

ENROLLMENT MANAGEMENT PLAN (FY 2017-2019)

In the age of the modern state comprehensive university, facets of enrollment management directly impact every member of the university - faculty, staff, and university administration. This Enrollment Management Plan (Fall 2016 through Spring 2019) details goals, strategies, and tactics to shape the enrollment of Black Hills State University. This plan will drive the enrollment strategies of Black Hills State University to meet its established goals. This plan will serve to provide direction and coordination of enrollment efforts across campus and includes all aspects of campus. This plan segments and differentiates the current enrollment sectors (Spearfish campus, Rapid City center, online, international, dual-credit). The plan also provides a campus-wide focus on the implementation of a systematic and data-driven set of activities and programming events aligned to clear goals and outcomes for student recruitment, retention, and graduation. This enrollment management plan supplements the comprehensive Strategic Initiatives Plan of the University. In this case, this plan touches various points in the Strategic Initiatives specifically addressed by the inclusion of key performance metrics where directly relevant.

A Vision for Enrollment Management

The goals of the enrollment management team at BHSU are:

- Increase headcount and credit hour production.
- Improve retention.
- Increase the number of certificates and degrees awarded.
- Use data with all decisions related to enrollment management.

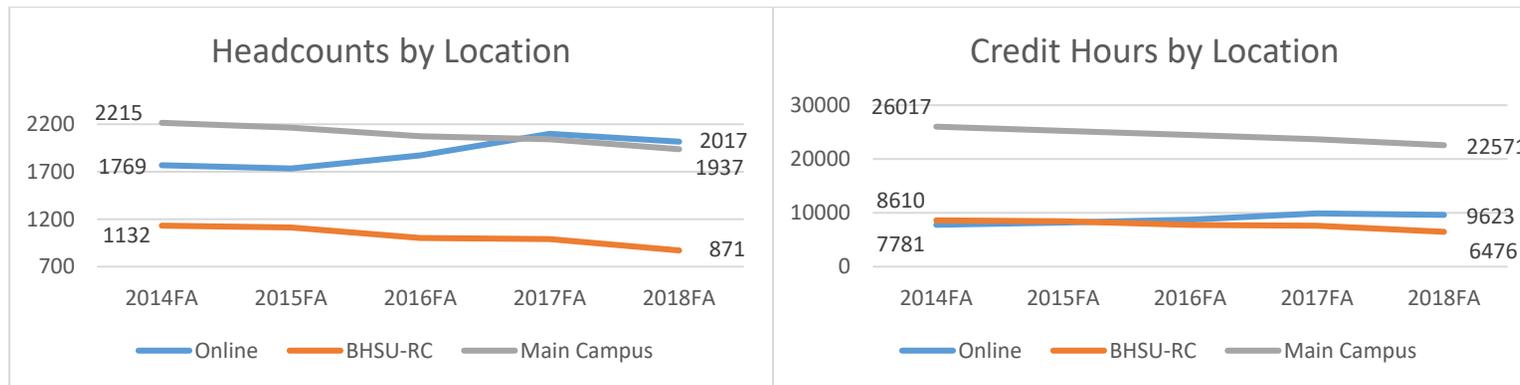
These goals are not unique to BHSU. Nearly every regional comprehensive university seeks to make substantial progress relative to these goals. But the manner in which these are accomplished is likely more art than science, and quite unique to the skills of our team, budget constraints, faculty and staff commitment, and of course, student aptitude and abilities.

Elevating these goals into a BHSU enrollment management vision, is simply to affirm the following:

Black Hills State University will maintain a culture where every stakeholder understands their role and takes responsibility for some aspect of enrollment management.

Enrollment Profile

Black Hills State University (BHSU) is a Master's Colleges & Universities: Small Programs Carnegie Class institution offering 8 master's degrees, 52 bachelor's degrees, 3 associate's degrees, and 19 certificates. BHSU offers classes primarily through the main campus, Internet, and at Rapid City. BHSU also has healthy dual credit enrollment fed by local high schools.



BHSU serves a strongly female and adult-learner population.



Other important facts about BHSU include retention of the federal cohort (first-time full-time bachelor degree-seeking) and number of degrees awarded:

	2013	2014	2015	2016	2017		AY14	AY15	AY16	AY17	AY18
Cohort size	480	403	438	508	456	Associate	51	46	56	47	61
Retention rate	63%	63%	63%	69%	62%	Bachelor	506	487	498	467	449
						Master	68	86	102	89	97
						Certificate	24	32	69	33	52

The Challenge of Enrollment at BHSU

Rather than applying a traditional SWOT analysis to provide the context for this plan, it seemed more helpful to offer a current report of the enrollment context and share known elements that influence student enrollment patterns at BHSU. The following conclusions have been derived from extensive study and reflection within enrollment management leadership:

- In 2014, BHSU enlisted support of an enrollment management consultant. A significant high level conclusion suggested that “Current plans appear to be only a collection of strategies for building enrollment, without a common theme binding them together.”
- BHSU recorded a high mark headcount in Fall 2010 of 4722. Current headcount (Fall 2018) is 4035.
- BHSU has maintained a consistent approach to student recruitment relative to demographic. However, the recruitment market has expanded to include Colorado and Wyoming and international students. Recently, the Honors Program has been promoted to elevate the demographic, without shifting away from the core regional profile student.
- SDBOR policy changed regarding the alignment of minimum hours to complete the bachelor’s degree to 120 credit hours. Most programs required 128 credit hours with some programs notably higher.
- South Dakota high school graduation patterns showed a significant decline up to the 2015-2016 matriculation date. High school graduation numbers are expected to rise slightly over the next 5 years.
- BHSU has promoted the “15 to Succeed” concept. BHSU still has a number of part-time first-time non-campus resident students and a significant adult learner population.

- BHSU has noticed peaks and valleys in the incoming FR class, ranging from 713 in Fall 2010, dropping to 530 in Fall 2012 and 507 in Fall 2014, and more recently trending up to 587 in the Fall 2016 class. Transfers have seen a similar trend with a peak in Fall 2010 of 302 with general decline to Fall 2016 with 219 students.
- In the 2015-2016 academic year, BHSU moved to align with other SDBOR institutions and enroll students a year in advance in order to better project enrollment. This process resulted in a 3-week delay of enrollment during the Spring peak enrollment schedule. This delay introduced a significant barrier for returning students requiring more aggressive advising over the summer when reaching students is difficult. This resulted in significant headcount/credit hour melt and students enrolled in other SDBOR online courses rather than BHSU courses.
- During Spring 2016 BHSU moved the IR position to the Academic Affairs office allowing more timely and robust analytics, and more focused responses to the episodic enrollment decline. This position continues to support the BHSU enrollment operation by providing targeted enrollment queries to allow for rapid strategic adaptation.
- The enrollment management consultant also provided pointed commentary about the interplay between the fiscal commitments afforded BHSU and our enrollment profile, “Available information suggests that the neediest students in South Dakota’s higher education system are enrolled at BHSU, while the institution is funded at a lower rate than even smaller systems schools.”
- BHSU has recently re-implemented the Starfish system.

While generally anecdotal, the following constraints significantly impact the return enrollment of students:

- Retention of the IPEDS cohort has been stable at 63% for several years. The university now internally segments main campus and RC cohorts in an effort to better analyze the unique constraints of each location.
 - Main campus retention is most influenced by enrollment cost, life factors, poor academic performance, student frustration with bureaucracy, and other lesser factors.
 - BHSU-RC retention is most influenced by a shifting student demographic and the increase of online options.
 - Online student re-enrollment is most influenced by availability of courses and cost.
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Process

Building an enrollment management plan requires significant leadership, sustained activity, and campus-wide involvement. For the plan to have resonance with the broader campus community, stakeholder input is gathered, ideas need to be tested, and priorities set in accordance with available and expected resources. The following table archives the process followed and outcomes achieved.

Date	Meeting	Outcome
07/06/2016	Crawford, Flagstad, Jackson	Formalization of enrollment management plan concept
07/28/2016	EM Steering Team	Formative meeting to articulate vision, roles, structure, goals
08/09/2016	EM Steering Team	Retreat, research other plans, consider plan and finalize structure
09/06/2016	EM Steering Team	Finalize goals, build objectives, solicit input
10/07/2016	EM Committee	Present draft EM plan, assign tasks
11/10/2016	EM Committee	Build out objectives and strategies
12/02/2016	EM Committee	Finalize goals, objectives, and strategies
12/15/2016	Crawford, Flagstad	Finalize process for prioritization review of objectives and strategies
01/20/2017	EM Committee	Finalize prioritization of objectives and strategies
02/08/2017	EM Steering Team	Re-calibrate process, build enrollment projections
02/21/2017	EM Steering Team	Begin selection of immediate priorities
02/27/2017	Admin Team	Gave update on plan
03/01/2017	EM Steering Team	Select immediate priorities and metrics
03/10/2017	EM Steering Team	Select immediate priorities and metrics
03/27/2017	Admin Team	Gave update on plan
03/31/2017	EM Steering Team	Finalize immediate priorities and set baselines
04/13/2017	Crawford, Flagstad	Finalize plan for campus release
04/21/2017	EM Committee	Share plan with committee
05/01/2017	Admin Team	Plan posted to web for final comment
05/22/2017	Admin Team	Final plan approved and published

Goal 1: Recruit Students

Conceptually, if enrollment were considered a flowing process, recruitment is obviously the front of the channel. Entering students refresh the system and provide the greatest opportunity for rebuilding enrollment. However, this market is highly competitive and sensitive to changes in cost and institutional perception. This goal includes recruiting new, incoming students (freshman, transfers, international) and recruiting students who are attending elsewhere.

Objective	New Strategy	Responsible Units	Metric	FY2016 Baseline	FY2017 Goal	FY2017 Actual	FY2018 Actual
Increase headcount and credit hour production for FT/FT/FR and transfer students at Spearfish campus	Deploy annual process where admissions meets with all schools and colleges to understand academic programming	VPESA, VPAA	Percent of schools participating Percent of admissions personnel participating	100% 100%	100% 100%		
	Develop more inclusive and intensive communication processes and events for students from acceptance to the first day of class	VPESA	Percent of development completed				
	Increase and sustain scholarship opportunities for new students	VPUA	Amount of scholarship funding authorized annually				
	Develop microsite to better inform parents of relevant resources and set expectations	VPESA, UC	Percent of development completed				
	Create a welcoming campus climate by involving faculty in recruitment	VPESA, VPAA	Number of students, faculty and staff participating in recruitment events				
	Expand mass marketing through EAB/Royall and develop coordinated marketing plan across all colleges and schools	VPESA, UC	Number of enrollments from Royall initiative Percent of development completed				Completed

	Engage a consultant to create an industry leading BHSU website	UC	Percent of development completed				Completed
Increase headcount and credit hour production for FT/FT/FR and transfer students at BHSU-Rapid City	Create and implement a seamless admissions – enrollment process	VPESA, RC	Percent of development completed Number of new FR and transfer students	FTFT F 100% BHRC in Fall: 43 Transfer 100% BHRC in Fall: 79		FTFT F 100% BHRC in Fall: 48 Transfer 100% BHRC in Fall: 64	FTFT F 100% BHRC in Fall: 50 Transfer 100% BHRC in Fall: 72
	Develop recruitment plan for BHSU-RC	VPESA, RC	Number of applicants Percent of development completed				
Increase headcount and credit hour production for online learners	Finalize proposal for new computer degree and certificates	VPAA	Number of completely online programs offered Number of online students enrolled	Fall HC: 1734 Fall SCH: 8208		Fall HC: 1872 Fall SCH: 8726	Fall HC: 2099 Fall SCH: 9901
	Hire a director responsible for online learning	VPAA	Director hired Number of credit hours generated through online offerings Number of students taking classes online				
Increase headcount and credit hour production with dual-credit students	Enhance the transition from precollege experiences (dual credit) with deliberate and focused services and events	VPEAS, VPAA	Number of dual credit students enrolled Number of credit hours generated by dual credit students	Fall HC: 263 Fall SCH: 1238		Fall HC: 303 Fall SCH: 1441	Fall HC: 435 Fall SCH: 2161
	Continue to develop the pathway from dual credit to FR enrollment	VPESA, VPAA	Percent of development completed	Fall F Students: 52		Fall F Students: 80	Fall F Students: 87

			Number of HSDC students converted to F code				
Increase headcount and credit hour production within the Native American demographic	Hire a Native American/ Diversity Admissions Counselor	VPESA	Director hired Number of diverse students enrolling	Fall HC: 252 Fall SCH: 2757		Fall HC: 262 Fall SCH: 2910	Fall HC: 273 Fall SCH: 2869
Increase headcount and credit hour production in graduate students	Centralize and staff the Graduate School	VPAA	Hire Dean of the Graduate School Number of graduate students enrolled Number of credit hours taken for graduate credit	Fall HC: 499 Fall SCH: 1853		Fall HC: 432 Fall SCH: 1785	Fall HC: 231 Fall SCH: 1184
	Launch new graduate degrees in Mathematics and English	VPAA	Approval of curriculum Number of graduate students enrolled Number of credit hours taken for graduate credit				In progress
	Establish enrollment targets for each graduate program	VPAA	Number of graduate programs meeting enrollment targets Number of graduate students enrolled				Completed
	Strategically add graduate classes to address HLC mandate	VPAA	Number of new classes offered Number of credit hours taken for graduate credit				
Increase headcount and credit hour production in military students	Assess need/interest from military sector	VPESA	Percent of assessment completed Number of military and eligible dependents enrolled	Fall HC: 423 Fall SCH: 4083		Fall HC: 369 Fall SCH: 3804	Fall HC: 354 Fall SCH: 3570

Goal 2: Retain Students

Recruitment is about filling the channel, but retention is critical to the enrollment profile. Leaking students from the flow often points to “pain points” students perceive: cost, dissatisfaction, and lack of engagement. This goal is inclusive of FR classroom experiences, advising sessions, events, business transactions, living on- or off-campus and processes and experiences related to being a BHSU student. The essential outcome is that students feel engaged with other students, faculty, and the campus.

Objective	New Strategy	Responsible Units	Metric	FY2016 Baseline	FY2017 Goal	FY2017 Actual	FY2018 Actual
Increase fall-to-spring cohort persistence	Facilitate ways for students to make meaningful connections with other students, faculty and staff	VPESA, VPAA	Average FR/SR rating on NSSE 13 a, b, c, d, e Number of student organizations	FR NSSE avg rating Q13 – a: 5.29 b: 5.03 c: 5.12 d: 4.58 e: 4.72 SR NSSE avg rating Q13 – a: 5.70 b: 5.64 c: 5.96 d: 5.08 e: 5.24 Fall internships: 44 Fall study abroad: 2		FR NSSE avg rating Q13 – a: 5.33 b: 5.11 c: 5.20 d: 4.73 e: 4.78 SR NSSE avg rating Q13 – a: 5.69 b: 5.22 c: 5.57 d: 4.68 e: 4.87 Fall internships: 25 Fall study abroad: 0	

				Fall practicum: 580		Fall practicum: 382	
	Conduct a mid-fall semester mandatory re-orientation	VPESA	Number of students participating Percent of students persisting to Spring semester Number of mid-term deficiencies for cohort FR	Cohort persistence: 86%		Cohort persistence: 89%	Cohort persistence: 87%
	Re-implement Starfish system for all general education and first-tier major classes	VPAA	Number of faculty utilizing Starfish Number of academic flags raised				98 Completed
	Ask faculty to engage in some graded form of classwork before the drop date	VPAA	Announcement during Welcome Week and periodic reminders				
	Implement a FR Seminar	VPESA, VPAA	Number of students enrolling in FR Seminar Percent of students completing FR Seminar persisting to Spring semester				In progress
Increase fall-to-fall cohort retention	Develop training for all BHSU employees on how to cultivate a recruitment and retention mindset	VPESA, VPAA	Number of employees attending training Percent of cohort students retained				Completed
	Develop customer service and student incident first-aid program	VPESA, VPAA	Number of employees attending training				
	Develop and implement a "secret shopper" program	VPESA, VPAA, VPFA, RC	Number of secret shopping evaluations conducted Number of recommendations made				
	Revise probation and suspension letters to more clearly communicate academic progress and encourage students to utilize campus resources	VPAA	Number of students completing an Academic Contract due to academic issues			Completed	

	Review communication processes and sequence that students experience from inquiry through graduation	VPESA, VPAA	Number of processes revised Percent of cohort students retained Percent of cohort students graduating within 6 years	Cohort 6 yr grad rate: 34% Cohort retention rate: 63%		Cohort 6 yr grad rate: 36% Cohort retention rate: 63%	Cohort 6 yr grad rate: 32% Cohort retention rate: 69%
	Implement inter-semester or summer remedial bridge for academically at-risk students	VPESA, VPAA	Number of at-risk students served Number of participants retained following year Average GPA of participants the following semester				
	Implement discretionary scholarship program to build retention	VPESA, VPAA	Amount of scholarships funded and awarded				
	Develop a 4-year completion template of course schedules by major	VPAA	Number of UG students completing 30 CH annually Percent of majors with completion templates updated	870		870	877
	Implement a Student Retention Day for faculty and professional staff	VPESA, VPAA	Number of participants attending				Completed
	Implement a regularly scheduled retention forum	VPAA	Number of participants attending				In progress
	Schedule a team visit to another institution annually to learn about best practices	VPESA, VPAA	Number of participants attending Number of new initiatives implemented				
	Participate in the AACU RFY program	VPESA, VPAA	Number of employees engaging with RFY Funds expended in pursuit of RFY				Not possible
Increase the utilization of academic and student support services	Refine the role and responsibilities of the R&R Specialists based on need	VPESA, VPAA					Completed

	Implement an app based system to send notifications to students	VPIT, UA	Number of students downloading the app Number of notifications pushed annually				Completed
	Contact every student who sees a drop in cumulative GPA of .5 amount in one semester with intervention	VPAA	Number of students contacted Percent of students retained following year				
	Coordinate student and academic support services across main campus, RC, and online	VPESA, VPAA, RC	Number of academic and support services available across all locations Average FR/SR rating on NSSE item 13 Average FR/SR rating on NSSE item 14 a, b, c, f				
Increase staff awareness of research/information currently available and how to support student success	Conduct annual data retreats with the faculty of each of the schools	VPAA	Percent of schools conducting data retreat				Completed
	Create a retention committee structure authorized to act on retention related initiatives	VPESA, VPAA	Number of retention initiatives completed				Completed
	Implement an Enrollment Operations Group	VPESA, VPAA	Number of meetings				Completed
	Audit communication and identify gaps of enrollment management data	VPESA, VPAA	Average stakeholder satisfaction rating				
	Personalize and communicate the EM plan across campus	VPESA, VPAA	Distribution of EMP				Completed
Increase retention and re-enrollment at the Rapid City center	Develop connections with industry to bind students with necessary programs	RC	Number of new partnerships with industry				In progress

	Implement a block schedule model for popular major	VPAA, RC	Number of students enrolled Percent of students satisfied				
	Develop retention plan for BHSU-RC	VPESA, RC	Percent of FR retained Percent of development completed				
	Foster creation of student groups and organizations	VPESA, RC	Number of new student organizations created				
	Coordinate introductions with faculty and advisors	RC, VPAA					
	Encourage early registration for upcoming semesters	RC	Percent of students enrolled 60 days before classes begin				
Build academic brand loyalty among online learners	Develop and implement marketing plan	UC	Percent of online only students re-enrolling next semester				In process

Goal 3: Credential Students

Ultimately, the goal of BHSU is to help students attain their higher education goals. We understand that students often enter with aspirations to achieve their bachelor’s degree, but many students also seek scaffolded credentials which may have value in their career. In some cases, BHSU serves a preparatory role to support student success in programs that we do not offer (pre-nursing).

Objective	New Strategy	Responsible Units	Metric	FY2016 Baseline	FY2017 Goal	FY2017 Actual	FY2018 Actual
Increase the number of students adhering to “15 to Succeed”	Increase marketing focused on cost-savings for 15 credit hour enrollments	VPESA, VPAA	Percent of students enrolled in 15 CH on census	1055		1055	1050
Optimize academic programs	Develop and deploy 4-yr degree plans	VPAA	Percent of programs with updated degree plans				In process

	Centralize internships through career services	VPAA	Number of internships coordinated through Career Services				
Increase capacity for student support operations	Centralize Career Services operation	VPESA, VPAA	Number of students served through Career Services				
Increase the number of credentials students receive	Develop and deploy new majors, minors and certificates	VPAA	Number of new majors, minors and certificates added				
Improve faculty advising skills	Development of plans of study with students	VPAA	Number of students with plans of study Number of students completing plans of study through FR Seminar				
	Schedule monthly advising workshops (college/university)	VPAA	Number of participants at advising workshops				Completed
	Expand use of Starfish for early advising alerts	VPAA	Number of advising flags raised				Completed
	Deploy peer advising model	VPAA	Number of peer advisors employed				Funded and Completed
Increase number of students graduating with at least one high impact practice	Provide institutional support for wide range of high impact practices	VPAA, VPFA	Amount of funds allocated to support high impact practices				
Increase fiscal support for students	Continue to increase and sustain scholarship opportunities for all students	VPESA, VPUA	Amount of scholarships funded annually				
	Inform students of the need to enroll in BHSU hours to retain scholarship funds	VPUA, VPESA	Number of exceptions to policy granted				Completed
	Expand institutional student labor	VPFA	Amount of funds expended on student labor				
	Leverage and market scholarships for returning students	VPESA, VPUA	Amount of scholarships funded annually				

	Provide early access to information and tools for students to finance education through financial aid counseling	VPESA, VPFA	Number of students/families utilizing services				
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