I. Mission Statement

The Enrollment Management Services (EMS) mission is to:

*Coordinate the recruitment, enrollment, retention, and graduation of a diverse, high-quality student population, necessary for the University to meet its goals. EMS enables the University to make decisions and facilitates accountability through the provision of records and data management services.*

EMS efforts support both California State University, Chico’s mission to be “committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society,” as well as the Division of Student Affairs’ mission to “directly support the recruitment, retention, graduation, and satisfaction of California State University, Chico students by providing comprehensive and integrated student services programs for all students.”

EMS values are centered on outstanding service to students and the campus community. We are accountable for what we do and responsive to change. We are educational leaders for innovative enrollment management which is inclusive and respects and honors diversity of experience and thought.

**EMS Values**

**Service to Students and the Campus Community**
- Excellence in both quality and spirit of service
- Student-centered policies and practices that foster achievement and progress to degree

**Diversity and Equity**
- Standards and practices which are equitable for all
- Intentional outreach

**Communication and Collaboration**
- Collaboration with internal and external partners
- Facilitation of communication with students

**Integrity and Accountability**
- Integrity and the principles of truth and honesty. We will be equitable, ethical, and professional.
- Efficient and effective use of resources. We accept the responsibility of the public’s trust and are accountable for our actions.
- Accountability through the practice of evidence-driven decision-making

**Innovation**
- Responsive, creative, and adaptable thinking
- Leveraging technology to improve services

**Staff Development**
- Professional growth and achievement
- Recognition and celebration of outstanding performance
Goals

- Meet the annualized resident FTES enrollment target set by the CSU Chancellor’s Office.  
  *(University Strategic Priority: 5; Student Affairs Goal: 1)*

- Implement the Strategic Enrollment Management (SEM) Plan.  
  *(University Strategic Priorities: 1, 3, 4, 5, and 8; Student Affairs Goals: 1, 2, and 3)*

- Coordinate the recruitment, enrollment, retention, and graduation of a diverse, high-quality student population, necessary for the University to meet its goals.  
  *(University Strategic Priorities: 1, 3, 4, and 8; Student Affairs Goals: 1, 2, and 3)*

- Enable the University to make decisions and facilitate accountability through the provision of records and data management services.  
  *(University Strategic Priorities: 1, 3, and 5; Student Affairs Goals: 1 and 3)*

- Support the goal achievement of EMS departments: Academic Advising Programs (AAP), Financial Aid and Scholarship Office (FASO), Office of Admissions (ADMS), and Office of the Registrar (REGS).  
  *(University Strategic Priorities: 1, 2, 3, 4, 5, and 8; Student Affairs Goals: 1, 2, and 3)*

- Date of last review: July 2016.

II. Accomplishments

- Met the 2015-16 Annualized Resident Full-Time Equivalent Students (FTES) target of 15,000:  
  o Final Annualized Resident FTES was 15,077 – 77 FTES or .51% over target.

- Coordinated cross-campus enrollment planning to meet the 2016-17 Annualized Resident FTES target of 15,135:  
  o Included collaboration with Institutional Research (IR) to create multiple scenarios for consideration by Cabinet, Council of Academic Deans (CAD), and the Enrollment Management Advisory Committee (EMAC);
  o Considered the new student mix in consultation with the Vice President for Student Affairs (VPSA), EMS leadership, Graduate Studies, Office of International Education, and EMAC;
  o Growth plan for additional 135 resident FTES and a new student mix of 91.2% undergraduate and 8.8% graduate was finalized in March 2016; and,  
  o Chico State is on track to achieve fall 2016 enrollment goals, to open for new students for spring 2017, and to meet the 2016-17 resident FTES enrollment target.

- Continued implementation of the Strategic Enrollment Management (SEM) Plan:  
  o Key Performance Indicators were analyzed, summarized, and published on the SEM web site;  
  o Expanded underrepresented student recruitment/outreach programs, in particular to first-generation and ethnically diverse California residents, and student success services;  
  o Supported Hispanic Serving Institution (HSI) attainment and student success initiatives:  
     Fall 2016 Hispanic student enrollment reached 28%;  
     New First-time Freshmen were 42% Hispanic and new Transfers were 22% Hispanic;  
     Supported transition of Admissions staff to interim assistant director of HSI initiatives role;  
     EMS departments partnered with other student services offices to expand the Spanish language new student orientation program; and,  
     Provided funding for HSI initiatives and interim director and other staff to attend Hispanic Association of Colleges and Universities conferences/meetings.  
  o Expanded enrollment management collaboration with deans, including consideration of college enrollment management goals; provided admissions application, admit, and estimated enrollment data; and assisted with program impaction planning. Also partnered with deans and academic departments to enhance new student recruitment, to roll out Hobsons Agile Advisor software, and to expand Smart Planner development; and,  
  o Supported analysis of an international enrollment growth plan and funding model.

- Assisted in coordinating Chico State’s participation in the Chancellor’s Office Student Success Initiatives:  
  o Student Success Completion Initiative: Successfully advocated for two base-funded academic advising positions ($127,000). One advisor to support faculty advising training and coordination and the second to support first-generation students not already in a support program;
  o E-advising Initiatives: Smart Planner maintenance and development ($50,000); Hobsons Agile
Grad/Advisor implementations (annual maintenance = $30,000; roll-out staffing = $35,000);  
- Action Research and Data Readiness project to analyze second-to-third year retention and develop advising interventions: Ongoing collaboration with mathematics professor to develop the model and backfill staffing support of $99,450 (one-time) continues. Outreach program to at-risk students was piloted for spring 2016; and,  
- Served on the Graduation Initiative Team: Assisted in achieving current graduation rate goals, planning for 2025 goals, and consideration of current and future student success strategies and programs.

- Institutionalized processes to comply with federal requirements for state-by-state authorization to provide distance education:  
  - Currently have authorization to provide distance education in 33 states, one state is in under review, and 16 states require fees be submitted with request for authorization or exempt status – not currently seeking authorization for those 16 states; and,  
  - Developed internal report to monitor nonresident student enrollment in distance education programs/courses throughout registration cycles.

- Supported successful software implementations, roll-outs, and IT staffing:  
  - Smart Planner—REGS expanded to all majors;  
  - Hobsons Agile Advisor/Grad—AAP rolled out to most academic departments and faculty advisors;  
  - Platinum Analytics—REGS continues analysis of course scheduling history and Degree Progress Report (DPR) data to inform future scheduling efficiencies. Project was delayed by Ad Astra’s need to reprogram for the complexities of DPR data and the specifics of Chico State’s general education requirements;  
  - New mobile app platform—go-live shifted to July 2016 and functionality scaled back due to limited technical support; and,  
  - In the wake of IT staff resignations and repeated programmer failed searches, successfully advocated for a starting salary differential for these hard-to-hire positions along with consulting resources to shore-up maintenance support.

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  - New mobile app platform—go-live shifted to July 2016 and functionality scaled back due to limited technical support; and,  
  - In the wake of IT staff resignations and repeated programmer failed searches, successfully advocated for a starting salary differential for these hard-to-hire positions along with consulting resources to shore-up maintenance support.

- Enhanced diversity student recruitment and retention initiatives:  
  - ADMS expanded campus partnership collaboration, including the Cross-Cultural Leadership Center/Sacramento Pipeline through College Program, and recruitment outreach with Community Based Organizations;  
  - AAP received a second Student Learning Fee award to extend the Achieving Academic Connectedness through Education (AACE) pilot program; and,  
  - AAP, via the CSU Student Success and Completion Initiative program, received new base funding to hire an academic advisor to replace AACE, enhancing academic advising support of first-generation, underrepresented minority students not part of another support program.

- Led successful leadership searches due to retirements:  
  - AAP interim director began in January 2016;  
  - University Registrar will begin in August 2016;  
  - Served on successful search committee for Office of International Education interim director; and  
  - Served on search committee for Institutional Research director (second round in progress).

- Supported additional Student Affairs reorganization goals:  
  - Financial Aid and Scholarship Office (FASO) joined EMS in November 2015;  
  - New Student Orientation was realigned from AAP to Student Life and Leadership in March 2016; and,  
  - Facilities Reservations will join University Public Events in July 2016.

- Supported EMS departments in achieving their accomplishments:  
  - **Academic Advising Programs Accomplishments:**  
    - Advocated for and received CSU Chancellor’s Office Student Success Initiative base funding to expand support for faculty advising and academic advising student success outreach and programming to first-generation and underrepresented minority students not already in a formal support program;  
    - Expanded implementation of AgileGrad/Advisor e-advising software to academic and student success departments outside of Student Affairs; and,
- Assisted with the realignment of new student orientation with Student Life and Leadership and guaranteed ongoing wrap-around program support. Received Student Learning Fee award to assist in purchasing a more robust online orientation system.

- **Financial Aid and Scholarship Office Accomplishments:**
  - Started e-Forms project with technical staff;
  - Reviewed and prepared policies and procedures, internal controls, and documentation for full-scope A133 Audit; and,
  - Automated and improved Dream Student aid processing.

- **Office of Admissions Accomplishments:**
  - Recruited and processed over 30,000 applicants with limited staffing;
  - Launched five new email communications regarding a variety of topics, attracting 3700 visitors to Choose Chico!, in coordination with multiple offices/colleges; and,
  - Launched two Twitter chat sessions, opening of the first phase of the Admissions Call Center, and expansion of prospective student electronic outreach via web camera.

- **Office of the Registrar Accomplishments:**
  - Graduated over 2,660 students since summer 2015 using the PeopleSoft Degree Audit automated process;
  - Articulated 1,710 CourseMatch and AB 386 equivalencies and uploaded them to the Transfer Evaluation System (TES) for CSU system-wide visibility, and completed 238 faculty determined articulations and 702 C-ID articulations and uploaded them to ASSIST for CSU system-wide visibility; and,
  - Completed programming of the Smart Planner of all majors and minors for students under the 2013 catalog and later. Over 5,000 students have used the Smart Planner.

**Diversity Efforts**

- Fall 2015 ethnic diversity student enrollment increased to 41.9%.

**Fall Semester Enrollments by Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>124</td>
<td>118</td>
<td>102</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>Asian</td>
<td>819</td>
<td>909</td>
<td>907</td>
<td>979</td>
<td>989</td>
</tr>
<tr>
<td>Black/African American</td>
<td>290</td>
<td>302</td>
<td>296</td>
<td>356</td>
<td>402</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,718</td>
<td>3,192</td>
<td>3,618</td>
<td>4,353</td>
<td>4,805</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>38</td>
<td>33</td>
<td>23</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>572</td>
<td>732</td>
<td>780</td>
<td>851</td>
<td>883</td>
</tr>
<tr>
<td>White</td>
<td>9,374</td>
<td>9,118</td>
<td>8,565</td>
<td>8,578</td>
<td>7,894</td>
</tr>
<tr>
<td>Nonresident Aliens</td>
<td>5,569</td>
<td>6,330</td>
<td>6,565</td>
<td>819</td>
<td>773</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1,516</td>
<td>1,438</td>
<td>1,410</td>
<td>1,382</td>
<td>1,330</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>15,920</td>
<td>16,470</td>
<td>16,356</td>
<td>17,443</td>
<td>17,200</td>
</tr>
</tbody>
</table>

| Students of Color       | 4,561     | 5,284     | 5,726     | 6,664     | 7,208     |
| URM                    | 3,132     | 3,610     | 4,016     | 4,809     | 5,305     |

**Percent of Total Enrollment by Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>17%</td>
<td>19%</td>
<td>22%</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td>55%</td>
<td>52%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Nonresident Aliens</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>% Students of Color</td>
<td>29%</td>
<td>32%</td>
<td>35%</td>
<td>38.2%</td>
<td>41.9%</td>
</tr>
<tr>
<td>% URM</td>
<td>20%</td>
<td>22%</td>
<td>25%</td>
<td>28%</td>
<td>31%</td>
</tr>
</tbody>
</table>

- Expanded diversity student recruitment for the fall 2016 new student class, with special focus on underrepresented minority and North State students, resulting in 57% of intent to enroll submissions coming from students of color (SOC) First-Time Freshmen and 42% for SOC Transfers.
• Enhanced student services with special focus on underserved students. Examples include: Academic advisor hired, focusing on first-generation students not in a formal support program; supported new student orientation Spanish language program and Chico Student Success Center’s off-site advising and registration program in the Coachella Valley; financial aid provided outreach to local high schools and improved DREAM student aid processing; and enhanced recruitment of underrepresented students via collaboration with Community Based Organizations and the Cross-Cultural Leadership Center’s Pipeline Through College program in Sacramento.

• Supported the participation of eight EMS staff in the Diversity Certificate Program.

III. Changes in Policies and Procedures

• Online State Authorizations: Effective July 1, 2015, colleges and universities were required to obtain state-by-state authorization to provide online/distance programs to non-resident students. Ongoing research is required as states continually amend their authorization requirements.

IV. 2015-2016 Resources Summary

**Resource Allocations***

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base allocations</td>
<td>$4,666,429</td>
</tr>
<tr>
<td>Specific Use Funds Carryover Returned</td>
<td>119,392</td>
</tr>
<tr>
<td>CERF (general fund – 14/15 allocation)</td>
<td>124,878</td>
</tr>
<tr>
<td>Revenue</td>
<td>165,742</td>
</tr>
<tr>
<td>Work Study</td>
<td>164,000</td>
</tr>
<tr>
<td>One Time Allocations:</td>
<td></td>
</tr>
<tr>
<td>Admissions Evaluator I Position</td>
<td>36,936</td>
</tr>
<tr>
<td>CSU Chancellor’s Office – Platinum Analytics</td>
<td>35,000</td>
</tr>
<tr>
<td>CSU Chancellor’s Office – Hobson’s Agile Grad</td>
<td>65,000</td>
</tr>
<tr>
<td>CSU Chancellor’s Office – FASO Supplemental Funding</td>
<td>12,000</td>
</tr>
<tr>
<td>CSU Student Success Initiative – SSP II/SSP III (1/2 yr.)</td>
<td>47,000</td>
</tr>
<tr>
<td>North State Initiative</td>
<td>28,000</td>
</tr>
<tr>
<td>Parent Institute for Quality Education</td>
<td>25,000</td>
</tr>
<tr>
<td>ADMS ASC Temp Salary (Nov/Dec)</td>
<td>3,517</td>
</tr>
<tr>
<td>Summer Orientation Spanish Language Session</td>
<td>3,000</td>
</tr>
<tr>
<td>Teach Grant</td>
<td>4,400</td>
</tr>
</tbody>
</table>

**TOTAL** $5,500,294

*The Financial Aid and Scholarship Office was aligned with EMS during 2015-16.

During 2015-2016, approximately ninety-three percent of all resources were reallocated to EMS departments to cover staffing (79% of total allocation) and support costs for services provided to students, faculty, staff, administrators, the Chancellor’s Office, and the public. Additional essential costs covered by the administrative budget included:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Refresh</td>
<td>13,672</td>
</tr>
<tr>
<td>Diplomas</td>
<td>23,914</td>
</tr>
<tr>
<td>Executive Searches</td>
<td>8,943</td>
</tr>
<tr>
<td>Hobson’s Agile Grad</td>
<td>30,000</td>
</tr>
<tr>
<td>ImageNow</td>
<td>16,973</td>
</tr>
<tr>
<td>Parent Institute for Quality Education</td>
<td>27,500</td>
</tr>
<tr>
<td>Strategic Enrollment/Diversity (all EMS)</td>
<td>163,000</td>
</tr>
<tr>
<td>Student Insights (View Report)</td>
<td>5,760</td>
</tr>
<tr>
<td>XAP / e-Transcript</td>
<td>7,500</td>
</tr>
</tbody>
</table>

**TOTAL** $297,262
Human Resources
Refer to the EMS organizational chart at [http://www.csuchico.edu/em/documents/EMSOrgChart.pdf](http://www.csuchico.edu/em/documents/EMSOrgChart.pdf) for full details.

<table>
<thead>
<tr>
<th>Summary of Staffing Changes in EMS During 2015-2016</th>
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<tbody>
<tr>
<td>Academic Advising Programs</td>
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<td>Academic Advising Programs</td>
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<td>Office of Admissions</td>
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<tr>
<td>Office of the Registrar</td>
</tr>
</tbody>
</table>

Facilities/Equipment

**New Software Licenses**
N/A

**Ongoing Annual Software Licenses**
- AdAstra Platinum Analytics
- Hobsons Agile Grad and Advisor
- ImageNow
- XAP Corporation
V. Program Assessment of Past Year

Program Objectives

- Met the 2015-16 Annualized Resident FTES target of 15,000: Final Annualized Resident FTES was 15,077, 77 FTES or .51% over target.

### 2015-2016 Headcount and FTES as of Fall 2015 Census (03/03/2016)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Semester</th>
<th>Year</th>
<th>All Students</th>
<th>Resident Students</th>
<th>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Headcount</td>
<td>FTES</td>
<td>Headcount</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>2015</td>
<td>81</td>
<td>36.7</td>
<td>81</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>2015</td>
<td>17,200</td>
<td>16,136.3</td>
<td>16,371</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>2016</td>
<td>16,543</td>
<td>15,408.5</td>
<td>15,778</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>Annualized</td>
<td>15,790.8</td>
<td>15,790.8</td>
<td>16,115</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>2015-2016 Targets (7-17-2015)</td>
<td>15,689.0</td>
<td>15,000.0</td>
<td>689.0</td>
</tr>
</tbody>
</table>

- Percent of Target | 100.65% | 100.51% | 103.66%

- Applications / Admits / Enrolled Data Reports
- Enrollment Reports:
  - Current Census Enrollment and FTES
  - Five Year Enrollment Summary
  - Course Enrollments and FTES
  - Undergraduate Student Demographics

- Persistence and Graduation
- Chico State exceeded its 2009 CSU Graduation Initiative Goals:
Ongoing Assessment Efforts

- Monitor progress toward 2016-17 enrollment goals:
  - Daily headcount and FTES reports;
  - Periodic assessment of new student enrollment by ethnicity, academic majors, geographic representation, general education course needs, residency, and enrollment mix;
  - Headcount and FTES projections based on historical analysis and new student application, admit, intent to enroll, and enrolled yields; orientation reservations and program participation; housing applications; FTES multipliers and semester-to-semester continuation rates; graduation applications; and retention and graduation rates; and,
  - At enrollment milestones, assess progress toward annualized enrollment target and adjust enrollment plans as needed.
- Develop 2017-18 enrollment planning scenarios for resident FTES target:
  - Assess California high school graduation rates and demographic trends, University of CA resident enrollment trends, and overall CA student recruitment nationally;
  - Analyze transfer student trends and feeder community college enrollments;
  - Consider admissions application, admit, intent to enroll, and enrollment yields to inform recruitment and admitting strategies;
  - Evaluate continuation and graduation rates, and student unit load; and,
  - Align enrollment goals with University and Student Affairs strategic priorities.
- 2025 CSU Graduation Initiative Team Goals: Assist with implementation of student success programs and reporting.
• Create new enrollment management reports:
  o Research and analyze enrollment management assessment best practices; and,
  o Collaborate with Information Resources and Institutional Research to implement the new data warehouse/assessment platform and reporting tools to create new reports and benchmarks.

VI. Analysis

• Information Technology (IT) Support: EMS’s biggest challenge to maintaining and enhancing student success services is the erosion of IT support. Annually we serve more students with the same staff levels and rely heavily on IT enhancements of operational processes and student services to keep pace. Over the past year, IT programming resources have decreased due to computer programmers leaving and the inability to recruit and hire replacements. Currently, basic maintenance of PeopleSoft student modules is being supplemented by external consultants.

  • Software development needs/highlights:
    o Advocate for programming resources to support new development, acquisition, and implementation;
    o Perceptive Content (formerly Image Now) Optical Character Recognition (OCR) for admission application and paper transcript processing;
    o Customer Relationship Management (CRM) system to expand new student recruitment and student success support functionality and cross-campus collaboration;
    o Ongoing rollout of Smart Planner to enhance four-year degree planning and AgileGrad/Advisor to support student success early alerts and at-risk advising;
    o Platforms for online catalog, course schedule, and curriculum management;
    o Transcript ordering integration with PeopleSoft via the National Student Clearinghouse; and,
    o Enrollment reports and dashboards: Expand predictive modeling and respond to Chancellor’s Office student success and ad hoc data requests.

  • Advocate for Increasing operating budget to cover current expenditure level (significant annual one-time funding needed):
    o Expand new student recruitment and communications, particularly for diverse student markets; and,
    o Assess overall staff and budget levels to align with large public universities.

  • Enhance collaboration with Academic Affairs to support existing programs and new initiatives:
    o Expand academic advising for underrepresented minority and at-risk students, and faculty advisor training and support;
    o Expand new student recruitment and enrollment management by majors and colleges;
    o Enhance course schedule development based on data analysis, consideration of a course scheduling policy, and use of Degree Audit, Smart Planner, and Ad Astra Platinum Analytics data to inform course planning;
    o Create forums for cooperation and communication in addition to the Council of Academic Deans; and,
    o Support Western Association of Schools and Colleges accreditation planning goals and initiatives.

• Develop a scholarship program to support enrollment management goals, in particular for economically disadvantaged students, and to support student retention.

VII. Program Objectives for Next Academic Year

• Meet the 2016-17 resident FTES target and plan for the 2017-18 resident FTES target.
• Expand implementation of the SEM Plan by identifying priority goals and actions, creating project plans, publishing updated KPIs, and promoting results and assessing impacts.
• Enhance diversity student recruitment and retention initiatives, including reducing the underrepresented minority retention and graduation rate gaps.
• Support Hispanic Serving Institution student success initiatives and grant opportunities.

• Support top-priority software implementations:
  o CRM—expand recruitment and student success communication and collaboration;
  o OCR—enhance admission application processes to support volume increases;
  o Smart Planner—expand promotion to increase student use for four-year degree planning;
  o Hobsons Agile Advisor/Grad—roll out to all academic departments and faculty advisors;
  o Platinum Analytics—roll out to college deans and academic department chairs to optimize course scheduling;
  o ASSIST Next Generation and Transfer Evaluation System; and,
  o Transcript ordering integration with PeopleSoft via the National Student Clearinghouse.
• Support EMS departments to achieve their priority program objectives:
  o Academic Advising Programs Program Objectives:
    ➢ Support CSU Chancellor’s Office student success initiatives of time-to-degree through continuation of e-advising tools, Associate Degree for Transfer, and Action Research retention projects;
    ➢ Examine programmatic and staff responsibilities/oversight relative to aspects of new student orientation programs including: Summer Orientation, Spanish Language Program and Express Orientations (on-the-road);
    ➢ Increase AAP’s campus community profile: Identify platforms to engage stakeholders to holistically consider the nature of advising in the context of being an HSI and meeting the needs of traditionally underserved populations; and
    ➢ Analyze department organizational structure, particularly academic advisor roles and classifications.
  o Financial Aid and Scholarship Office Program Objectives:
    ➢ Fully implement e-forms with CAS authentication and PeopleSoft integration;
    ➢ Implement earlier FAFSA application period and earlier income/tax information; and
    ➢ Prepare for retirement of FASO-dedicated PeopleSoft expert programmer/analyst.
  o Office of Admissions Program Objectives:
    ➢ Launch redesigned admissions packet, mobile optimized website, visitor experience packet, and additional new marketing materials;
    ➢ Reimagine the visitor experience for all guests of Chico State with full-wall graphics, banners, and a robust visitor packet;
    ➢ Begin implementations of new CRM and document imaging/OCR technology (pending funding);
    ➢ Expand On-The-Spot-Admissions outreach to include the Sierra College/Nevada County Center; and
    ➢ Evaluate transfer admissions operations to improve admit notification and transfer course evaluation timing and increase enrolled yield.
  o Office of the Registrar Program Objectives:
    ➢ Provide a workshop for students nearing graduation to help them prepare and plan their remaining semesters;
    ➢ In coordination with the Degree Audit staff and campus programmers, create reports using Smart Planner data. Consult with departments on the development of the reports to help with course planning efforts and to notify students of obstacles to their progress toward degree; and
    ➢ In anticipation of ASSIST NextGen in spring 2017, provide support for a smooth transition and training to campus staff and advisors who utilize the articulation agreements.