue of \$12,000 by 2014.

Next Steps

Next steps include:

1. Immediately implement the top seven priority enrollment strategies and associated action plans and to move forward with the timely implementation of the other enrollment strategies/action plans in the Plan;
2. Complete the proposed action plans that are not yet fully developed and create new action plans in support of the Key Enrollment Strategies;
3. Monitor progress of the implementation of the Strategic Enrollment Plan by tracking the institution's KPIs and making adjustments to specific action plans as necessary based on empirical analysis of internal and external factors and evaluation of overall progress; and
4. Systemically integrate the Strategic Enrollment Planning (SEP) process in the routine life of the institution so that it becomes a part of the institutional culture and how it operates. It is important that all phases of SEP reflect shared vision, shared responsibility, and campus wide learning, as well as incorporation of state-of-the-art best practices to ensure seamless enrollment delivery systems and the maximum engagement and involvement of students in the intellectual life and learning.

Strategic Enrollment Plan

University of Nebraska at Kearney
June 15, 2009

Preface to the Strategic Enrollment Plan

Major economic changes, significant demographic shifts, and constituent needs in alignment with long-term institutional plans and goals prompt the need for colleges and universities to take a strategic planning approach to managing enrollments. However, traditional planning models do not effectively take into account the impact of external environmental factors and changes on competitive performance. Increasingly, colleges and universities across the country are instituting comprehensive **Strategic Enrollment Planning (SEP)** to ensure their success both in the immediate and long-term future.

Strategic Enrollment Planning represents an integrated, information-based, and ongoing planning process that identifies, prioritizes, implements, evaluates, and modifies enrollment goals and strategies. SEP is a lynchpin in ensuring that institutional goals are met as the environment changes; it helps universities gain more control over their enrollment future by developing broad strategies to achieve new and returning student goals.

A well-conceived Strategic Enrollment Plan is an organized thought process and communication tool that describes what a university wants to achieve and how it will be accomplished. This Plan represents the work of the University of Nebraska at Kearney's Enrollment Management Council to review institutional strengths and challenges, in concert with broader institutional strategic planning goals, while anticipating environmental changes and opportunities.

This Strategic Enrollment Plan follows the outline below:

3. **Introduction – Rationale and Use of Strategic Enrollment Planning (SEP):** Introduces SEP including its three fundamental components, its phases, its role in institutional strategic planning, and its defining characteristics.
4. **Organizational Structure and Procedures for Managing the Creation and Implementation of SEP:** Presents the methodology and organizational/structural context for creating a “living” plan and leading/guiding its implementation activities that transform ideas/aspirations and rhetoric into concrete actions and successful outcomes.
5. **Institutional Mission, Vision, and Key Performance Indicators (KPIs):** Sets the framework for planning since strategy flows from the institutional *mission* (which defines its purpose and distinctiveness) and *vision* (which represents a view of what the institutions aspires to become in the future) and *Key Performance Indicators (KPIs)* (which identify empirical manifestations of institutional effectiveness that are used to measure success or progress); this section demonstrates the synergetic relationships that exist among the mission, vision, and KPIs.
6. **Situational Analysis – Overview:** Begins with extensive research related to the internal and external environment including a review of key data-driven elements such as the effects of the state of the economy and population demographics on higher education and specific university enrollment patterns, trends, and projections; the analysis serves to pinpoint priority issues that the university must address in order to excel or remain successful and competitive.
7. **Planning Assumptions:** Lists planning assumptions flowing from the situational analysis and the associated internal and external documentation; and serves to reaffirm or realign the mission and vision based on the situational analysis in order to better meet the challenges and opportunities that lie ahead. Consensus over the mission and vision is critical in helping to establish priorities and direct the formation of implementation/action plans.

8. **Summary of Key Enrollment Strategies:** Provides an overview of the key implementation strategies as well as associated second-level strategies. These first- and second-level strategies along with their corresponding action plans (see Appendix G), when completed, will lead to the accomplishment of the enrollment goals and ultimately the realization of the mission and vision.
9. **Enrollment Goals and Investments:** Presents the KPIs including the major enrollment performance indicators with respect to three-, five-, and ten-year goals, which serve in tracking progress of the plan; and offers an analysis of the return on investment (ROI) if the projected enrollment goals are met.
10. **Action Plans.** For each strategy identified in this plan, there is an action plan to ensure that the strategy is implemented in a timely, efficient and effective manner.
11. **Next Steps:** Offers a brief description of the immediate steps necessary to take in order to complete the development of the action plans, institute the monitoring process, and establish an ongoing commitment to the SEP process; also indicates a level of priority with regard to moving forward.

Appendices of Supporting Documents/Materials and Action Plans

This final section of the Plan provides empirical information and documentary evidence in support of the various sections of the plan. The key component of the appended materials consists of the detailed Action Plans (i.e., step-by-step description of strategic initiatives and associated timeline, responsible authority, financial/resource implications and funding sources, and assessment criteria and protocol), which support the Key Enrollment Strategies in the plan.

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Strategic Enrollment Plan

University of Nebraska at Kearney, Kearney, NE

Section 1: Introduction – Rationale and Use of Strategic Enrollment Planning

According to leading higher education experts (e.g., Keller, 2008; Shapiro, 2005; and Kerr, 2001) as well as conclusions in recent national reports on trends and issues in higher education (e.g., *Knocking at the College Door* (Western Interstate Commission for Higher Education (WICHE), 2008); *America's Perfect Storm: Three Forces Changing Our Nation's Future* (ETS, 2007); *A Test of Leadership: Charting the Future of U.S. Higher Education* (U.S. Department of Education, 2006), America's institutions of higher education are facing unprecedented challenges. Most of these challenges are associated with the economic crisis and demographic shifts, along with evidence of an increasing gap in achievement as demonstrated by declining graduation rates and greater disparities in skill levels of high school students.

Taken together these trends suggest significant declines in traditional college bound students and increasing diversity of needs of future students. Most institutions of higher education are not prepared for these changes.

The traditional planning approaches that colleges and universities have relied upon are not able to adequately meet the challenges facing higher education today and in the future because they generally lack systemic coordination and campus wide engagement. And they do not effectively take into account the impact of external environmental factors and changes on competitive performance. To ensure their future success many colleges and universities across the country are instituting comprehensive Strategic Enrollment Planning (SEP).

Strategic Enrollment Planning (SEP) may be defined as an integrated, information-based, and ongoing process that involves the campus in identifying, prioritizing, implementing, evaluating, and modifying enrollment goals and strategies and that effectively and efficiently:

- Ensures the realization of and supports the institutional mission and vision;
- Represents a systems approach that integrally links planning, budgeting, and assessment;
- Builds on the institution's competitive advantage (i.e., maximizes institutional distinctiveness and internal strengths taking advantage of external environmental opportunities, while mitigating the effects of any internal challenges or external environmental threats); and addresses the changing higher educational marketplace and environment;
- Enhances the institution's ability to attract and retain students and to meet students' needs and expectations, both currently and in the future;
- Embodies a continuous process of improvement, which is part of an ongoing, sustainable process that is routinely refined and updated; and
- Brings the academic community together, fosters collaboration, and ensures organizational learning.

In short, Strategic Enrollment Planning is designed to enable a university's decision makers to anticipate changes and act faster than its competitors; campus institutionalization of SEP may constitute one of the main sustainable competitive advantages for the University of Nebraska at Kearney's.

Three Fundamental Components of Strategic Enrollment Planning (SEP)

There are fundamentally *three* components of the SEP process:

(1) *Creation of the plan*, which focuses on identification of that which is most needed and prioritizing activities/programs/initiatives that will ensure success. This is premised on an understanding of how the institution is characterized, differentiated, and competitively positioned with a clear sense of what it does well and what it does not do well, and what it wants to become;

(2) *Implementation of the plan*, which focuses on employing the best methods/procedures that will accomplish enrollment goals and what the institution wants to become. This is premised on an understanding of how the institution functions as a coordinated system with maximum campus involvement and engagement, shared leadership, and commitment to educational excellence and institutional effectiveness; and

(3) *Institutionalization and systemic integration of the SEP process*, which focuses on an ongoing commitment to improvement, by making SEP part of UNK's routine planning structures. This ensures that SEP continually informs and refines the institution's marketing tools and communication approaches and, in addition, improves operational effectiveness and efficiency of recruitment and retention initiatives and helps inspire discussions surrounding curricular and co-curricular innovations and state-of-the-art practices that meet or exceed students' expectations. This is premised on an understanding and appreciation of a university as a learning organization, where all members collectively learn and contribute to institutional improvement and student success.

Strategic Enrollment Planning (SEP) Phases

The SEP process, which involves the development of a Strategic Enrollment Plan including an implementation plan/schedule and the institutionalization of an ongoing process, consists of six interactive phases that have inherent feedback loops. These six phases include:

- Phase One: Preparation and organization;
- Phase Two: Identification and review of Key Performance Indicators (KPIs);
- Phase Three: Situation analysis and brainstorming;
- Phase Four: Strategy development, quantifiable goal identification, and setting priorities;
- Phase Five: Action and support plan development and monitoring implementation; and
- Phase Six: Institutionalization of ongoing evaluation and modification.

SEP's Role in Institutional Strategic Planning

As noted, Strategic Enrollment Planning (SEP) is closely associated with a university's institutional strategic planning process. Enrollment outcomes (including various recruitment and retention rates) constitute not only key performance indicators or major indicators of institutional effectiveness and student success, but they also determine net revenue and operating budgets, level of academic quality and range of curricular offerings, programmatic enhancements and academic support programs, and ultimately institutional reputation.

Therefore, a comprehensive, well-integrated Strategic Enrollment Plan is instrumental in accomplishing the goals of the institutional plan and its component parts, as well as maximizing the realization of the institutional mission and vision. The SEP may then contribute toward future modifications and improvements of the university strategic plan. The emphasis on systems coordination and integration by necessity means that sustainable methods of collaboration and ongoing communication are vital to the process and ultimately to success. The SEP creation and implementation process is designed to ensure that academic priorities lead the process (see figure below).



Defining Characteristic of SEP

Strategic Enrollment Planning (SEP) represents a significant departure from traditional planning, i.e., it suggests a movement from independent unit-specific initiatives or narrowly focused programmatic approaches to a more *integrated network of strategies and actions*. SEP is guided by the institutional mission and vision as well as its academic goals and priorities; and it is informed by empirically defined key performance indicators and understanding of the institution's position relative to its competitive environment.

The defining characteristics of the SEP model include:

- Collaboration and shared responsibility among key stakeholders;
- Shared vision and agreement over enrollment goals and priorities;

- Clear understanding of competitive situation and steps necessary to achieve competitive advantage;
- Fiscal responsibility that takes into account maximum effectiveness and cost efficiency;
- Data informed decision making;
- Assessment founded on a model of quality enhancement;
- Information sharing and transparency in communication;
- Openness and collegial exchange based on empirical analysis and critical discernment;
- Innovative and creative approach to program development and problem solving; and
- Campus wide participation and cooperation.

Section 2: Organizational Structure and Procedures for Creating and Implementing the Strategic Enrollment Plan

Among the main questions addressed by the SEP process is “how” the institution will accomplish its goals and arrive at its “vision” state. Since universities represent complex organizations (including different administrative divisions and various functional operating units), which involve planning at all levels, it is important that SEP takes a coordinated, systems approach to accomplishing the tasks.

For the outcomes of the Strategic Enrollment Plan to be successful, the campus community must be engaged in a planning process, which provides continuous development of a living document that drives its enrollment-related goals, strategies, actions, and resources for at least a five-year planning horizon. Therefore, the Plan should be updated regularly as additional analytic data and strategy implementation outcomes become available and as new information related to the internal and external environments is obtained. Continuous institutional assessment and market research play a vital support role in the planning process.

Organizationally, shared governance and a participatory process are reflected in the spectrum of constituent groups represented by the members of the **UNK Enrollment Management Council**. The Council is comprised of individuals coming from major divisions of the university including faculty, professional staff, and students, along with senior administrative staff from Academic Affairs, Student Affairs, Business and Finance, Enrollment Services, and Institutional Advancement.

More specifically, the UNK Enrollment Management Council consists of the following membership: dean of the college of education (chair), dean of student life, asst vice chancellor for business and finance, director of institutional research, director of multicultural affairs, director of e-campus, registrar, director of marketing communications, director of undergraduate recruitment & admissions, director of graduate admissions, director of academic advising, director of honors program, coordinator of English Language Institute, director of financial aid & scholarships, accounting and finance faculty.

In addition to being representative of the campus community, the UNK Enrollment Management Council members also provide key functional assistance and expertise in areas relevant to strategic enrollment planning.

The UNK Enrollment Management Council has had overall responsibility for leading the creation of the Strategic Enrollment Plan, and will have overall responsibility for spearheading implementation, monitoring its progress, and communicating with the campus-at-large, as well as recognizing contributions and celebrating achievements. The UNK Enrollment Management Council has specific functions.

- To lead the creation of the UNK Strategic Enrollment Plan and spearhead implementation. Members of the UNK Enrollment Management Council are individually responsible for: (1) leading focused planning/implementation activities and workgroups in their respective divisions/units/areas in the development of strategies and corresponding action/support plans; and (2) communicating with their respective constituents, i.e., soliciting ideas and input from constituents and providing updates and progress reports.
- To monitor implementation including procedures to measure and track each key performance indicator that is identified in this plan.
- To meet quarterly as a committee of the whole to assess the overall progress of the Plan and approve changes in the implementation of the Plan for submittal to the Chancellor and the Chancellor's cabinet.
- To share with the campus wide community periodic progress reports regarding the Plan and its effectiveness.
- To sponsor special campus wide events related to SEP (e.g., providing opportunities to share best practices, organizing special meetings to discuss implications of student satisfaction inventory results on retention, or sponsoring professional development activities connected with new initiatives).
- To recognize campus contributions and celebrate accomplishments.
- To develop a revised UNK Strategic Enrollment Plan at minimum of once each year, and more often as needed, based on new information as well as the identification of desirable new strategies.
- To continue to consider strategic issues related to enrollment (recruitment, retention, graduation) and make recommendations as needed.

A subcommittee of the UNK Enrollment Management Council (i.e., the SEP Action/Steering Committee) has primary oversight for the implementation, assessment, and modification of the Plan. The **SEP Action/Steering Committee** is specifically responsible for the following.

- To meet twice monthly at the beginning and then on a monthly basis to review data, assess strategies and action plans, and determine directions.
- To track the key performance indicators identified in the Strategic Enrollment Plan.
- To track the measures of the effectiveness of each strategy and action plan identified in the Plan.
- To track updated information related to new internal and external environmental assessments and projections.

- To inform the UNK Enrollment Management Council of the progress of the SEP and to propose changes or adjustments and make recommendations regarding implementation of the Strategic Enrollment Plan to the larger UNK Enrollment Management Council.
- To report periodically to the UNK Chancellor and the Chancellor's cabinet regarding progress of the Plan.

The role of the Noel-Levitz consulting team has been to support the UNK Enrollment Management Council by informing the design of the process, preparing the campus for the initiative, and guiding the development of the Plan including moving the process through its critical phases and facilitating the collection, analysis, and interpretation of internal and external factual information and data, recommending action plans and state-of-the-art or best practices where appropriate, guiding the implementation process, and assisting in establishing a system of evaluation, communicating with the campus and engaging members of the academic community, and instituting a sustainable strategic planning process at the institution.

Implementation Levels

Supporting each Key Enrollment Strategy may be one or more secondary-level strategies, as well as corresponding sets of action plans/tactical initiatives. Every action plan is comprised of action steps with designated point persons charged with completing or overseeing coordination of the specific action steps, anticipated completion dates, budgetary implications/requests, and assessment strategies/protocols and Key Performance Indicator (KPI) controls.

In other words, each specific action/tactical plan or operational task that is linked to the broader level strategies has a designated faculty or staff member responsible for coordinating/completing the strategy and monitoring its success. The overarching first- and second-level strategies and corresponding action plans taken together are instrumental in achieving the Strategic Enrollment Goals and Investments (see Section 7) and ultimately the realization of UNK's mission and vision.

An annual operations calendar will help to ensure that the activities associated with each action plan are prompted. At minimum this calendar would contain the date (or approximate date if only a month or semester is indicated), the action plan number, the action plan activity, and the person responsible. It could be customized to meet the needs of users and be reviewed on a regular basis by the UNK Strategic Enrollment Action/Steering Committee to help ensure progress.

The operations calendar with a coordinated campus communication program serves to keep all members of the campus community abreast of every phase of the planning/implementation process, including notifying campus members of key planning events (e.g., town meetings, group meetings, special committee presentations, and campus guest presentations) and due dates related to the development and implementation of the plan; providing follow-up reports on the development and implementation of the Strategic Enrollment Plan; and offering timely reports on the results and outcomes connected with various initiatives.

Section 3: Institutional Mission, Vision, and Key Performance Indicators (KPIs)

This Strategic Enrollment Plan is driven by UNK’s mission, core values, and vision, as well as the UNK Strategic Plan Phase I (see Appendices A and B). As part of the University of Nebraska System, the University is also under a mandate to achieve System goals, which are also taken into account in the SEP process.

Key Performance Indicators

Key Performance Indicators (KPIs) include enrollment indicators (i.e., recruitment and retention), academic quality measures, and fiscal indicators that serve to gauge the health of the University. The KPIs are instrumental in assessing progress of the Strategic Enrollment Plan with respect to the fulfillment of the enrollment goals (see Section 7) and attainment of UNK’s vision. As with any dynamic process, new KPIs may be developed as challenges/opportunities are presented.

Following is a brief summary of the various KPIs that the Enrollment Management Council has collected and reviewed over the past several months. This summary is not intended to be all-inclusive. The summary tables below are intended to provide a sense of the empirical foundation on which the Enrollment Management Council has based decisions regarding strategic priorities and the direction of implementation. Additional information in Appendix C and D.

Table One: Summary of Enrollment Key Performance Indicators (KPIs)			
Enrollment KPIs	Five-year Mean	2008	Metric/Empirical Definition
Undergraduate FTE	4,912	4,721	Full-time headcount plus 1/3 part-time
Undergraduate Headcount	5,265	5,104	Total number
Undergraduate Semester Credit Hours	73,405	70,661	Total number
Undergraduate First-time Freshman Cohort	1,056	1,045	Total number HC
Graduate FTE	541	646	Full-time headcount plus 1/3 part-time
Graduate Headcount	1,198	1,439	Total number
Graduate Semester Credit Hours	5,333	6,338	Total number
Freshman Applicants	2,613	2,797	Total number
Freshman Acceptance Rate	82.3%	80.2%	Percent admitted full-time, first-time students
Transfer Applicants	577	545	Total number
Transfer Acceptance Rate	69.90%	70.64%	Percent admitted
Graduate Applicants	479	643	Total number
Graduate Acceptance Rate	87.47%	83.20%	Percent admitted

Table Two: Summary of Diversity Indicators (KPIs)			
Diversity KPIs	Five-year Mean	2008	Metric/Empirical Definition
Total Student Body Minority	330	378	Total number
Total Student Body Minority	5.11%	5.78%	Percent of enrolled
Freshman Minority Cohort	6.10%	6.99%	Percent of enrolled
Undergraduate Minority	5.44%	6.11%	Percent of enrolled
Graduate Minority	3.69%	4.59%	Percent of enrolled
Contiguous State Students Enrolled	292	274	Total number
Contiguous State Students Percent of Total Student Body	5.51%	4.19%	Percent of enrolled
International Students Enrolled	469	599	Total number
International Students Percent of Total Student Body	7.25%	9.16%	Percent of enrolled
Headcount Receiving Financial Aid	81.4%	82.7%	Percent of enrolled
Need-Based Aid of All Aid	51.1%	50.5%	Percent of aid that is need-based
Pell Grant Awards	1,750	1,676	Number Pell Grant awards
Workstudy Participants	329	294	Number receiving workstudy
Honors Scholarships	278	249	Number awarded

Table Three: Summary of Academic Preparation and Selectivity Indicators (KPIs)			
Academic Preparation and Selectivity KPIs	Five-year Mean	2008	Metric/Empirical Definition
Average ACT Scores – Admitted, not Enrolled	21.5	21.8	Average composite score
Average ACT Scores – Admitted, Enrolled	22.0	22.2	Average composite score
Average High School Grade-point Average (GPA)		3.30	Average unweighted GPA (4.0 scale only)
High school class rank in top 25 Percent	54.1%	56.9%	Self-reported from ACT profile

Table Four: Summary of Fiscal Health Indicators (KPIs)			
Fiscal Conditions KPIs	Five-year Mean	2007-2008	Metric/Empirical Definition
Tuition as Percent of Operating Revenue	60.8%	54.5%	Percent of total operating revenue

Tuition Revenue	\$ 24,360,405	\$26,737,651	Total tuition revenue
Scholarships/Grants as Percent of Tuition & Fees	50.0%	50.7%	Percent of tuition & fees
Discounts as Percent of Tuition & Fees	26.0%	26.3%	Percent of tuition & fees
Pell Grants as Percent of Tuition & Fees	17.9%	16.9%	Percent of tuition & fees
Average Tuition	\$3,246	\$4,365	Undergraduate resident tuition
Average Peer Tuition	\$4,875	\$5,714	Undergraduate resident tuition average
State Appropriations per FTE	\$5,870	\$6,409	Total state dollars
Tuition & Fees as Percent of Tuition & Fees plus State Appropriations	43.1%	43.6%	Ratio of tuition & fees and state appropriations
Discounts as Percent of Auxiliary Enterprises	13.5%	15.1%	Percent of auxiliary enterprises

Table Five: Summary of Quality, Climate, and Appeal Indicators (KPIs)			
Quality of Quality, Climate, and Appeal KPIs	Five-year Mean	2008	Metric/Empirical Definition
Undergraduate Second-year Return Rate	80.7%	78.6%	Percent of freshman cohort returning second year
Undergraduate Third-year Return Rate	72.1%	70.4%	Percent returning third year
Undergraduate Fourth- year Return Rate	68.6%	68.3%	Percent returning fourth year
Undergraduate Four-year Graduation Rate	20.5%	22.4%	Percent of freshman cohort graduating within four years
Undergraduate Five-year Graduation Rate	48.5%	51.8%	Percent of freshman cohort graduating within five years
Undergraduate Six-year Graduation Rate	55.7%	58.7%	Percent of freshman cohort graduating within six years
Faculty to Student Ratio	16/1	16/1	Full-time plus 1/3 part-time
Campus Housing First-time Freshmen	49.8%	49.1%	Percent of occupancy by class level
Campus Housing Other Undergraduates	47.7%	43.6%	Percent of occupancy by class level
Campus Housing Non-Degree (ELI)	3.2%	7.3%	Percent of occupancy by class level

Table Six: Summary of Visibility Indicators (KPIs)

Visibility KPIs	Five-year Mean	2008	Metric/Empirical Definition
Freshman Inquiries	7,524	8,027	Total number
Transfer Inquiries			Total number
Inquiries from Out-of-State	1,302	1,574	Total number
Inquiries from Eastern Region	720	884	Total number

Table Seven: Summary of Academic Offerings Indicators (KPIs)			
Distance Education KPIs	Five-year Mean	2008	Metric/Empirical Definition
Asynchronous Course Sections of Off Campus	52.4%	81.0%	Percent of off campus course sections
Degrees/Endorsements via Distance Education	16	18	Number available
Headcount Enrolled in Distance Education Exclusively	NA	15.3%	Percent enrolled in distance education only
Undergraduates Enrolled in Distance Education	NA	8.9%	Percent undergraduates taking at least one distance education course as a part of their total load
Graduates Enrolled in Distance Education	NA	78.0%	Percent graduates taking at least one distance education course as a part of their total load

Section 4: Situational Analysis – Overview

The SEP process encompasses a comprehensive review of the “state-of-the-university” based on values and assumptions drawn from the mission and vision statements, the UNK Strategic Plan, and historical/comparative evaluation of institutional effectiveness, including analysis of key performance indicators such as enrollment trends, student profiles, and patterns of student success, net operating

revenue streams and operating expenses, institutional capacity, quality and range of academic programs and student services. The process includes determining the institution's comparative competitive advantage based on environmental scans and state, regional, and national trends in higher education.

The situational analysis provides a data-informed framework for the development and implementation of the Plan's recommendations (see Appendix D for supporting data/information related to the situational analysis). A summary of the key external environmental opportunities and challenges, as well as the internal institutional strengths and challenges follow.

External Environmental Factors

Analysis of state and national demographic patterns and economic conditions contributes to successful strategic enrollment planning because UNK's enrollments are highly sensitive to in-state high school graduation trends, the University's market share of college-going students, and the ability to recruit specific cohorts in strategic ways.

External Opportunities

- The University has the space availability and ability to grow enrollments.
- 145 percent increase in Hispanic high school graduates in Nebraska by 2018 (+2,198).
- Colorado high school student population growth (an adjacent and feeder state) is expected to increase by 20 percent over the next ten years.
- ACT information indicates that the most popular academic interests for Nebraska students with ACT between 18 and 23 are as follows:
 - Undecided
 - Health Sciences
 - Nursing (Registered)
 - Business and Management
 - Visual and Performing Arts
 - Education, General
- ACT information indicates that the most popular academic interests for Nebraska students with ACT 24 and above include the following:
 - Undecided
 - Health sciences
 - Business and Management
 - Medicine
 - Engineering, General
 - Psychology

- Sciences (BIO and PHYS), General

External Challenges

- The pool of students that University of Nebraska at Kearney has historically been positioned to attract is shrinking (WICHE 2008):
 - 1.91 percent decrease is expected in state high school graduates by 2018 (-438);
 - 14.61 percent decline in Caucasian high school graduates by 2018 (-2,547);
- Competition for students will become more intense as many of the state and regional public and private institutions attend to the same demographic challenges that face the University.
- Decreases in state appropriations, including possible cuts or no net increase of operational funds anticipated in the near and long term.

Internal Institutional Factors

The institution's strengths and challenges were organized with respect to six strategic areas relative to accomplishing the enrollment goals of the University. These six strategic areas are:

- (1) **Purpose** – institutional character and identity;
- (2) **Product** – academic quality or curricular effectiveness and student success;
- (3) **Promotion** – institutional marketing and recruitment strategies;
- (4) **Place** – program delivery, learning environment, campus location, and physical plant;
- (5) **Price** – tuition/fees, scholarships/financial aid, and general fiscal health; and
- (6) **Processes** – systemic coordination of planning including determination of priorities and strategic direction, fiscal management, assessment of institutional effectiveness, engagement of the campus, and organizational learning of the campus community.

1. Purpose

Strengths

- Excellent, highly dedicated and caring faculty and staff who provide personalized attention, offering a private university type of experience at a public university type of cost.
- The institution is located in the center of the state and country, along I-80 corridor, reachable by a wide population.

Challenges

- A multitude of educational opportunities for students, particularly to attend the state's flagship institution, create competitive disadvantages.

2. Product

Strengths

- Produces 20 percent of the state's K-12 teachers and administrators.
- Outstanding Division II student athletes and programs.
- University has undergraduate research opportunities that are highly appealing.

Challenges

- Location, far from metropolitan areas and too close to home for some students.
- Too many students leave during weekend, which affects residential campus goals.

3. Promotion

Strengths

- University is a member of the University of Nebraska System, which has a positive reputation and name recognition.
- University has realized recent success in attracting high-quality students within the state.

Challenges

- University has poor name-recognition within the state.
- University has relatively little out-of-state recognition/reputation as a high quality public institution.
- The institution does not have a targeted out-of-state marketing strategy, which emphasizes value for price and proximity to permanent residence.

4. Place

Strengths

- Recent improvements to campus physical spaces and aesthetics.
- Campus and surrounding community provide a comfortable and safe environment.

Challenges

- There is limited availability and quality of housing on campus and in the adjacent community, and existing campus residences require renovations.
- The University has limited development of alternative delivery methods/systems (e.g., online programs are now just growing and there are no current dual enrollment programs in the area high schools).

5. Price

Strengths

- Tuition is affordable and less expensive relative to other state public universities and private colleges.
- The University competes very well with in-state private institutions.

Challenges

- Tuition for out-of-state students is high in comparison to out-of-state tuitions among competitive institutions.
- Few discounted tuition options are available to attract out-of-state students.
- Cost is much greater when compared to certain state and all two-year public college options.
- The University has limited graduate research assistantships and support programs to attract graduate students.

6. Process

Strengths

- There is renewed campus appreciation for assessment and data-informed decision making.
- The campus community recognizes the need for improving organizational processes and procedures.

Challenges

- While planning exists at all levels across the institution, more systemic coordination is necessary (especially the integration of enrollment-related activities).
- Department-level advising is not consistently strong.
- System-wide coordination of enrollments (applications, registrations) is poor.
- Campus engagement is generally valued; however, faculty involvement in recruitment and retention is lacking.

The overall situational analysis suggests that adjustments in UNK's marketing and recruitment priorities in both the short and intermediate terms will be necessary and that greater focus on meeting the educational needs of *all* students, i.e., giving special attention to needs for recruitment and enrollment of a more geographically-diverse student body, will be critical to the University's success in the future. Furthermore, developing new and enhancing existing student programs will help ensure students persist toward graduation.

Section 5: Planning Assumptions

The situational analysis has served to reaffirm the mission and vision of the University. Renewed consensus over the mission and vision is critical to establishing priorities and direction for the formation of strategies and accompanying action plans.

Results of the situational analysis suggest that both in the short and intermediate terms, UNK's recruitment priorities will necessitate adjustments and that greater attention must be placed on meeting the educational needs of a broader range of students. More specifically, this will require the following:

- Strategically reshaping the geomarkets from which UNK currently recruits.
- Developing strategies to attract and retain students from special populations, particularly Hispanic, African American, and out-of-state students.
- Greater efforts to increase the number of freshman and transfer students.
- Considering the type of academic programs and services that may be attractive to future perspective students while maintaining/enhancing UNK's signature programs and centers of excellence to continue to attract superior students.
- Need for dissemination of institutional data for analysis needs and priorities.
- Developing/implementing a process to routinely monitor the institutional KPIs.
- Summarizing/tracking incoming student demographics and trends using:
 - WICHE (2008) data;
 - Data from Cooperative Institutional Research Project (CIRP); and
 - Study of cross-campus applications within the UN System and statewide.
- Summarizing and ranking the importance of student satisfaction and engagement and identifying strengths and areas that need improvement using:
 - Admitted but not enrolled surveys;
 - National Survey of Student Engagement (NSSE);
 - Department/program-based inventories;
 - Graduation exit interviews; and
 - Student withdrawal interviews.
- Developing the following institutional efficacy studies:
 - Course management system – course offerings/scheduling;
 - Cost per program;
 - Revenues versus expenses;
 - Program enrollment increases and decreases;
 - Program capacity; and

- Technology levels/capacity.
- Enhancing outcomes data related to workforce and graduate/professional school demand and placements.

The following assumptions support the development of the first-level and second-tier strategies.

- University enrollments are highly sensitive to high school graduation trends within state, UNK's market share of college-going students, and the ability to strategically recruit specific cohorts.
- Competition for students that the University has been successful at recruiting will increase as the pool gets smaller.
- Even though the overall number of high school students is expected to decline by nearly 2 percent over the next ten years (and Caucasian high school graduates are expected to decline by nearly 15 percent by 2018), the University can increase its market share of enrolling high school graduates over the next four years by:
 - a) Implementing effective academic, co-curricular, and facility innovations; and
 - b) Implementing the Plan's marketing, recruitment, and financial aid/scholarship strategies.
- The University can increase its retention and graduation rates, particularly for students who are at greatest risk (unmet financial need between zero and 21 percent, home address 156 miles or more from campus, high school GPA of 2.95).
- Over the next five years, the University will seek increases in both the incoming freshman class and the transfer cohort by targeted recruitment and marketing efforts intended to capture a greater market share of both.
- Over the next five years an increased number of online learning opportunities and dual credit partnerships will be established.
- All recruitment and enrollment strategies and activities will include success assessments and cost/revenue estimates that are regularly evaluated.

Section 6: Summary of Key Enrollment Strategies

The Key Enrollment Strategies (including first- and second-level strategies) that have been identified in the Strategic Enrollment Plan are instrumental in informing the future direction of program development/enhancement and enrollment management and, consequently, in realizing the Strategic Enrollment Goals and Investments (see Section 7).

The implementation of these strategies is important to optimizing the key performance indicators identified in the process. The success of each of these strategies is predicated on the assumption that they are appropriately funded, based on market research and empirical data, assessed in terms of effectiveness, and continuously refined.

Specifically, the Enrollment Management Council recommends the following Key Enrollment Strategies below, with **the first seven strategies representing those considered to be most important for immediate implementation:**

Strategy 20 Expand dual enrollment programs.

- 20.1. Identify courses and partners for development of agreements.
- 20.2. Create and establish agreements with designated partners.

Strategy 21 Utilize faculty, staff, and students in recruitment events to a greater extent.

- 21.1. Educate/train regarding faculty, staff, and students key messages
- 21.2. Create pool of available recruiters
- 21.3. Develop process to assign to events; reward/acknowledge.

Strategy 22 Increase community college transfer enrollments.

- 22.1. Develop a plan for recruitment of transfer students.
- 22.2. Staff part time UNK recruiters/advisers at the community college site.
- 22.3. Promote on-site programs.

Strategy 23 Expand online offerings.

- 23.1. Opportunities for degree completion, whole degrees, general studies courses.
- 23.2. Develop a plan to promote distance education.

Strategy 24 Increase minority student enrollments.

- 24.1. Develop minority student recruitment plan.

Strategy 25 Expand recruitment efforts in markets beyond immediate area near campus.

- 25.1. Expand recruitment out of state.
- 25.2. Expand recruitment efforts to Eastern NE.

Strategy 26 Increase first-year student enrollments.

- 26.1. Develop a plan for recruitment of freshmen.
- 26.2. Conduct outreach activities.

Strategy 27 Recruit students with strong academic credentials

- 27.1. Send targeted communications to prospects, inquiries, and applicants who may qualify for Honors (26+ ACT, top 25%)
- 27.2. Send targeted communications to prospects, inquiries, and applicants who may qualify for merit scholarships (23+ ACT and top 30%)

Strategy 28 Use scholarships competitively to attract top students.

- 28.1. Offer a greater number of and more competitive scholarship awards for top 25%.
- 28.2. Refine scholarship award criteria.
- 28.3. Reward students with ability/backgrounds not currently recognized (legacy, leadership, potential for success, selected ACT scores).

Strategy 29 Publish enrollment reports that are distributed campus wide to improve understanding of enrollment issues and statuses.

- 29.1. Determine what data is to be reported, when, and to whom.

Strategy 30 Increase graduate enrollments

- 30.1. Develop graduate recruitment plan.

Strategy 31 Improve freshman and transfer student inquiries

- 31.1. Develop plan for obtaining prospect names.
- 31.2. Develop communication plans for prospects.
- 31.3. Develop marketing plans for targeted segments.

Strategy 32 Utilize the web to recruit students.

- 32.1. Target market audience using online advertising strategies.

Strategy 33 Increase the number of prospective students who visit UNK.

- 33.1. Provide transportation for student and parents to visit campus; promote.
- 33.2. Develop incentives for campus visits (application fee waiver, t-shirt, etc.)

Strategy 34 Increase international student enrollment.

- 34.1. Develop a written international student recruitment plan
- 34.2. Establish goals for international students.
- 34.3. Seek and establish partnerships with overseas institutions.
- 34.4. Develop new scholarship criteria for international students.
- 34.5. Develop strategies to recruit international direct admits.

Strategy 35 Support first-year student success.

- 35.1. Improve the financial literacy of students.
- 35.2. Increase student involvement and engagement in student life.

35.3. Create a comprehensive, coordinated freshman success program.

35.4. Develop a program for Fall Orientation

35.5. Provide an enhanced first-year experience for incoming freshmen to support student success throughout their tenure at UNK.

Strategy 36 Develop a transfer student success program.

36.1. Examine and enhance transfer student orientation

36.2. Determine interest and viability for developing and implementing an online option for transfer orientation.

Strategy 37 Utilize NSSE scores to monitor changes in student engagement over time.

37.1. Enhance the information provided by NSSE to make it more useful for monitoring UNK performance on student engagement variables.

37.2. Implement selected strategies to support student engagement opportunities.

Strategy 38 Improve academic advising.

38.1. Evaluate processes and improve; ensure consistency and quality.

38.2. Explore a new model.

38.3. Develop plan to recognize and evaluate faculty for quality of advising.

To assist in focusing and prioritizing, the Key Enrollment Strategies have been grouped under the seven fundamental strategic areas.

1. **Enrollment Strategies.** Strategies related to increasing market share, enrollments (headcount, FTE, and SCH). Increasing freshman, transfer, and graduate student applications and acceptances.
2. **Diversity Strategies.** Strategies related to the overall diversity profile, class and level profiles (freshman, transfer and graduate student cohorts), by county, contiguous states, international, and economically-disadvantaged percentages.
3. **Academic Preparation and Selectivity Indicators:** Strategies to improve standardized test averages (ACT and SAT), high school grade point averages (GPA), and high school class rank (top 25%) of entering freshman cohorts.
4. **Fiscal Health Indicators.** Strategies related to tuition, fees, financial aid, and scholarship policies, and revenue building.
5. **Quality, Climate and Appeal Strategies.** Strategies related to improvements of freshman cohort persistence rates after one, two, and three years; freshman graduation rates after four, five, and six years; faculty to student ratios; average class size; campus housing occupancy and return rates; and student engagement summary scores (NSSE).
6. **Visibility Strategies:** Strategies related to marketing efforts. And increasing/improving student response rates, including out-of-state, Eastern region, freshman, transfer, and graduate student inquiries.

7. **Academic Offerings Strategies:** Strategies that increase and strengthen educational programs that align with the career and personal development needs of both traditional and nontraditional students. These particularly include distance education enrollments, and enrollments by major and discipline.

Following is a summary list of the first- and second-level enrollment strategies:

1. Enrollment and Visibility Strategies

1.1 Produce enrollment reports that are distributed campus wide to improve understanding of associated variables.

- a) Determine what data is reported, when, and to whom.

Description/Explanation: The office of Institutional research at UNK will publish enrollment reports during early registration, open registration and following the sixth day of the semester at the same points in time annually. The reports will detail each college and academic department's key enrollment data (total SCH, total Head Count, & Head Count by class level) and compare these results to the previous five years.

1.2 Increase community college transfers.

- a) Develop a plan to recruit transfer students.
- b) Staff part-time UNK recruiters/advisers at the community college site.
- c) Promote on-site programs.

Description/Explanation: Increasing and improving outreach to this market segment has a potential to contribute substantially toward the overall enrollment goals of the University.

1.3 Increase the number of prospective students who visit UNK.

- a) Provide transportation for student and parents to visit campus; promote.
- b) Develop initiatives for campus visits (application fee waiver, t-shirt, etc.)

Description/Explanation: Understanding that students who visit campus have a greater likelihood to apply and enroll, taking steps to develop visit programs and incentives to visit will increase the number of students who do so.

1.4 Utilize faculty, staff, and students in recruitment events to a greater extent.

- a) Educate/train faculty, staff, and students regarding key messages.
- b) Create pool of available recruiters.
- c) Develop a process to assign to events
- d) Develop opportunities to reward/acknowledge.

Description/Explanation: Educate a large pool of faculty, staff, and students to serve as recruiters who will be rewarded and acknowledged for this additional work and effort.

1.5 Increase first-year student enrollments.

- a) Develop a plan for recruitment of freshmen.
- b) Conduct outreach activities.

Description/Explanation: Developing a written plan to increasing the pool of inquiries and applicants is a fundamental element in growing enrollments. The plan is aimed at building on successful activities that have been engaged in for several years, developing new strategies, and documenting the efforts in a way that ensures they are carried out.

1.6 Increase graduate enrollments

- a) Develop a graduate recruitment plan.

Description/Explanation: Developing a written plan to increasing the pool of graduate student inquiries and applicants is a fundamental element in growing enrollments. The plan, like those specific to other student populations, is aimed at building on successful activities that have been engaged in for several years, developing new strategies, and documenting the efforts in a way that ensures they are carried out.

2. Diversity Strategies

2.1 Expand recruitment efforts in markets beyond immediate area near campus.

- a) Expand recruitment out of state.
- b) Expand recruitment efforts to Eastern NE.

Description/Explanation: Demographic data clearly indicates populations in central Nebraska will be stable at best and potentially could decrease. This geographic is a critical source of students for UNK. This reality demands that we intensify our recruitment efforts in areas that have a great population density: specifically non-resident students and Nebraska students from the eastern part of the state, where populations are growing.

2.2 Increase minority student enrollments

- a) Develop a written minority student recruitment plan.
- b) Establish goals for minority students.

Description/Explanation: Population demographics indicated that students of color, particularly Hispanic and African American students, are growing at a faster rate than non-minority populations. These will be important markets to engage and attract to UNK for enrollment growth goals. Additionally, the increase of a diverse student body will benefit the larger population by providing exposure to different cultures, belief systems, and experiences, thereby providing graduates with broader perspectives of humanity and improved preparation for the society we live in.

2.3 Develop a written plan to recruit international students.

- c) Develop a written international student recruitment plan.
- d) Establish goals for international students.
- e) Seek and establish partnerships with overseas institutions.
- f) Develop new scholarship criteria for international students.

Description/Explanation: The increase of international students will contribute toward a more diverse student body and benefit the larger population by providing exposure to different cultures, belief systems, and experiences, thereby providing graduates with a global perspective improved preparation for a workforce that expands beyond our state and nation. The additional revenue from non-resident tuition will help support the institution's plans for growth.

3. Academic Preparation and Selectivity Strategies

3.1 Recruit students with strong academic credentials.

- a) Send targeted communications to prospects, inquiries, and applicants who may qualify for Honors (26+ ACT, top 25%).
- b) Send targeted communications to prospects, inquiries, and applicants who may qualify for merit scholarships (23+ ACT and top 30%)

Description/Explanation: Students with strong academic credentials perform better in college, persist longer, and graduate at higher rates than students with weaker credentials. Increasing the percentage of students in the top quarter of their high school graduating class and with an ACT of 23 or greater will help to improve persistence and graduation rates, the quality of education for all students, and improve the institution's rankings.

3.2 Use scholarships competitively to attract top students.

- a) Offer a greater number of and more competitive scholarship awards for top 25%.
- b) Refine scholarship award criteria.
- c) Reward students with ability/backgrounds not currently recognized (legacy, leadership, potential for success, selected ACT scores).

Description/Explanation: Students with strong academic credentials perform better in college, persist longer, and graduate at higher rates than students with weaker credentials. Furthermore, improving the scholarship award criteria and amounts will enable the institution to become more competitive for enrollment of students in the top 25% of high school graduating class.

4. Quality, Climate, and Appeal Strategies

4.1 Support first-year student success.

- a) Improve the financial literacy of students.
- b) Increase student involvement and engagement in student life.
- c) Create a comprehensive, coordinated freshman success program.
- d) Develop a program for Fall Orientation.
- e) Provide an enhanced first-year experience for incoming freshmen to support student success throughout their tenure at UNK.

Description/Explanation: A comprehensive, coordinated freshman success program will help improve persistence and graduation rates by improving academic and social integration of students.

4.2 Develop a transfer student success program.

- a) Examine and enhance transfer student orientation.
- b) Determine interest and viability for developing and implementing an online option for transfer orientation.

Description/Explanation: A transfer student success program will help improve persistence and graduation rates by improving academic and social integration of students.

4.3 Utilize NSSE scores to monitor changes in student engagement over time.

- a) Enhance the information provided by NSSE to make it more useful for monitoring UNK performance on student engagement variables.
- b) Implement selected strategies to support student engagement opportunities.

Description/Explanation: Currently, we do better in a number of areas than UNL and UNO on the NSSE. Also, we currently are in a peer group that includes much larger, better funded institutions that draw from a different student population. Changing this peer group, which will be done for the 2010 NSSE should have an impact across the board. The best way to gather actual data on how UNK is doing is to go into the VSA website and look at other institutions' NSSE data. In general, we do as well as other state institutions of our size with equivalent student populations. As would be expected, we do not do as well as small, private liberal arts colleges.

4.4 Improve academic advising.

- a) Explore a new model.
- b) Evaluate processes and improve; ensure consistency and quality.
- c) Develop a plan to recognize and evaluate faculty for quality of advising.

Description/Explanation: Most research on student persistence indicates that interaction between students and faculty outside the classroom has a positive influence on student persistence to graduation. Academic advising provides regular interaction and opportunities to support students in achieving their goals. UNK utilizes a split advising model – students who have selected a major are assigned a faculty advisor in their major department and students who are deciding are advised by the Academic Advising Office.

5. Visibility Strategies

5.1 Utilize the web to recruit students.

- a) Target market audience using online advertising strategies.

Description/Explanation: advertising objectives can be broken down demographically by location, age, gender, interests, and more. This is a major advantage of advertising online.

5.2 Improve freshman and transfer student inquiries.

- a) Develop a plan for obtaining prospect names.
- b) Develop communication plans for prospects.
- c) Develop marketing plans for targeted segments.

Description/Explanation: Generation of inquiries and responses to the pool is important within the institution's enrollment funnel; from this pool, students progress into applicant, admitted, confirmed, and

enrolled pools. Increasing the number of inquiries among the three major populations, with strategies to communicate and influence, will contribute positively toward enrollment goals.

6. Academic Offerings Strategies

6.1 Expand online offerings

- a) Opportunities for degree completion, whole degrees, general studies courses.
- b) Develop a plan to promote distance education.

Description/Explanation: The demand for UNK online offerings continues to grow at a rapid pace with online enrollments increasing by 30 percent from 2007-08 to 2008-09 academic year. This online growth has been fairly typical since the first course was offered in Spring 2001. From 2001 to 2007, UNK was limited as to what programs could be offered online due to the lack of NCA approval for many programs. In 2007, UNK received NCA blanket approval to convert any existing degree programs to online programs.

6.2 Expand dual enrollment programs.

- a) Identify courses and high school partners for development of agreements.
- b) Create and establish agreements with designated partners.

Description/Explanation: The UNK Dual Enrollment Program is intended to meet the college-bound needs and wants of academically-advanced high school students by providing enriching programming to help them begin fulfilling their higher education goals, on a pre-postsecondary time schedule, as well as the specific consumer demands of this same nature by parents, and high school faculty/administration.

The preceding sections have outlined what is important to the University and what major strategies should guide actions. Detailed Action Plans corresponding with these first- and second-level strategies are contained in Appendix F.

Section 7: Strategic Enrollment Goals

In addition to conducting a comprehensive situational analysis, reaching agreement on the fundamental planning assumptions, engaging the campus and inviting broad input (i.e., brainstorming ideas), and forming short- and long-term strategies that support the mission and vision, the SEP process requires establishing or setting enrollment priorities and quantifiable enrollment goals, which will serve to maximize strengths and opportunities while minimizing weaknesses and threats.

Five-year Strategic Enrollment Goals

After analyzing current institutional plans, available data, and operations and processes with consideration of the institutional strengths and weaknesses in light of the external opportunities and threats, the Enrollment Management Council has developed an integrated Strategic Enrollment Plan to expedite the achievement of UNK's KPI goals including increasing enrollment, expanding geographic representation of students, and the student quality. The empirically defined top five-year Strategic Enrollment Goals for 2014 follow:

12. Increase overall university enrollment to 7,154.

- Net increase of 477 undergraduate and 134 graduate over 2008 figures

Expand geographic representation (out-of-state) of student body to 15.5 percent.

- 15.5 percent of student body will be 1,107, compared to current 9.55 percent

Increase the number of international students to comprise 15 percent of the student body.

- 15 percent of student body will be 1,073, compared to current 9 percent.

Increase enrollment of first-time, full-time students to 1,400.

- Increase of 40 percent
- Net increase of 355

Increase enrollment of new transfer students to 475.

- Net increase of 183

Increase graduate students to 1,573 students.

- Maintain 22 percent of student body
- Net increase of 134

Increase racial and ethnic diversity of the student body to 9 percent.

- Net increase of 266 students
- 9 percent of student body will be 644, compared to current 5.78 percent

Improve undergraduate retention rate (To Be Determined).

- Assigned to Retention Team to assist with recommendation.

Improve the six-year graduation rate (To Be Determined).

- Assigned to Retention Team to assist with recommendation.

Section 8: Action Plans

For each strategy identified in Section 6 of this plan, there is an action plan to ensure that the strategy is implemented in a timely, efficient and effective manner. These action plans designate the following:

- Description of the strategy and actions needed
- The goals of the strategy and the actions
- Action steps, timeline and responsible person for each step
- Responsible person for the action plan.
- Resource/budget implication and plan for each activity
- Methods for evaluating and modifying each activity

Complete descriptions of all the strategies and action plans are listed in Appendix F of this plan.

Section 9: Next Steps

There are at least four steps for the Strategic Enrollment Plan.

5. Immediately implement the top priority enrollment strategies and associated action plans and to move forward with the timely implementation of the other enrollment strategies/action plans in the Plan;
6. Complete the proposed action plans that are not yet fully developed and create new action plans in support of the Key Enrollment Strategies;
7. Monitor progress of the implementation of the Strategic Enrollment Plan by tracking the institution's KPIs and making adjustments to specific action plans as necessary based on empirical analysis of internal and external factors and evaluation of overall progress; and
8. Systemically integrate the Strategic Enrollment Planning (SEP) process in the routine life of the institution so that it becomes a part of the institutional culture and how it operates. It is important that all phases of SEP reflect shared vision, shared responsibility, and campus wide learning, as well as incorporation of state-of-the-art best practices to ensure seamless enrollment delivery systems and the maximum engagement and involvement of students in the intellectual life and learning of the University.

Appendix A: University Mission and Vision

Mission

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

Vision

The University of Nebraska at Kearney will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic, multicultural society.

Key to such improvement will be: clear focus on mission imperatives, fidelity to historic core values, and continuous and rigorous self-appraisal or assessment of outcomes.

Appendix B: University Strategic Plan Priorities

The UNK Strategic Plan Phase I document establishes the University's priorities and plans for the future. Enrollment-related items were identified and utilized by the Enrollment Management Council for direction concerning development of the Strategic Enrollment Plan. Below are these items, with relevance to areas highlighted in the Plan.

Key Enrollment Goals in University Strategic Plan

13. Enroll a larger student body by 1.5% annually. (ENROLLMENT - **GROWTH**)
14. Enroll a more diverse student body. (DIVERSITY)
 - improve coverage and results from eastern Nebraska and in contiguous states
 - students of color
 - economically disadvantaged students
 - transfer students
 - international students
15. Enroll a well-prepared student body. (SELECTIVITY – **ACADEMIC PROFILE**)
 - greater number of students ranked in the top 25% of their high school classes
16. Support revenue and cost (FISCAL - **REVENUE**)
17. Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students. (RETENTION - **GRADUATION**)
18. Improve UNK marketing, especially to promote UNK strengths and increase visibility in areas where populations are growing. (VISIBILITY)
19. Offer educational programs that align with the career and personal development needs of both traditional and nontraditional students. (ACADEMIC OFFERINGS -**GROWTH**)

Appendix C: Key Performance Indicators

Key Performance Indicators that Support Top-Level KPIs

To support Enrollment KPIs

20. Applications
21. Offers of admission
22. Enrollment yields

To support Diversity KPIs

23. Inquiry profiles
24. Applicant profiles
25. ACT market share profiles
26. Students with dual credit
27. Students without complete high school core requirements

To support Quality, Climate, and Appeal KPIs

28. Student satisfaction indicators
29. Student engagement indicators
30. First-to-second-term persistence
31. Grade point distributions by student cohort, college, and department
32. Number and percentage of students not able to enroll in desired major
33. Number and percentage of students not able to enroll in desired courses
34. Award gaps between student need and actual financial aid awards
35. Co-curricular participation: clubs, organizations, intramurals

To support Academic Preparation and Selectivity KPIs

36. Percentage of students with ACT scores greater than 25.
37. Percentage of students with Honors, AP, and/or IB credit.
38. Percentage of students with dual credit coursework.
39. Total number and percentage of students graduating in top 25% of high school class

To support Fiscal Health KPIs

- 40. Auxiliary (housing, dining, and bookstore) total revenues and net revenues
- 41. Education and general costs by program
- 42. Net tuition revenue and scholarship costs by student subgroups (ability level and resident/non-resident)
- 43. Space utilization
- 44. Scholarship yields

To support Visibility KPIs

- 45. Inquiry by source
- 46. Focus group responses
- 47. Inquiry survey
- 48. Applicant survey
- 49. Admitted Student Questionnaire (ASQ)

Appendix D: Situational Analysis: Supportive Materials

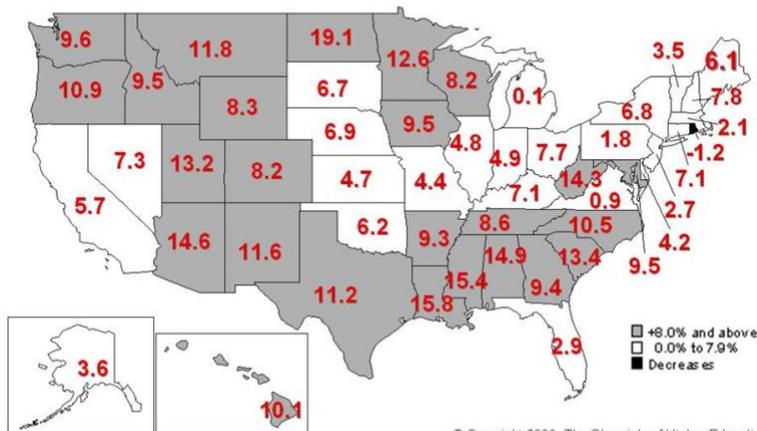
This Appendix can contain documentary evidence associated with the situational analysis including national and state reports and studies, as well as internal institutional studies that provide future projections and comparative information pertinent to Strategic Enrollment Planning.

Projected change in the number of high school graduates, 2008-09 to 2018-19

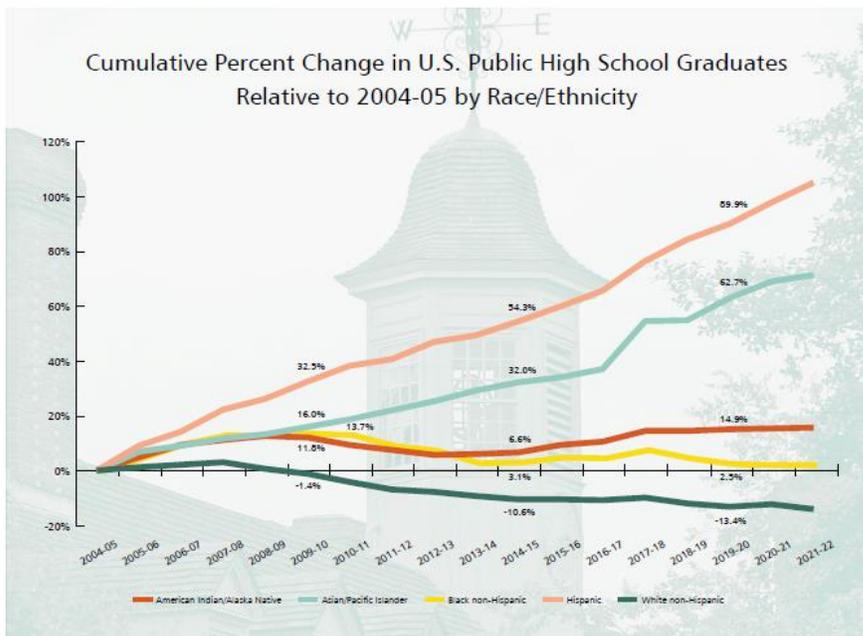
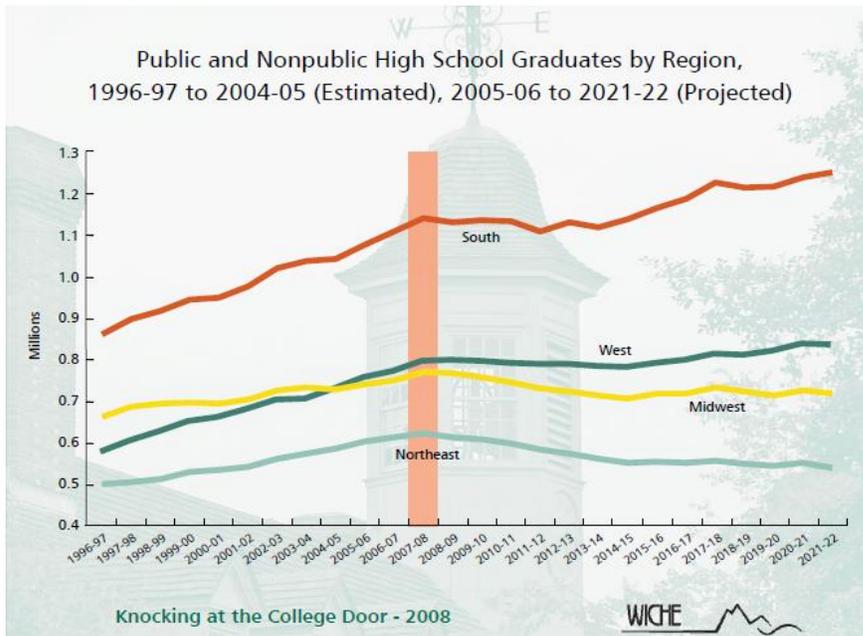


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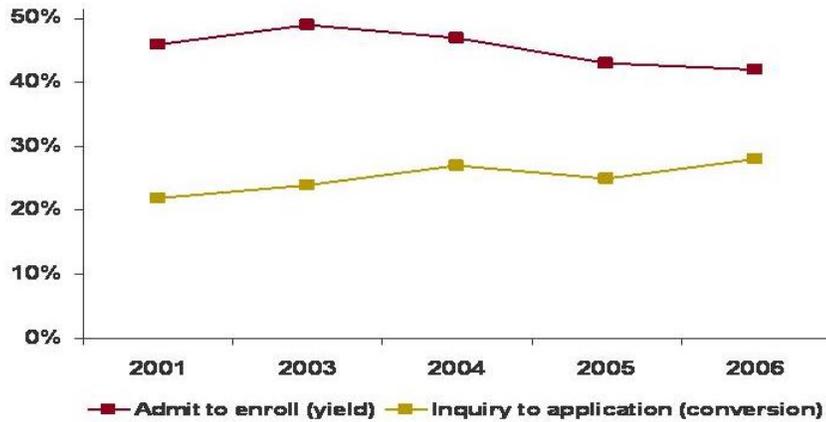
Percentage change in state appropriations for higher education, 2006-07 to 2007-08



Source: Center for the Study of Education Policy, Illinois State University
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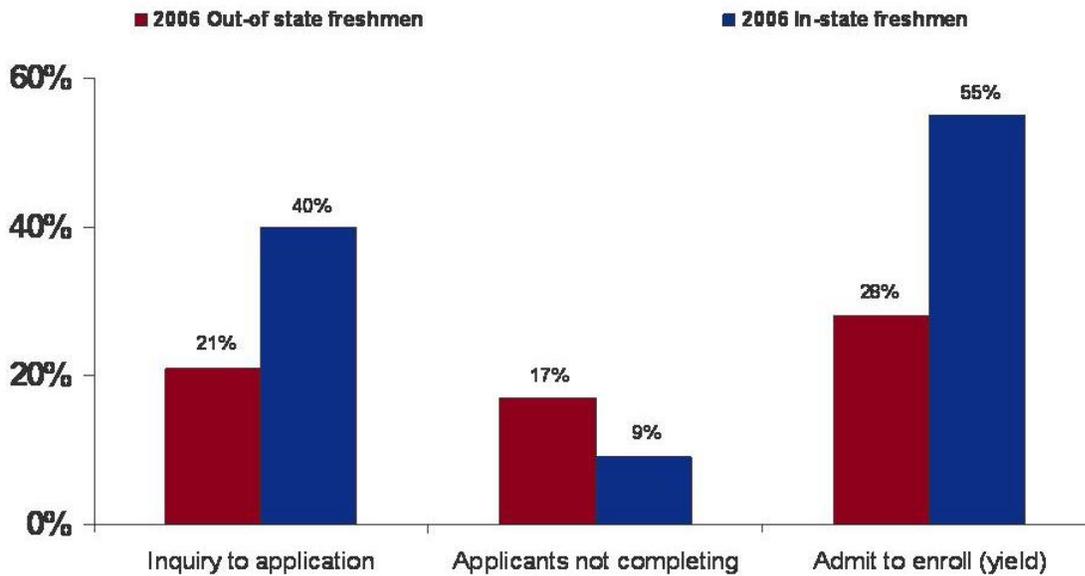
Admit to enroll yield rates and inquiry to enroll rates at four-year public universities



4-year public institutions

© 2006, Noel-Levitz, Inc.
 2006 Admissions Funnel Report

Out-of-state and in-state freshmen conversion rates and yields



4-year public institutions

© 2006, Noel-Levitz, Inc.
 2006 Admissions Funnel Report

Appendix E: Investments

The costs associated with the Strategic Enrollment Plan for the fiscal years 2010-2014 include those necessary to implement the action plans listed in Appendix F are indicated below.

To increase the market shares of new students, the following costs may be incurred:

Market Share Investments		Recurring	One-time
Action Item #1	Expand Dual Enrollment Program	\$10,000	\$0.00
Action Item #2*	Utilize faculty, staff and students in recruitment events to greater extent	\$15,000	\$0.00
Action Item #3	Increase community college transfer enrollments	\$45,500	\$0.00
Action Item #4	Expand on-line offerings	\$0.00	\$0.00
Action Item #6	Expand recruitment efforts in markets beyond immediate area near campus	\$5,000	\$0.00
Action Item #7	Increase First-Year enrollments	\$0.00	\$0.00
Action Item #8	Use scholarships competitively	\$0.00	\$0.00
Action Item #9	Publish enrollment reports that are distributed campus wide	\$0.00	\$0.00
Action Item #10	Increase graduate enrollment	\$5,000	\$0.00
Action Item #11	Improve freshman and transfer inquiries	\$30,000	\$0.00
Action Item #12	Utilize web to recruit students	\$24,000	\$0.00
Action Item #14	Increase the number of prospective students who visit UNK	\$62,250	\$0.00
Action Item #15*	Increase international student enrollment	\$30,000	\$0.00
Market Share Total		\$226,750	\$0.00

To increase the retention of first-year students:

Retention Investments		Recurring	One-time
Action Item #13	Recruit students with strong academic credential	\$7,500	\$0.00
Action Item #16	Create a comprehensive, coordinated freshman success program	\$60,000	\$0.00
Action Item #17	Develop a transfer student success program	\$15,000	\$0.00
Action Item #18*	Utilize NSSE scores to monitor changes in student engagement over time	\$3,000	\$0.00
Action Item #19	Improve Academic Advising	\$700	\$0.00
Retention Investment Total		\$86,200	\$0.00

Expenses associated with the institution of the SEP process and additional research:

Other Future Investments		Recurring	One-time
Action Item #2*	Utilize faculty, staff and students in recruitment events to greater extent	\$0.00	\$0.00
Action Item #5	Increase minority student enrollment	\$110,000	\$0.00
Action Item #15*	Increase international student enrollment	\$30,000	\$0.00
Action Item #18*	Utilize NSSE scores to monitor changes in student engagement over time	\$3,000	\$0.00
Other Investment Total		\$143,000	\$00.00

*Shown in more than one area using same amount for both areas.

Enrollment Scenarios and Revenue Impact

Scenario 1 – Assumes no change in recruitment and admission patterns; assumes typical decline in resident undergraduate full-time enrollment that has occurred during the last three years. Some loss of international students that we project to occur in 2009 will carry over into 2010 as well, but no other enrollment changes (graduate students or nontraditional students) are projected. Additionally, this scenario does not reflect any change in retention rates.

Scenario 2** – Assumes a 1.5 percent increase in undergraduate and graduate students each year for five years, and no increase in undergraduate retention.

Scenario 3** – Assumes a 1.5 percent increase in undergraduate and graduate students each year for five years, and a 1.25 percent overall increase in undergraduate retention over a five-year period.

Enrollment projection scenarios with annual and cumulative revenue impact	Enrollment by 2010-2011	Revenue Impact	Enrollment by 2014-2015	Revenue Impact	Cumulative Projected Revenue over time period
Scenario 1 – Decrease in undergraduate market share and no change in retention	6,223	(\$651,120)	5,743	(\$651,120)	(\$4,178,665)
Scenario 2 – Increase in undergraduate market share and no change in retention	6,724	\$156,106	7,064	\$225,062	\$982,088
Scenario 3 – Increase in undergraduate market share and increase in retention	6,741	\$248,348	7,154	\$317,304	\$1,443,298

**Changes in enrollment revenue reflect a greater percentage part-time enrollment that generates fewer student credit hours.

The potential revenue impact of each scenario for the University over the time period of 2010-2014, might be based on the following assumptions:

- The revenue reflected above does not reflect tuition increases.
- State appropriation remains constant and funding formulas are not changed.
- Increases in fixed costs are not reflected.
- Increases in costs for necessary staffing and space requirements are not reflected.

Attainment of these goals relies on UNK's ability to make immediate changes to current enrollment practices and processes. And these calculations are based on a conservative growth rate of both in-state and out-of-state undergraduate students, online graduate programs, as well as improving UNK's current retention rate.

Appendix F: Action Plans

ACTION PLAN Strategy 1 – Expand Dual Enrollment Programs		
<p>KEY STRATEGY: Further Develop the existing and approved Implementation Plan for a UNK Dual Enrollment Program and Activate the Program in Fall 2009.</p>		
<p>SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:</p> <p>1.1 Identify courses and partners for development of agreements.</p> <p>1.2 Create and establish agreements with designated partners.</p>		
<p>DESCRIPTION/EXPLANATION: The UNK Dual Enrollment Program is intended to meet the college-bound needs and wants of academically-advanced high school students by providing enriching programming to help them begin fulfilling their higher education goals, on a pre-postsecondary time schedule, as well as the specific consumer demands of this same nature by parents, and high school faculty/administration.</p>		
<p>SUPPORTS SEP GOAL:</p> <ul style="list-style-type: none"> • Increase overall university enrollment to 7,154. 		
<p>SUPPORTS UNK SP GOALS and OBJECTIVES:</p> <ul style="list-style-type: none"> • Enroll a larger student body by 1.5% annually. • Enroll a well-prepared study body. • Offer educational programs that align with the career and personal development of both traditional and nontraditional students. 		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Action Steps	Responsibility	Completion Date
Implementation Plan written and approved by Senior Vice Chancellor, Chancellor, and Central Administration Office (President Milliken and Provost Pratt).	Drs. Scantling and Taylor	May 2009
Appoint capable program coordinator.	Drs. Bicak, Scantling and Taylor	July 1, 2009
Initiate relationship with already-established contacts at two Kearney high schools to continue discussions and planning for additional Dual Enrollment (DE) programming to begin Fall 09.	Appointed DE Program coordinator	July 15, 2009

Initiate relationship with UNK faculty of potential DE courses.	“ “ “	July 15, 2009
Identify courses with partners for development of agreements.	“ “ “	July 15, 2009
Serve as a liaison and facilitator of agreements.	“ “ “	Ongoing
Develop communication pieces, tools and meetings for students, parents and teachers.	“ “ “	August 10, 2009
Conduct in-classroom presentations at selected high schools.	“ “ “	Week of August 10, 2009
Begin discussion and initiation of additional relationships with other high schools, with the first being Lexington, for establishment of program as early as the Spring 2010 semester.	“ “ “	September 1, 2009
Report on the progress of program to UNK administration and faculty; Central Administration; and high school partners.	“ “ “	End of each semester
In collaboration with partners, evaluate and report on, the overall DE program at each high school, specifically on each course.	“ “ “	Annually, after end of second semester
Coordinator/Responsible Authority: To be determined.		
Budget: To be determined.		
<p>Evaluation/KPI Control: At the end of each semester, the DE Program coordinator will produce a Progress Report on each of the DE courses conducted during the preceding semester, with input from the partners, on the areas of success or areas needing improvement, in the administration; communication models; guidelines and standards; curriculum application and practicability, effectiveness and rigor; student engagement; student performance; student learning outcomes; financial budget; enrollment budget/inventory; and program accessibility.</p> <p>Annually, after the end of the second (Spring) semester, a similar, but more comprehensive Progress Report will be produced on the overall DE Program at each high school, with a collaborative and comprehensive Evaluation of the DE Program. Following the digestion of that report by UNK administration and faculty, Central Administration, and high school partners, the Program coordinator will initiate planning meetings for the next years' programming with the intent to improve and elaborate the DE Program.</p>		

ACTION PLAN Strategy 2 – Utilize faculty, staff, and students in recruitment
<p>KEY STRATEGY: Utilize faculty, staff, and students in recruitment events to a greater extent.</p> <p>SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES:</p> <p>2.1 Educate/train faculty, staff and students on key messages.</p> <p>2.2 Create Pool of available recruiters.</p> <p>2.3 Develop process to assign to events.</p> <p>2.4 Develop opportunities to reward and acknowledge.</p>

DESCRIPTION/EXPLANATION: Educate a large pool of faculty, staff, and students to serve as recruiters who will be rewarded and acknowledged for this additional work and effort.

SUPPORTS SEP GOAL: Increase overall university enrollment to 7,154 students.

SUPPORTS UNK SP GOAL AND OBJECTIVE: Enroll a larger student body by 1.5% annually

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Develop a compensation plan for faculty and student recruiters. Plan will include stipends and expectations for minimum number of hours and/or events.	EMC Chair and SVCA&SA	August 15, 2009
Annually Dept. Chairs identify faculty, staff and students who are willing and able to serve as on-campus and off-campus recruiters, and who would be excellent representatives of the University.	Chairs/Deans	September 1, 2009
Annually develop and deliver training/workshop for key faculty recruiters. Will include fundamentals of using EMAS Pro (queries, contact options, understanding data contained), key messages to deliver, and overview of planned events and activities.	Admissions Director	October 1, 2009
Annually develop and deliver training/workshop for key staff recruiters.	Admissions Director	October 1, 2009
Annually develop and deliver training/workshops for key student recruiters.	Admissions Director	October 1, 2009
Develop a plan to follow-up with faculty and staff recruiters by department to provide on-going assistance. An admissions counselor will meet with or contact assigned faculty/departments on a regular basis to review use of EMAS and contact histories to support activities.	Admissions Director and Counselors	Monthly during Fall and Spring semesters
Designate and assign key faculty, staff, and student recruiters to attend special recruitment events off campus.	Admissions Director & Chairs	Beginning of fall and spring semesters
Compensate key faculty, staff, and student recruiters who attend special recruitment events off campus	SVCA&SA	December & May Annually
Annually recognize key faculty, staff, and students with a written letter from the Chancellor	SVCA&SA	May 15, 2010
Regularly recognize key faculty and staff recruiters, possibly at events such as the annual faculty-staff convocation.	SVCA&SA	August 2010

Coordinator/Responsible Authority: SVCA&SA and EMC Chair.

Budget: \$15,000 for stipends for faculty and students.

Evaluation/KPI Control: Annually report Faculty and Student participation at off campus recruitment events. Annually report number of on campus visits by department and faculty recruiter and conversion rate for each department/recruiter.

ACTION PLAN for Strategy 3 - Increase community college transfer enrollments

KEY STRATEGY: Increase the number of students who inquire, apply, and enroll who come from community colleges.

SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:

- 3.1 Develop a plan for recruitment of transfer students
- 3.2 Staff part-time UNK advisers at community college sites
- 3.3 Promote on-line programs

DESCRIPTION/EXPLANATION: Increasing and improving outreach to this market segment has a potential to contribute substantially toward the overall enrollment goals of the University.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154 students.
- Increase enrollment of new transfers to 475 students.

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Enroll a larger student body by 1.5% annually.
- Enroll a more diverse student body.

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Develop plan for recruitment of transfer students, to include travel and communication activities.	Director of Undergraduate Admissions, UG Recruiters	August 1, 2009
Purchase names of students who are on academic transfer track from top feeder community colleges (Central Community College system and Mid-Plains system.) Could purchase from other CC systems in NE.	Director of UR & Admissions	September 15, 2009

Visit each community college campus on a regular basis throughout academic year.	Community Outreach Coordinator	Begins September 1, 2009 and on-going through year
Hire Full-time UNK advisor that divides their time between the Central system campuses and Mid-Plains campuses.	SVCASA, Director of Undergraduate Admissions, Director of eCampus	September 1, 2009
Actively promote on-line programs.	eCampus, and UG Recruitment	On-going
Develop communication strategies that promote ease of transferring to UNK, scholarship opportunities, etc.	UG recruitment and Admissions	September 1, 2009
Work with Central system and Mid-Plains system to offer bus trips to UNK for potential transfers.	UG Recruitment and Admissions	October 1, 2009
Create and distribute transfer resource books to community colleges.	Director of Undergraduate Admissions	October 15, 2009
Coordinator/Responsible Authority: Director of UG Admissions, eCampus Director, SVCASA.		
Budget: Purchasing names from CC systems – TBD, full-time adviser that is part-time visible on each CC campus - \$35-40,000 Promotion/Publications - \$2500, Bus trips from top feeder CCs - \$2500 – 3000.		
Evaluation/KPI Control: Annually evaluate processes and effectiveness of plan, EMC guidance along with Recruitment team and eCampus staff; number of inquiries, applications, offers of admission, enrollments of new transfer students.		

<p>ACTION PLAN Strategy 4 – Expand Online Offerings</p> <p>KEY STRATEGY: Expand Online Offerings</p> <p>SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES:</p> <p>4.1. Opportunities for degree completion, whole degrees, general studies course.</p> <p>4.2. Develop a plan to promote distance education.</p> <p>DESCRIPTION/EXPLANATION: The demand for UNK online offerings continues to grow at a rapid pace with online enrollments increasing by 30 percent from 2007-08 to 2008-09 academic year. This online growth has been fairly typical since the first course was offered in Spring 2001. From 2001 to 2007, UNK was limited as to what programs could be offered online due to the lack of NCA approval for many programs. In 2007, UNK received NCA blanket approval to convert any existing degree programs to online programs.</p> <p>SUPPORTS SEP GOAL: Increase overall university enrollment to 7,154 students.</p>

SUPPORTS UNK SP GOAL AND OBJECTIVE: Enroll a larger student body by 1.5% annually.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Action Steps	Responsibility	Completion Date
Develop a Strategic Plan to identify new online offerings.	eCampus	August 2009
Meet with department chairs or directors in the following identified programs: BS in Business Administration degree completion MA in History MSE in Science Education MSE in Speech/Language Pathology General Studies courses New tracks in Organizational Communication Early Childhood program MAE in Music Education BS in Criminal Justice degree completion Computer Science program	Gloria Vavricka, Steve McGahan, Karen Premer	June 2009 – August 2010 September 2010 – August 2011
Assist departments in the development and implementation of business plans.	Gloria and Academic Dept.	Ongoing
Provide training and resources to faculty who are developing and teaching online courses.	eCampus	Ongoing
Provide course development stipends to faculty.	eCampus	Ongoing
Provide grant funding for start-up programs.	eCampus	Fall 2009,2010,2011
Develop advertising strategies for new online programs	eCampus	Ongoing
Conduct student and faculty assessments	eCampus and Academic Dept.	Ongoing
Monitor enrollments and develop and distribute end-of-semester enrollment reports	eCampus and Institutional Research	Ongoing
Coordinator/Responsible Authority: Gloria Vavricka		
Budget: To be determined.		
Evaluation/KPI Control: The eCampus Strategic Plan will be annually reviewed. Prior to the beginning of each semester, enrollments will be monitored. At the end of each semester, enrollment reports will be reviewed and evaluated. Fall and Spring census headcount reports, Fall and Spring census SCH reports.		

ACTION PLAN Strategy 5 – Increase Minority Student Enrollment

KEY STRATEGY: To implement a comprehensive recruitment plan for minority students by developing recruitment events and other means to effectively communicate with prospective minority students.

SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:

- 5.1 Develop a written minority student recruitment plan.
- 5.2 Establish goals for minority students.

DESCRIPTION/EXPLANATION: Population demographics indicated that students of color, particularly Hispanic and African American students, are growing at a faster rate than non-minority populations. These will be important markets to engage and attract to UNK for enrollment growth goals. Additionally, the increase of a diverse student body will benefit the larger population by providing exposure to different cultures, belief systems, and experiences, thereby providing graduates with broader perspectives of humanity and improved preparation for the society we live in.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154 students
- Increase enrollment of first-time, full-time students to 1,400
- Increase racial and ethnic diversity of the student body to 9 percent

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Enroll a larger student body by 1.5 percent annually
- Enroll a more diverse student body

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Identify school and private and public organizations and /or institutions to visit by priority and locations. <ul style="list-style-type: none"> • Trio programs 	Comm. Outreach Coordinator., Director of OMA and	September 1, 2009

<ul style="list-style-type: none"> • Upward Bound • Link to UNK Student Support Services 	Student Support Services	
Review current admission's initiatives to enhance minority recruitment. Begin to develop a written plan that includes strategies and actionable items.	July 15, 2009	July 15, 2009
To develop a tentative calendar to schedule high school visits. Call contacts and confirm dates. Send out confirmation letters, posters to the list of students invited before the schedule visit.	Comm. Outreach Coordinator	August 1, 2009
Hire an OMA assistant director to facilitate recruitment and retention of minority students.	OMA and Dean of Student Life	August 1, 2009
Use current minority students, alumni and staff to visit school, send letters and make phone calls to prospective students. Identify recruiters, train, and make assignments.	Comm. Outreach Coordinator, Director of OMA and staff.	September 1, 2009
Utilize Facebook, Twitter, YouTube and other social networks to improve communication and engage prospective students.	Comm. Outreach Coordinator, OMA staff	Sept 1 – June 1, 2010
Network with high school counselors and design a collaborative program that provides an opportunity for junior and senior high school students to spend a day on campus where the recruiter in collaboration with faculty, staff and students plan and implement student activities designed to generate interest.	Comm. Outreach Coordinator, Director of OMA and staff	Fall 2009
Contact community colleges, private and public organizations that work with first generation, upward Bound, Trio Program students.	Comm. Outreach Coordinator, Director of OMA	September 15, 2009
Mail students testimonials. Have current students of color from all different departments write a testimonial about their experience at UNK. Use At UNK you can ad, send scholarship information from departments.	Comm. Outreach Coordinator UNK Depts.	On-going
Mail informative packets to parents with scholarship information.	Comm. Outreach Coordinator	Sept 1 – March 1, 2010 as inquiries and applications arrive.
Develop recruitment efforts with UNK Colleges and Departments to create programs that will target the recruit minority students.	Comm. Outreach Coordinator, Director of OMA	October 1, 2009
Multicultural Scholars and leaders Day Send invitation letters, flyers and scholarship information. Get RVPS, create data base, break into group according to their college of interest Invite department chairs, organized student groups.	OMA	October 28, 2009 October 2, 2009 October 19, 2009

Mail scholarship application. (MCSS, Davis).	OMA & Comm. Outreach Coordinator	November 2, 2009
Create a summer Bridge Program; promote to selected admitted students who plan to enter in 2010.	Admissions, OMA and Student Support Services	November 15, 2009
Bus trip- Omaha/Kearney game day.	Comm. Outreach Coordinator	November, 2009
Mail scholarship deadline reminders to students and high school counselors; send second scholarship remainder.	OMA & Comm. Outreach Coordinator	January 1, 2010 January 25, 2010
Nebraska Cultural Unity Conference Send advertisement material to high school. Visit high school to promote conference, send e-mails and call to schedule.	OMA	March 26, 2010 Second week January During February
Recruit /present at various conferences Latino heartland conference, Omaha Ne. Latino Youth Rally at Grand Island Ne. Identify other conferences, college fairs and events Create a summer bridge program	OMA & Comm. Outreach Coordinator OMA, Admission & Academic Success	TBA Summer 2010
Coordinator/Responsible Authority: Admission Community Outreach Coordinator and OMA Director and staff, Director of Admissions, Dean of Students		
Budget: NCUC and MSLD events - \$20,000 (Grant funding, OMA and Admissions) Summer Bridge program - \$25 - \$50,000 depending on program level, \$35-40,000 for OMA Assistant Director.		
Evaluation/KPI Control: Annually report (MSLD & NCUC) from OMA director and feedback from student participation at recruitment events. Annually reports from the Admission Outreach Coordinator on recruiting visits to high school and other initiatives. Inquiry counts of minority freshmen; conversion rates of minority freshmen; application counts of minority freshmen; enrollment yields of new minority freshmen; enrollment headcount of new minority freshmen; survey responses to admitted student questionnaire.		

ACTION PLAN Strategy 6 – Expand recruitment efforts
KEY STRATEGY: Expand recruitment efforts in markets beyond immediate area near campus.
SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:
6.1 Expand recruitment of students from out-of-state.
6.2 Expand recruitment efforts in Eastern Nebraska.

DESCRIPTION/EXPLANATION: Demographic data clearly indicates populations in central Nebraska will be stable at best and potentially could decrease. This geographic is a critical source of students for UNK. This reality demands that we intensify our recruitment efforts in areas that have a great population density: specifically non-resident students and Nebraska students from the eastern part of the state, where populations are growing.

SUPPORTS SEP GOAL: Increase overall university enrollment to 7,154 students.

SUPPORTS UNK SP GOALS:

- Enroll a larger student body by 1.5% annually.
- Enroll a more diverse student body.

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Seek approval from President Milliken and the NU Board of Regents of a new tuition rate (150% of resident tuition) for admitted students from 21 Northeastern Colorado counties who do not qualify for the Non-Resident Scholarship	Chancellor/Sr. Vice Chancellor AA	August 1, 2009
Develop a specific calendar of activities for recruitment initiatives of prospective students in Eastern Nebraska, Northeastern Colorado and Northern Kansas.	Admissions Director along with recruiters responsible for these key areas	July 1, 2009
Develop specific marketing initiatives for these targeted areas: specifically, messages about UNK we want students in Eastern NE. and NE Colorado to hear.	Director of Marketing Admissions Director	August 1, 2009
Develop a communications plan for target populations.	Director of Marketing Admissions Director	August 1, 2009
Rework scholarship award notifications to students from these priority areas to reinforce the messages articulated in the marketing initiative.	Director of Financial Aid/Director of Admissions/Director of Marketing	September 1, 2009
Connect key faculty in specific academic disciplines to priority prospects. Assist faculty with a few targeted contacts (emails, post cards, etc) with those priority prospects using EMAS inquiry/application management database.	Director of Admissions/EMC Chair	October 1, 2009

Coordinator/Responsible Authority: Director of Admissions.

Budget: \$5,000 – for publications and recruitment activities in targeted areas.

Evaluation/KPI Control: Response rate for prospect mailings (purchased names); Inquiry counts of target populations; conversion rates of target populations; application counts of target populations; enrollment yields of target populations; enrollment headcount of target populations.

ACTION PLAN for Strategy 7 – Increase first-year student enrollments

KEY STRATEGY: Increase the number of new freshmen at all stages of the funnel, from inquiry to enrollment.

SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVE:

7.1 Develop a plan for recruitment of freshmen.

7.2 Conduct outreach activities.

DESCRIPTION/EXPLANATION: Developing a written plan to increasing the pool of inquiries and applicants is a fundamental element in growing enrollments. The plan is aimed at buildings on successful activities that have been engaged in for several years, developing new strategies, and documenting the efforts in a way that ensures they are carried out.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154 students
- Increase enrollment of first-time, full-time students to 1,400

SUPPORTS UNK GOAL AND OBJECTIVE:

- Enroll a larger student body by 1.5% annually

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Develop comprehensive, written recruitment plan for first-year students. Develop a communications plan to reach multiple audiences.	Director of Undergraduate Admissions	July 1, 2009
Work with UNK marketing team to establish a marketing plan to help with recruitment efforts.	Director of Undergraduate Admissions, VCUR	August 1, 2009
Regularly scheduled high school visits throughout 2009-2010 academic year.	Undergraduate Recruiters	Begins September 1, 2009– through April 2010
Host open house events in targeted areas (Omaha, Lincoln, Colorado) to enhance outreach activities.	Undergraduate recruiters with UNK colleges	Schedule set by September 1 (on-going throughout year)
Incorporate faculty, staff, students, and UNK alumni in recruitment efforts.	UG Recruitment and Admissions Director	TBD
Increase number of campus visitors to UNK.	Director of Undergraduate	On-going

	Admissions and Recruiters	
Coordinator/Responsible Authority: Director of Undergraduate Admissions, UG Recruiters.		
Budget: Annual admissions operating budget.		
Evaluation/KPI Control: Annually report to EMC, SVCASA, Dean's council on recruitment plan; inquiry counts of freshmen; conversion rates of freshmen; application counts of freshmen; enrollment yields of new freshmen; enrollment headcount of new freshmen; survey responses to admitted student questionnaire.		
ACTION PLAN Strategy 8 – Recruit students with strong academic credentials		
KEY STRATEGY: Recruit students with strong academic credentials by targeting those who are in top quarter of their high school graduating class and/or have ACT scores above 23.		
SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:		
8.1 Send targeted communications to prospects, inquiries, and applicants who may qualify for Honors (ACT 26+ and top 25%)		
8.2 Send targeted communications to prospects, inquiries, and applicants who may qualify for academic (merit) scholarships (ACT 23+ and top 30%)		
Description/Explanation: Utilize all available sources to identify qualified students who are eligible for the UNK Honors Program. Do the same for all qualified students who are eligible for academic (merit) scholarships to create two pools of strong academic students. Communicate personally with each pool of students via personal contact from Admissions Counselors (letters, postcards, phone calls, E-mails, facebook, and campus visits). Contact each of the student's guidance counselors twice a year. Continue to communicate with each pool of students after scholarship deadlines to ensure enrollment and attendance at Summer Advising and Enrollment.		
SUPPORTS SEP GOALS:		
<ul style="list-style-type: none"> • Increase overall university enrollment to 7,154 • Improve undergraduate retention rate (TBD) 		
SUPPORTS UNK SP GOALS and OBJECTIVES:		
<ul style="list-style-type: none"> • Enroll a larger student body by 1.5% annually • Enroll a well-prepared study body 		
IMPLEMENTATION SCHEDULE/TIMETABLE		

Action Steps	Responsibility	Completion Date
Create two specific groups in EMAS of all 2010 inquires with ACT scores of 26 + and 23-25. Update each group as information become available.	Admissions Counselors	June 15 – January 31, 2010
Develop communications plan with each pool of students; utilize letters, brochures, emails, and phone calls.	Admissions Counselors	June 15 – July 31, 2009
Invite students to visit campus.	Admissions Counselors and Honors Program Director	August 1 – 31, 2009
Send letter to all high school guidance counselors outlining Honors Program and scholarships deadlines. Request and encourage their support.	Honors Director	August 31, 2009
Create a sub-group from ACT scores 26+ to include students with ACT scores of 28+ and send them information (postcards, letters, phone calls) explaining OWH/KH Scholarship and deadlines.	Admissions Counselors	September 1 – 30, 2009
Follow up with OWH-KH postcard with added information about Early Honors Registration in April.	Admissions Counselors	October 1 – 31, 2009
Make phone calls and send emails to groups of students (ACT 28+; ACT 26 – 27; and ACT 23-25) encouraging completion of registration, application, and campus visit.	Admissions Counselors and Honors Director	As deadlines near
Send E-mail to OWH/KH qualifiers not qualified to remind them of pending December 1 deadline.	Honors Director	November 15, 2009
Create and send postcards to Honors students qualified with ACT 26 & 27 telling them about February 1 deadline – but December 1 deadline for Early Honors Registration.	Admissions Counselors, Printing and Publications, Admissions Office/Mail Express	November 15, 2009
Personally Call ACT 28+ students who have not applied for UNK and/or OWH/KH to remind them of the December 1 deadline		November 16 –27, 2009
Assist Honors secretary with final push for OWH/KH applications by searching files, calling guidance counselors, etc.	Admissions Counselors	November 23-30, 2009
Call any OWH/KH qualifiers who nave not applied to give them personal attention	Honors Director	November 23-30, 2009
Personally congratulate OWH/KH Finalists (30) by letter, E-mail, Facebook, phone calls and congratulate all December 1	Admissions Counselors and Honors Director	TBA

applications for acceptance to Early Honors Registration in April		
Call and send E-mails to Honors group (ACT 26 & 27) reminding them of February 1 scholarship deadline and encourage campus visit	Admissions Counselors	December 20, 2009
Send letter to all high school guidance counselors outlining success of OWH/KH applicants and finalists and asking them for support of February Scholarship deadline	Honors Director	January 4 – 8, 2010
Conduct OWH/KH Scholarship Interviews	Admissions and Honors Program	January 26 & 27, 2010
Personally call all ACT 26+ students who have not applied for UNK and /or Honors Program and write letters/E-mail ACT 23 – 25 students who have not applied for UNK.	Admissions Counselors	January 11 – 29, 2010
Continue to communicate personally with OWH/KH winners, finalists, and those that qualified through E-mail, phone calls, Facebook and letters.	Admissions Counselors	After Summer Advising and Enrollment (July 1)
Continue to communicate personally with pool of students with ACT 26 & 27 and pool of students with ACT 23 – 25 to encourage application to UNK, Honors Program when applicable, and a campus visit.	Admissions Counselors	After Summer Advising and Enrollment (July 1)
Coordinator/Responsible Authority: Director of Admissions and Director of Honors Program.		
Budget: \$7,500 for publications, promotion and telecommunications.		
Evaluation/KPI Control: Number of freshman applicants, admits, and enrolled in top 25%; number of freshman applicants, admits, and enrolled with ACT 26+; number of students who are accepted into the Honors Program.		

ACTION PLAN Strategy 9 – Use scholarships competitively to attract top students
KEY STRATEGY: Use scholarships competitively to attract top students.
SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:
9.1 Offer a greater number of and more competitive scholarship awards for top 25% of graduating seniors.
9.2 Refine scholarship award criteria.
9.3 Reward students with ability/backgrounds not currently recognized (legacy, leadership, potential for success, ACT).

DESCRIPTION/EXPLANATION: Students with strong academic credentials perform better in college, persist longer, and graduate at higher rates than students with weaker credentials. Increasing the percentage of students in the top quarter of their high school graduating class and with an ACT of 23 or greater will help to improve persistence and graduation rates, the quality of education for all students, and improve the institution's rankings.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154
- Improve undergraduate retention rate (TBD)

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Enroll a larger student body by 1.5% annually
- Enroll a well-prepared study body

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Re-evaluate and define scholarship process focusing on top 25% not in Honors Program.	Director of Financial Aid, Director of Admissions and Director of Honors Program	TBA
Investigate different ways to reward students with ability and backgrounds not currently recognized for scholarships or financial assistance.	Director of Financial Aid, Director of Admissions and Director of Honors Program	TBA
During Honors Program APR in October 2009, review and evaluate scholarship strategies for top 25% not qualifying for Honors Program.	Review Team and Director of Honors Program	Fall of 2009
Create a specific group in EMAS of all 2010 inquiries in the top 25% of their graduating class.	Admissions Counselors	Summer Advising and Enrollment (July 1)
Send personal communication to each student in top 25%, not qualifying for Honors Program, by letter and phone call to encourage application to UNK and scholarship opportunities	Admissions Counselors	July 15 – January 31
Send E-mail to admitted students in top 25% of their graduating class to complete Housing contract, meal plan, and register for Summer Advising and Enrollment.	Admissions Counselors	April 5

Offer early Honors Advising and Enrollment for those admitted to Honors Program in top 25%	Admissions, Honors Program, multiple Academic offices across campus	April (TBA)
Re-evaluate and define scholarship process focusing on top 25% not in Honors Program.	Director of Financial Aid, Director of Admissions and Director of Honors Program	TBA
Investigate different ways to reward students with ability and backgrounds not currently recognized for scholarships or financial assistance.	Director of Financial Aid, Director of Admissions and Director of Honors Program	TBA
During Honors Program APR in October 2009, review and evaluate scholarship strategies for top 25% not qualifying for Honors Program.	Review Team and Director of Honors Program	Fall of 2009
Create a specific SAE for all 2010 admits in the top 25% of their graduating class.	Admissions Counselors	Summer Advising and Enrollment (July 1)
Coordination/Responsible Authority: Enrollment Management Council and AVCA&SA		
Budget: To be determined.		
Evaluation/KPI Control: Number of freshman applicants, admits, and enrolled in top 25%; number of scholarship offers to students in top 25%; yield of offer-to-enroll of students in top 25% (with a scholarship and, separately, without a scholarship.)		

<p>ACTION PLAN Strategy 10 – Publish enrollment reports to campus community</p> <p>KEY STRATEGY: Publish enrollment reports that are distributed campus wide to improve understanding of enrollment issues and statuses.</p> <p>SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVE: Determine what data is to be reported, when and to whom.</p> <p>DESCRIPTION/EXPLANATION: The office of Institutional research at UNK will publish enrollment reports during early registration, open registration and following the sixth day of the semester at the same points in time annually. The reports will detail each college and academic department's key enrollment data (total SCH, total Head Count, & Head Count by class level) and compare these results to the previous five years.</p> <p>SUPPORTS SEP GOAL: Increase overall university enrollment to 7,154.</p>

SUPPORTS UNK SP GOAL AND OBJECTIVE: Enroll a larger student body by 1.5% annually.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Action Steps	Responsibility	Completion Date
Determine specifically what enrollment data is to be reported and the format to be used for the reports.	Director of Institutional Research and SVCA&SA	July 15, 2009
Determine specifically the best "points in time" during the semesters to annually report enrollment data.	Director of Institutional Research and SVCA&SA	July 15, 2009
Develop a distribution list for the Enrollment Reports.	SVCA&SA and Deans	July 15, 2009
Develop a guide for understanding the data reported and a general rationale/explanation for distributing this information across campus in such detail.	Director of Institutional Research and EMC Chair	August 1, 2009
Develop a "Department Enrollment Report" template for Chairs to follow when reviewing and analyzing each semester's final enrollment report for their department.	Director of Institutional Research and EMC Chair	August 15, 2009
Coordinator/Responsible Authority: SVCA&SA or EMC Chair		
Budget: No additional costs.		
Evaluation/KPI Control: Prior to the end of each semester Dept. Chairs will provide a written report to their Dean that utilizes the "Department Enrollment Report" template to analyze and highlight areas of department growth and/or weakness relative to key enrollment data reported for the past semester. Chairs will report enrollment trends as they compare both current and historical enrollment numbers.		

ACTION PLAN Strategy 11 – Increase Graduate Enrollments
KEY STRATEGY: Increase graduate enrollments
SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVE: 11.1 Develop a graduate recruitment plan
DESCRIPTION/EXPLANATION: Identify and implement activities that will attract a larger and more diverse group of graduate students to UNK
SUPPORTS SEP GOALS: <ul style="list-style-type: none"> • Increase overall university enrollment to 7,154 students.

- Increase graduate students to 1,573 students.

SUPPORTS UNK SP GOAL AND OBJECTIVE: Enroll a larger student body by 1.5% annually

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Establish a Graduate Enrollment Working Group (comprised of all graduate program coordinators).	GSR Dean	October 2009
Establish enrollment funnel goals through 2014 (prospects, inquiries, applications, admits, enrolled) and associated yields.	Graduate Enrollment Working Group	Summer 2009
Work with graduate programs to develop and implement enrollment/recruitment plans. This should include strategies for reaching prospective students via purchased names (GMAT, GRE), advertising, and employer contacts	GSR Dean, GSR Associate Dean, GSR Director of Admissions and GPCs	May 2010
Work with graduate programs to develop and implement separate communication flows for inquiries, applicants, and admits.	GSR Director of Admissions	July 2010
Assess and enhance departmental and Graduate School printed recruitment materials; develop new materials per the communication flow needs.	GPCs and program faculty	July 2010
Assess and enhance graduate studies information on University web site	GSR Dean and staff	January 2010
Assess and enhance graduate program information on departmental web sites	GPCs and program faculty	January 2010
Work with VCUR and departments to create tactical recruitment videos for selected graduate programs	GSR Dean	December 2010
Continue to explore joint degree programs with UNO and UNL	GSR Dean and program faculty	Ongoing
Seek funding to support additional GA positions	GSR Dean	Ongoing
Participate in regional and national graduate recruitment fairs	GSR Director of Admissions	Annually – October/March
Offer on-campus workshops with the goal of encouraging undergraduate students to continue into graduate education	Director of Sponsored Programs and Undergraduate Research	Annually – September/January
Obtain feedback from graduate programs regarding recruitment on a quarterly basis; make changes as needed	GSR Director of Admissions	Quarterly

Coordinator/Responsible Authority: Dean, Graduate Studies and Research.

Budget: \$15,000.

Evaluation/KPI Control: Response rate for prospect mailings (purchased names); graduate school inquiry counts; inquiry to application conversion rates; graduate school application counts; enrollment yields of admitted students; headcount enrollments; SCH enrollments.

ACTION PLAN for Strategy 12 – Improve freshmen and transfer student inquiries

KEY STRATEGY: Increase the number of freshmen and transfer student inquiries.

SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:

- 12.1 Develop plan for obtaining prospect names
- 12.2 Develop communication plans for prospects
- 12.3 Develop marketing plans for targeted segments

DESCRIPTION/EXPLANATION: Generation of inquiries and responses to the pool is important within the institution’s enrollment funnel; from this pool, students progress into applicant, admitted, confirmed, and enrolled pools. Increasing the number of inquiries among the three major populations, with strategies to communicate and influence, will contribute positively toward enrollment goals.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154 students
- Increase first-time, full-time students to 1,400
- Increase enrollment of new transfer students
- Expand geographic representation of (out-of-state) student body to 15.5 percent

SUPPORTS UNK SP GOALS AND OBJECTIVES:

- Enroll a larger student body by 1.5% annually
- Enroll a more diverse student body

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Develop marketing and advertising plans (freshmen, transfer) to generate additional inquiries.	UG Admissions, Graduate Admissions, Marketing	August 1, 2009
Purchase Fall 2010(senior) names from ACT based on target markets (10,000 or so names).	Director of Admissions	August 15, 2009

Purchase undergraduate freshmen Fall 2010 names using SMART approach from NRCCUA (roughly 12,000 – 15,000) – names will be from Nebraska and surrounding states.	Director of Undergraduate Recruitment & Admissions	August 15, 2009
Develop a travel plan to generate additional inquiries (freshmen, transfers) and graduates.	UG Recruitment and Admissions, Graduate Admissions	September 1, 2009
Purchase names of students who are on academic transfer track from top feeder community colleges (Central Community College system and Mid-Plains system) Could purchase from other CC systems in NE.	Director of UR & Admissions	September 15, 2009
Use Zoom Marketing to design and send 1 st mailing to SMART and ACT purchased names for both junior and senior names.	Director of Admissions	October 1, 2009
Design second and third mailings (postcards) to be sent to 2010 (Senior) and 2011 (Junior) purchased names.	UG recruitment and Admissions	November 1, 2009
Purchase 2012 (Sophomore) names who took PLAN test from ACT	UG Admissions	January 15, 2010
Purchase 2011 (Junior) names using SMART approach from NRCCUA and also names from ACT (Nebraska plus surrounding states) 10-15000 names.	Director of Admissions	January 15, 2010
Coordinator/Responsible Authority: Director of Undergraduate Admissions, Director of Marketing Communications.		
Budget: Purchasing names from CC systems – TBD, Purchase names from NRCCUA and ACT (2010 and 2011) - \$15,000 Zoom Marketing (1 st mailing – one for 2010 Fall and one for 2011) - \$10,000, Postcards/Postage for 2 nd and 3 rd mailings - \$5000		
Evaluation/KPI Control: Annually evaluate processes and effectiveness of plan, EMC guidance along with UG admissions staff. Response rates and conversion rates (inquiry to application).		

ACTION PLAN Strategy 13 – Utilize the web to recruit students

KEY STRATEGY: To target our market audience using online advertising strategies. A primary goal of University Relations advertising budget is to increase the pool of inquiries we receive. Using online advertising, we can ensure that only our target audience is seeing our ads.

SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:

13.1 Target market audience using online advertising strategies.

DESCRIPTION/EXPLANATION: Our advertising objectives can be broken down demographically by location, age, gender, interests, and more. This is a major advantage of advertising online.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154 students
- Increase enrollment of first-time, full-time students to 1,400

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Enroll a larger student body by 1.5 percent annually

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps for Facebook advertising	Responsibility	Completion Date
1.A.1 Brainstorm possible slogans, themes that would make up the visual part of the ad	Randy Mattley, Nathan Blazek, students	May 2009
1.A.2 Create visuals of the ads for discussion, followed by market audience approval (Focus Group)	Randy Mattley	May 2009
1.A.3 Adjust ad visuals based on previous findings and prepare copy (125 characters or less) to go with the ad	Randy Mattley, Renee Ballenger	Early June 2009
1.A.4 Determine ideal time to receive inquiries into the current years inquiry pool to determine when we want to advertise online	Marketing Team	Mid June 2009
1.A.5 Release ad campaign to high school students in the state of Nebraska	Nathan Blazek	Based upon dates discussed in step 4
1.A.6 Evaluate the success of individual ads and recreate if needed	Marketing Team, Randy Mattley	
1.A.7 Release ad campaign to high school students in the Denver area	Nathan Blazek	
1.A.8 Continue to release ad campaigns to surrounding states/city metros.		
Action Steps for kearneyhub.com advertising	Responsibility	Completion Date
1.B.1 Coordinate messaging and media placement strategies with eCampus	Marketing Team	June 2009
1.B.2 Brainstorm possible slogans, themes that would make up the visual part of the ad	Marketing Team	June 2009
1.B.3 Create visuals of the ads for discussion, followed by market audience approval (Focus Group)	Randy Mattley, Renee Ballenger	June 2009
1.B.4 Adjust ad visuals based on previous findings	Randy Mattley	June 2009
1.B.5 Release ad campaign using the schedule determined in step 1	Nathan Blazek	
Action Steps for Nebraska online news sites	Responsibility	Completion Date

1.C.1 Research rates to advertise in local online news sites throughout the state	Marketing Team	July 2009
1.C.2 Develop ad designs	Randy Mattley	July 2009
1.C.3 Get feedback from incoming freshman (focus group) to determine effectiveness of the ads.	Renee Ballenger, Randy Mattley	July 2009
1.C.4 Adjust ads based on feedback above	Randy Mattley	July 2009
1.C.5 Place ads online	Marketing Team	Late July 2009
Action Steps for www.unk.edu	Responsibility	Completion Date
1.D.1 Provide an Apply Now or Request Information link on every page within our site.	Nathan Blazek	Now
1.D.2 Insert marketing message on the unk.edu homepage using various technologies(flash graphics, image slideshow, etc)	Nathan Blazek	June 2009
1.D.3 Design the UNK site to cater to our prospective students	Nathan Blazek	Now
1.D.4 Continue support of online application process to allow Prospective students an easy way to apply.	University Relations	Now
1.D.5 Adjust menu structure to provide access directly into a prospective students area of study.		
1.D.6 Provide frequent training to our online editors to enable them to make frequent content updates to the website. This includes daily support via face-to-face, phone, or email contact.	Nathan Blazek	Now
1.D.7 Develop frequent video messages to provide another, more interactive way to experience our campus.	Steve Bradford	Now
1.D.8 Utilize the web to extend the visibility of our new brand image.	Marketing Team	Now
1.D.9 Expand our library of images that are used on unk.edu to aid in providing specific marketing messages	Randy Mattley	July 2009
Coordinator/Responsible Authority: Curt Carlson, Vice Chancellor of University Relations		
Budget: \$24,000		
Evaluation/KPI Control: Each ad campaign should be evaluated during and after to determine effectiveness. Our findings may lead us to rethink or restrategize our online marketing efforts.		

ACTION PLAN Strategy 14 – Increase the number of prospective students who visit UNK

KEY STRATEGY: Increase the number of prospective students who visit UNK prior to or after application for admission.

SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:

14.1 – Provide transportation for students and parents to visit UNK

14.2 Develop incentives for campus visits (application fee waivers, t-shirts)

DESCRIPTION/EXPLANATION: Understanding that students who visit campus have a greater likelihood to apply and enroll, taking steps to develop visit programs and incentives to visit will increase the number of students who do so.

SUPPORTS SEP GOALS :

- Increase overall university enrollment to 7,154 students
- Increase enrollment of first-time, full-time students to 1,400

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Enroll a larger student body by 1.5% annually

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
Provide bus transportation for campus visits from key population and markets (Lincoln and Omaha). One bus in fall for interested Seniors and one in Spring for interested juniors from each city, Promote the trips to students from the area, Coordinate scheduled visits with academic departments and residential life as well as Student Support Services.	Director of Undergraduate Recruitment & Admissions, UG Recruiters	Schedule by September 1, 2009 for academic year, 2 dates in fall and 2 in spring term
Host daily campus visits as well as larger senior days and junior visit days.	Director of UR & Admissions, Asst Director UG recruitment	Dates scheduled by August 1, 2009 (on-going throughout the year)
Provide each campus visitor a t-shirt and nice bag for materials.	Undergraduate Recruitment and Admissions	Begins September 1, 2009 and on-going through year
Waive application fee for all students who choose to apply for admission during their campus visit to UNK between September 1 and November 30	UG recruitment	September 1 – November 30

Promotion of the importance of the campus visit.	UG recruitment	On-going
Coordinator/Responsible Authority: Director of Undergraduate Admissions, Asst Director of UG Recruitment, UG Recruiters.		
Budget: Bus trips (4 total) - \$6000, T-shirts - \$8000, Bags - \$4000, Promotion (publications and postage) - \$2500.		
Evaluation/KPI Control: Annually evaluate campus visit program, UG Recruitment and Admissions; number of students who visit campus; conversion rate (inquiry to application) and yields (application to enrolled) of students who visit campus.		

ACTION PLAN Strategy 15 – Increase international student enrollment

KEY STRATEGY: Increase international student enrollment.

SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:

- 15.1 Develop a written international student recruitment plan
- 15.2 Establish goals for international students
- 15.3 Seek and establish partnerships with overseas institutions
- 15.4 Develop new scholarship criteria for international students.
- 15.5 Develop strategies to recruit international direct admits

DESCRIPTION/EXPLANATION: Currently, international students comprise 9% of the total study body. The Office of International Education believes the presence of a diverse student body will benefit the larger population by providing graduates with increased understanding and appreciation of other societies and people for a progressive global future.

SUPPORTS SEP GOALS:

- Increase overall university enrollment to 7,154 students
- Increase enrollment of first-time, full-time students to 1,400
- Increase racial and ethnic diversity of the student body to 9 percent
- Increase the number of international students to comprise 15 percent of the student body

SUPPORTS UNK SP GOALS AND OBJECTIVES:

- Enroll a larger student body by 1.5 percent annually
- Enroll a more diverse student body

IMPLEMENTATION SCHEDULE/ TIMETABLE

Action Steps	Responsibility	Completion Date
A.1 Recruit and yield greater numbers of international students to reflect greater diversity among the students' sending countries.	Director of IE Office of IE	August 2009

A.2 Develop a communications plan. Develop materials and messages targeted to international students such as admissions criteria and procedure, housing, scholarships, the International Student Association, visa status, the benefits of attending UNK for their degree, etc.	IE Admission Specialist	Ongoing
A.3 Foster and develop relationships with international recruitment advisors, multicultural advisors and internationally focused education organizations such as Fulbright Commission programs.	Director of IE Office of IE	Ongoing
A.4 Utilize website to centralize information related to IEPs, international education abroad, institutional collaborations, teaching and service opportunities.	Media Relations Office of IE	Ongoing
A.5 Establish waivers of partial out-of-state tuition for students meeting particular criteria of need or country of origin, and/or increase financial aid to international students with demonstrated need.	SVCAA/SL Financial Aid Director of IE	Ongoing
A.6 Identify faculty and staff who are willing to recruit international students while traveling abroad	Chairs/Deans	Ongoing
A.7 Establish outreach to international alumni to help recruit students from their home countries.	Alumni Director	Ongoing
B.1 Increase the number of international students to comprise 15% of the student body.	Director of IE Office of IE	Ongoing
B2. Increase the number of international student to 1,073 in 2014.	Director of IE Office of IE	August 2009- August 2014
C.1 Identify countries and “feeder” colleges and universities with proven success for sending students to UNK.	Director of IE IE Admission Specialist	August 2009
C.2 Enhance visiting scholar/professor J-1Exchange visitor program.	Director of IE Exchange Student Advisor	Ongoing
C.3 Build effective partnerships locally, nationally (Washington, D.C.) and globally.	Director of IE Office of IE	Ongoing
C.4 Continue to review institutional partnerships every 5 years for possible renewal and increase partnerships with growing middle-class populations such as China, India; the countries of Latin America, the Middle East and Africa.	Director of IE	Ongoing
D.1 Promote existing scholarship opportunities and explore reduced tuition rates/ tuition remission scholarships for international students and study abroad participants.	Director of IE Office of IE	September 2009
D.2 Educate campus and community partners about the importance and impact of international education.	Chairs, Deans, UNK faculty Academic Advisors	Fall semester 2009
D.3 Establish additional international student education abroad scholarship funds.	SVCAA/SL	2010 academic year

	Director of IE	
D.4 Establish short-term loan programs for international students facing financial emergencies.	SVCAA/SL Director of IE Financial Aid	Ongoing
D.5 Identify promising international students during the application process and during their first semester through their strong records of academic performance and declared areas of interest.	International Admissions/Advising UNK Faculty	August - May
D.6 Promote greater recognition of past and present awardees thus providing models of success for current students as well as faculty, staff and administration.	Associate Director of IE Coordinator, ISS Scholarships	May 2010
Coordinator/ Responsible Authority: Director of International Education		
Budget: \$20,000 – \$30,000 to cover cost of travel expenses; promotional / informational packets		
Evaluation/ KPI Control: Annual reports from the Director of International Education on the retention rate of international students. Number of inquiries, applications, admits, and enrolled.		
ACTION PLAN Strategy 16.1 – Improve the financial literacy of UNK students		
KEY STRATEGY: Support first-year student success.		
SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES: Improve the financial literacy of UNK students.		
DESCRIPTION/EXPLANATION: The financial literacy of UNK students will be increased by coordinating, integrating, developing and promoting existing financial literacy programs.		
SUPPORTS SEP GOALS:		
<ul style="list-style-type: none"> • Improve undergraduate retention rate • Improve the six-year graduation rate 		
SUPPORTS UNK SP GOALS and OBJECTIVES:		
<ul style="list-style-type: none"> • Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students 		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Action Steps	Responsibility	Completion Date
Create a list of financial literacy resources and current activities that are available on campus		
Develop a marketing approach to create awareness,		

interest and appreciation of the relevance in current financial literacy resources.		
Review the potential to require financial literacy enhancement experiences for all new students.		
Create an inventory of community resources available to UNK students. Define community example “UNK community”, “Kearney community”, and vision for how it relates to financial literacy. As examples, so students can engage with the community or become independent learners or apply critical thinking skills to how the financial literacy education can be put to work.		
Develop financial literacy activities that can be integrated into residential life.		
Pursue grant opportunities to enhance financial literacy.		
Create a for credit online financial literacy class		
Increase participation in existing personal money management classes and increase awareness of existing financial literacy seminars.		
Increase utilization of web site links to financial literacy resources for both parents and students.		
Incorporate additional financial literacy programming into summer orientations (for both parents and students).		
Target financially stressed students for involvement in financial literacy programming using retentionRT predictive modeling.		
Identify research opportunities to measure the effectiveness of financial literacy improvement programming.		
Coordinator/Responsible Authority: Retention Team		
Budget: To be determined		
Evaluation/KPI Control: Annually report student participation in financial literacy activities and classes. Persistence rates of students; NSSE scores (supportive campus environment).		

ACTION PLAN Strategy 16.2 – Establish Learning Communities
KEY STRATEGY: Support first-year student success.

SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES: Establish learning communities.

DESCRIPTION/EXPLANATION: Even though UNK has a high rate of success in retention compared to 3 different groups of peers, there is a need to formalize and refine the process for evaluating programs and assessing effectiveness. Learning communities as established by the retention committee for EMC needed a template for intentionally planning how to identify learning community or communities for implementation by Fall 10. As identified by both Dan Garcia and Dave Trites, retentionRT manager, learning communities have a major impact on completing the commitment for recruitment and graduation.

SUPPORTS SEP GOALS:

- Improve undergraduate retention rate
- Improve the six-year graduation rate

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students.

IMPLEMENTATION SCHEDULE/TIMETABLE

Steps	Responsibility	Completion Date
Develop a template for how to review learning communities.	Retention Team and selected faculty	TBD
Determine the logistical considerations for beginning and sustaining learning communities.		
Establish a larger and ongoing retention team.		
Identify both internal and external evaluation and assessment.		
Identify key people in implementation of the learning community.		
Determine cost—both ideal and practical costs given the economic climate.		
Identify potential funding sources—both internal and external.		
Set deadlines for decision making about whether to pilot the concept in Fall 10.		
Identify other learning community ideas.		
Use the Global Community/International Learning Community Concept as the pilot for evaluating the template.		
Contact key personnel		

<p>Work with the new International Program Director to determine his interest and commitment. Request his nominations for champions within IP</p> <p>Work with Residence and Greek Life to identify action plan personnel and options for facilitating the project in a residence hall</p> <p>Global Studies faculty</p> <p>Student Affairs for student success support and guest facilitators</p>		
Coordinator/Responsible Authority: Retention Team.		
Budget: TD when initial learning community is identified.		
Evaluation/KPI Control: Monitoring schedule, annual study, and planned improvement.. Persistence rates of students; NSSE scores (supportive campus environment).		

<p>ACTION PLAN Strategy 16.3 – Create a comprehensive, coordinated freshman success program</p>
<p>KEY STRATEGY: Support first-year student success.</p>
<p>SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES: Create a comprehensive, coordinated freshman success program. In particular: Enhance coordination between Summer Advising and Enrollment, other student success/orientation programs and University retention efforts.</p>
<p>DESCRIPTION/EXPLANATION: The Summer Advising and Enrollment program is coordinated by the Admissions Office and is seen as a continuation of the recruitment process as well as an introduction to UNK.</p> <p>The Summer Advising and Enrollment program is an integral part of the student’s entire first year experience. Students are introduced to academic success strategies and are encouraged to participate in a number of freshman success activities. They also receive information about housing, various student organizations and student resources as well as beginning community building.</p> <p>Currently, the evaluations of the SAE program are very positive from both students and their parents. However, the program is not fully integrated into the larger picture of the freshman year experience. There is some communication among the offices that coordinate various elements of new student orientation; however, this tends to be informative rather than coordinative.</p> <p>In the past, the First Year Experience program has been viewed as a separate and distinct part of the student’s integration into UNK and has not coordinated with various orientation programs.</p>
<p>SUPPORTS SEP GOALS:</p>

- Improve undergraduate retention rate
- Improve the six-year graduation rate

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students.

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
16.3a – Organize a coordinating body for all student orientation programs to ensure that, viewed as a group, the programs present a comprehensive introduction to UNK. Although not strictly an orientation program, any Freshman Year Experience program that is developed should also be coordinated with the orientation programs.	Gail Zeller, Dusty Newton, Brandon Benitz, Kim Schipporeit, Mary Daake, Deb Bridges	October 2009
16.3b – Examine the content of all elements of SAE to insure that they support the developmental needs of freshmen at the time they attend SAE.	Dusty Newton, Mary Daake, Gail Zeller	March 2010
16.3c – Based on the recommendations of the coordinating body and the detailed examination of the elements of SAE, implement any changes that are necessary to insure a coordinated orientation/integration effort for students.	Dusty Newton	April 2010
16.3d – Administer the Retention RT Motivation survey at SAE. The results will be utilized to facilitate student engagement in activities that the students identify as important to them. See Retention Plan for more details.	Mary Daake	August 2009
16.3e – Utilize the model scores generated by Retention RT to identify students who could benefit from enhanced advising attention at SAE and assign those students to SSS advisors. (See Retention Plan for additional details.)	Mary Daake	June 2009

Coordinator/Responsible Authority: Dusty Newton, Gail Zeller, Mary Daake

Budget: No additional money requirements are anticipated.

Evaluation/KPI Control: Student/parent evaluations of SAE will be examined to determine satisfaction with any changes. Attendance at developmental activities by students who say they need information will be measured. Retention for “at-risk” students will be measured. Enrollment yield will be measured for admitted students who attend orientation.

ACTION PLAN Strategy 16.4 – Develop a program for Fall Orientation

KEY STRATEGY: Support first-year student success.

SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES: Develop a program for Fall Orientation

DESCRIPTION/EXPLANATION: UNK has traditionally provided activities that serve both the students and the greater community known as Blue and Gold week. There has been growing concern for a true orientation to the academic expectations for students as college students. Early initiatives organized by Student Life and Admissions did not have sustainable results and was limited by voluntary participation for one day. Students were involved as “team leaders” but not as an academic connection. The Student Life focus was connection with the UNK experience for leadership development, engaging in student organizations, residential life, and services. SL had a concern for addressing social readiness and student development.

Most of the effort was focused on developing awareness of options and making connectedness Faculty had addressed some interest in doing an academically driven orientation before the student development activities. They identified the academic transition needs for starting students on a successful path by transparently and deliberately addressing the differences in the academic culture in higher education. Faculties were also interested in connecting students with faculty and students in the discipline. Both SL and faculty agreed based on research and publication in their fields that connecting the parents in the process would make the process more successful. All agreed that a connection with at least one person at UNK who could be helpful should help retain more students. All agreed that raising the expectation for student responsibility had to be facilitated and would bring more student success.

SUPPORTS SEP GOALS:

- Improve undergraduate retention rate
- Improve the six-year graduation rate

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students

IMPLEMENTATION SCHEDULE/TIMETABLE

Steps	Responsibility	Completion Date
Identify champions Form an advisory committee	Sr VC for Academic and Student Affairs	
Research and list outcomes expectations including both learning and retention measures		
Develop a plan that outlines the responsibilities for both academic and student life strategies		

Involvement students and administrators in the decision making process.		
Establish a scheduled, year round planning, doing, study, and act approach to evaluation for orientation improvement plus quantitative and qualitative evaluation		
Market the concept on campus to enlist additional offices at UNK, i.e. athletics, food service, etc.		
Provide training and clear expectations for student peers, faculty, student life expectations.		
Market the plan off campus to community supporters		
Identify at least one new community service or community partner each year.		
Design a plan for operationalizing the orientation that includes responsibilities for coordinating		
Coordinator/Responsible Authority: Rick Miller, Brandon Benitz, and Committee		
Budget: \$60,000		
Evaluation/KPI Control: BSSE, NSSE for external purposes and program effectiveness measure for NCA; Research Model for academic research and retention for comparison and trend data for internal needs.		

ACTION PLAN Strategy 16.5 – Provide an enhanced first-year experience
<p>KEY STRATEGY: Support first-year student success.</p> <p>SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVES: Provide an enhanced first-year experience for incoming freshmen to support student success throughout their tenure at UNK.</p> <p>DESCRIPTION/EXPLANATION: First year experience is multi-faceted and includes both academic and co-curricular components.</p> <p>SUPPORTS SEP GOALS:</p> <ul style="list-style-type: none"> • Improve undergraduate retention rate • Improve the six-year graduation rate <p>SUPPORTS UNK SP GOALS and OBJECTIVES:</p> <ul style="list-style-type: none"> • Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students.
IMPLEMENTATION SCHEDULE/TIMETABLE

Steps	Responsibility	Completion Date
Gather faculty input regarding what incoming freshmen students need in terms of making a successful transition to college and identification of the skills students lack	Kristi Bryant	May 2009
Gather input from Student Life regarding what incoming freshmen students need in terms of making a successful transition to college and identification of resources currently available to meet those needs	Debbie Bridges Kristi Bryant	August 2009
Investigate opportunities for collaboration with revised General Studies curriculum, especially in the area of preparing students for the portal course	Kristi Bryant Debbie Bridges	January 2010
Investigate opportunities for collaboration with fall orientation program (identification of components of program and ways to link orientation with first year).	Kristi Bryant Mary Daake	January 2010
Identification of structure of first year program which combines both academic and co-curricular activities for presentation to campus community.	Debbie Bridges Kristi Bryant	January 2010
Coordinator/Responsible Authority: Debbie Bridges		
Budget: To be determined.		
Evaluation/Control: Persistence rates of students; NSSE scores (supportive campus environment).		

ACTION PLAN Strategy 17 – Develop a transfer student success program
<p>KEY STRATEGY: Examine and enhance transfer student orientation programs.</p> <p>SUPPORTING ACTIVITY/TACTIC/ENABLING OBJECTIVE:</p> <p>17.1 Examine transfer student orientation to determine if it meets the needs of students and is providing adequate support for transfer student success.</p> <p>17.2 Determine the interest in and viability of developing and implementing an online option for transfer orientation.</p> <p>DESCRIPTION/EXPLANATION: There does not seem to be a great deal of data available regarding the success of transfer students once they start at UNK. The number of transfer students enrolling at UNK has been declining which is of concern since more students are reportedly attending community colleges.</p>

Most of the programs that are developed at UNK are aimed at first-time full-time freshmen rather than transfer students. Transfer students are likely to be older and less likely to live in the residence halls. They also, for the most part, will start taking UNK classes toward their majors because their general studies requirements have been fulfilled at their previous institution. Care needs to be taken to help these students assess their readiness to commence university course work.

UNK currently requires students to attend a one-half day transfer student orientation where the students are exposed to information about student success, financial obligations and UNK rules and registration procedures. Students also meet with a departmental advisor from their major who evaluates course work taken toward their major and helps them select classes that they need. Students who are unable to attend one of the transfer day orientations must wait until all formal opportunities for the semester are finished and then meet with an advisor one-on-one prior to registration.

SUPPORTS SEP GOALS:

- Improve the six-year graduation rate

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students.

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
17.1 Examine transfer student orientation to determine if it meets the needs of students and is providing adequate support for transfer student success		
17.1a – Work with the Office of Institutional Research and the Registrar’s Office to establish retention rates for transfer students. This should include overall rates as well as rates by sending institution if possible.	Mary Daake, Kathy Livingston, Kim Schipporeit	January 2010
17.1b – Develop a council of transfer students to advise on the problems encountered by transfer students and to make suggestions for programs that would improve their UNK experience.	Gail Zeller, Mary Daake, Sharon Pelc	February 2010
17.1c – Examine the current transfer day activities to determine if they support the needs of transfer students for an orientation program.	Mary Daake, Dusty Newton, Kim Schipporeit	March 2010
17.2 Determine the interest in and viability of developing and implementing an online option for transfer orientation.		
17.2a – Development of an on-line transfer student orientation would alter the methods used for advising transfer students. Academic department chairs should be surveyed to determine if they would be supportive of a change in the way at least some students are advised.	Mary Daake, Dusty Newton, Kim Schipporeit	January 2010

17.2b – If it appears that department chairs would be supportive of an on-line orientation program, find models utilized by other colleges and universities to determine the most appropriate model for UNK.	Mary Daake, Dusty Newton, Kim Schipporeit	February 2010
17.2c – Develop and implement an on-line transfer student orientation program if desired.	Mary Daake, Dusty Newton, Kim Schipporeit	May 2010
17.2d – If an on-line orientation is implemented, develop and administer an assessment plan to insure students are receiving the information they need to be successful.	Mary Daake, Dusty Newton, Kim Schipporeit	May 2010
Coordinator/Responsible Authority: Mary Daake, Dusty Newton, Kim Schipporeit		
Budget: Personnel costs for developing and implementing an on-line program if determined that it would be beneficial.		
Evaluation/KPI Control: Determination of need to change the transfer student orientation program and improvement of success (persistence) of transfer students.		

<p>ACTION PLAN Strategy 18 – Utilize NSSE scores to monitor student engagement</p> <p>KEY STRATEGY: Utilize NSSE scores to monitor changes in student engagement over time.</p> <p>SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:</p> <p>18.1 Enhance the information provided by NSSE to make it more useful for monitoring UNK performance on student engagement variables.</p> <p>18.2 Implement selected strategies to support student engagement opportunities.</p> <p>DESCRIPTION/EXPLANATION: Currently, we do better in a number of areas than UNL and UNO on the NSSE. Also, we currently are in a peer group that includes much larger, better funded institutions that draw from a different student population. Changing this peer group, which will be done for the 2010 NSSE should have an impact across the board. The best way to gather actual data on how UNK is doing is to go into the VSA website and look at other institutions' NSSE data. In general, we do as well as other state institutions of our size with equivalent student populations. As would be expected, we do not do as well as small, private liberal arts colleges.</p> <p>The idea that there are things that can be done to improve all the scores in NSSE probably is not an appropriate goal. If questions on the NSSE are reviewed at http://www.nsse.iub.edu/pdf/US_web_09.pdf, it will be apparent that some of the questions address issues that are beyond the ability of the university to control. Short of making all types of student engagement mandatory, some of the items are impacted by the personality and interests of individual students. Also, many of the items do not address commuter students that will be included in the random sample of respondents.</p>

Certainly the university can offer more and varying opportunities for students to become involved, however, significant changes in NSSE scores may not be the ultimate goal of these activities nor a direct result of them. Since the instrument is self-reporting, the usual weaknesses of that method of data collection are inherent. How do students interpret the questions? Do they remember all the events they were involved in? How seriously do they take completing the survey? It's also important to remember that NSSE is not the only measure of student satisfaction that we currently use at UNK.

SUPPORTS SEP GOALS:

- Improve undergraduate retention rate
- Improve the six-year graduation rate

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students.

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
A.1 Change the Peer Group to which UNK is compared in the NSSE reports to make it more aligned with UNK characteristics.	Dr. Charlie Bicak	2010 academic year
A.2 Implement the BCSSE (Beginning College Survey of Student Engagement) during the opening weeks of the fall semester. This survey collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.	Brandon Benitz	September 2009
B.1 Continued implementation and expansion of the American Democracy Project	John Anderson	Ongoing
B.2 Development of clearer academic standards for the General Studies program which will include student academic engagement.	General Studies Council	Fall 2009
B.3 Implement a Portal Course requirement within the General Studies Program which will, among other things, help new students develop critical thinking skills.	General Studies Council	Fall 2009
B.4 Review and develop a First Year Experience Program for all first-time full-time students at UNK.	See Retention Plan	Spring 2010
B.5 Utilize RetentionRt data to better inform first-time full-time students about services that they feel will be useful to them.	See Retention Plan	Fall 2009

<p>B.6 Provide more opportunities for engagement on campus by students who live a long distance from campus</p>	<p>See Retention Plan</p>	
<p>Coordinator/Responsible Authority: Retention Team</p>		
<p>Budget: Cost of BCSSE administration Cost of Retention Rt. Cost of First Year Experience Program to be determined</p>		
<p>Evaluation/KPI Control: Survey results regarding student engagement--particularly changes--will help support decisions and guide directions for adjusting and/or improving programs and activities. And for informing students about opportunities and expectations. Persistence rates of students; NSSE scores (supportive campus environment).</p>		

<p>ACTION PLAN Strategy 19 – Improve Academic Advising</p>
<p>KEY STRATEGY: Improve Academic Advising for undergraduates</p>
<p>SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:</p> <p>19.1 Evaluate processes to ensure consistency and quality of advising.</p> <p>19.2 Evaluate the current model for advising to determine if it is meeting the needs of both students and advisors.</p> <p>19.3 Develop a plan to evaluate faculty advising and recognize those who provide excellent advising.</p>
<p>DESCRIPTION/EXPLANATION: Most research on student persistence indicates that interaction between students and faculty outside the classroom has a positive influence on student persistence to graduation. Academic advising provides regular interaction and opportunities to support students in achieving their goals. UNK utilizes a split advising model – students who have selected a major are assigned a faculty advisor in their major department and students who are deciding are advised by the Academic Advising Office.</p> <p>There is not widespread dissatisfaction among students regarding advising. A survey of 776 students conducted in the spring 2006 showed that 61% of the respondents were generally satisfied with their academic advising, 73% said that they had access to their advisor when needed. A survey completed by 1477 graduating seniors from 2004 through 2006 showed that approximately 70% of the students were satisfied with advising in their major department. Although there is still room for improvement in student satisfaction with advising, however, the advising system may benefit more from modest improvements rather than a complete overhaul.</p>

This action plan looks at a number of activities designed to evaluate and/or improve the advising program at UNK. First, almost all students receive the same type of advising under the current system. Retention RT from Noel-Levitz is designed to help us identify students at higher risk of dropping out of school and there are plans to utilize advising information from Retention RT to provide special assistance to those students. Also, additional training opportunities for faculty advisors should increase consistency and quality in advising for all students. Finally, the Administration, Deans and Faculty Senate should be encouraged to look at a plan to incorporate an evaluation of quality advising into the faculty rewards system

SUPPORTS SEP GOALS:

- Improve the six-year graduation rate

SUPPORTS UNK SP GOALS and OBJECTIVES:

- Improve the quality and appeal of UNK academic offerings, residential infrastructure, support services, and climate for all students.

IMPLEMENTATION SCHEDULE/TIMETABLE

Action Steps	Responsibility	Completion Date
19.1 Evaluate processes to ensure consistency and quality of advising		
19.1a Coordinate with the Center for Teaching Excellence to offer regular training opportunities to faculty and staff advisors that present information needed for quality advising.	Academic Advising Office/Center for Teaching Excellence	Begin October 2009
19.1b Provide intensive training for all advisors on utilizing the new SIS system	Registrar's Office	March 2010
19.1c Encourage Academic Department Chairs to develop routine training for their faculty on advising issues	Dean's Council	May 2010
19.1d Annually, ask Academic Department Chairs to review the way they assign advisors to ensure that the needs of both the students and the Department are being met.	Academic Advising Office/ Academic Department Chairs	May 2010
19.2 Evaluate the current model for advising to determine if it is meeting the needs of both students and advisors		
19.2a Train all SSS advisors and Academic Advising Office advisors to utilize the advisor report function from Retention Rt for students at higher risk of not persisting.	Mary Daake, Megan Friesen	8/18/09
19.2b Develop an evaluation tool to use to measure advisor satisfaction with the advisor report function	Mary Daake	10/15/09
19.2c Develop a measure of retention success for students for whom the advisor report function was utilized	Mary Daake	10/15/09

19.3 Develop a plan to evaluate faculty advising and recognize those who provide excellent advising	Dean's Council/SVCAA-SL/Faculty Senate	May 2010
Coordinator/Responsible Authority: Mary Daake, Megan Friesen.		
Budget: 19.1 – Training for faculty and staff advisors can be offered for \$700 per year by utilizing existing resources and purchasing materials at a discounted rate through NACADA, the National Advising Association. 19.2 Retention RT is currently contracted for with Noel-Levitz through the fall 2010 incoming freshmen. 19.3 Costs would be determined by the plan developed.		
Evaluation/KPI Control: One mechanism for evaluation should be a second advising survey conducted with students and faculty to determine satisfaction with the process. The survey should be conducted in the spring 2011. Persistence rates of students; NSSE scores (supportive campus environment).		