

Division of Student Affairs  
CALIFORNIA STATE UNIVERSITY, CHICO  
**ENROLLMENT MANAGEMENT SERVICES**  
**Annual Report 2016-2017**



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## 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 enrollment and CSU Graduation Initiative 2025 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 2017.

## II. Accomplishments

- Met the 2016-17 Annualized Resident Full-Time Equivalent Students (FTES) target of 15,197:
  - Final Annualized Resident FTES was 15,484 – 407 FTES or 2.7% over target.
- In November 2016 received a memo from the Chancellor's Office indicating 2017-18 funded enrollment targets would remain unchanged from 2016-17 levels. Coordinated cross-campus enrollment planning to meet the no-growth plan for the 2017-18 Annualized Resident FTES target of 15,197. With the signing of the budget in July 2017, the funded resident FTES target was increased 53/.3% to 15,250:
  - Included collaboration with Institutional Research (IR) to create multiple scenarios for consideration by Cabinet, Business and Finance, Enrollment Management Advisory Committee (EMAC), the University Budget Committee, and the Provost's Academic Council.
  - 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.
  - Planned for the 2017-18 resident FTES of 15,250 and the new student mix of 91.2% undergraduate and 8.8% graduate was finalized in February 2017.
  - Chico State is on track to achieve fall 2017 enrollment goals, to open the admissions application cycle for new students for spring 2018, and to meet the 2017-18 resident FTES enrollment target.
- Continued implementation of the [Strategic Enrollment Management \(SEM\) Plan](#):
  - Enhanced underrepresented student recruitment/outreach programs, in particular to first-generation and ethnically diverse California residents.
  - Expanded academic advising services for underrepresented students, in particular for students not served by another student success support unit.
  - Supported Hispanic Serving Institution (HSI) enrollment goals and student success initiatives:
    - Fall 2016 Hispanic student enrollment reached 30%.
    - New First-time Freshmen (FTF) were 40% Hispanic and new Transfers were 25% Hispanic.
    - EMS departments partnered with other student services offices to expand the Spanish language new student orientation program for parents.
    - Collaborated with the Chico STEM Connections Collaborative to develop a Cross-Enrollment Program with Yuba College beginning spring 2018.
  - Expanded enrollment management collaboration with academic deans and departments:
    - Provided admissions application, admit, and intent to enroll estimated enrollment data by college and majors.
    - Implemented pre-requisite checking and minimum GPA requirements for Kinesiology and Criminal Justice majors.
    - Assisted Social Work with program impact approval and implementation, effective fall 2018.
    - Partnered with deans and academic departments to enhance new student recruitment; continue roll-out of Hobsons AgileGrad and Smart Planner e-advising tools; and consideration of a Customer Relationship Management (CRM) student success software.

- Supported Graduation Initiative (GI) 2025 goals and projects to improve retention and graduation rates:
  - Assisted in creating the 2016-17 short-term and 2025 long-term plans and served on the implementation and GI 2025 teams.
  - 2016-17 short-term plan resulted in EMS one-time funding of \$476,800. Projects included: Expanded academic and graduation advising to increase spring and summer 2017 four- and two-year graduation rates; improved degree-planning analytics; expanded PeopleSoft (PS) functionality to support student success; and implementation of High Point's PS bolt-on to enhance financial aid automation and provide the foundation to expand urgent to-do messaging to students.
  - 2016-17 new base funding was allocated to EMS to hire a data/research analyst (Research Technician III). The first search was unsuccessful and round two is in progress.
  - Continued e-advising roll-outs of Smart Planner and AgileGrad.
  - Coordinated the state-mandated California Promise pledge program for new Associate for Transfer Degree (ADT) students beginning fall 2017.
  - 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.
  - Supported ongoing transition to a new data warehouse and data analytics and reporting tools.
- Supported successful software considerations, investments, and implementations:
  - Smart Planner: REGS continued encouraging increased student and academic department use to support four-year degree planning.
  - Hobsons AgileGrad: AAP continued roll-out to academic departments and faculty advisors.
  - AAP and REGS participating in the Blackboard Learn early-alert pilot program.
  - Ad Astra Platinum Analytics: REGS, in consultation with a select group of department chairs, further analyzed the functionality and validity of the analytics and user interface. Ad Astra under-delivered multiple times; it was determined that once the new data warehouse and IBM Cognos analytic tools are implemented, we can do a better job locally to optimize course scheduling. The consulting services were disengaged in spring 2017.
  - CRM systems to support student success collaboration were analyzed by ADMS via the Request for Quote process and extensive on-site visits by two vendors. Successfully advocated for Student Affairs investment in the TargetX/Salesforce cross-campus student success/early-alert system.
  - ImageNow/Perceptive Content Intelligent Capture for Transcript (ICT, which uses Optical Character Recognition, OCR) module was evaluated by ADMS. Successfully advocated for Student Affairs investment in the bolt-on to enhance admission application processes to support volume increases with static staff levels.
  - REGS integrated PS transcript ordering via the National Student Clearinghouse.
- Led successful leadership transitions: University Registrar will soon complete his first year successfully and the AAP interim director competed in a national search and was recently named permanent director.
- Supported EMS departments in achieving key accomplishments:
  - **Academic Advising Programs Accomplishments:**
    - Expanded academic advising programs for first-generation and underrepresented minority students not already in a formal support program.
    - Supported GI 2025 student success initiatives: Expanded outreach to encourage students to remain on track for four- and two-year graduation; helped coordinate graduation planning via Grad 'N Go campaigns; extended academic advising hours during peak registration cycles; completed action research projects to improve second-to-third year retention programming; and expanded ADT student advising and tracking.
    - Continued support of the realignment of New Student Orientation with Student Life and Leadership by enhancing summer and Spanish language programming, and off-campus and express orientations.
    - Enhanced AAP's campus profile via quarterly forums to engage advising stakeholders and enhance collaboration, consider best practices, in particular to support HSI programs and traditionally under-served students.
  - **Financial Aid and Scholarship Office Accomplishments:**
    - Implemented the earlier Free Application for Federal Student Aid (FAFSA) application period and earlier income/tax information.
    - Supported GI 2025 projects: Developed aid eligibility to award Regional and Continuing Education winter and summer sessions grants and advocated for the investment of the PS

bolt-on, High Point financial aid automation and messaging, to improve processing and student communication. The implementation is in progress for 2017-18 awarding.

- Completed a successful Chancellor’s Office audit.
- Successfully transitioned the leadership and program support of the scholarship office following a long-term employee’s retirement.
- **Office of Admissions Accomplishments:**
  - Launched a redesigned fall 2017 admitted student mailing and an array of new marketing materials.
  - Re-imagined the campus visitor experience, including full-wall graphics, banners, and an improved visitor packet.
  - Coordinated consideration of CRM and ICT software systems, successfully advocating for Student Affairs financial investment in both.
- **Office of the Registrar Accomplishments:**
  - Supported GI 2025 priority projects: Enhanced graduation advising programs to increase 2016-17 two- and four-year graduation rates; analyzed data and business processes to improve degree- and course-planning software and analytics; and analyzed student and course data to expand winter and summer sessions course offerings.
  - Collaborated with Information Resources and Institutional Research to implement new data warehouse concepts, structure, security, and reporting/analysis tools.
  - Supported the first-year orientation of the new University Registrar following a long-term employee’s retirement.

## Diversity Efforts

- Fall 2016 ethnic diversity student enrollment increased to 44.2%.

| Fall Semester Enrollments by Ethnicity 2003 to 2016 |               |               |               |               |               |               |               |               |               |               |               |               |               |               |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| (Census Fall 2003 - Census Fall 2015)               |               |               |               |               |               |               |               |               |               |               |               |               |               |               |
|   | 2003          | 2004          | 2005          | 2006          | 2007          | 2008          | 2009          | 2010          | 2011          | 2012          | 2013          | 2014          | 2015          | 2016          |
| American Indian/Alaskan Native                      | 200           | 205           | 179           | 172           | 183           | 171           | 148           | 133           | 124           | 116           | 102           | 100           | 98            | 100           |
| Asian   | 703           | 730           | 757           | 817           | 887           | 900           | 809           | 801           | 819           | 909           | 907           | 979           | 989           | 982           |
| Black/African American                              | 274           | 283           | 303           | 330           | 329           | 386           | 350           | 313           | 290           | 302           | 296           | 356           | 402           | 426           |
| Hispanic/Latino                                     | 1,549         | 1,632         | 1,717         | 1,873         | 2,067         | 2,094         | 2,290         | 2,389         | 2,718         | 3,192         | 3,618         | 4,353         | 4,805         | 5,277         |
| Native Hawaiian/Pacific Islander                    | 68            | 73            | 73            | 75            | 83            | 87            | 63            | 46            | 38            | 33            | 23            | 25            | 26            | 33            |
| Two or More Races/Ethnicities                       |               |               |               |               |               |               | 313           | 482           | 572           | 732           | 780           | 851           | 883           | 936           |
| White   | 10,229        | 10,392        | 10,460        | 10,681        | 11,130        | 11,377        | 10,821        | 9,726         | 9,274         | 9,118         | 8,565         | 8,578         | 7,894         | 7,720         |
| Nonresident Aliens                                  | 455           | 357           | 332           | 355           | 498           | 453           | 510           | 574           | 569           | 630           | 655           | 819           | 773           | 691           |
| Decline to State                                    | 2,038         | 2,062         | 2,098         | 1,947         | 1,857         | 1,664         | 1,630         | 1,508         | 1,516         | 1,438         | 1,410         | 1,382         | 1,330         | 1,391         |
| <b>Total Enrollment</b>                             | <b>15,516</b> | <b>15,734</b> | <b>15,919</b> | <b>16,250</b> | <b>17,034</b> | <b>17,132</b> | <b>16,934</b> | <b>15,972</b> | <b>15,920</b> | <b>16,470</b> | <b>16,356</b> | <b>17,443</b> | <b>17,200</b> | <b>17,556</b> |
| <b>Students of Color</b>                            | <b>2,794</b>  | <b>2,923</b>  | <b>3,029</b>  | <b>3,267</b>  | <b>3,549</b>  | <b>3,638</b>  | <b>3,973</b>  | <b>4,164</b>  | <b>4,561</b>  | <b>5,284</b>  | <b>5,726</b>  | <b>6,664</b>  | <b>7,203</b>  | <b>7,754</b>  |
| <b>URM</b>  | <b>2,023</b>  | <b>2,120</b>  | <b>2,199</b>  | <b>2,375</b>  | <b>2,579</b>  | <b>2,651</b>  | <b>2,788</b>  | <b>2,835</b>  | <b>3,132</b>  | <b>3,610</b>  | <b>4,016</b>  | <b>4,809</b>  | <b>5,305</b>  | <b>5,803</b>  |

  

| Percent of Total Enrollment by Ethnicity |            |            |            |            |            |            |            |            |            |            |            |              |              |              |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|--------------|--------------|
|  | Fall 2003  | Fall 2004  | Fall 2005  | Fall 2006  | Fall 2007  | Fall 2008  | Fall 2009  | Fall 2010  | Fall 2011  | Fall 2012  | Fall 2013  | Fall 2014    | Fall 2015    | Fall 2016    |
| American Indian/Alaskan Native           | 1%         | 1%         | 1%         | 1%         | 1%         | 1%         | 1%         | 1%         | 1%         | 1%         | 1%         | 1%           | 1%           | 1%           |
| Asian                                    | 5%         | 5%         | 5%         | 5%         | 5%         | 5%         | 5%         | 5%         | 5%         | 6%         | 6%         | 6%           | 6%           | 6%           |
| Black/African American                   | 2%         | 2%         | 2%         | 2%         | 2%         | 2%         | 2%         | 2%         | 2%         | 2%         | 2%         | 2%           | 2%           | 2%           |
| Hispanic/Latino                          | 10%        | 10%        | 11%        | 12%        | 12%        | 12%        | 14%        | 15%        | 17%        | 19%        | 22%        | 25%          | 28%          | 30%          |
| Native Hawaiian/Pacific Islander         | 0%         | 0%         | 0%         | 0%         | 0%         | 1%         | 0%         | 0%         | 0%         | 0%         | 0%         | 0%           | 0%           | 0%           |
| Two or More Races/Ethnicities            | 0%         | 0%         | 0%         | 0%         | 0%         | 0%         | 2%         | 3%         | 4%         | 4%         | 5%         | 5%           | 5%           | 5%           |
| White                                    | 66%        | 66%        | 66%        | 66%        | 65%        | 66%        | 64%        | 61%        | 58%        | 55%        | 52%        | 49%          | 46%          | 44%          |
| Nonresident Aliens                       | 3%         | 2%         | 2%         | 2%         | 3%         | 3%         | 3%         | 4%         | 4%         | 4%         | 4%         | 5%           | 4%           | 4%           |
| Decline to State                         | 13%        | 13%        | 13%        | 12%        | 11%        | 10%        | 10%        | 9%         | 10%        | 9%         | 9%         | 8%           | 8%           | 8%           |
| <b>% Students of Color</b>               | <b>18%</b> | <b>19%</b> | <b>19%</b> | <b>20%</b> | <b>21%</b> | <b>21%</b> | <b>23%</b> | <b>26%</b> | <b>29%</b> | <b>32%</b> | <b>35%</b> | <b>38.2%</b> | <b>41.9%</b> | <b>44.2%</b> |
| <b>% URM</b>                             | <b>13%</b> | <b>13%</b> | <b>14%</b> | <b>15%</b> | <b>15%</b> | <b>15%</b> | <b>16%</b> | <b>18%</b> | <b>20%</b> | <b>22%</b> | <b>25%</b> | <b>28%</b>   | <b>31%</b>   | <b>33%</b>   |

- Expanded diversity student recruitment for the fall 2017 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 45% for SOC Transfers.
- Expanded student services with special focus on underserved students. Examples include: Enhanced AAP programs for first-generation students not in a formal support program, and continued support of new student orientation Spanish language programs and an off-site advising and registration program in the Coachella Valley; FASO staff collaborated with Student Affairs to create a DREAM student support center; and ADMS enhanced recruitment of underrepresented students via collaboration with campus partners, such as the HSI STEM Collaborative and student ethnic organizations; and Community Based Organizations in the North State and throughout California.
- Supported the participation of EMS staff in the Diversity Certificate Program.

### III. Changes in Policies and Procedures

- California Promise Programs:
  - Effective fall 2017, mandated to provide a two-year graduation pledge program for new Associate Degree for Transfer (ADT) students; implementation is underway.
  - Effective fall 2018, mandated to provide a four-year graduation pledge program for new first-time freshman; consideration of academic program offerings is underway.
- Implemented the earlier Free Application for Federal Student Aid (FAFSA) application period and earlier income/tax information.

### IV. 2016-2017 Resources Summary

#### Resource Allocations

|  |                  |
|--|------------------|
| Base allocations   | 4,690,690        |
| Specific Use Funds Carryover Returned                            | 117,793          |
| Continuing Education Revenue Funds (CERF)                        | 118,949          |
| Revenue  | 160,898          |
| Work Study   | 178,000          |
| One-Time Allocations   |                  |
| Admissions Evaluator I Position                                  | 36,936           |
| AAP office space redesign  | 99,553           |
| CSU Chancellor’s Office – Hobson’s AgileGrad software            | 30,000           |
| CSU Chancellor’s Office – FASO Supplemental Funding              | 14,000           |
| CSU Chancellor’s Office - Parent Institute for Quality Education | 25,000           |
| CSU Chancellor’s Office - Teach Grant                            | 4,400            |
| North State Initiative   | 28,000           |
| Regional Church Partnership                                      | 5,000            |
| Graduation Initiative 2025 One-Time                              |                  |
| AAP SSP III (temporary)  | 46,296           |
| AAP Virtual Advising   | 5,000            |
| AAP extended advising hours                                      | 15,000           |
| ADMS Academic Evaluator (temporary)                              | 36,396           |
| REGS Graduation Coordinator (temporary)                          | 34,152           |
| Data analysis consulting services                                | 50,000           |
| “Pop-Up” graduation centers                                      | 10,000           |
| PeopleSoft consultants to develop new functionality              | 100,000          |
| FASO HighPoint software automation                               | 127,833          |
| Graduation fee waiver  | 38,000           |
| <b>Total</b>   | <b>5,971,896</b> |

During 2016-2017, approximately ninety two percent of all resources were reallocated to EMS departments to cover staffing (78% 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:

|  | <b>FOCUS</b>                   |
|--|--------------------------------|
| Diplomas                                 | 21,500 <i>Student success</i>  |
| Executive Searches                       | 7,163 <i>Student success</i>   |
| Hobson’s AgileGrad                       | 30,000 <i>Student success</i>  |
| ImageNow                                 | 17,938 <i>Student success</i>  |
| Parent Institute for Quality Education   | 25,000 <i>Student success</i>  |
| Strategic Enrollment/Diversity (all EMS) | 165,929 <i>Student success</i> |
| XAP / e-Transcript                       | 7,500 <i>Student success</i>   |
| <b>TOTAL</b>                             | <b>\$275,030</b>               |

## Human Resources

Refer to the EMS organizational chart at <http://www.csuchico.edu/em/documents/EMSOrgChart.pdf> for full details.

| Summary of Staffing Changes in EMS During 2015-2016 |                      |   |
|---|----------------------|---|
| Academic Advising Programs                          | Reclassification     | SSP III (12-month temp)                           |
| Academic Advising Programs                          | Reclassification     | SSP III (funded E-advising)                       |
| Academic Advising Programs                          | Recruitment          | SSP II (temp)                                     |
| Academic Advising Programs                          | Recruitment          | SSP II (temp)                                     |
| Academic Advising Programs                          | Recruitment          | Director hired                                    |
| Office of Admissions                                | Recruitment          | ASC I hired                                       |
| Office of Admissions                                | Recruitment          | Evaluator I - Retired Annuitant (temp) hired      |
| Office of Admissions                                | Recruitment          | ASA (temp) hired                                  |
| Office of Admissions                                | Recruitment          | ASC I (temp) hired                                |
| Office of Admissions                                | Reclassification     | SSP IA-> SSP IB                                   |
| Office of Admissions                                | Promotion            | ASC I -> AA/S I                                   |
| Financial Aid and Scholarship Office                | Recruitment          | ASC I hired                                       |
| Financial Aid and Scholarship Office                | Recruitment          | SSP III hired                                     |
| Financial Aid and Scholarship Office                | Recruitment          | SSP IB hired                                      |
| Financial Aid and Scholarship Office                | Recruitment          | SSP IB hired                                      |
| Financial Aid and Scholarship Office                | In Range Progression | SSP III approved                                  |
| Financial Aid and Scholarship Office                | In Range Progression | SSP IB approved                                   |
| Financial Aid and Scholarship Office                | Reclassification     | SSP II -> SSP III                                 |
| Financial Aid and Scholarship Office                | Promotion            | SSP I -> SSP II                                   |
| Office of the Registrar                             | Recruitment          | Registrar hired                                   |
| Office of the Registrar                             | Recruitment          | AA/S I hired                                      |
| Office of the Registrar                             | Recruitment          | ASA II (temp) hired                               |
| Office of the Registrar                             | Recruitment          | ASA II hired                                      |
| Office of the Registrar                             | Recruitment          | ASA II hired                                      |
| Office of the Registrar                             | Recruitment          | ASC I (temp) hired                                |
| Office of the Registrar                             | Recruitment          | ASA II (temp) hired                               |
| Office of the Registrar                             | In Range Progression | Two AA/S I approved                               |
| Office of the Registrar                             | Reclassification     | Evaluator I -> SSP II for six Graduation Advisors |

## Facilities/Equipment

### New Software Licenses

- Customer Relationship Management (CRM) Target X/Salesforce
- Intelligent Capture for Transcripts (ICT) ImageNow/Perceptive Content
- HighPoint Financial Aid Automation

### Ongoing Annual Software Licenses

- Hobsons AgileGrad
- ImageNow/Perceptive Content
- XAP Corporation

## V. Program Assessment of Past Year

### Program Objectives

- Met the 2016-17 Annualized Resident FTES target of 15,197: Final Annualized Resident FTES was 15,484, 286 FTES or 1.88% over target.

### 2016-2017 Headcount and FTES

| Academic Year                | Semester          | Year | All Students  |                 | Resident Students |                 | Non-Resident Students |              |
|------------------------------|-------------------|------|---------------|-----------------|-------------------|-----------------|-----------------------|--------------|
|                              |                   |      | Headcount     | FTES            | Headcount         | FTES            | Headcount             | FTES         |
| 2016-2017                    | Summer            | 2016 | 158           | 74.7            | 158               | 74.7            | 0                     | 0.0          |
| 2016-2017                    | Fall              | 2016 | 17,556        | 16,343.2        | 16,845            | 15,710.9        | 711                   | 632.3        |
| 2016-2017                    | Spring            | 2017 | 16,880        | 15,747.5        | 16,277            | 15,182.2        | 603                   | 565.3        |
| <b>2016-2017</b>             | <b>Annualized</b> |      | <b>17,297</b> | <b>16,082.7</b> | <b>16,640</b>     | <b>15,483.9</b> | <b>657</b>            | <b>598.8</b> |
| <b>2016-17 Funded Target</b> |                   |      |               |                 | <b>15,197</b>     |                 |                       |              |
| <b>Percent of Target</b>     |                   |      |               |                 | <b>+286/1.88%</b> |                 |                       |              |

- [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](#)

### Ongoing Assessment Efforts

- Monitor progress toward 2017-18 enrollment goals:
  - Daily headcount and FTES reports throughout registration cycles.
  - Periodic assessment of new student enrollment by ethnicity, academic majors, geographic representation, quality factors, general education course needs, residency, and enrollment mix (e.g., undergraduate, graduate, international).
  - 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.
  - At enrollment milestones (e.g., registration cycles and census), assess progress toward annualized enrollment target and adjust enrollment plans as needed.
  - Based on CSU final budget allocation, adjust targets and plans as needed.
- Develop 2018-19 enrollment planning scenarios for resident FTES target:
  - Assess California high school graduation rates, A-G course completion and demographic trends, University of CA and CSU resident enrollment trends, and national recruitment of CA students.
  - Analyze transfer student trends and CA 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.
  - 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.

## Graduation Initiative 2025 Goals CSU Chico

| Metric                          | 2025 Goal  | Most Recent Rate |
|---------------------------------|------------|------------------|
| Freshman 6-Year Graduation      | <b>74%</b> | 64%              |
| Freshman 4-Year Graduation      | <b>41%</b> | 26%              |
| Transfer 2-Year Graduation      | <b>43%</b> | 31%              |
| Transfer 4-Year Graduation      | <b>86%</b> | 76%              |
| Gap - Underrepresented Minority | <b>0</b>   | 9 % points       |
| Gap – Pell                      | <b>0</b>   | 10 % points      |

- Create new enrollment management reports:
  - Research and analyze enrollment management assessment best practices.
  - Collaborate with Information Resources and Institutional Research to implement the new data warehouse/assessment platform and reporting tools to create new reports and benchmarks.

### V. Analysis

- Achieve 2017-18 enrollment targets using intentional data analytics: Assess admissions prospective student and admission application pools and enrollment yields; improve course scheduling efficiencies; expand use of degree-planning tools to support GI 2025; strengthen graduation advising; and impact the campus advising culture and programs to support the student success life cycle.
- All EMS programs and processes rely on technology to continue to serve more students with static staff levels. Software development needs and highlights include:
  - Implement TargetX/Salesforce CRM system to expand new student recruitment and support student success functionality and cross-campus collaboration.
  - Implement ImageNow/Perceptive Content ICT (Optical Character Recognition/OCR) for admission application incoming paper transcript processing.
  - Continue rollout of Smart Planner to encourage four-year degree planning, and Hobsons AgileGrad and Blackboard Predict pilot to support student success early alerts and at-risk advising.
  - Explore software to improve the curriculum management and approval processes, and the online course catalog and schedule.
  - Develop enrollment analysis, reports, and dashboards: Expand analytics, predictive modeling, and response to student success and ad hoc data/report requests.
- Advocate for Increasing operating budgets to cover current expenditure level (significant annual one-time funding needed):
  - Expand new student recruitment and communications, particularly for diverse student markets.
  - Assess overall staff and budget levels to align with large public universities.
- Enhance collaboration with Academic Affairs to support existing programs and new initiatives:
  - Expand academic advising for underrepresented minority and at-risk students, and faculty advisor training and support.
  - Expand new student recruitment and enrollment management by majors and colleges.
  - Enhance course schedule development based on data analysis, consideration of a course scheduling policy, and use of Degree Audit and Smart Planner data to inform course planning.
  - Support Western Association of Schools and Colleges (WASC) accreditation processes.
- Consider developing a scholarship program to support enrollment management goals, in particular for economically disadvantaged students, and to support student retention.



## VI. Program Objectives for Next Academic Year

- Meet the 2017-18 resident FTES funded target and plan for the 2018-19 resident FTES funded target.
- Support GI 2025 team planning and project implementation to improve student persistence and graduation rates, including state mandated CA Promise pledge programs for new ADT students and FTF and implementation of EO 1110 Academic Preparation and Placement.
- Serve on the WASC Steering Committee and chair the Academic Sustainability Essay Committee.
- Expand implementation of the SEM Plan by identifying priority goals and actions, creating project plans, publishing updated KPIs, analyzing trends, assessing impacts, and creating new reports to support EMS operations and reporting. Filling the newly funded Research Technician III position will provide key support.
- Enhance diversity student recruitment and retention initiatives, including reducing the underrepresented minority retention and graduation rate gaps.
- Support HSI student success initiatives and grant opportunities, including implementation of the Yuba College Cross-Enrollment program beginning spring 2018.
- Support top-priority software implementations:
  - CRM—expand recruitment and student success communication and collaboration.
  - ICT—enhance admission application processes to support volume increases.
  - Cal State Apply—new CSU admission application platform, beginning with the spring 2018 cycle.
  - Smart Planner—expand promotion to increase student use for four-year degree planning and data mining to improve course planning effectiveness.
  - Blackboard Predict (early alert) pilot.
  - ASSIST Next Generation and Transfer Evaluation System—implement within the CSU time frame.
  - Campus data warehouse and analytics/reporting projects.
- Support EMS departments to achieve their priority program objectives:
  - **Academic Advising Programs Program Objectives:**
    - Support GI 2025 priority projects: 2017-18 two- and four-year graduation rates increase; CA Promise pledge program development and specialized academic advising; action-research second-to-third year retention analysis and program intervention; e-advising campus roll-out; Blackboard Predict early alert system pilot; underrepresented student advising for students not in a formal support program; and EO 1110.
    - Expand the academic advising culture campus wide: Identify and promote a shared mission, vision, and goals for academic advising; create a University Advising Council and continue quarterly staff and faculty advisor meetings; and determine training best practices for new advisors.
    - Conduct a Council for the Advancement of Standards in High Education (CAS) internal review.
  - **Financial Aid and Scholarship Office Program Objectives:**
    - Implement earlier FAFSA application period and earlier income/tax information processing for the 2017-18 aid year.
    - Implement Summer PELL.
    - Implement High Point PeopleSoft bolt-on functionality: Financial aid automation, course audit, and mobile messaging to students.
  - **Office of Admissions Program Objectives:**
    - Launch redesigned and mobile-optimized website and new marketing materials for the fall 2018 cycle.
    - Implement CRM and ICT document imaging technology.
  - **Office of the Registrar Program Objectives:**
    - Support GI 2025 priority projects: 2017-18 two- and four-year graduation rates increase; CA Promise pledge program development and priority registration; enhance graduation advising; and collaborate with Information Resources and Institutional Research to implement new data warehouse concepts, structures, security, and reporting/analytical tools.
    - Support implementation of ASSIST NextGen in June 2018 and training of campus advisors.
    - Conduct a CAS internal review.