WEBER STATE UNIVERSITY
STRATEGIC PLAN for RECRUITMENT, RETENTION, AND COMPLETION

(last updated: May 26, 2020)

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Strategic enrollment planning at Weber State University was initiated in February 2017 in partnership with Ruffalo Noel-Levtiz. Since then our efforts in strategic planning have improved, expanded, and become more student focused. The result being a more targeted, yet ever-adapting plan to meet the changing needs of our students.

The campus entity charged with managing, monitoring, communicating and ensuring the implementation of these strategic initiatives is the *Student Success Steering Committee* (SSSC), co-chaired by the Provost and Vice President of Student Affairs. The overarching purpose and work of the steering committee is to align all student success initiatives and efforts to achieve the greatest positive impact for students. As such, SSSC will work closely with the University Planning Council (UPC) to incorporate the initiatives covered in this document with the overarching plan for the University.

The initiatives in this document cover the areas of student recruitment, retention, and completion. They do not capture everything that is being done across campus, but reflect the additional areas of focus for the future.

TABLE of CONTENTS

SUMMARY of WSU TARGET INCREASES

Table 1: Fiscal Year (FY) 2019-20 Budget Related Tuition Collection Increase

Category	Fiscal Year (FY) 2019-20 Target Increase
Budget related headcount tuition collection from non-resident students	
Budget related headcount tuition collection from resident students	
Total budget related tuition collected	$766,245

In Fiscal Year 2018-2019, WSU had $76,624,549 in tuition collections. The proposed goal is to increase tuition collections by 1% ($766,245) through increased recruitment and retention efforts. This goal was then broken down by semester, converted into equivalent course enrollments, which were then used to estimate the increased need in students by each semester.

Proposed expected budget for campus $78,926,285.96 (FY 2018-2019 + 1% increase in enrollment + 2% increase in tuition rate).

Table 2: Weber State University Student Headcount (HC) Increases for Recruiting Year (RY) 2019-20
Based on historical trends we have divided the total headcount target increase by one-third in recruiting new students and two-thirds in retaining current students and/or recapturing stop-outs.

In the Fall 2019, WSU only had a 0.4% increase in Budget-Related enrollment. Subsequently, adjusted Spring and Summer targets have been included to show what will now be needed if campus is to still realize a 1% increase in tuition collection from increased student enrollment.

Category	Two Year Rolling HC	Total Target HC	Target F-19	Over/Under	Target Sp-20	Adjusted Target Sp-20	Over/Under	Target Su-20	Adjusted Target Su-20	Over/Under	Total Initial Fall/Spring/Summer Targets	Total Spring/Summer Adjusted Targets (Adjustment)
Recruitment			68		58	90		0			126	90 (+32)
Retention			137		119	182		37	79		293	261 (+105)
Total Enrollment			205	-126	177	272		37	79		419	351 (+137)

KEY
RY = recruiting year is fall, spring and summer semesters—in this order
AY = academic year, summer, fall, and spring semesters—in this order
BR = budget related
HC = head count
FY = fiscal year, July 1st to June 30th

Arts & Humanities Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	436	442 (+6)	413 (-29)	100 (+4)	102 (+6)	0	0	+6
Retention & Persistence headcount RY 2019-20	1042	1102 (+13)	1103 (+1)	1369 (+11)	1375 (+17)	579 (+3)	583 (+7)	+24
Completion headcount AY 2019-20								

Business & Economic Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	431	437 (+6)	392 (-45)	128 (+5)	131 (+8)	0	0	+8
Retention & Persistence headcount RY 2019-20	1330	1350 (+15)	1332 (-18)	1512 (+13)	1519 (+19)	915 (+5)	920 (+10)	+29
Completion headcount AY 2019-20								

Engineering Applied Science & Technology Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	626	635 (+9)	651 (+16)	245 (+10)	251 (+16)	0	0	+16
Retention & Persistence headcount RY 2019-20	2043	2017 (+23)	1963 (-54)	2309 (+19)	2319 (+29)	1209 (+6)	1217 (+14)	+43
Completion headcount AY 2019-20								

Education Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	406	412 (+6)	345 (-67)	110 (+5)	112 (+7)	0	0	+7
Retention & Persistence headcount RY 2019-20	1151	1172 (+14)	1141 (-31)	1358 (+11)	1364 (+17)	777 (+4)	782 (+9)	+26
Completion headcount AY 2019-20								

Health Professions Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	1249	1267 (+18)	1326 (+59)	399 (+16)	409 (+26)	0	0	+26
Retention & Persistence headcount RY 2019-20	2551	2579 (+32)	2606 (+27)	3506 (+30)	3522 (+45)	1667 (+9)	1677 +(19)	+64
Completion headcount AY 2019-20								

Science Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	322	327 (+5)	306 (-21)	87 (+4)	89 (+6)	0	0	+6
Retention & Persistence headcount RY 2019-20	790	828 (+9)	835 (+7)	988 (+8)	992 (+12)	444 (+2)	447 (+5)	+17
Completion headcount AY 2019-20								

Social & Behavioral Sciences Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	517	525 (+8)	472 (-53)	147 (+6)	150 (+9)	0	0	+9
Retention & Persistence headcount RY 2019-20	1282	1292 (+15)	1294 (+2)	1556 (+13)	1563 (+21)	828 (+4)	833 (+9)	+30
Completion headcount AY 2019-20								

General Studies Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	636	645 (+9)	581 (-64)	189 (+8)	193 (+12)	0	0	+12
Retention & Persistence headcount RY 2019-20	1183	1125 (+14)	1137 (+12)	1513 (+13)	1520 (+20)	427 (+2)	430 (+5)	+25
Completion headcount AY 2019-20								

Bachelors of Integrated Studies Increases Over Fall, Spring, and Summer Semesters

Category	Previous Year Result (Fall 2018)	Initial Fall Target (Increase)	Fall Actual (Over/ Under)	Initial Spring Target (Increase)	Adjusted Spring Target (Increase)	Initial Summer Target	Adjusted Summer Target	Total Adjusted Spring/Summer Targets
Recruitment headcount RY 2019-20	17	17 (0)	8 (-9)	4 (0)	4 (0)	0	0	0
Retention & Persistence headcount RY 2019-20	85	70 (+1)	81 (+11)	96 (+1)	97 (+1)	80 (0)	81 (+1)	+2
Completion headcount AY 2019-20								

RECRUITMENT Key Performance Indicator (KPI)

GOAL: Increase annual degree-seeking student headcount by 126 as measured by third-week census data during fall, spring, and summer semesters.

Category	Target Headcount Increase Recruiting Year (RY) 2019-20
Total recruitment gain	126

In order to achieve the University's recruitment goals we will need the help of everyone. In particular, deans, department chairs, and faculty can make a difference by assisting in undergraduate "pipeline work" such as:

- Participating in Purple Carpet events during fall and spring semesters
- Supporting in-person new student orientation events during spring and summer semesters
- Deans or associate deans attending the Presidential Scholarship banquet in spring semester
- Helping with targeted communication to *prospective students* as identified by the Admissions Office during fall, spring and summer semesters
- Continuing with targeted communication to *prospective students* who intend to "major" in your program/department/college
- Sharing successful ideas/activities regarding new student recruitment with other faculty and departments across campus
- Etc.

Table 3: Weber State University Student Headcount (HC) Increases for Recruiting Year (RY) 2019-20 Performance Indicators (PIs)

Category	Fall 2018	Target F-19 (Increase)	Fall 2019 Actual	Over/ Under	Spring 2019	Target Sp-20 (Increase)	Adjusted Target Sp-20 (Increase)	Over/ Under
Other First-time resident new freshman	1562	1583 (+21)	1635	+52	567	586 (+19)	597 (+30)	
Concurrent enrollment to new freshman	1336	1354 (+18)	1317	-37	147	152 (+5)	155 (+8)	
Early College to new freshman	146	148 (+2)	160	+12	14	14 (+0)	15 (+1)	
NUAMES to new freshman	118	120 (+2)	116	-4	11	11 (+0)	12 (+1)	
Total first-time resident new freshman	2946	2985 (+39)	2998	+13	722	747 (+25)	760 (+38)	
First-time resident transfer	985	998 (+13)	906	-92	443	458 (+15)	466 (+23)	
First-time nonresident new freshman	337	341 (+4)	292	-49	58	60 (+2)	61 (+3)	
First-time nonresident transfer	319	323 (+4)	264	-59	109	113 (+4)	115 (+6)	
International (F, J, and LEAP students) *	296	300 (+4)	287	-13	287	297 (+10)	302 (+15)	
Wholly On-Line Entering students**	612	620 (+8)	616	-4	369	382 (+13)	389 (+20)	
Access & Diversity Entering students**								
New graduate (NF, Transfer)	256	259 (+3)	303	+44	84	87 (+3)	88 (+4)	
Entering students living in on-campus housing**	462	468 (+6)	434	-34	6	6 (0)	6 (0)	
TOTALS	5139	5207	5050	-157	1703	1761	1793	

*International Students were calculated based on Citizen Code 2 – Non-Resident Alien in the US on a temporary basis. A code requires to be used by international students.
**Entering student includes First-Time and Transfer students

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RECRUITMENT INITIATIVES

Initiative: 1. Prospective new students who have sent FAFSA results to WSU but have not yet applied for admission to the university.
Student Group: Prospective students
Priority: Medium
Message: Acknowledge the university receiving their FAFSA. Convince them to complete the admissions application
Timing of Initiative: Monthly – December through July
Desired Outcome: Contact 100% of these students
Responsible Entity: Admissions Advisors
Data Source: Financial Aid Office
Reporting Results: Admissions Advisors will track these students through the enrollment funnel using the CRM tool
Additional Data Tools: NA

Initiative: 2. New non-resident students using RaiseMe who have flagged themselves as "plan to apply" but have not yet done so.
Student Group: Prospective students
Priority: High
Message: Acknowledge them using the RaiseMe micro-scholarship program. Convince them to complete the admissions application.
Timing of Initiative: Monthly-December through June
Desired Outcome: Contact 100% of these students
Responsible Entity: Admissions Advisors
Data Source: RaiseMe
Reporting Results: Admissions Advisors will track these students through the enrollment funnel using the CRM tool
Additional Data Tools: NA

Initiative: 3. Transfer students with post high school college-work from another institution. Transfer students may include those currently attending another institution, older students with dated transfer work, or students who are shopping to see whether or not they can finish at WSU.
Student Group: Prospective students
Priority:
Message: Need to identify specific "student needs and wants" based on the type of transfer student.
Timing of Initiative: Year-round
Desired Outcome: Enroll __% of these students
Responsible Entity: Admissions Advisors
Data Source: National Student Clearinghouse, IE

Reporting Results: Admissions Advisors will track these students through the enrollment funnel using the CRM tool
Additional Data Tools:

Initiative: 4. Students who have finished orientation modules 1-5 but have not signed up nor attended the in-person portion of NSO and have not registered for classes.
Student Group: Prospective students
Priority: High
Message: Encourage student to register for an in-person orientation session and to schedule a meeting with their academic advisor for help in registering for classes (see Find My Advisor, https://portalapps.weber.edu/advisors/).
Timing of Initiative: Weekly—during the enrollment cycle
Desired Outcome:
Responsible Entity: Student Success Center Advisors
Data Source: SSC – ADG report
Reporting Results: Track ????
Additional Data Tools: NSO dashboard found in the Report Gallery

Initiative: 5. Students who have finished modules 1-5, signed up for in-person orientation but did not attend, and have not registered for classes.
Student Group: Prospective students
Priority: High
Message: Help student reschedule for another in-person orientation session (if available). Encourage student to schedule a meeting with their academic advisor for help in registering for classes (see Find My Advisor, https://portalapps.weber.edu/advisors/).
Timing of Initiative: one week after an the in-person orientation that was missed
Desired Outcome:
Responsible Entity: Student Success Center Advisors
Data Source: SSC – ADG report
Reporting Results:
Additional Data Tools:

Initiative: 6. Students who have finished modules 1-5, attended in-person orientation, but have not registered for classes.
Student Group: Prospective students
Priority: High

Message: Encourage student to schedule a meeting with their academic advisor for help in registering for classes (see Find My Advisor, https://portalapps.weber.edu/advisors/).
Timing of Initiative: Monthly during the enrollment cycle
Desired Outcome:
Responsible Entity: College/Retention Advisors
Data Source: SSC – ADG report
Reporting Results:
Additional Data Tools:

Initiative: 7. Students have completed some of the modules but not finished them, have not signed up nor attended the in-person portion of orientation, but have registered for classes.
Student Group: Prospective students
Priority: High
Message: Encourage student to finish modules 1-5 and sign up for the in-person orientation experience. Explain that when they finish module 5 they can then meet with an academic advisor for additional help in registering for classes. (see Find My Advisor, https://portalapps.weber.edu/advisors/).
Timing of Initiative: Monthly during the enrollment cycle
Desired Outcome:
Responsible Entity: Student Success Center Advisors
Data Source: SSC – ADG report
Reporting Results:
Additional Data Tools:

Initiative: 8. Students have completed some of the modules but not finished them, have not signed up nor attended the in-person portion of orientation, and have not registered for classes.
Student Group: Prospective students
Priority: Medium
Message: Encourage student to finish modules 1-5 and sign up for the in-person orientation experience. Explain that when they finish module 5 they can then meet with an academic advisor for help in registering for classes. (see Find My Advisor, https://portalapps.weber.edu/advisors/).
Timing of Initiative: Monthly during the enrollment cycle
Desired Outcome:
Responsible Entity: Student Success Center Advisors

Data Source: SSC – ADG report
Reporting Results:
Additional Data Tools:

Initiative: 9. Students have been admitted to the institution as degree seeking undergraduates but have not begun the new student orientation process.
Student Group: Prospective students
Priority: Low
Message: Determine student's interest in attending WSU, send additional marketing materials, encourage them to begin viewing the new student orientation modules.
Timing of Initiative: Monthly during the enrollment cycle
Desired Outcome:
Responsible Entity: Admissions Advisors
Data Source: CRM and ADG report
Reporting Results: Record information in the CRM tool
Additional Data Tools:

Initiative: 10. Students have been assessed and their "placement" is both developmental math and developmental English.
Student Group: Prospective students
Priority: High
Message: Wildcat Scholars personnel will contact each of these students to assist them with specific course registration for their first semester and encourage attendance at new student orientation if they have not attended already.
Timing of Initiative: April to August
Desired Outcome:
Responsible Entity: Wildcat Scholars team
Data Source: Admissions Office
Reporting Results:
Additional Data Tools:

Initiative: 11. Students who have submitted a FAFSA, but not offered an academic scholarship, and have not registered for classes
Student Group: Prospective students
Priority: Medium

Message: Determine if the student is interested in attending WSU. Determine if the student has the academics for a scholarship. If yes, explain the priority deadline for applying and accepting scholarships has past but we still have some money left. However, you need to act immediately. Review steps to apply for scholarships and explain the turn-around time-frame. Then explain how to accept the scholarship award if one is eventually offered. Also explain the benefits of federal aid and the difference between Pell grants and loans to help pay for college. If student is planning on attending WSU, but in the immediate future will be participating in military or religious service, talk about applying for scholarships and then deferring the scholarship (use Return to Weber web site, https://www.weber.edu/returntoweber).

Timing of Initiative: March to April
Desired Outcome:
Responsible Entity:
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 12. Students who have submitted a FAFSA, were offered an academic scholarship, but have not accepted it nor registered for classes.
Student Group: Prospective students
Priority: High
Message: Determine if student is coming to WSU, explain that May 1st was the scholarship acceptance deadline but that we still have some funds left. Encourage student to immediately accept scholarship (review specific steps to do so). Explain the importance of new student orientation and registering for classes.
Timing of Initiative: March to April
Desired Outcome:
Responsible Entity: Admissions Office
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 13. Students who have submitted a FAFSA, were offered an academic scholarship and have accepted it, but have not registered for classes.
Student Group: Prospective students
Priority: High

Message: Determine if student has completed the five on-line orientation modules. If not, given them the URL to access them. Encourage them to attend an in-person orientation event. Explain the importance of registering for classes.
Timing of Initiative: May to July
Desired Outcome:
Responsible Entity: Admissions Office
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 14. Students who were offered an academic scholarship but have not accepted it, and have not submitted a FAFSA, and have not register for classes.
Student Group: Prospective students
Priority: Medium
Message: Determine if student is coming to WSU, explain that May 1st was the scholarship acceptance deadline but that we still have some funds left. Encourage student to immediately accept scholarship (review specific steps to do so). Explain the importance of new student orientation and registering for classes. Explain the benefits of federal aid (apply via FAFSA) and the difference between Pell grants and loans to help pay for college. [Important Note: if student will fill out the FAFSA prior to departments putting on activity awards we can reduce the frustration and confusion of needing to change their overall tuition-discount later on].
Timing of Initiative: May to June
Desired Outcome:
Responsible Entity: Admissions Office
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 15. Students who have accepted their academic scholarship, but have not submitted a FAFSA, and have not registered for classes.
Student Group: Prospective students
Priority: High
Message: Message: Encourage student to apply for FAFSA (give website); importance of new student orientation and registering for classes. If student is deferring for mission or military direct them to Deferment website and stress importance of deferring scholarship. [Important Note: if student will fill out the FAFSA prior to departments putting on activity awards we can reduce the frustration and confusion of needing to change their overall tuition-discount later on].

Timing of Initiative: May to June
Desired Outcome:
Responsible Entity: Admissions Office
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 16. Students who have accepted their academic scholarship, but have not registered for classes, and have not submitted a FAFSA.
Student Group: Prospective students
Priority: High
Message: Ask about registering for classes—and if they need assistance. Determine if they have they watched the five on-line orientation modules? If so, given them the name and contact information of their academic advisor. Also, explain the benefits of federal aid (apply via FAFSA) and the difference between Pell grants and loans to help pay for college. [Important Note: if student will fill out the FAFSA prior to departments putting on activity awards we can reduce the frustration and confusion of needing to change their overall tuition-discount later on].
Timing of Initiative: May to June
Desired Outcome:
Responsible Entity: Admissions Office
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 17. Students who have registered for classes, have submitted a FAFSA, have been offered an academic scholarship, but have not yet accepted their scholarship.
Student Group: Prospective students
Priority: Medium
Message: Priority deadline for accepting scholarship is past but we still have some money left. However, you need to accept immediately. Review specific steps to accept their scholarship award.
Timing of Initiative: May to July
Desired Outcome:
Responsible Entity: Admissions Office
Data Source:

Reporting Results:
Additional Data Tools:

Initiative: 18. Students who have shown some interest in on-campus housing but have not signed a housing contract.
Student Group: Prospective students
Priority: High
Message: I understand that at some point you had interest in on-campus housing at WSU, are there questions that you have that I can answer? Explain housing (and meal plans if needed) contract and deposit.
Timing of Initiative: February to August
Desired Outcome:
Responsible Entity: Housing Services
Data Source: Housing Services
Reporting Results:
Additional Data Tools:

Initiative: 19. New first-time "melt" students who were registered and enrolled the first day of the semester but completely dropped all courses by the third week official census data. Note: this has a sister initiative in the Retention Initiatives contacting former students who drop-out within the first three weeks.
Student Group: First-time Students/Registered students
Priority: High
Message: I understand that you were registered for _____ semester but some things came up that you dropped your courses. How can I help so that you are able to reenroll for the next semester.
Timing of Initiative: Within 30 days after the 3rd week census date.
Desired Outcome: Re-enroll these students for the next major semester
Responsible Entity: Admissions staff
Supporting Entity: Financial Aid staff and Student Services
Data Source: Institutional Research
Reporting Results:
Additional Data Tools:

Initiative: 20. Former concurrent enrollment and early college students who attended SLCC or Snow (or USU) and recruit them back.
Student Group: Former students
Priority: Low

Message: You attended WSU and these are the reasons to come back to finish your bachelor's degree. Determine their program of study interest. Follow-up with a letter from the applicable College Dean.
Timing of Initiative: Spring of the year
Desired Outcome:
Responsible Entity: Admissions Staff
Data Source: Institutional Effectiveness using Clearinghouse data or ????
Reporting Results:
Additional Data Tools:

HELPFUL REPORTS (this section needs to be worked on…)
        Name
        Contents and where to find it… Report Gallery ????
Weekly Argos report entitled "????"
Year to Year Argos report entitled "????"

INTERNATIONAL STUDENTS

Initiative: 1. Strengthen communications with key international markets and increase enrollment using agents, webinars, and traveling.
Student Group: New International students
Priority: High
Desired Outcome: Increase by an additional (14) new students over fall 2019 third week census
Responsible Entity: International Office Staff
Reporting Results: Performance Indicator (PI) as part of the KPI

Initiative: 2. Increase enrollment from domestic recruiting efforts from transfer students at community colleges (e.g. SLCC) and local high schools (e.g. Layton Christian Academy).
Student Group: New International students
Priority: High
Desired Outcome: Increase by an additional (17) new students over fall 2019 third week census
Responsible Entity: International Office Staff
Reporting Results: Performance Indicator (PI) as part of the KPI

Initiative: 3. Strengthen the international recruitment for graduate programs through strategies such as maximizing the use of LEAP programs.
Student Group: New International students
Priority: High
Desired Outcome: Increase by an additional (4) new students over fall 2019 third week census
Responsible Entity: International Office Staff
Reporting Results: Performance Indicator (PI) as part of the KPI

Initiative: 4. Strengthen communications with departments, faculty and staff who have significant international ties/contributions for recruitment purposes.
Student Group: New International students
Priority: High
Desired Outcome: Increase by an additional (3) new students over fall 2019 third week census
Responsible Entity: International Office Staff
Reporting Results: Performance Indicator (PI) as part of the KPI

Initiative: 5. Develop additional dual degree partner programs (e.g. like the International Economics program).

Student Group: Transfer International students
Priority: High
Desired Outcome: Increase by an additional (0*) new students over fall 2019 third week census
*This is because 2+2 students start to transfer to Weber State in Year 2022 if the cohort starts in 2020. We will start to see the effect of this program in Year 2022.
Responsible Entity: International Office Staff
Reporting Results: Performance Indicator (PI) as part of the KPI

Strategies for International Recruitment
1. Strengthen communication with key international markets and increase enrollment using agents, webinars, and traveling.

Given the tuition rate, admission criteria, ranking and the provision of the programs, we decided to deepen/strengthen the recruitment efforts in Africa, specifically Kenya, Rwanda, Ethiopia and possibly Ghana, in academic year 2019-20 through travel and concentrated communication/
follow-up. In addition to our efforts in Africa, one exploratory trip will be made to South America, and one additional trip will be made to China.

The national average is that movement from one step to the next in the process loses 50% of the applicants (Only 50% of the students who inquire about admission will actually apply, of that 50% who do apply, 50% of these students will be accepted and only 50% of the admitted students will actually enroll*. Thus, for every 100 students who inquire, only about 12 will actually enroll, according to the national average estimate.

  *Two of the major reasons for this final 50% drop (decrease in student number from admission to enroll) are: (1) visa reasons and (2) on average each international student will apply at 6 universities.

Therefore, instead of expanding our recruitment trips to additional countries, we decided to focus our travel efforts to Africa for two trips per year – a trip in the Fall to increase the number of applications, and a trip in the Spring to increase the confirmation rate—to encourage admitted students to enroll at Weber State.

The related efforts include streamlining the admission process and tailoring it to the needs and sensibilities of the specific regions we are targeting in order to produce program-based/region-specific publicity materials that will increase our competitive edge in the markets that we reach out to either directly or indirectly.

For other world regions that we cannot directly travel to due to limited personnel and financial resources this current academic year, we would like to build a strong agent network by leveraging both professional organizations and existing connections. Virtual fairs, webinars and podcasts will be utilized along with these efforts.

2. Domestic Recruitment of International Students and High School Cooperation.

Over the past three years one of our largest sources of new international students has been domestic international students from Layton Christian Academy (LCA) and Salt Lake Community College (SLCC). These students are attending because of our Weber Edge Scholarship. Domestic international students are different from traditional international students. Domestic international students coming from a U.S. high school program have a high school GPA and take the ACT. Domestic international students transferring from another college (such as SLCC) have a comparable university GPA. In the past two years we have brought in a dozen students per year through these programs. LCA has over 125 international students. They have a full time recruiter and recruit primarily in Africa. We have met together many times and view a partnership as a possibility. We have the option of recruiting with LCA, using their connections and guaranteeing admission and scholarships to LCA students who meet defined criteria. Given the significant advantage we have over other universities when you combine our low tuition with our scholarship offerings, we need to expand and deepen our communications and relationships with more two-year colleges as well as other high schools with international students.

This is especially important due to the increased visa denial rate for traditional international students (students coming to Weber State directly from their home country). We recommend assigning dedicated personnel to strengthen the communications and relationships with our existing local partners/students/their parents as well as to expand the relationships with additional two-year colleges and high schools.

3. Strengthen the international recruitment for graduate programs.

International student recruitment is in essence bridging the provision/excellence of a university and its programs with the needs of students in various world regions. This is especially true for the recruitment for the graduate programs. We will strengthen the communications with each graduate department to produce targeted recruitment materials and to streamline the international graduate admission process. We will also communicate with graduate coordinators about leveraging LEAP to improve recruitment. Such as tailoring the LEAP provision as a pathway for students whose English language score has yet met the admission criteria. This would require additional communication and arrangement with each graduate program that has both the capacity and the desire to recruit students internationally – streamlining the conversion from LEAP to graduate school process will be accompanied with both internal support (ensuring students/colleges know the transition requirements and communicating the progress each student has made towards meeting those requirements at set intervals) and by creating new tailored publicity materials such as flyers, brochures, webinars, podcasts, etc.

4. Strengthen the communications with departments, faculty and staff who have significant international ties/contributions for recruitment purposes.

A relatively high percentage of Weber State faculty/staff have significant international connections and maintain a robust international/professional travel schedule – this includes faculty leading study abroad trips. We will collaborate with faculty/staff who already travel for university business and are willing to recruit international students by equipping them with targeted recruitment materials including podcast, webinars, and printed materials. Collaborating with Study Abroad faculty/trips to enhance the universities' global branding and international student recruitment is a time honored method that we believe we can leverage to get maximum impact for the lowest net spend.

5. Improve processes so that we do not lose students due to avoidable SEVIS issues.
Currently the ISSC received over 2,500 inquiries per year for information about our programs. We answer all e-mails, but do not have a process in place to follow-up on these initial inquiries. Ideally, the ISSC needs to be brought into the Recruit CRM and a continued contact methodology that both guides students from the initial contact through the students first day of class and continues to put Weber State in from of the students and their families so we lose fewer students to other universities or just natural attrition. This new process should include communicating with the students when and how they want to be communicated with (this varies greatly by world region). As the first step in this process, ISSC needs to create a database of inquiries including country, major, and type of communication. We need to send appropriate material to the different points in the funnel (inquiry to application, application to admittance, admittance to enrollment). This will have a cost. First, we need to gather data, second we need to create material, and third we need to track communication. For academic year 2019 to 2020, having personnel hours dedicated to this effort would generate significant results and help set the stage for even greater future success.

6. Partner Programs (2 + 2), (2+3) Weber State University currently has four fee-paying 2 + 2 programs (Korea and China in Economics, Turkey and Malaysia in Engineering and Automotive).

The Goddard School of College of Business has started establishing such relationships with eight additional universities in China and Hong Kong. A team of staff members at OIP will be traveling to China to explore additional opportunities in Fall 2019. If we start the new dual degree programs with freshman cohorts entering college in Fall 2020, these students will be transferring to Weber State starting in Fall 2022.

RETENTION Key Performance Indicator (KPI)

GOAL: Increase undergraduate student retention by 293 students as measured by third-week census data during fall, spring, and summer semesters.

Category	Target Headcount Increase Recruiting Year (RY) 2019-20
Total retention gain	293

In order to achieve the University's retention goals we will need the help of everyone. In particular, deans, department chairs, and faculty can make a difference by assisting in undergraduate "pipeline work" such as:

- Participating in Starfish progress surveys
- Assisting, where appropriate, with targeted student intervention via Starfish
- Using targeted communication for students within their college
- Creating and implementing your *College Advising Plan* (see Faculty Senate minutes, 4-12-2018)
- Wait-listing all waitlistable courses for fall, spring, and summer semesters
- Ensuring that students participate in two "high impact" activities
- Working with current students not admissible to their "restricted" program of study
- Assisting, were appropriate, with university, college, or department retention strategies
- Working to improve the various retention Performance Indicators (PIs), where applicable
- Sharing successful ideas/activities on student retention with other faculty and departments across campus
- Implementing recommendations from the *Course Materials Task Force* chaired by Wendy Holliday
- Implementing recommendations from the *Course Offerings Task Force* chaired by Allyson Saunders
- Etc.

Table 4: Weber State University Degree-Seeking Student Headcount (HC) Retention Increases for Recruiting Year (RY) 2019-20 Performance Indicators (PIs)

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	3118	74.6	3317	75.5	3313	--	--	
All students fall to spring persistence	18309	77.0	18496	76.9	18337	--	--	

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	2185	69.2	2325	68.9	2500	69.5	--	
All students spring to fall persistence	16847	66.8	17111	67.0	17013	67.5	--	

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	3118	54.2	3317	55.2	3313	--	--	

Table 5: Weber State University Student Retention Performance Indicators (PIs)

Category	F-17	Sp-18	Su-18	F-18	Sp-19	Su-19	F-19	Sp-20	Su-20
All students average credit hours attempted	11.97	12.38	8.43	12.11	12.65	8.43			

Category	F-17	Sp-18	Su-18	F-18	Sp-19	Su-19	F-19	Sp-20	Su-20
All students credit efficiency ratio (earned/attempted)	79.1			79.7					

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	N	Ver	N	Ver	N	Ver	N	Ver	N	Ver	N	Ver	N	Ver	N	Ver	N	Ver
New student program of study (POS) verified																		

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	Init Coh ort	Rtd W/ Mjr Cha nge	N	Rtd	N	Rtd	N	Rtd W/ Mjr Cha nge	N	Rtd	N	Rtd	N	Rtd W/ Mjr Cha nge	N	Rtd	N	Rtd
Students changing program of study, but retained	3118	383					3317	432					3313					

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
New students meeting QL at entry	3118	30.2					3317	36.2										

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
New students meeting QL within first Fall, Spring, & Summer	3118	41.5					3317	45.3										

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
New students meeting Composition at entry	3118	14.5						17.9										

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	N	%	N		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
New students meeting Composition within first Fall, Spring, & Summer	3118	39.3																

Category	F-17		Sp-18		Su-18		F-18		Sp-19		Su-19		F-19		Sp-20		Su-20	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
New freshman enrolled in two, or more, major courses within first Fall, Spring, & Summer	3118	54.7																

Table 6: Academic College Student Headcount (HC) Retention Increases for Recruiting Year (RY) 2019-20.

Arts & Humanities Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	270	81.5	349	74.8	--	--	--	--
All students fall to spring persistence	1625	79.0	1744	77.2	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	226	66.8	236	68.2	274	70.1		
All students spring to fall persistence	1550	67.4	1543	67.5	1613	68.4		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	270	57.0	349	55.9	--	--	--	--

Business & Economics Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	311	76.2	317	71.6	--	--	--	--
All students fall to spring persistence	2040	75.9	2046	76.4	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	228	66.7	245	67.3	231	77.5		
All students spring to fall persistence	1898	69.2	1898	70.1	1904	70.0		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	311	57.2	317	57.4	--	--	--	--

Engineering Applied Science & Technology Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	444	76.1	438	76.9	--	--	--	--
All students fall to spring persistence	3015	78.2	2990	78.3	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	342	74.3	342	71.3	360	71.1		
All students spring to fall persistence	2876	71.5	2883	70.9	2815	69.7		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	444	55.2	438	56.8	--	--	--	--

Education Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	280	79.3	293	81.6	--	--	--	--
All students fall to spring persistence	1817	78.7	1867	78.6	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	248	67.3	245	72.7	249	67.1		
All students spring to fall persistence	1657	66.9	1714	67.2	1724	66.2		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	280	58.2	293	57.7	--	--	--	--

Health Professions Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	582	74.9	702	77.8	--	--	--	--
All students fall to spring persistence	4278	77.1	4359	76.3	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	437	70.9	399	65.4	496	64.5		
All students spring to fall persistence	3959	63.4	4017	63.5	4011	65.0		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	582	52.6	702	52.6	--	--	--	--

Science Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	194	74.2	238	80.7	--	--	--	--
All students fall to spring persistence	1155	78.5	1230	79.2	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	166	74.1	164	66.5	202	73.3	--	--
All students spring to fall persistence	1119	69.7	1125	70.2	1166	71.6	--	--

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	194	47.4	238	59.7	--	--	--	--

Social & Behavioral Sciences Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	366	72.4	381	73.5	--	--	--	--
All students fall to spring persistence	2036	75.0	2052	74.3	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	274	67.5	290	74.8	306	71.2	---	--
All students spring to fall persistence	1911	65.6	1879	68.2	1872	69.1	--	---

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	366	57.4	381	55.1	--	--	--	--

General Studies Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	648	69.1	592	70.6	--	--	--	--
All students fall to spring persistence	2190	74.2	2074	75.7	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	254	64.2	386	66.8	371	66.8		
All students spring to fall persistence	1738	63.9	1899	62.3	1783	63.8		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	648	51.4	592	52.5	--	--	--	--

BIS Students RY 2019-20

Category	F-17 to Sp-18		F-18 to Sp-19		F-19 to Sp-20		Target Increase F-19 to Sp-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to spring retention	23	65.2	7	57.1	--	--	--	--
All students fall to spring persistence	153	79.1	134	76.9	--	--	--	--

Category	Sp-17 to F-17		Sp-18 to F-18		Sp-19 to F-19		Target Increase S-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF spring to fall retention	9	77.8	13	53.8	8	87.5		
All students spring to fall persistence	139	59.0	153	55.6	125	64.8		

Category	F-17 to F-18		F-18 to F-19		F-19 to F-20		Target Increase F-19 to F-20	Under/ Over
	N	%	N	%	N	%	N	
Fall First-time NF fall to fall retention	23	43.5	7	42.9	--	--	--	--

RETENTION INITIATIVES

<u>Initiative</u>: 1. Continuing or returning students who were registered and enrolled the first day of the semester but completely dropped all courses by the third week official census data.

<u>Student Group</u>: Continuing students

<u>Priority</u>: High

<u>Message</u>: I understand that you were registered for _____ semester but some things came up that you dropped your courses. How can I help so that you are able to reenroll for the next semester.

<u>Timing of Initiative</u>: Within 30 days after the 3rd week census date.

<u>Desired Outcome</u>: Re-enroll these students for the next major semester

<u>Responsible Entity</u>: Retention/Academic Advisors and SSC Advisors

<u>Supporting Entities</u>: Financial Aid staff and Student Services and potentially faculty

<u>Data Source</u>: Institutional Research …. Tracking in Starfish ???

<u>Reporting Results</u>:

<u>Additional Data Tools</u>:

<u>Initiative</u>: 2. Students identified via Starfish who received a tracking item from a Progress Survey

<u>Student Group</u>: Current students

<u>Priority</u>: High

<u>Message</u>: Taylor the message based on the issue(s)/concern(s) and provide appropriate resources to help the student remain in school.

<u>Timing of Initiative</u>: After faculty survey—mid semester to end of semester

<u>Desired Outcome</u>: Contact all students with 3 or more flags and then other students as able. Another outcome is to have 80% of the faculty participate in progress surveys.

<u>Responsible Entity</u>: Retention Advisors and SSC Advisors

<u>Supporting Entities</u>: Student Affairs

<u>Data Source</u>: Starfish

<u>Data Needs</u>: Sort by college, department and POS, number of faculty receiving progress survey, number participating in survey, total students needing outreach, total students with 3 or more flags, number of flags resolved, students with flags resolved enrolled for next semester.

<u>Reporting Results</u>: Within Starfish or ?

<u>Additional Data Tools</u>: NA

<u>Initiative</u>: 3. Students identified via Starfish from a manually raised flag

<u>Student Group</u>: Current students

Priority: High
Message: Taylor the message based on the issue(s)/concern(s) and provide appropriate resources to help the student remain in school.
Timing of Initiative: Within seven business days of the flag being raised.
Desired Outcome: Advisors determine the types of flags raised and prioritize contacting students.
Responsible Entity: Retention Advisors and SSC Advisors
Supporting Entities: Student Affairs
Data Source: Starfish
Data Needs: Sort by college, department and POS, total number of students, total attempts, total contacted, method of contact, total enrolled after contact, percent enrolled.
Reporting Results: Within Starfish or ?
Additional Data Tools: NA

Initiative: 4. Students identified via Starfish who raised his/her "Hand" requesting help.
Student Group: Current students
Priority: High
Message: Taylor the message based on the issue(s)/concern(s) and provide appropriate resources to help the student remain in school.
Timing of Initiative: Within three business days of the student raising their hand
Desired Outcome: Advisor contacts student and helps with the specific request and inquires as to any other assistance that may be needed.
Responsible Entity: Retention Advisors and SSC Advisors
Supporting Entities: Student Affairs
Data Source: Starfish
Data Needs: Sort by college, department and POS, total number of students, total attempts, total contacted, method of contact, total enrolled after contact, percent enrolled.
Reporting Results: Within Starfish
Additional Data Tools: NA

Initiative: 5. Students identified via Starfish with low retention scores.
Student Group: Current students
Priority: Not sure… high…. still researching these data
Message: The message will need to be carefully articulated so as not to offend or raise an alarm
Timing of Initiative:

Desired Outcome: Contact students based on a predetermined priority. As part of the contact advisors should review class schedules for toxic course combinations, explain the various resources such as tutoring, writing lab, and support entities like Veterans, Women's Center, Multicultural Center, International Center, etc.
Responsible Entity: Retention Advisors, SSC Advisors, Wildcat Scholars staff
Supporting Entities: Student Affairs
Data Source: Starfish
Data Needs: Sort by college, department, POS, date when student was identified, total number of students, total contacts attempts, total contacts, method of contact, total enrolled after contact, percent enrolled.
Reporting Results: Within Starfish or data warehouse?
Additional Data Tools: NA

Initiative: 6. New students need help in selecting a major and the university needs to verify a student's initial program of study (e.g. declared major, minor, emphasis) within the first semester so that all retention initiatives (e.g. Starfish) are assigned to the correct college for follow-up purposes.
Student Group: New students
Priority: High, beginning spring semester 2020
Message: Acknowledge student's program of study (POS) in Banner via the new POS tool. Verify student intent to major in their declared POS and discuss how to access the on-line Career Planning tool. If student wants to change majors then explain how to access the on-line POS tool.
Timing of Initiative: September through December
Desired Outcome: Contact 100% of new degree-seeking students before the end of their first semester to confirm and verify their initial POS.
Responsible Entity: College Academic Advisors and Student Success Center
Data Source: Registrar's Office
Reporting Results:
Additional Data Tools:

Initiative: 7. Non-resident students who lived in Wildcat Village with a meal plan, and who have not returned to WSU.
Student Group: Current students
Priority: High
Message: Are you planning to return to WSU? Were there issues with housing and/or dining services that influenced you not returning? What can we do to rectify these issues?

Timing of Initiative: Begin checking after registration begins for the next semester (November for spring semester; April for fall semester)
Desired Outcome: Reenroll ___ % of these students
Responsible Entity: Housing staff and/or Student Affairs
Data Source: Argo Report via Institutional Effectiveness
Reporting Results:
Additional Data Tools:

Initiative: 8. Semester "melt" students. These are former students who registered for the semester but who dropped-out within the first three weeks of the semester (this is typically about 500 students per semester). Note: this has a sister initiative in the Recruitment Initiatives for contacting brand new students who drop-out within the first three weeks.
Student Group: Former students
Priority: High
Message: I understand that you were registered for _____ semester but some things came up that you dropped your courses. How can I help so that you are able to reenroll for the next semester.
Timing of Initiative: Within 30 days after the 3rd week census date.
Desired Outcome: Re-enroll as many as possible
Responsible Entity: College advisors (UAAC), Student Success Center, and Admissions Advisors for bran new students
Supporting Entities: Enrollment Services, Student Affairs
Data Source: Institutional Effectiveness and Institutional Research
Reporting Results: IE and IR
Additional Data Tools: Tracking on a dashboard????

Initiative: 9. "Unaccounted students" who drop out of a major semester and who may not continue their education. These students have not "deferred" enrollment, who are not attending another institution (via Clearinghouse), and have been away from the institution for at least one semester.
Student Group: Former students
Priority: High
Message: We noticed you have not registered for the upcoming semester. Are you planning on returning to WSU? Then determine if there are any issues or concerns preventing them from returning with which you may be able to help.
Timing of Initiative: One week after "open" registration an automated email reminder from Starfish will be sent reminding students to register for the upcoming semester. Within one week of the email, personalized outreach via email and/or telephone and/or in-person visits should begin for students who have not yet registered. Advisors log the reason(s) why students have not registered.

Desired Outcome: Contact these students to determine the reason(s) for stopping out and log the reason in _____. Goal is to contact every student and log every reason.
Responsible Entity: Retention Advisors and SSC Advisors
Supporting Entities: Student Affairs
Data Source: Institutional Effectiveness
Data Needs: Sort by college, department, and POS, semester and year, total contact attempts, contact method, enrolled after contact, percent enrolled.
Reporting Results: Within Starfish or _____
Additional Data Tools:

Initiative: 10. Early stop-outs. These are former students who have stopped-out, who have been away from WSU more than two "major" semesters but less than three years who are not attending another college (via Clearinghouse), and who are not on Return to Weber, and with a last known address within Weber, Davis, Box Elder, or Morgan counties.
Student Group: Former students
Priority: Medium
Message: Will use Student Affairs "Success Coaches" for outreach to students
Timing of Initiative: In place for fall semester 2020
Desired Outcome: Re-enroll 1% of the students
Responsible Entity: Student Affairs
Supporting Entities: Enrollment Services, UAAC
Data Source: Institutional Effectiveness and Institutional Research
Reporting Results: IE and IR
Additional Data Tools: Tracking on a dashboard????

Initiative: 11. Former students who have stopped-out, who have been away from WSU more than three years who are not attending another college (via Clearinghouse), who are not on Return to Weber, not academically suspended, no repayment holds, and with a last known address within Weber, Davis, Box Elder, or Morgan counties.
Student Group: Former students
Priority: Medium. It is anticipated that the first students to return would be fall 2020
Message: Will use Success Coaches from *ReUp Education*, a third party vendor) for outreach to students
Timing of Initiative: In place for fall semester 2020
Desired Outcome: Re-enroll 1% of the students, approximately 100 over the next year
Responsible Entity: *ReUp Education*

Supporting Entities: Enrollment Services, Student Affairs
Data Source: Institutional Effectiveness and Institutional Research
Reporting Results: IE and IR
Additional Data Tools: Tracking on a dashboard

Initiative: 12. Students who have been suspended from federal financial aid or lost their scholarship and who have not registered for the next semester.
Student Group: Current students (about 1200-1400 students annually)
Priority: High
Message: According to our records you've been suspended from Federal financial aid (or no longer have your scholarship). Discuss options to help pay for school and continue their education. Some students may "qualify" for aid if a graduation plan is submitted.
Timing of Initiative: After final grades post and financial aid suspension emails are sent, and/or scholarship removed email is sent…. but before the beginning of the next semester.
Desired Outcome: The contact from Financial Aid staff will include information about submitting a graduation plan and include a link listing college advisors. Fin Aid will upload list of students to Starfish with a flag set to notify college advisors. If student responds, college advisors will help produce the graduation plan and "lock" it into CatTracks. Advisor will send email to Fin Aid notifying them of the graduation plan.
Responsible Entity: Financial Aid Staff
Supporting Entities: Academic Advisors to help students with graduation plans
Data Source: Financial Aid Staff
Data Needs: Total students suspended from Federal aid, number of students contacted, students meeting with advisors to submit plans, number of students readmitted, percent readmitted
Reporting Results: How will this be tracked?
Additional Data Tools:

Initiative: 13. Students with federal financial aid and/or scholarships but who have not registered for the next semester.
Student Group: Current students
Priority: High
Message: According to our records you have federal financial aid eligibility and/or a scholarship. Also, it looks like you have not registered for the next semester. Find out what can be done to help them register for classes.
Timing of Initiative: Begin initiative soon after the date when registration opens for new freshman.
Desired Outcome: Contact is made with each student offering assistance in selecting courses required to progress toward graduation. Advisors may need to verify students POS if student is unsure.

Responsible Entity: College Academic Advisors and SSC Advisors

Data Source: Financial Aid generates lists. Working to enter this information into Starfish with a student attribute and then distribute it to college advisors based on major.

Reporting Results:

Initiative: 14. Students who by mid-semester have not paid tuition and fees but who are eligible for federal financial aid (i.e. may need to finish submitting paper work or accepting their aid).

Student Group: Current students

Priority: High

Message: According to our records you have federal financial aid eligibility and/or a scholarship, but you still owe money for tuition and fees. (Student may not have completed all of the FAFSA paperwork—especially if selected for verification). Make sure they understand that a registration hold may be applied to their account preventing them from registering for next semester unless the balance is paid.

Timing of Initiative: Mid-semester until the end of the semester. Bursar will run accounts receivable (AR) list and then sends it to Director of Financial Aid. Students eligible for Fin Aid are noted on the AR list and then list is sent back to Bursar and Money Mgmt Center Manager. Bursar follows up with students who have Fin Aid. Money Mgmt Manager will work with all other students offering help with applying for FAFSA and/or money managing ideas.

Desired Outcome: Each student is contacted via email, telephone, or text notifying them of their eligibility for Federal aid and/or scholarship funds and explaining the possible registration hold.

Responsible Entity: Bursars staff

Supporting Entities: Financial Aid, Money Management Center

Data Source: Fin Aid and Bursar

Data Needs: Total students with fin aid but not registered, total students with scholarships but not registered, total contacts made, method of contact, enrolled after contact, percent enrolled

Reporting Results: Do we have a tool to track this information?

Initiative: 15. Students with a "repayment hold" that is preventing them from registering the next semester.

Student Group: Current students

Priority: High

Message: According to our records you currently have a "repayment hold" preventing you from registering for the next semester. Discuss options for payment so students can proceed with their education.

Timing of Initiative: After repayment holds are placed on student accounts and prior to the next registration period. Bursar will share this list with the Money Mgmt Center.

Desired Outcome: Contact 100% of these students.
Responsible Entity: Bursar Staff
Supporting Entities: Money Management Center will contact students and offer workshops on how to manage one's finances.
Data Source: Bursar
Data Needs: Sort by if student has a payment plan and missed the first payment OR if they have Federal financial aid "pending" but that has not been disbursed, total students with holds, number of holds cleared, percent cleared, enrolled after hold removed, percent enrolled, record reason why hold was not resolved.
Reporting Results: Do we have a tool to record intervention results. Create major "categories" of reasons why students are having trouble paying for tuition… so we can quantify their qualitative responses.

Initiative: 16. Current students who have a "registration hold" preventing them from registering for the next semester.
Student Group: Current students
Priority: Medium
Message: According to our records you have a registration hold preventing you from register for the next semester. Discuss options for removing the hold so students can proceed with their education.
Timing of Initiative: After registration holds are placed on student records
Desired Outcome: Each campus entity who placed the original hold will contact all students via email or telephone at least two weeks prior to the first day of registration, providing an explanation of the hold, how to remove and then log in _____when the hold was removed (expired).
Responsible Entity: Each entity who places holds on students
Data Source: Registrar
Data Needs: Sorted by entity who placed the hold, semester/year, total registration holds, holds cleared, percent cleared, enrolled after hold removed, percent enrolled.
Reporting Results:
Additional Data Tools:

Initiative: 17. Students who receive academic warning, probation, or suspension. *Bounce Back* is the program in each college that helps a student bounce back into college again.
Student Group: Current students
Priority: Medium, beginning fall semester 2019 and thereafter.
Message: According to our records you have been placed on _____. Are there issues or challenges in which WSU can help so you can return to "good" academic standing?
Timing of Initiative: After final grades post and academic standing is run, but prior to the next semester.

Desired Outcome: Contact these students in-person or by telephone, focusing first on "warning" students, then "probation", then "suspended" students. A "success plan" should be developed enabling the student to return to good standing. Referrals to other campus services may be necessary.
Responsible Entity: Retention Advisors and SSC Advisors
Data Source: Registrar's Office
Data Needs: Data sorted by college, department, and POS, total contacted, how contacted, percent contacted, total enrolled in next semester, percent enrolled.
Reporting Results: Use BounceBack or Starfish to identify and track students. Need tool to record intervention.
Additional Data Tools:

Initiative: 18. Current students (degree seeking and non-degree seeking) who are in "restricted" majors who are unlikely to be admitted into their initial major of choice.
Student Group: Current students
Priority: High, beginning spring semester 2020
Message: Help students understand their options—including viable majors in related fields. Help them declare a new program of study (POS).
Timing of Initiative: During the semester but before the next registration period.
Desired Outcome: All degree and non-degree seeking students who are unlikely to be admitted to their desired POS should receive assistance in selecting an acceptable alternative major.
Responsible Entity: Retention Advisor(s) specifically assigned to these students
Data Source: Health Professions, Business, IR and IE
Data Needs: Sort by college, department and POS, total students needing contact, students changing POS, students remaining in current POS, students enrolled the following semester.
Reporting Results:
Additional Data Tools:

Initiative: 19. Current students who submitted FAFSA May 1st and later. These students may not have had their financial aid prior to the beginning of school and are at greater risk of perpetual financial difficulties due to late filing of FAFSA. This initiative focuses on changing behaviors to focus on better financial planning.
Student Group: Current students
Priority: Medium
Message: Help students understand the principles of financial planning and encouraging them to submit FAFSA in October each year.
Timing of Initiative: Every fall semester after FAFSA opens, October 1st

Desired Outcome: For all contacted students to submit FAFSA in October/November and to participate with the Money
Responsible Entity: Money Management Center
Data Source: Financial Aid Office
Data Needs:
Reporting Results:
Additional Data Tools:

Initiative: 20. Establish a *Course Offerings Task Force* with the goal of analyzing all aspects of WSU's course offerings to optimize student persistence, throughput, and success. Task Force activities include the following:
- Review Starfish *Course Analytic* data on pass rates, courses, bottlenecks, etc.
- Review Visual Schedule Builder (VSB) data that shows course conflicts and course demand
- Explore Visual Schedule Builder integration with the CatTracks Planning tool
- Incorporate Bullock's dissertation on measures of efficiency
- Promote completion of QL in high school via concurrent enrollment courses
- Utilize UAAC (College Advisors) to determine courses, without prerequisites, but that need specific competencies for success and determine whether or not this anecdotal evidence can be substantiated
- Use EMS information to help plan space optimization
- Ensure all courses are using the "waitlist" functionality
- Determine whether course offerings comply with standard beginning and ending times so student schedules are not negatively impacted
- Use Curricular Analytics to analyze curriculum https://curricula.academicdashboards.org/ to identify roadblock and bottleneck courses and options for course re-sequencing
- Explore how to incorporate degree maps into the Schedule Builder tool so departments know what course to offer and when to offer them
- Explore the practicality of requiring students to put a graduation plan in the CatTracks planning tool. Then use Starfish to see if student's deviate from their plan.
- Select 3-4 academic departments to pilot a complete analysis of their course offerings

Student Group: Focused on current students
Priority: Medium
Timing of Initiative: Currently in progress (Task Force began meeting January 2019)
Desired Outcome: Plan for the continuation of the Task Force ideas by implementing a *Registrar's Consulting Services* to make available the above services to all interested departments.
Responsible Entity: Course Offerings Task Force

Data Source: IE and IR
Reporting Results:
Additional Data Tools: NA

Initiative: 21. Establish a *Course Materials Task Force* with the goal of finding ways to reduce the cost of course materials for WSU students and making higher education more affordable. Task Force activities include the following:

- Review open source materials (Open Textbook Library, Open Stakes, etc.)
- Determine top 20 WSU courses with highest enrollment and the average cost of course materials.
- Survey how the cost of course materials affect students
- Determine best practices in determining affordable course materials (e.g. faculty selecting materials earlier (at least by the deadline); using the same materials for multiple semesters; using open source materials, developing own low cost/no cost materials, etc.)
- Seek feedback from SLCC on their open source materials
- Set up workshops for faculty who may be interested in developing their own course materials…. Taught by WSU faculty who have already developed course materials.
- Figure out how to denote courses in the University Catalog and the registration system as "No cost or Low Cost" sections.
- Encourage the Teaching Learning Forum (TLF) to offer faculty workshops on "Open Educational Resources" and "Intro to Copyright Laws"
- Leverage the Bookstore and Library to fund a new FTE/resource person to research course material options for faculty.

Student Group: Focused on current students
Priority: Medium
Timing of Initiative: Currently in progress (Task Force began meeting fall 2018)
Desired Outcome: Create an on-going *Affordable Course Materials Standing Faculty Committee*
Responsible Entity: Course Materials Task Force
Data Source: IE and IR
Reporting Results:
Additional Data Tools: NA

Initiative: 22. Implement an admissions deadline so students are better prepared to begin school (e.g. have been admitted, filled out financial aid, attended orientation, met with an advisor, etc.)
Student Group: Current students
Priority: Currently gather data on this initiative
Message:

Timing of Initiative:
Desired Outcome:
Responsible Entity:
Data Source:
Reporting Results:
Additional Data Tools:

Initiative: 23. Create specific and focused "advising" training for faculty as determined by the University Academic Advising Council (UAAC).
Student Group: Current students
Priority: On Hold for now
Message:
Timing of Initiative:
Desired Outcome:
Responsible Entity:
Data Source:
Reporting Results:
Additional Data Tools:

COMPLETION Key Performance Indicator (KPI)

GOAL: Increase by 1.5% the number of students completing a certificate and/or degree within eight years of their initial enrollment.

In order to achieve the University's completion goals we will need the help of everyone. In particular, deans, department chairs, and faculty can make a difference by assisting in undergraduate "pipeline work" such as:
- Assisting students with 90+ credit hours to complete their bachelors degree
- Assisting students with 50+ credit hours to complete their associate degree

Table 7: Students completing associate or bachelors degrees by academic college, including target increases for academic year (AY) 2019-20 (64 additional students for AY 19-20)

College	Students w/50+ Credit Hrs that Could/Should Earn Associate Degree in 1 Year		Target for AY2019-20 Students that Could/Should Earn Associate Degree in 1 year	
Arts & Humanities	N	%	Target Increase	% Increase
Business & Economics				
Education				
Engineering Applied Science & Technology				
Health Professions				
Science				
Social & Behavioral Sciences				
General Studies				

College	Students w/90+ Credit Hrs that Could/Should Earn Bachelors Degree in 2 Years – AY 2016-17		Students w/90+ Credit Hrs that Could/Should Earn Bachelors Degree in 2 Years – AY 2018-19	
	N	%	N	Target %
WSU Overall	2,964	59.2%	3,014	
Arts & Humanities	304	62.2%	277	
Business & Economics	289	69.2%	288	
Education	284	77.5%	269	
Engineering Applied Science & Technology	550	57.5%	540	
Health Professions	826	54.4%	859	
Science	199	53.8%	226	
Social & Behavioral Sciences	310	64.8%	359	
BIS	26	42.3%	33	

Performance Indicators (PIs)

Category	2010-11 Entering Students w/Award in 8 Years		Target for 2011-12 Students w/Award in 8 years	
	Students	%	Student Increase	% Increase
Dev/Dev Students	?	16.5%	?	1.5%
First Generation (FAFSA)	?	37%	?	?
Hispanic	?	33.3%	?	?
Non-Resident	?	38.8%	?	?

COMPLETION INITIATIVES

Initiative: 1. Current students (and recent stop-outs) who, according to CatTracks, are within one or two semesters of graduation with their associate (50+ credit hours) or bachelor's degrees (90+ credit hours) OR who have high credit hours (75+ for associate and 135+ for bachelors) and may have already completed all degree requirements.

Student Group: Current students

Priority: High

Message: According to CatTracks you are very close to graduating. Is there anything we can do to help you apply for graduation and complete your degree?

Timing of Initiative: During registration and before the first day of class

Desired Outcome: Contact these students, review remaining courses, determine if courses will be offered, ask if they have the finances to finish, and remind them of the on-line graduation application accessed via the eWeber portal. If student has high hours they may have met all requirements (especially for an associate degree), and may only need to formally apply for graduation.

Responsible Entity: College Academic Advisors and Student Success Center

Supporting Entities: Financial Aid may be able to help with a "completion scholarship"

Data Source: Institutional Effectiveness

Data Needs: Starfish attributes, date when student was identified, total contact attempts, how contacted, enrolled after contact, percent enrolled after contact. Where will this data be stored and tracked?

Reporting Results: Log notes in CatTracks or maybe Starfish?

Additional Data Tools: NA

Initiative: 2. Current students who have submitted an application for graduation but for some reason did not graduate.

Student Group: Current students

Priority: High

Message: According to our records you applied for graduation but the degree was not posted. In visiting with the student determine the specific reason(s) for non-graduation and help student understand what they need to do.
Timing of Initiative: After end of semester, after graduation, and after sufficient time for the Registrar's Office to resolve any issues they are taking care of.
Desired Outcome: Get 95% of these students graduated within the next semester.
Responsible Entity: College Academic Advisors and Student Success Center
Data Source: Registrar's Office
Data Needs: Sort by college, semester/year, reason(s) for non-graduation, number needing something additional, number cleared for graduation, percent cleared for graduation.
Reporting Results: Need tracking tool or mechanism.
Additional Data Tools: Graduation Dashboard in Report Gallery

Initiative: 3. Recently graduated students who have registered/enrolled for the next semester but with no program of study.
Student Group: Graduated students
Priority: Medium
Message: Determine each student's situation. They are probably associate degree recipients with no declared bachelor's degree. Help them use the on-line POS or refer them to the appropriate academic department.
Timing of Initiative: After degrees post
Desired Outcome: Contact all these students and help those who are associate degree holders (but no bachelor's degree) to declare their program of study (POS).
Responsible Entity: College Academic Advisors and Student Success Center
Data Source: Registrar's Office
Reporting Results: ?? set up a flag in Starfish ??
Additional Data Tools: NA

FISCAL HEALTH Key Performance Indicator (KPI)

GOAL: Increase the amount of budget related headcount tuition collection by at least 1% annually.

Performance Indicators (PIs)	Fiscal Year (FY) 2019-20 Target
Budget related headcount tuition collected from non-resident students	$
Budget related headcount tuition collected from resident students	$
TOTAL budget related tuition collected	$766,245

Table 8: Budget related head count revenue collection by academic year

This chart shows the initial necessary student enrollment increases for campus distributed across each of the three semesters based on historic enrollment patterns.

Semester	Est. Tuition needed Collections	Estimated BR FTE Needed	Estimated Headcount Needed	Student Increase over Prior Year
Fall 2019	$ 35,512,579	13427	18964	205
Spring 2020	$ 32,977,054	12469	17652	177
Summer 2020	$ 10,433,653	3945	7441	37
Annual Totals	$ 78,923,286	--	--	Student Semesters 419

KEY
AY = academic year
BR = budget related
HC = head count
FY = fiscal year