



Strategic Enrollment Management Proposed Goals

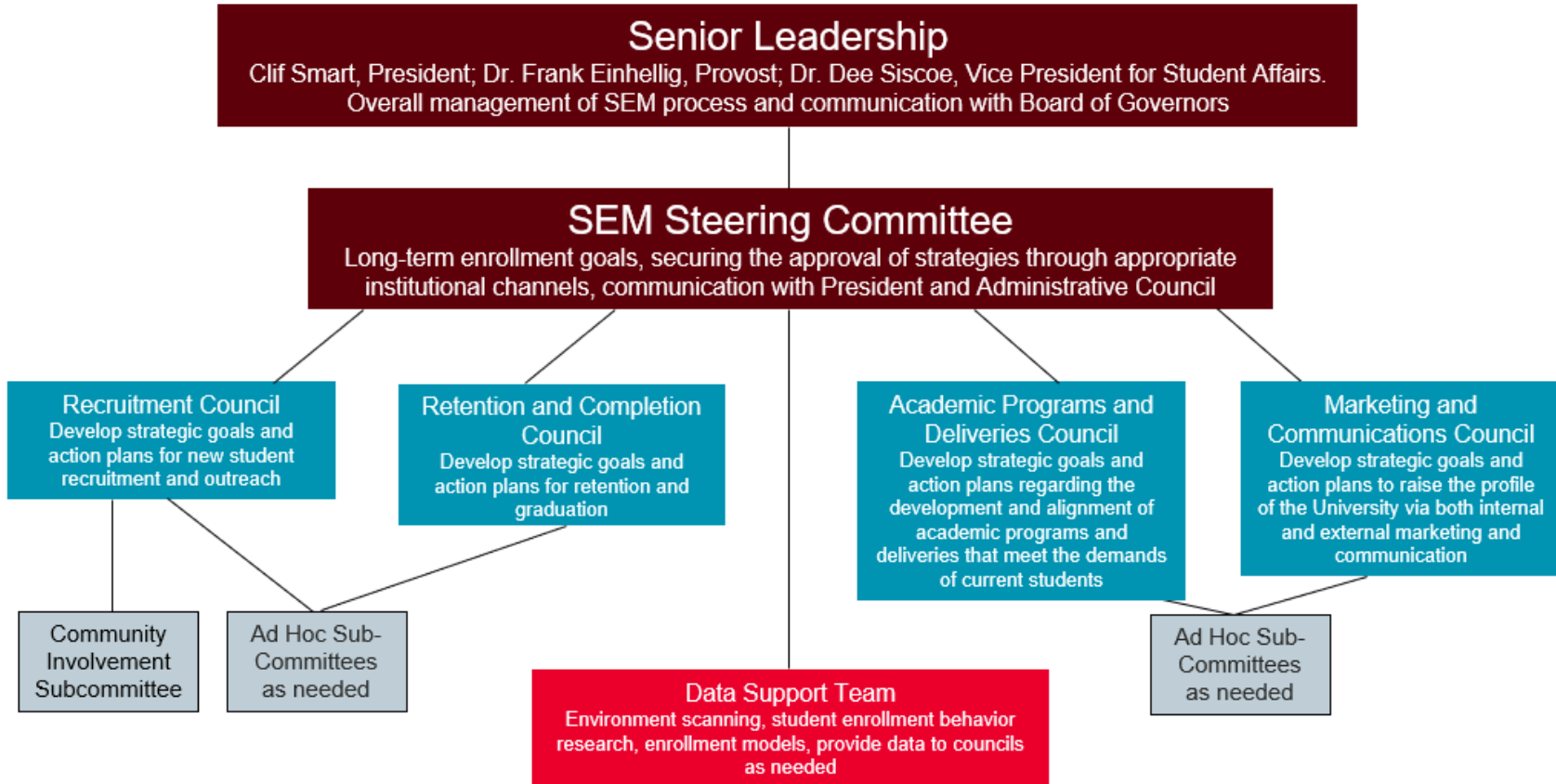
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Management and Services

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Missouri State SEM Committee Structure

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Guiding Principles

- Stabilize enrollment short term
- Grow enrollment in targeted areas
- Improve retention
- Facilitate successful degree and credential completion
- Broaden access to underserved populations
- Identify new and emerging academic programming that meets student and workforce demands
- Equip students for successful career outcomes
- Employ actions and modify processes that eliminate barriers that impair student success
- Raise the profile of the University
- Develop a culture of enrollment growth among faculty, staff, and students

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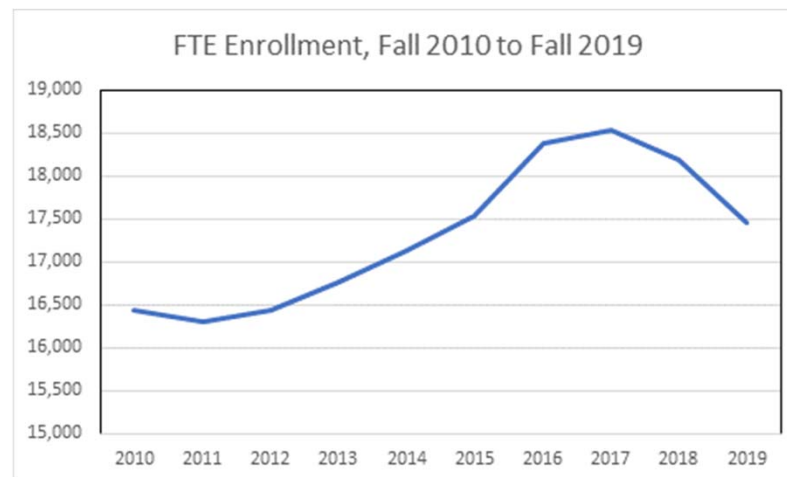


Goal One: Recruitment/Enrollment

BY 2026, INCREASE OVERALL HEADCOUNT ENROLLMENT BY 5% AND INCREASE FTE ENROLLMENT BY 3%.

- 1,200 headcount; 525 FTE
- FTE enrollment history, past ten years

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
16,440	16,295	16,435	16,764	17,136	17,528	18,375	18,544	18,195	17,464





Goal One continued

Strategies on:

- FTNICS
- Transfers
- Dual credit
- Graduate
- Underrepresented
- Military-affiliated
- International
- Articulation agreements
- Recruitment from various areas

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Goal Two: Student Success/Retention

BY 2026, INCREASE THE FIRST TO SECOND YEAR UNDERGRADUATE STUDENT RETENTION RATE BY 5% AND IMPROVE PERSISTENCE AT OTHER CRITICAL TRANSITION POINTS ACROSS BOTH THE UNDERGRADUATE AND GRADUATE LEVELS.

Strategies on:

- Graduate students
- Transfers
- Underrepresented students
- High impact practices
- DFWI rates
- Transition courses

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Retention
AND
Completion



Goal Three: Student Success/ Underserved Populations

BY 2026, INCREASE THE NUMBER OF AFRICAN AMERICAN, HISPANIC/LATINX, FIRST-GENERATION, AND PELL-ELIGIBLE STUDENTS ENROLLED BY 3% AND IMPROVE THE PERSISTENCE RATE OF UNDERREPRESENTED STUDENTS BY 5%.

- Fall 2014-Fall 2018 retention (first to second year) was:
 - 66-72% for Pell-eligible students
 - 61-73% for first generation students
 - 71-78% for Hispanic/Latino students
 - 65-71% for Black or African American students
- Focus on these four populations but would include strategies to address retention of other underserved populations (e.g., veterans, students with disabilities, Asian, American Indian or Alaskan Native, more than one race, Native Hawaiian or other Pacific Islander, etc.).
- Strategies (in addition to these student populations): recruitment, retention, broaden access, increasing and retaining diverse faculty/staff, community partnerships.
- Need feedback from Wes regarding terminology.



Goal Four: Climate Goal

BY 2026, IMPROVE THE PERCEPTIONS OF INSTITUTIONAL SUPPORT AND OVERALL CLIMATE SATISFACTION FOR HISTORICALLY MARGINALIZED STUDENTS, FACULTY, AND STAFF.

- Climate survey, NSSE, and exit survey to be used to assess both perceptions of institutional support and climate satisfaction for underrepresented/historically marginalized individuals
- Need feedback from Wes regarding terminology

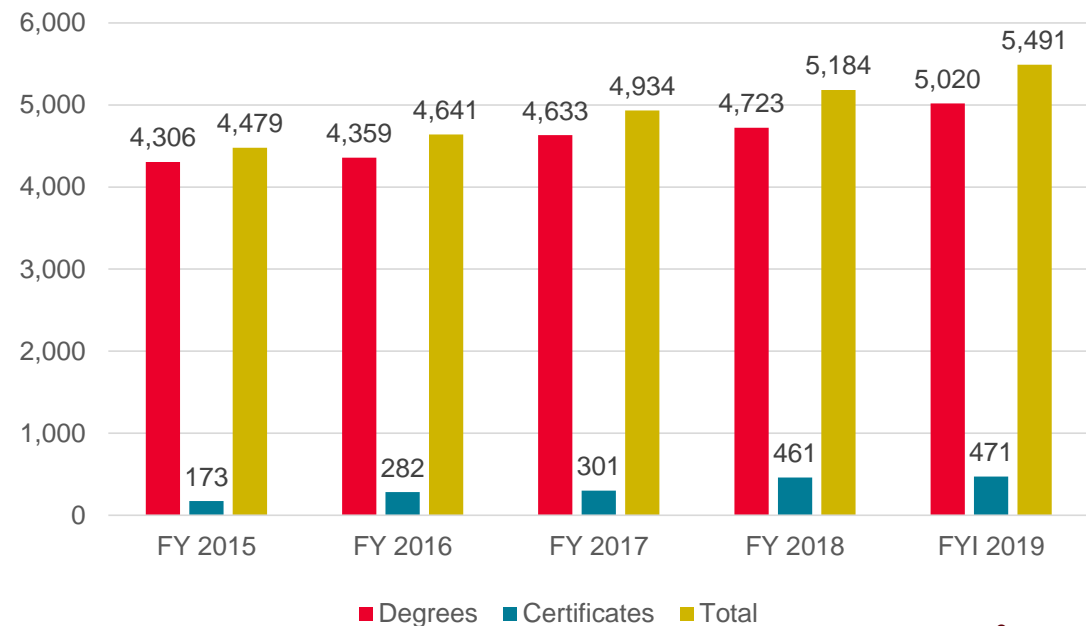


Goal Five: Graduation/Completions

BY 2026 INCREASE THE NUMBER OF CREDENTIALS (E.G., DEGREES AND CERTIFICATES) AWARDED TO 5,800 PER YEAR.

- Catches students who seek a certificate only
- Includes transfer students
- Connected to economic development/market demand

Degrees and Certificates Awarded





Goal Six: Financial Preparedness

BY 2026, DECREASE THE AVERAGE LOAN DEBT OF UNDERGRADUATE STUDENTS BY 5% AFTER INFLATION.

- Most recent average debt: \$25,098. (5% decrease = \$23,843)
- Strategies:
 - Advising and finance training
 - Decrease number of students who leave without a degree but with debt incurred
 - Deter students from unnecessary borrowing



Goal Seven: Raise the Profile

RAISE THE PROFILE OF THE UNIVERSITY'S ACADEMIC QUALITY THROUGH THE PURSUIT OF NEW AND EMERGING ACADEMIC PROGRAMS AND DELIVERY MODES, ENRICHMENT OF EXISTING CURRICULUM AND RESEARCH, AND EQUIPPING OF STUDENTS FOR SUCCESSFUL CAREER OUTCOMES THAT MEET WORKFORCE DEMANDS.

Includes:

- perception of academic quality
- review of new and existing programs
- review of emerging and innovative delivery modes
- career outcomes aligned with workforce demands

Strategies:

- practical experiences
- outcomes collection
- experiential learning

- pass rates on learning assessments or professional licensure exams
- workforce development needs
- partnerships for internships and job placement
- expansion of graduate and professional programs
- adding programs that meet student and workforce demand
- evaluating delivery types (online, blended, self-paced)
- including career experiences and outcomes as a part of recruitment and retention
- helping stabilize and grow enrollment in underperforming programs



What's Next?

- SEM councils will be assigned to goals
- Strategy development by councils
- Campus townhall meeting January 29
 - Goals shared
 - Council updates
 - Feedback from campus
- Strategies submitted by April 1
- SEM plan submitted on June 1 will have goals and strategies
- Tactical/operational plans will be created at departmental levels
- SEM structure will remain in place for oversight
- SEM plan will become a chapter of the new long-range plan