“Strategic Enrollment Management (SEM) is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students where ‘optimum’ is defined within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution’s function and culture.” (Michael Dolence, 1993.)

Rev. July 9, 2013
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Acknowledgments

The development of this Strategic Enrollment Management Plan would not have been possible without the leadership provided by President Paul J. Zingg, Provost and Vice President for Academic Affairs Belle Wei, and Vice President for Student Affairs Drew Calandrelli, and the efforts of many members of the California State University, Chico campus community.

For years, CSU, Chico has been building a more integrated system of enrollment management. The campus community recognized the integrated nature of enrollment management and has made great strides in collaborative work across its divisions. This work has resulted in record applications, enrollment, retention, and graduation rates. In the current effort, members of Chico’s Strategic Enrollment Management Task Force have expanded upon the earlier engagements with this core process and have focused on designing a more strategic and intentional approach to address the challenges facing higher education in general and CSU, Chico in particular.

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Message from the President

Colleagues:

I am pleased to share with you CSU, Chico’s 2012–2017 Strategic Enrollment Management Plan. The plan addresses the charge I initially set for the task force that developed this plan, namely, to provide the context for and identify the elements of a broad-based plan that will institute a transparent, intentional, and integrated framework to guide us in our enrollment management efforts.

CSU, Chico completed its 125th anniversary year in 2012, which saw the values of our campus expressed in emphatic ways, such as the My Service Counts campaign that totaled more than 170,000 volunteer hours by students, faculty, staff, alumni, and parents. Our very successful Chico State Expo 125, which paired a community open house with Choose Chico!, demonstrated our long-standing commitment to the region as well as to our prospective students. Not surprisingly, this Strategic Enrollment Management Plan reflects these enduring University values and builds on the success we have enjoyed as one of the CSU’s most popular campuses.

Higher education has been under unprecedented pressures to provide greater access to our institutions, ensure student learning and success, respond to rapidly changing demographics, increase accountability, and develop greater efficiencies as we face significantly reduced resources, especially in the public sector. Strategic enrollment planning is a critical tool in responding to these pressures and overcoming them. Our ability to recruit, enroll, retain, and graduate a diverse, high-quality student body is significantly enhanced by a dynamic and comprehensive plan that includes both a short-term and long-term focus, and that is seen as part of an ongoing and adaptive process.

A campus enrollment plan is not only mandated by the Chancellor’s Office and the CSU Board of Trustees; it is critical, I believe, to our efforts to manage these matters. And to do so, as much as possible, on our terms and in accordance with our strategic priorities. The CSU, Chico Plan provides a unified and focused direction in order to deal with the turbulent conditions affecting higher education in general, and the CSU system in particular, as we navigate budget cuts and a divisive political environment.

I invite you to examine closely this plan and to help achieve its goals through careful and consequential actions. The plan’s success depends not only upon a consensus of approval for its guiding principles and strategies, but also on broad institutional commitment to its implementation.

Paul J. Zingg

September 2012
Introduction

Since its beginnings in 1887, CSU, Chico has provided generations of students with unique educational experiences built upon an inclusive learning community of faculty, staff, and students who live, work, and study within a rural Northern California setting. Today, CSU, Chico is one of the West’s highest-ranking public comprehensive universities. It serves not only the local region but also the state, the nation, and the world through instruction, research, and public service. CSU, Chico’s popular motto, “Today Decides Tomorrow,” characterizes the University’s focus on student success, exemplified by its high graduation rate, strong ranking for alumni earning levels, and many national and regional awards in student competitions. CSU, Chico is renowned for its leadership in higher education in areas such as service, sustainability, and academic technology. It is also known for the deep affinity alumni and others have for the Chico Experience, a special sense of place, and an uncommon commitment to student learning that sets CSU, Chico apart from many other universities.

For the past few years, significant economic and political events in California as well as in the United States have affected public higher education enterprises. Like other universities, CSU, Chico has faced the challenges of reduced fiscal resources, increasing public expectations and needs, and rapid innovation—especially in information technologies.

In response to these challenges, CSU, Chico is developing its multiyear strategic enrollment plan to better align itself with its current and, more importantly, future environment, as well as to provide ongoing guidance for its enrollment policies, procedures, and practices. President Zingg has noted: “We choose to see the current ‘crisis’ as an opportunity to reaffirm our purposes, reset our priorities, revisit how we do business and define quality, and reestablish our public standing. We are convinced that if we address these challenges strategically and decisively, we can emerge as an even stronger university and occupy our special niche in the changing landscape of higher education for years to come. We can and we will succeed as a ‘place’ and as a ‘choice.’ ”

Vision Statement

CSU, Chico embraces the concept of One University, where campus community members move boldly into the future with a common sense of purpose and resolve. We are dedicated to academic excellence and active learning in and out of the classroom. Our University values reason, respect, and civility in the pursuit of knowledge; we demonstrate the importance of service and sustainability in our programs and policies; we successfully form engaging, diverse communities. Our campus character is evident not only among our current students, faculty, and staff but in the actions of our alumni and retired faculty and staff; the Chico Experience is a continuum that touches and informs all our community members, past and present. Few
institutions of higher learning have a more committed and loyal group of alumni and friends than CSU, Chico, and this affinity aids our recruitment of students year after year.

Members of the Strategic Enrollment Management Plan Task Force see their efforts as part of an ongoing planning process that engages the entire campus in strategic, forward-thinking, and integrated planning to achieve measurable outcomes, primary among which are student learning and student success. They see a Strategic Enrollment Management Plan that is multiyear, intentional, strategic, measurable, and evidence based—and allows for regular performance monitoring and evaluation. They anticipate that the campus leadership will champion and celebrate demonstrable results.

**Guiding Principles**

The [CSU, Chico Strategic Plan for the Future](#) and its associated [Academic Plan](#) provide the principles for enrollment planning, management, and decision making. The values and goals articulated in these planning documents embody the following principles to guide our efforts of comprehensive enrollment management:

- **P1.** Recruit, admit, enroll, retain, and graduate a diverse student population.
- **P2.** Provide the greatest access possible, particularly to students within our service region.
- **P3.** Ensure satisfactory student progress to degree.
- **P4.** Commit to the academic success of all of our students.
- **P5.** Preserve our character and distinctiveness as a residential campus.
- **P6.** Align resources and strategic enrollment practices at both campus and program levels.

These guiding principles will be evident in the implementation of this enrollment plan, as they represent the heart of the commitment we make to students at CSU, Chico.
CSU, Chico Enrollment Profiles

The Chico Normal School was founded in 1887 and enrolled its first class in 1889. The first class of teachers graduated in June 1891, when enrollment stood at 90 students. The typical Chico Normal School student was a 17-year-old woman from Northern or Central California. Women outnumbered men by more than 5 to 1.

In fall 2012, CSU, Chico is a vital part of the larger landscape of American higher education. Our student population has grown to more than 16,000, with close to 15,000 full-time equivalent students (FTES).

Head-count enrollments represent the number of students actively enrolled on campus by the close of the third week of a semester. FTES is derived by dividing total semester credit hours attempted by 15. (In 2006, the state agreed that the CSU should calculate FTES in the same way as the University of California and the rest of the nation—12 student credit units per FTES for master’s students rather than the 15-unit standard). The FTES calculations adjust the head-count enrollments for differences associated with having skewed distributions of either part-time or full-time students. Enrollment numbers for the past six years reflect a growth trajectory with a sudden downturn beginning in fall 2010 in response to state budget cuts.

Table 1: Total Head-Count Enrollment at CSU, Chico

<table>
<thead>
<tr>
<th>CSU, Chico Head Count (Fall Semesters)</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>16,250</td>
<td>17,034</td>
<td>17,132</td>
<td>16,934</td>
<td>15,989</td>
<td>15,920</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>14,826</td>
<td>15,527</td>
<td>15,692</td>
<td>15,509</td>
<td>14,689</td>
<td>14,728</td>
</tr>
<tr>
<td>Credential/Postbaccalaureate</td>
<td>589</td>
<td>615</td>
<td>571</td>
<td>540</td>
<td>385</td>
<td>338</td>
</tr>
<tr>
<td>Graduate</td>
<td>835</td>
<td>892</td>
<td>869</td>
<td>885</td>
<td>915</td>
<td>854</td>
</tr>
</tbody>
</table>

Table 2: Total Full-Time Equivalent Students (FTES) at CSU, Chico

<table>
<thead>
<tr>
<th>CSU, Chico FTES: Target vs. Actuals</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTES - Target</td>
<td>14,866</td>
<td>15,109</td>
<td>15,141</td>
<td>15,204</td>
<td>14,397</td>
<td>14,683</td>
</tr>
<tr>
<td>Total FTES - Actual</td>
<td>15,048</td>
<td>15,855</td>
<td>15,898</td>
<td>15,492</td>
<td>14,640</td>
<td>14,688</td>
</tr>
<tr>
<td>Percent Achieved</td>
<td>101%</td>
<td>105%</td>
<td>105%</td>
<td>102%</td>
<td>102%</td>
<td>100%</td>
</tr>
</tbody>
</table>

More numerous than ever are our students of color. Ten years ago, such students constituted 20 percent of our freshmen enrollments in the fall; five years ago, 26 percent; this year, they
represent 43 percent. This is a reflection of state demographic shifts, in the CSU, and on our campus (Chart 1).

The fastest-growing segment of the student population, CSU Hispanic/Latino undergraduate students, has increased by almost 70 percent over the past decade, to about 115,000 of a total CSU undergraduate enrollment of 367,000. Within the next two or three years, this population will likely become the largest ethnic group in the system.

**Chart 1: Freshman Enrollment by Ethnicity**

The CSU, in other words, looks a lot like the rest of California. As this graph shows, we at CSU, Chico are too continuing to reflect the changing demographics of our state.
**CSU, Chico Enrollment Projections**

Enrollment targets for the CSU system and individual campuses are set by the Chancellor’s Office in response to demand, budget constraints, and the ability to maintain quality, as well as negotiations with the governor and the state legislature. In previous administrations, the CSU negotiated higher education compacts with the governor that provided increased enrollments in exchange for stable funding. There are no current compact agreements, and in fact, state funding has decreased significantly, bringing increased student tuition/fees and forcing reduced enrollment, beginning with the 2009–2010 academic year.

In projecting future enrollments, we are faced with continuing uncertainty. Table 3 below is for illustration only. International projections are based on the International Enrollment Plan.

**Table 3: CSU, Chico Projected Enrollment Growth**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>14,193</td>
<td>14,193</td>
<td>14,335</td>
<td>14,478</td>
<td>14,623</td>
<td>14,769</td>
<td>14,917</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>555</td>
<td>591</td>
<td>701</td>
<td>811</td>
<td>921</td>
<td>1,031</td>
<td>1,141</td>
</tr>
<tr>
<td>International</td>
<td>501</td>
<td>537</td>
<td>647</td>
<td>757</td>
<td>867</td>
<td>977</td>
<td>1,087</td>
</tr>
<tr>
<td>Total FTES</td>
<td>14,748</td>
<td>14,784</td>
<td>15,036</td>
<td>15,289</td>
<td>15,544</td>
<td>15,800</td>
<td>16,058</td>
</tr>
</tbody>
</table>

*Projected Growth - Illustration
From International Enrollment Plan: 1% Resident FTES; 800 International students in 3 years; 1,200 international students in 5 years

**CSU, Chico Enrollment Challenges and Opportunities**

CSU, Chico faces significant challenges and opportunities that will frame and guide its strategic enrollment efforts over the next five years.

1. **Limited Demand from Our Service Region**

CSU, Chico serves a 12-county service area that is one-third the size of California, with 2% of the population. The population of the North State is not only sparse; its college-going rate has traditionally lagged that of the rest of the state (Table 10). As a result, we must recruit students from throughout the state and beyond to meet our enrollment goals.
2. *Changing Demographics in the State of California*

For the foreseeable future, the State of California will continue to be characterized by population growth and demographic changes along with rapidly changing technologies and workforce transition. The changing demography of California brings attendant challenges and opportunities. In the past few decades, most of the growth has occurred in the Hispanic and Asian populations. The California Department of Finance projects that by 2025 Hispanics will represent the largest ethnic group in the state. The socioeconomic characteristics and age structures of the state’s populations are also changing and affecting educational demand and outcomes. Traditionally, Hispanic, African American, Native American, and low-income populations have lower college-going rates.

Even without increases in high school graduation rates or college-going rates, budgeted enrollments in the CSU are expected to grow at an average annual rate of 2.5 percent according to the [CSU Strategic Planning Effort: ‘Access to Excellence.’](Chart 10)

3. *Access to and Affordability of a College Education*

The foreseeable years will also see continuing fiscal challenges to publicly funded institutions as demand on state funds will continue to squeeze spending on higher education, which is discretionary. The state is having difficulty finding resources to keep its commitment to the levels of access envisioned in the Master Plan.

The CSU is in its fourth year of fiscal crisis, and by the end of 2012, its state support may have declined by as much as a third since 2008. Compared to the Higher Education Compact, negotiated with former Governor Arnold Schwarzenegger, this results in a $1.7 billion gap in state funding, which has forced the CSU into an increasing reliance on tuition fees. At CSU, Chico, the reliance on tuition increased from 30 percent in 2006–2007 to 53 percent of the campus budget in 2011–2012 (Chart 10). The alarming rate of increase in tuition fees is raising serious concerns about the affordability of a college education in general, but especially for the first-generation, low-income student population seeking the necessary postsecondary preparation to join the workforce of the future. Adequate preparation must include a global perspective in the learning experiences we provide. These developments will pose special challenges for a rural, residential, comprehensive university such as CSU, Chico.

4. *CSU, Chico: The University of Choice*

CSU, Chico must be the institution of choice for an increasingly diverse student population. It must maintain robust enrollments to achieve its mission and secure its future. It must, therefore, continue to examine its value proposition to ensure that future student populations can fully participate in the Chico Experience. The University must leverage its unique learning assets with insights from the learning sciences and new technology-based tools to create engaging, personalized Chico learning experiences
that look to the future as well as address the reality of its students’ daily lives. It will thus prepare its students to become gainful members of the 21st-century workforce and take on the challenges, responsibilities, and obligations of citizenship in our democracy and beyond.
A Framework for Strategic Enrollment Management

The proposed CSU, Chico framework focuses on six dimensions of strategic enrollment management—university identity and image, recruitment and admission, student support systems, student success, enrollment programs and services, and an integrated infrastructure for campuswide enrollment management.

1. University Identity and Image

CSU, Chico is known for excellence in facilitating student learning and fostering student success. The acknowledged reason for its existence is to enable its students to become gainful members of the 21st-century workforce and prepare them for the challenges and obligations of global citizenship.

For the past 125 years, CSU, Chico has been guided by the understanding that a university is fundamentally a place of people and ideas. It has succeeded because it builds and sustains a distinctive sense of place. It supports the students, faculty, and staff who comprise its community. It fosters an environment of free exchange of ideas and bold imagination. It offers enriching educational experiences that deepen the sense of a distinctive Chico Experience for its students. Through cocurricular programs and a vast array of other learning opportunities—both on and beyond the campus—students can increase their levels of academic, intellectual, cultural, social and civic engagement, and personal development. This is Chico State!

Goals / Actions

To ensure its continued distinctiveness, CSU, Chico will:

S1.1. Deepen and expand the Chico Experience and make it attainable for all students.
S1.2. Preserve CSU, Chico’s character and distinctiveness as a comprehensive, residential campus.
S1.3. Further develop and promote a consistent CSU, Chico brand position—identity and image.
   a. Expand capacity of University Advancement Creative Services for brand management.
   b. Develop a comprehensive, campuswide marketing and communication plan.
   c. Develop programs to train staff and faculty on positioning initiatives.
S1.4. Increase commitment to social media as an ongoing communications strategy.
S1.5. Explore emerging technologies and media to remain relevant to current and future audiences.
S1.6. Measure and map the CSU, Chico market position relative to peers and competitors.
2. Recruitment and Admission of Students

CSU, Chico’s recruitment and outreach activities are designed to meet the CSU objectives of access and quality as well as its goal of recruiting, enrolling, and graduating a high-quality, diverse student population. Its desired student body is viewed both as a reflection of its educational mission and a significant indicator of its institutional health. President Zingg has often noted that diversity is not just an idea to express, but a community to form. “It is at the heart of what it means to be an American public university,” he says.

Goals / Actions

To promote access and quality for a high-quality, diverse student population, CSU, Chico will:

S2.1. Develop and implement multiyear student recruitment plans that increase the number and diversity of both domestic and international applicants for undergraduate, graduate, and distance learning programs.

S2.2. Enroll freshman and transfer students who are more reflective of California demographics.

S2.3. Improve the admitted to enrolled yield for admitted students of color.

S2.4. Become a Hispanic-Serving Institution.

S2.5. Expand and diversify the international student population to enhance a more global sense of campus community.

S2.6. Maintain a balanced and inclusive student body—a balanced mix of undergraduate, postbaccalaureate, resident/nonresident, first-time freshmen/transfer, and online student populations in accordance with its character as a residential campus preparing students for a global 21st century, guided by the CSU enrollment targets.

S2.7. Mitigate the impact of fluctuating enrollment targets through continued advocacy at the system level, for a target that accounts for the residential nature of the campus and the impact on the surrounding community.

S2.8. Develop a comprehensive recruitment scholarship program as a major initiative of the CSU, Chico capital campaign and ongoing University Advancement program.

S2.9. Develop new—and maintain existing—partnerships with selected programs and institutions to achieve enrollment goals.
3. **Student Support Systems**

CSU, Chico is committed to student success, broadly defined in terms of high levels of learning, engagement, persistence, graduation, and satisfaction. It has organized academic support and student services programs to ensure that students perform well academically, thrive socially, and cope effectively with nonacademic responsibilities. Its persistence rates and progress-to-degree rates are among the highest in the CSU system.

**Goals / Actions**

To ensure continued student success—broadly defined—Chico State will:

- **S3.1.** Assist all students to build academic and personal success throughout their time at CSU, Chico.
- **S3.2.** Improve retention and progress-to-degree rates for all students.
- **S3.3.** Reduce the existing achievement gap between underrepresented minority and non-underrepresented students.
- **S3.4.** Monitor student utilization of and satisfaction with support services.
- **S3.5.** Strive to eliminate financial barriers to a CSU, Chico education.
  - a. Provide early access to information and tools necessary for students to finance their CSU, Chico education.
  - b. Make timely disbursements of aid to all eligible students.
  - c. Develop a comprehensive retention scholarship program as an element of the CSU, Chico capital campaign and ongoing University Advancement program.
  - d. Improve the coordination and use of financial aid and scholarships to optimize retention efforts.
- **S3.6.** Utilize technology to provide enhanced 24/7 online student services support.

4. **Student Success**

CSU, Chico’s story is that of a place of learning and achievement, a place of public purpose and service, and a place of values and value-added experiences. It is also a place of high expectations. For students, of course, these expectations focus on academic performance. But they go well beyond that, beyond GPAs and GREs, awards won, and jobs secured. CSU, Chico’s high expectations for its students include the work ethic they will embrace, how deep a sense of academic integrity they will form, how great a desire to contribute to the larger community they will develop, how seriously they will respect the perspectives of others, how effectively they will discover their own voices, how passionately they will want to shepherd our fragile environment, and how kindly they will respond to the needs of the weakest and least advantaged among us.
Goals / Actions

To continue its commitment to student learning and student success, CSU, Chico will:

S4.1. Improve graduation rates for all students.
S4.2. Reduce the existing achievement gap between underrepresented minority and non-underrepresented students.
S4.3. Energize the campus intellectually and financially through innovative self-support programs.
S4.4. Monitor the success of its alumni.

5. Enrollment Programs and Services Improvement

Beyond leading the institutional responsibility of strategic enrollment management, the Enrollment Management Services unit at CSU, Chico also manages the more traditional functions of outreach, recruitment, admissions, academic advising, registration, evaluations/degree audit, and monitoring and improving enrollment management programs and services. These functions are part of CSU, Chico’s comprehensive approach to enrollment management.

Goals / Actions

To ensure continuous improvement in the effectiveness of its programs and services, Chico’s Enrollment Management unit will:

S5.1. Ensure compliance with the State Education Code, Trustee Enrollment Management Policy, and CSU Enrollment Management Practices.
S5.2. Increase the efficiency and productivity of recruitment activities through
   a. Application of lean thinking
   b. Wise use of technology
   c. Effective marketing strategies
S5.3. Improve advising services and experiences for students.
S5.4. Exemplify quality customer service.
S5.5. Coordinate college/departmental recruitment efforts with larger campus efforts, including campus internationalization.
6. **Integrating Campuswide SEM Infrastructure**

In his charge to the SEM Plan Task Force, President Zingg called for more strategic and intentional management of enrollment at CSU, Chico. In these challenging times for higher education, he clearly saw strategic enrollment management planning as one of the critical tools for enhancing CSU, Chico’s future viability and vitality. Implementing this plan will align commitment, direction, and focus, and it will ensure a culture that embraces an integrated approach to enrollment management.

**Goals / Actions**

To ensure implementation of CSU, Chico’s Strategic Enrollment Management Plan, the Vice Provost of Enrollment Management, in consultation with the Enrollment Management Advisory Committee will:

S6.1. Design and implement a comprehensive project management schedule for ensuring the success of the SEM plan.

S6.2. Facilitate the development of multiyear project plans to establish goals, tasks, timetables, task owners, methods of evaluation, and resources required.

S6.3. Work with Institutional Research and Information Resources to develop a system of data dashboards and related databases to monitor SEM plan leading indicators and milestones in support of evidence-based enrollment planning and decision making.

S6.4. Deliver and widely distribute an annual enrollment report on enrollment matters delineated in the SEM plan.

S6.5. Provide leadership and coordination for the assessment of efforts to implement the goals and actions of the SEM plan.

S6.6. Provide consultation to CSU, Chico’s divisional units, colleges, departments, and programs.

S6.7. Marshal and align resources to accomplish the SEM plan goals and actions.
Appendix A: Key Performance Indicators

Recruitment

- Apps/admits/deposits/enrollment
- # and % for each identified target group (SOC, service area, nonresident, international)
- Student headcount
- Number of new students
- Admission index of first-time freshmen
- Students needing remediation
- Number of students of color
- Number of international students

Retention

- % age persisting from one class level to the next
- % age of students on academic probation
- Persistence rates for students who participate in orientation programs
- Persistence rates by target group
- Persistence rates by college/academic program

Graduation

- Graduation rates after 4, 5, and 6 years
- Years to degree
- Number of degrees awarded

  Six year graduation rates (targets set by Chancellor’s Office “Access to Success”):

  - First-time, full-time freshmen 60%
  - First-time, full-time URM freshmen 56%
  - Undergraduate transfers 77%
  - Undergraduate URM transfers 74%

Benchmark Colleges (from College Results Online)

<table>
<thead>
<tr>
<th>Montclair State University</th>
<th>Central Michigan University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling Green State University (main campus)</td>
<td>Southern Illinois University Edwardsville</td>
</tr>
<tr>
<td>University of Mississippi (main campus)</td>
<td>Kent State University (Kent campus)</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>Northern Arizona State University</td>
</tr>
<tr>
<td>Ball State University</td>
<td>Saint Cloud State University</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>University of Louisiana at Lafayette</td>
</tr>
<tr>
<td>East Carolina University</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Other Performance Indicators

Student Satisfaction

Standard survey data allows for benchmarking and comparison with our competitors.

- NSSE
- Rankings
- CIRP
- Withdrawn Student Survey

CSU Chancellor’s Office Customer Satisfaction Surveys allow for periodic measurement of student satisfaction with various campus service areas.

- Career Services
- Financial Aid
- Health Center
- Housing
- Library
- Parking
- Student Accounts

Other assessment methods

- Focus groups
- Five-year program reviews
- Exit interviews
- Alumni surveys

Employer Satisfaction

Recruiter Surveys
## Appendix C: Additional Tables

### Enrollment Profiles

**Table 4. CSU, Chico Total Enrollment, Fall 2006 – Fall 2011**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>16,250</td>
<td>17,034</td>
<td>17,132</td>
<td>16,934</td>
<td>15,989</td>
<td>15,920</td>
</tr>
<tr>
<td>First-Time Undergraduate</td>
<td>2,477</td>
<td>2,771</td>
<td>2,765</td>
<td>2,505</td>
<td>1,900</td>
<td>2,429</td>
</tr>
<tr>
<td>New Transfer Undergraduate</td>
<td>1,637</td>
<td>1,586</td>
<td>1,332</td>
<td>1,351</td>
<td>1,334</td>
<td>1,353</td>
</tr>
<tr>
<td>Returning Undergraduate</td>
<td>237</td>
<td>187</td>
<td>96</td>
<td>122</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Transitory Undergraduate</td>
<td>159</td>
<td>157</td>
<td>137</td>
<td>139</td>
<td>88</td>
<td>150</td>
</tr>
<tr>
<td>Continuing Undergraduate</td>
<td>10,316</td>
<td>10,826</td>
<td>11,362</td>
<td>11,392</td>
<td>11,327</td>
<td>10,760</td>
</tr>
<tr>
<td><strong>Total Undergraduate Students</strong></td>
<td><strong>14,826</strong></td>
<td><strong>15,527</strong></td>
<td><strong>15,692</strong></td>
<td><strong>15,509</strong></td>
<td><strong>14,689</strong></td>
<td><strong>14,728</strong></td>
</tr>
<tr>
<td>First-Time Master's</td>
<td>298</td>
<td>250</td>
<td>228</td>
<td>279</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Continuing and Returning Master's</td>
<td>537</td>
<td>642</td>
<td>641</td>
<td>606</td>
<td>615</td>
<td>554</td>
</tr>
<tr>
<td>First-Time Credential</td>
<td>161</td>
<td>155</td>
<td>168</td>
<td>133</td>
<td>138</td>
<td>95</td>
</tr>
<tr>
<td>Continuing and Returning Credential</td>
<td>220</td>
<td>208</td>
<td>192</td>
<td>202</td>
<td>111</td>
<td>120</td>
</tr>
<tr>
<td>First-Time Post Bacc</td>
<td>90</td>
<td>106</td>
<td>58</td>
<td>65</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>Continuing and Returning Post Bacc</td>
<td>118</td>
<td>146</td>
<td>153</td>
<td>140</td>
<td>99</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total Post Baccalaureate Students</strong></td>
<td><strong>1,424</strong></td>
<td><strong>1,507</strong></td>
<td><strong>1,440</strong></td>
<td><strong>1,425</strong></td>
<td><strong>1,300</strong></td>
<td><strong>1,192</strong></td>
</tr>
</tbody>
</table>

*Note: Fall 2010 enrollment reduction mandated by CSU Chancellor’s Office due to budget cuts*

**Table 5. CSU, Chico Total Enrollment by Ethnicity, Fall 2006 – Fall 2011**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>16,250</td>
<td>17,034</td>
<td>17,132</td>
<td>16,934</td>
<td>15,989</td>
<td>15,920</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>172</td>
<td>183</td>
<td>171</td>
<td>148</td>
<td>133</td>
<td>124</td>
</tr>
<tr>
<td>Asian</td>
<td>817</td>
<td>887</td>
<td>900</td>
<td>809</td>
<td>802</td>
<td>819</td>
</tr>
<tr>
<td>Black/African American</td>
<td>330</td>
<td>329</td>
<td>386</td>
<td>350</td>
<td>313</td>
<td>290</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1,947</td>
<td>1,857</td>
<td>1,664</td>
<td>1,630</td>
<td>1,510</td>
<td>1,516</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1,873</td>
<td>2,067</td>
<td>2,094</td>
<td>2,290</td>
<td>2,391</td>
<td>2,718</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>75</td>
<td>83</td>
<td>87</td>
<td>63</td>
<td>46</td>
<td>38</td>
</tr>
<tr>
<td>Nonresident Aliens</td>
<td>355</td>
<td>498</td>
<td>453</td>
<td>510</td>
<td>574</td>
<td>569</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>313</td>
<td>482</td>
<td>572</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10,681</td>
<td>11,130</td>
<td>11,377</td>
<td>10,821</td>
<td>9,738</td>
<td>9,274</td>
</tr>
<tr>
<td><strong>Non-White</strong></td>
<td>3,267</td>
<td>3,549</td>
<td>3,638</td>
<td>3,973</td>
<td>4,167</td>
<td>4,561</td>
</tr>
<tr>
<td>% Non-White</td>
<td>20%</td>
<td>21%</td>
<td>21%</td>
<td>23%</td>
<td>26%</td>
<td>29%</td>
</tr>
</tbody>
</table>

*Note: Fall 2009 CSU began reporting Two or More Races/Ethnicities, per Federal mandate*
Chart 2. CSU, Chico Student Origins

95% of the total student population comes from California: 33.6% from CSU, Chico's service area; 23.5% from the rest of Northern California; 22.8% from Central California; 15.2% from Southern California. 5% are out-of-state or international students.

Table 6. CSU, Chico Student Academic Preparedness Entering New Freshman Profile

<table>
<thead>
<tr>
<th>CSU, Chico Student Academic Preparedness Entering New Freshman Profile</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average HS GPA</td>
<td>3.15</td>
<td>3.13</td>
<td>3.12</td>
<td>3.12</td>
<td>3.28</td>
<td>3.22</td>
</tr>
<tr>
<td>Average SAT</td>
<td>1,041</td>
<td>1,034</td>
<td>1,035</td>
<td>1,028</td>
<td>1,054</td>
<td>1,038</td>
</tr>
<tr>
<td>Average Index*</td>
<td>3,562</td>
<td>3,534</td>
<td>3,529</td>
<td>3,518</td>
<td>3,677</td>
<td>3,615</td>
</tr>
</tbody>
</table>

*CSU Index = HS GPA x 800 + highest SAT scores (math and English)

Table 7. CSU, Chico Students Needing Remediation

<table>
<thead>
<tr>
<th>CSU, Chico Students Needing Remediation</th>
<th>Fall Term</th>
<th>AdmitIndex</th>
<th>Remedial FTF Enrolled</th>
<th>% Remedial</th>
<th>Avg Index</th>
<th>Avg SATI</th>
<th>HS GPA &gt;= 3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2,900</td>
<td>1,161</td>
<td>2,477</td>
<td>0.47</td>
<td>3,412</td>
<td>931</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>2,900</td>
<td>1,370</td>
<td>2,771</td>
<td>0.49</td>
<td>3,388</td>
<td>931</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>2,900</td>
<td>1,367</td>
<td>2,765</td>
<td>0.49</td>
<td>3,370</td>
<td>938</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>2,900</td>
<td>1,459</td>
<td>2,505</td>
<td>0.58</td>
<td>3,355</td>
<td>930</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>3,450</td>
<td>993</td>
<td>1,900</td>
<td>0.52</td>
<td>3,497</td>
<td>931</td>
</tr>
</tbody>
</table>
Chart 3. CSU, Chico Fall Freshmen and Students of Color Totals
Chart 4. CSU, Chico Fall Transfer Students of Color Totals
Table 8. CSU, Chico Retention Rate by Entering Class Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total First to Second Year Return Rate - Freshmen</td>
<td>79%</td>
<td>79%</td>
<td>82%</td>
<td>85%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Table 9. CSU, Chico Retention Rate by Entering Class Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total First to Second Year Return Rate - Transfer</td>
<td>82%</td>
<td>80%</td>
<td>84%</td>
<td>87%</td>
<td>88%</td>
</tr>
</tbody>
</table>
First-Time, Full-Time Freshmen Six-Year Graduation Rate Trajectory

Degree Awarded Year


Starting Point

Long-term strategic goal

FTF Actual 6 Year Rate

FTF 6 Year Graduation Rate Plan

53% 51% 55% 57% 61% 61% 60% 59% 59% 60%
Chart 7. CSU, Chico Six-Year Graduation Rate

Six Year Graduation Rates of First-time, Full-time Non-URM Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>56 %</td>
</tr>
<tr>
<td>2007</td>
<td>54 %</td>
</tr>
<tr>
<td>2008</td>
<td>57 %</td>
</tr>
<tr>
<td>2009</td>
<td>59 %</td>
</tr>
<tr>
<td>2010</td>
<td>63 %</td>
</tr>
<tr>
<td>2011</td>
<td>64 %</td>
</tr>
<tr>
<td>2012</td>
<td>63 %</td>
</tr>
</tbody>
</table>
Chart 8. CSU, Chico Six-Year Graduation Rates of First-time, Full-time, URM Freshmen

Six Year Graduation Rates of First-time, Full-time URM Freshmen

Graduation Year

2006 2007 2008 2009 2010 2011 2012

35 % 40 % 41 % 50 % 50 % 49 % 47 %
State Share of Instruction and Enrollment Tuition Revenues

Chart 10. Proportion of State Support and State Tuition Fees in Campus Budget

Chart 10A. Proportion of State Support and State Tuition Fees in Campus Budget
Service Area Population and College-Going Rates

Table 10. High School Graduates Eligible for UC or CSU in CSU, Chico’s 12-County Service Area

Graduates Eligible for UC or CSU System, 12-County Region

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>2,511</td>
<td>-</td>
</tr>
<tr>
<td>2001-02</td>
<td>2,312</td>
<td>-7.9 %</td>
</tr>
<tr>
<td>2002-03</td>
<td>2,472</td>
<td>6.9 %</td>
</tr>
<tr>
<td>2003-04</td>
<td>2,343</td>
<td>-5.2 %</td>
</tr>
<tr>
<td>2004-05</td>
<td>2,408</td>
<td>2.8 %</td>
</tr>
<tr>
<td>2005-06</td>
<td>2,202</td>
<td>-8.6 %</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,752</td>
<td>-20.4 %</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,818</td>
<td>3.8 %</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,871</td>
<td>2.9 %</td>
</tr>
</tbody>
</table>

Source: California Department of Education

Chart 11. High School Graduates Eligible for UC or CSU in CSU, Chico’s 12-County Service Area

![Chart showing graduates eligible for UC or CSU system from 2000-01 to 2008-09.](chart.png)
Appendix D: Chico Enrollment Resources

Enrollment Management Offices

Office of Admissions
SSC 130
http://www.csuchico.edu/admissions/

Academic Advising Programs
SSC 220
http://www.csuchico.edu/aap/

Chico Student Success Center
SSC 370
http://www.csuchico.edu/cssc/index.shtml

Educational Talent Search
SSC 470
http://www.csuchico.edu/tsed/index.shtml

Office of the Registrar
SSC 110
http://www.csuchico.edu/registrar/

Application Development and Technical Support
SSC 480
http://www.csuchico.edu/adts/

Enrollment Management Administration
SSC 480
http://www.csuchico.edu/em/

Electronic Resources

Chico Admissions Counselor
http://chicoadmissioncounselor.blogspot.com/

Three Sixty Degrees
http://www.csuchico.edu/admissions/videos/360degrees/

TWENTYFOURSEVEN True Life – CSU, Chico Student Blogs
https://em.csuchico.edu/admissions/TwentyFourSeven/
Campus Tours
http://www.csuchico.edu/admissions/visit-chico/index.shtml

Parents
http://www.csuchico.edu/parents/index.shtml

A Tradition of Excellence

Financial Aid & Scholarship Office
http://www.csuchico.edu/fa/typesOfAid/index.shtml

Graduation Planning Source
http://www.csuchico.edu/academicgps/

Online Learning Experience
https://em.csuchico.edu/aap/olle/

GE Planning Sheet

2012-2013 University Catalog
http://catalog.csuchico.edu/viewer/12.html

University Class Schedule
http://www.csuchico.edu/schedule/
Appendix E: Enrollment Management Advisory Committee

Per CSU Enrollment Management Policy, each campus has established a presidential advisory group to assist the campus in the development of policy, procedures, standards, and criteria relative to all facets of enrollment management. Executive Memorandum 02-109 establishes the Enrollment Management Advisory Committee at CSU, Chico.

Membership includes the following (current members listed):

- Eight full-time faculty members, one faculty member chosen from each college and Information Resources
  - Baohui Song (AGR)
  - Diana Dwyre (BSS)
  - Ken Chapman (BUS)
  - Scott Roberts, chair (CME)
  - John Schwartz (ECC)
  - Jeff Livingston (HFA)
  - George Thompson (IRES)
  - Rick Ford (NS)
- Chair of the Academic Senate (or designee)
  - Russ Mills
- Associated Students Body President (or designee)
  - Jay Virdee
- One statewide Academic Senator
  - Kathy Kaiser
- An academic dean, chosen from the Dean’s Council
  - Jennifer Ryder Fox
- One representative from Student Affairs appointed by the Vice President for Student Affairs
  - Dan Reed
- Vice Provost for Enrollment Management
  - Meredith Kelley
- Director of Admissions
  - Allan Bee
- Chair of the Staff Council
  - Jessica Verardi (designee)
- One representative from a local community college in the CSU, Chico service area appointed by the CSU, Chico president
  - Allen Renville, Vice President for Student Services, Butte College
- One community member from the CSU, Chico University Advisory Board appointed by the chair of the University Advisory Board
  - Vacant
Appendix F: Definition of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Gap</td>
<td>The difference in graduation rates between under-represented minority (URM) students and non-URM students. See CSU Graduation Initiative.</td>
</tr>
<tr>
<td>Benchmark Schools</td>
<td>A set of peer institutions used by EdTrust and the CSU Graduation Initiative to determine targets for graduation, persistence, and retention, and to calculate the achievement gap.</td>
</tr>
<tr>
<td>CSU Graduation Initiative</td>
<td>Part of the nationwide Access to Success project of the National Association of System Heads (NASH) and The Education Trust. The CSU is among 24 public higher education systems that have pledged to cut the college-going and graduation gaps for low-income and minority students in half by 2016.</td>
</tr>
<tr>
<td>Diversity</td>
<td>The rich plethora of differences among people based on culture, ability, disability, ethnicity, gender, religion, socio-economic background, age, and sexual orientation.</td>
</tr>
<tr>
<td>Equal Opportunity</td>
<td>Actions and practices that ensure individuals will not be discriminated against on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national or ethnic origin, citizenship status, age, disability, or socioeconomic status.</td>
</tr>
<tr>
<td>Inclusive Learning Community</td>
<td>A learning-centered environment where diversity among people and ideas is embraced and nurtured.</td>
</tr>
<tr>
<td>Outreach</td>
<td>Early college awareness, preparation, pipeline programs, partnerships</td>
</tr>
<tr>
<td>Recruitment</td>
<td>The active process undertaken to favorably influence a prospective student’s decision to attend the institution.</td>
</tr>
<tr>
<td>Retention/Graduation</td>
<td>Maintaining satisfactory student progress toward his or her educational objective until it is attained.</td>
</tr>
<tr>
<td>Strategic Enrollment Planning</td>
<td>Strategic enrollment planning is an on-going, data-driven planning process that engages all institutional divisions and departments in strategic thinking and coordinated planning to achieve measurable enrollment outcomes, including retention and student success. The aim of the planning process is to continuously align the institution’s mission with its changing internal and external environments for the long-term fiscal and enrollment health of the institution (Noel-Levitz, 2009)</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>The time and energy students devote to educationally-sound activities, inside and outside the classroom.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Persistence</td>
<td><em>A measure of endurance by students from semester-to-semester; used as a measure of student success.</em></td>
</tr>
<tr>
<td>Underrepresented Population</td>
<td><em>Categories of students who have historically been excluded from, or underserved/underrepresented within higher education or aspects of higher education (particular majors, graduate schools, professional schools), including, but not limited to, students of color, women, low income and/or first generation college students, veterans, students with disabilities, gay-lesbian-bisexual-transgendered students, older students, etc.</em></td>
</tr>
<tr>
<td>URM</td>
<td><em>Under-represented Minority as defined by the CSU Graduation Initiative: African American, Hispanic/Latino, Native American</em></td>
</tr>
<tr>
<td>Non-URM</td>
<td><em>White, Asian, Two or More, Unknown</em></td>
</tr>
</tbody>
</table>
Appendix G: Research on Enrollment Management


Appendix H: Enrollment Management Goals

These goals are presented as tentative, and are designed to be aspirational and achievable. They are to be vetted for consensus with appropriate bodies on campus, including Cabinet, Council of Academic Deans, Academic Senate, and the Enrollment Management Advisory Committee.

Meet enrollment targets - Desired Mix

90% Undergraduate

- 60% FTF
- 40% Transfer
- 10% Pbacc/Grad

Increase International student enrollment.

- 5% of the student body (800 students) in three years.
- 8% of the student body (1,200 students) in five years.
- Achieve ratio of 70/30% between undergraduate and graduate students.

Improve our graduation rates for first-time freshmen and transfer students.

<table>
<thead>
<tr>
<th>All FTF</th>
<th>Current</th>
<th>5-year Goal</th>
<th>10-year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Year Rate</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>4-Year Rate</td>
<td>18%</td>
<td>25%</td>
<td>35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Transfers</th>
<th>Current</th>
<th>5-year Goal</th>
<th>10-year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Rate</td>
<td>61%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>2-Year Rate</td>
<td>23%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Close the achievement gap between Under-Represented Minority (URM) students and non-URM’s.

<table>
<thead>
<tr>
<th>URM FTF</th>
<th>Current</th>
<th>5-year Goal</th>
<th>10-year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Year Rate</td>
<td>47%</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>4-Year Rate</td>
<td>12% (n=524)</td>
<td>22%</td>
<td>35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>URM Transfers</th>
<th>Current</th>
<th>5-year Goal</th>
<th>10-year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Rate</td>
<td>53%</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td>2-Year Rate</td>
<td>15% (n=220)</td>
<td>25%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Improve year-to-year retention rates.

<table>
<thead>
<tr>
<th>All FTF</th>
<th>Current</th>
<th>5-year Goal</th>
<th>10-year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st – 2nd</td>
<td>87%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>2nd – 3rd</td>
<td>77%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>3rd – 4th</td>
<td>70%</td>
<td>80%</td>
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</tbody>
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Access and Success Goals (from the Diversity Action Plan)

**Task 1** Increase the recruitment and enrollment of underrepresented student groups, especially from our service region.

- **Task 1.1** Develop and implement a multi-year student recruitment plan that increases the diversity of both undergraduate and graduate student populations.
- **Task 1.2** Enroll freshman and transfer classes that are reflective of the California ethnic demographics by 2015.
- **Task 1.3** Become a Hispanic Serving Institution by 2015.
- **Task 1.4** Orient/advise new students toward success

**Task 2** Improve the success of students from underrepresented populations in terms of learning, engagement, persistence, and graduation

- **Task 2.1** Improve retention and progress-to-degree rates of underrepresented student populations
- **Task 2.2** Improve six-year graduation rates of underrepresented student populations