

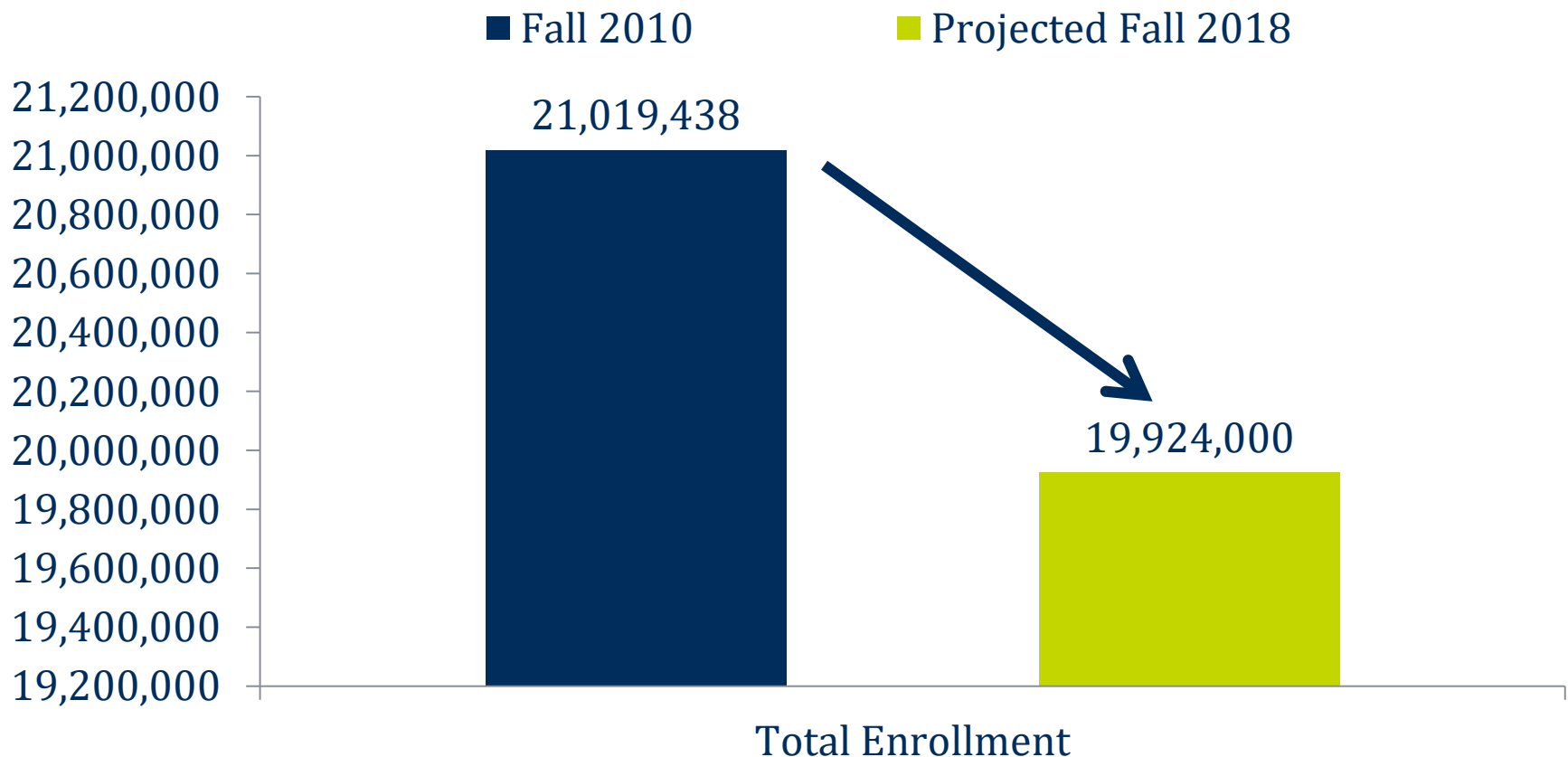


Opportunity Analysis

Rob Baird

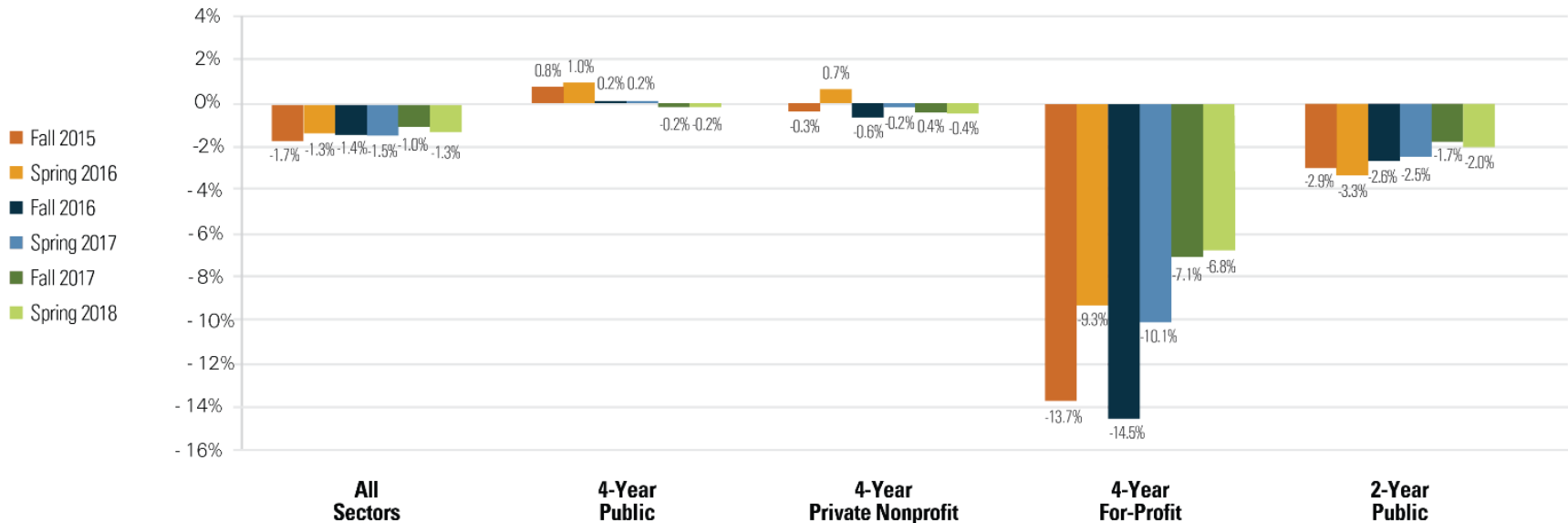
Senior Vice President

In absolute terms, total enrollment in degree-granting institutions continues to decline



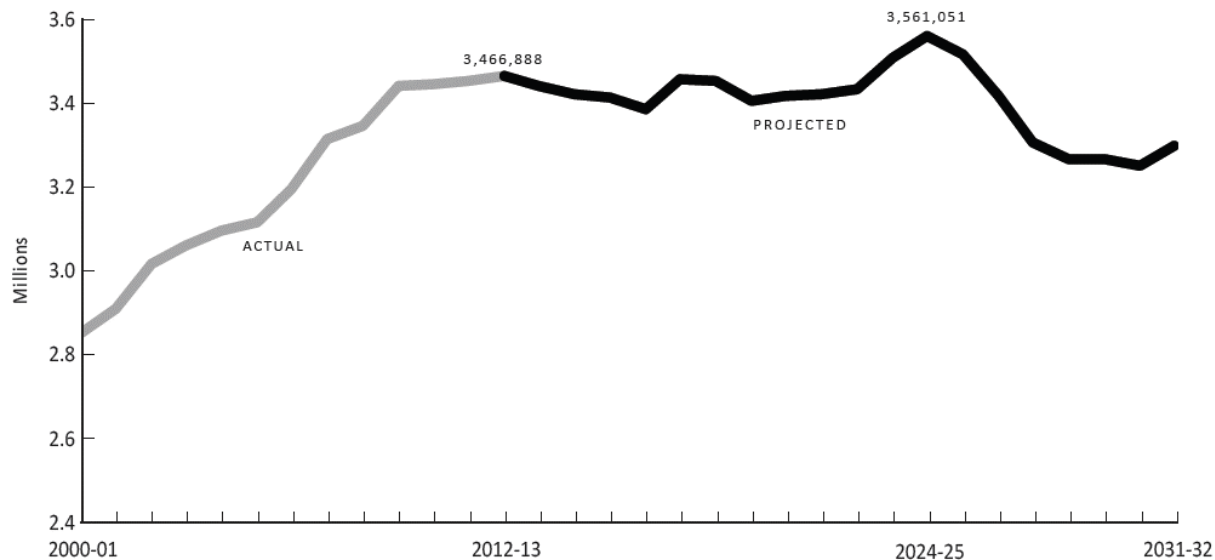
The National Student Clearinghouse reported a 1.3% drop in Spring 2018 enrollments

Figure 1: Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)



Total U.S. public and private high school graduates

- Record-high 3.47 million high school graduates in 2014
- Overall decline in high school graduates from 2013-23, **with the greatest drop occurring in 2017**



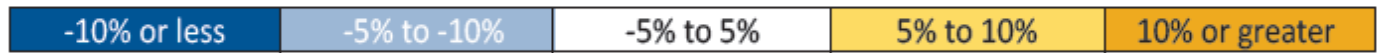
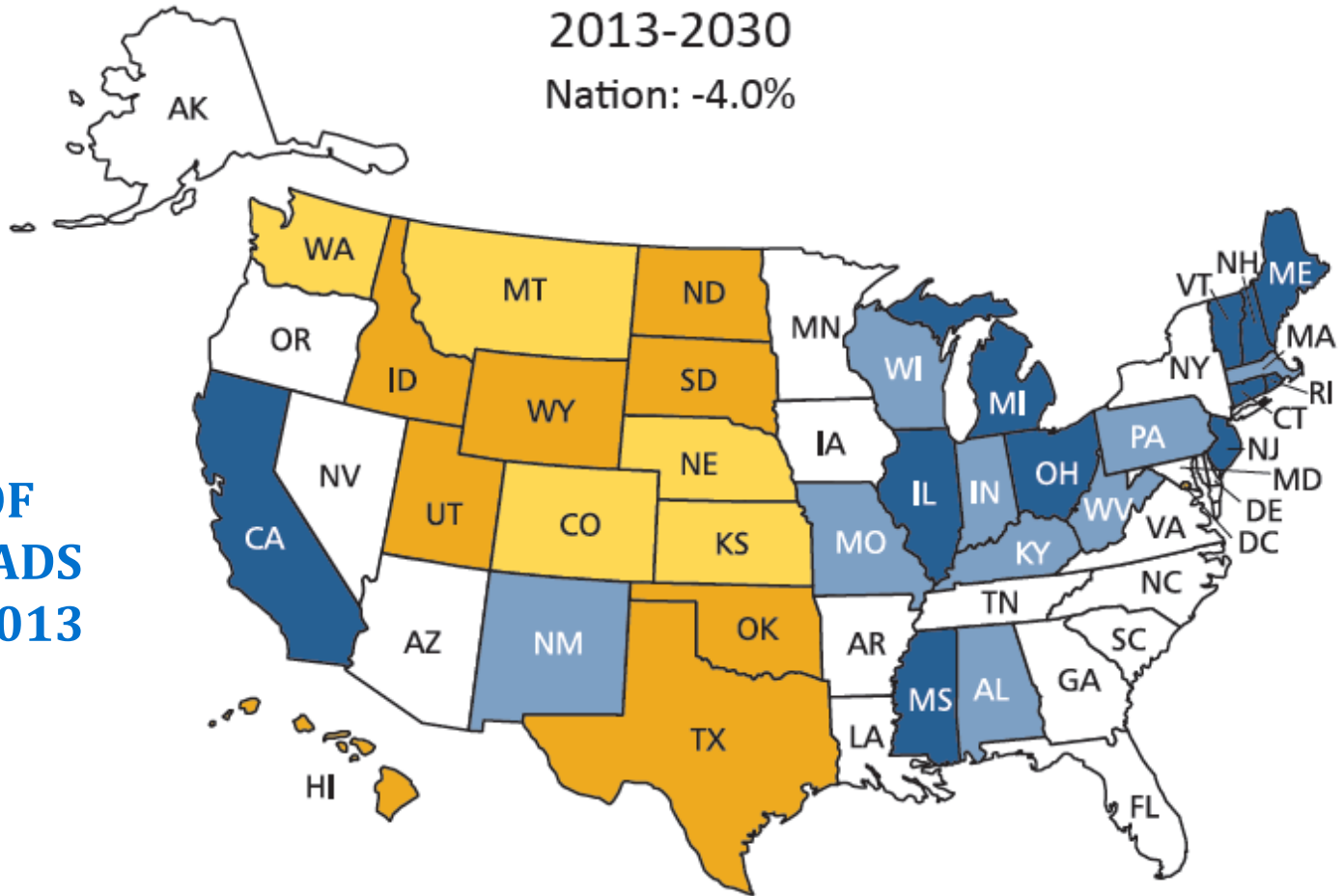
Decline in 2017:
2.3% (81,000
graduates)

High school graduates on the decline

2013-2030
Nation: -4.0%



**DECREASE OF
120,000 GRADS
BETWEEN 2013
AND 2030**



◀ Decrease

Increase ▶



South Dakota

The competition factor



8,698 high school seniors / 2019-20*

22 institutions of higher education**

71.8% college continuation rate (6,245)***
(ranks 5th among states)

22.1% leave the state to go to college (1,382)****
(ranks 21st among states)

Three Largest Institutions ^{†*****}	Number of In-state Freshmen ^{*****}
South Dakota State University	1,221
University of South Dakota	717
Lake Area Technical Institute	312

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

2,613 students ÷ 19 institutions = 138 students per institution^{††}

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016

**The Chronicle of Higher Education, 2018

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

Colorado

The competition factor



59,020 high school seniors / 2019-20*

81 institutions of higher education**

61.2% college continuation rate (36,120)***
(ranks 32nd among states)

21.7% leave the state to go to college (7,826)****
(ranks 20th among states)

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

Three Largest Institutions†*****	Number of In-state Freshmen*****
University of Colorado at Boulder	3,161
Colorado State University – Fort Collins	3,120
University of Northern Colorado	1,637

20,376 students ÷ 78 institutions = 261 students per institution††

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016

**The Chronicle of Higher Education, 2018

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

Montana

The competition factor



† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

9,799 high school seniors / 2019-20*

23 institutions of higher education**

60.5% college continuation rate (5,928)***
(ranks 34th among states)

22.0% leave the state to go to college (1,305)****
(ranks 19th among states)

Three Largest Institutions ^{†****}	Number of In-state Freshmen ^{****}
Montana State University	1,278
The University of Montana	1,031
Montana State University – Billings	502

1,812 students ÷ 120 institutions = 91 students per institution^{††}

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016

**The Chronicle of Higher Education, 2018

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

Nebraska

The competition factor



24,272 high school seniors / 2019-20*

41 institutions of higher education**

69.5% college continuation rate (16,869)***
(ranks 7th among states)

16.5% leave the state to go to college (2,784)****
(ranks 27th among states)

Three Largest Institutions†*****	Number of In-state Freshmen*****
University of Nebraska – Lincoln	3,326
University of Nebraska at Omaha	1,551
Southeast Community College Area	976

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

8,232 students ÷ 38 institutions = 217 students per institution††

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016

**The Chronicle of Higher Education, 2018

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

Wyoming

The competition factor



5,818 high school seniors / 2019-20*

10 institutions of higher education**

60.4% college continuation rate (3,514)***
(ranks 35th among states)

21.2% leave the state to go to college (744)****
(ranks 22nd among states)

† In-state institutions receiving the largest number of in-state freshmen.
†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

Three Largest Institutions†*****	Number of In-state Freshmen*****
University of Wyoming	776
Casper College	408
Sheridan College	303

1,2843 students ÷ 7 institutions = 183 students per institution††

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016

**The Chronicle of Higher Education, 2018

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

Purchasing power of Federal Pell Grant and Stafford Loan

Four-year public

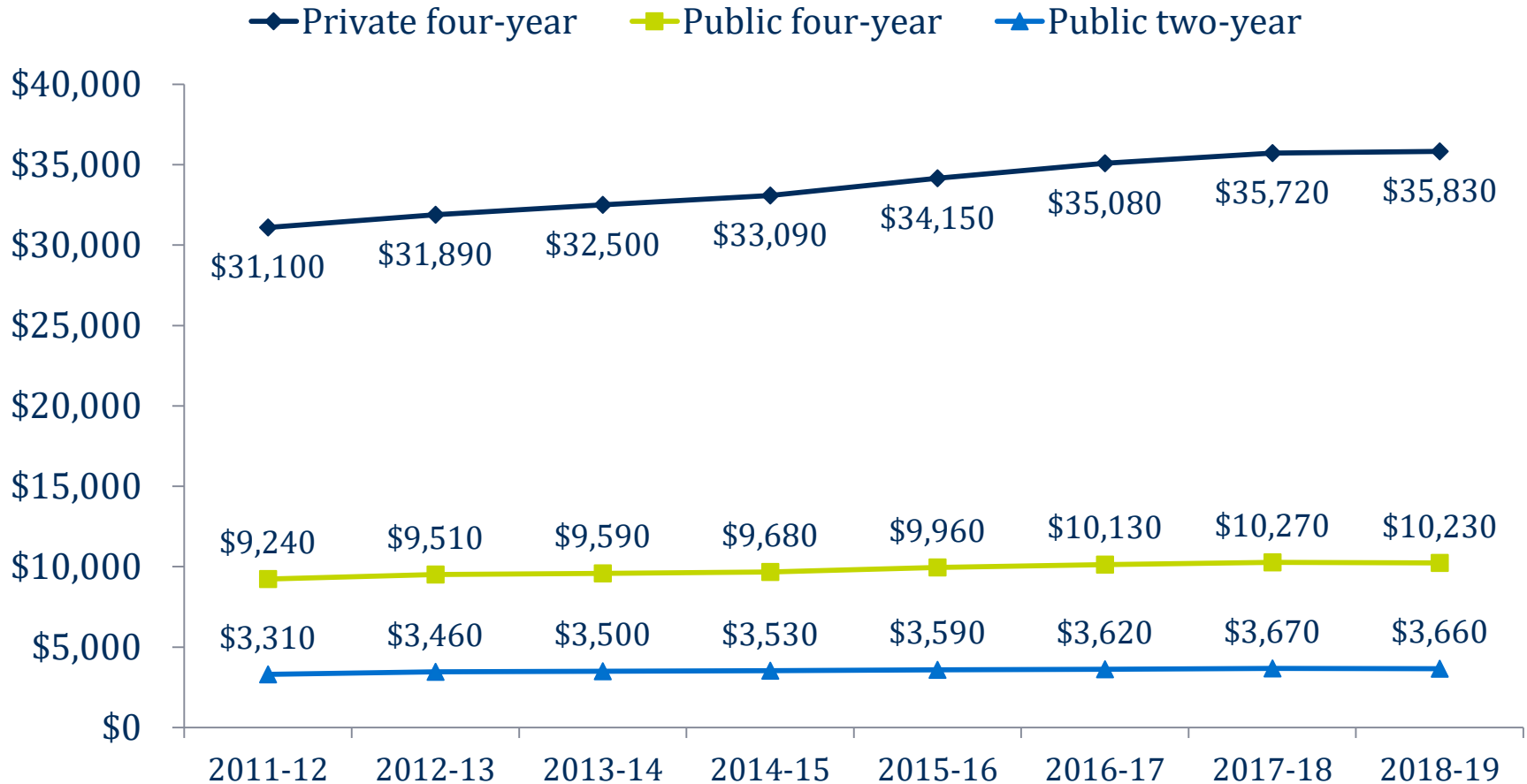
Year	Maximum Pell	Maximum Stafford	Pell + Stafford	Average Tuition and Fees	P+S Tuition and Fees
2009-10	\$5,350	\$3,500*	\$8,850	\$7,020	126%
2010-11	\$5,550	\$3,500*	\$9,050	\$7,605	119%
2011-12	\$5,550	\$3,500*	\$9,050	\$8,244	110%
2012-13	\$5,550	\$3,500*	\$9,050	\$8,655	105%
2013-14	\$5,645	\$3,500*	\$9,145	\$8,893	103%
2014-15	\$5,730	\$3,500*	\$9,230	\$9,139	101%
2015-16	\$5,775	\$3,500*	\$9,275	\$9,410	99%
2016-17	\$5,815	\$3,500*	\$9,315	\$9,650	97%
2017-18	\$5,920	\$3,500*	\$9,420	\$9,970	94%
2018-19	\$6,100	\$3,500*	\$9,600	\$10,230	97%

* Dependent students eligible for \$2,000 unsubsidized Stafford Loan so long as parents were *not* denied a PLUS loan.

Average tuition and fee charges in constant dollars

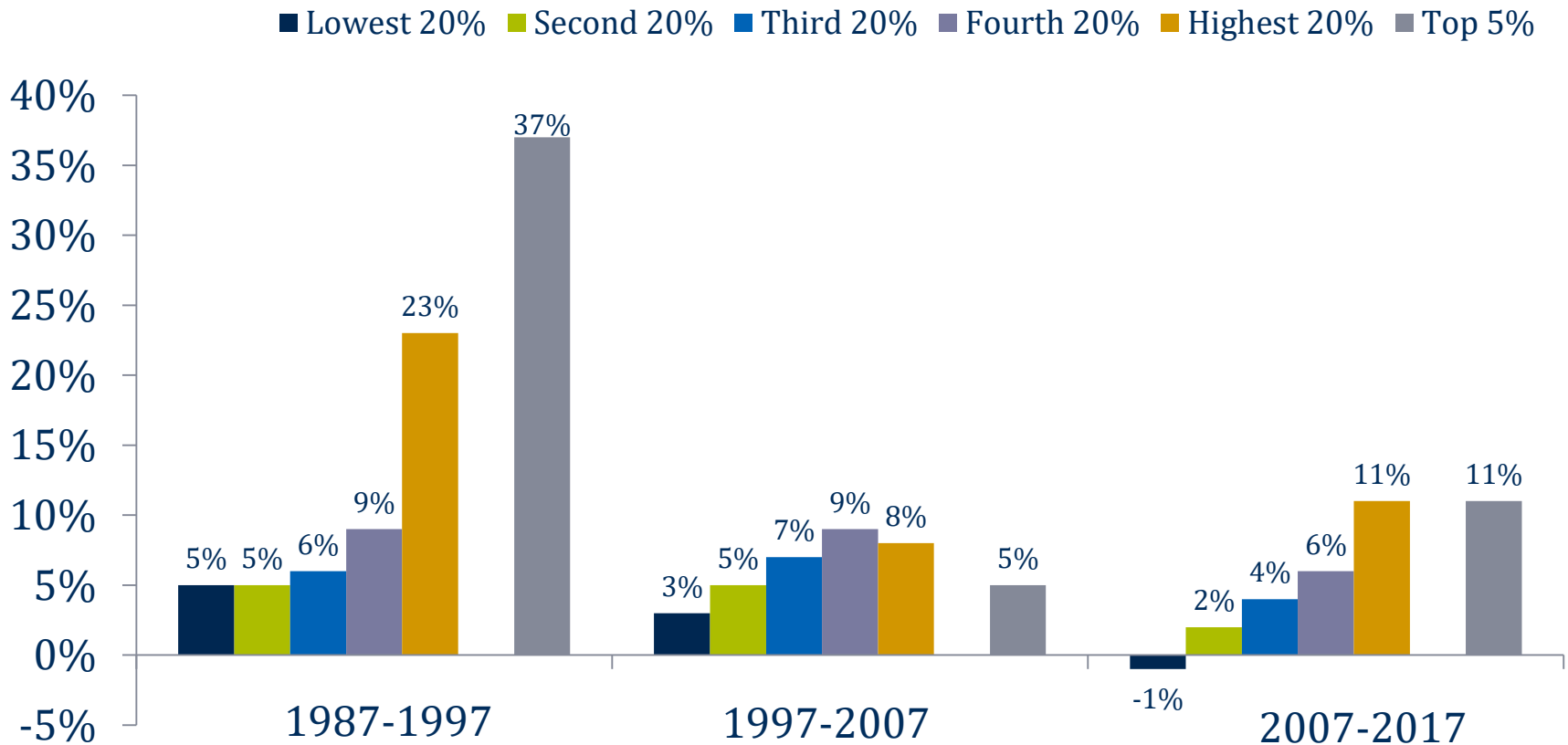
2011-12 to 2018-19 (enrollment weighted)

BHSU was at \$8733 - FY18



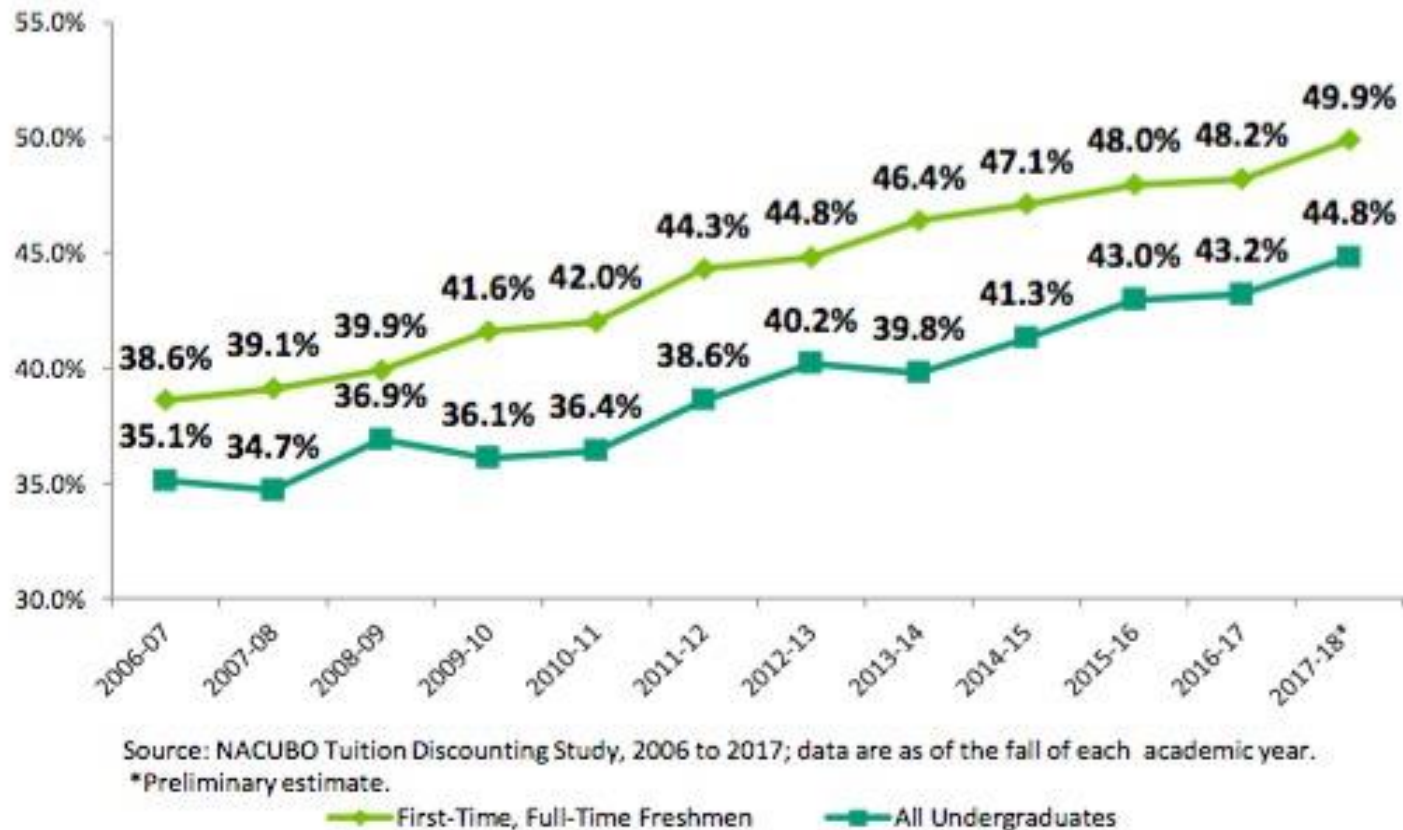
Percentage change in inflation-adjusted mean family income by quintile

1987-97, 1997-2007, and 2007-17



Average institution tuition discount rate

*By student category –
BHSU not provided in ISA*



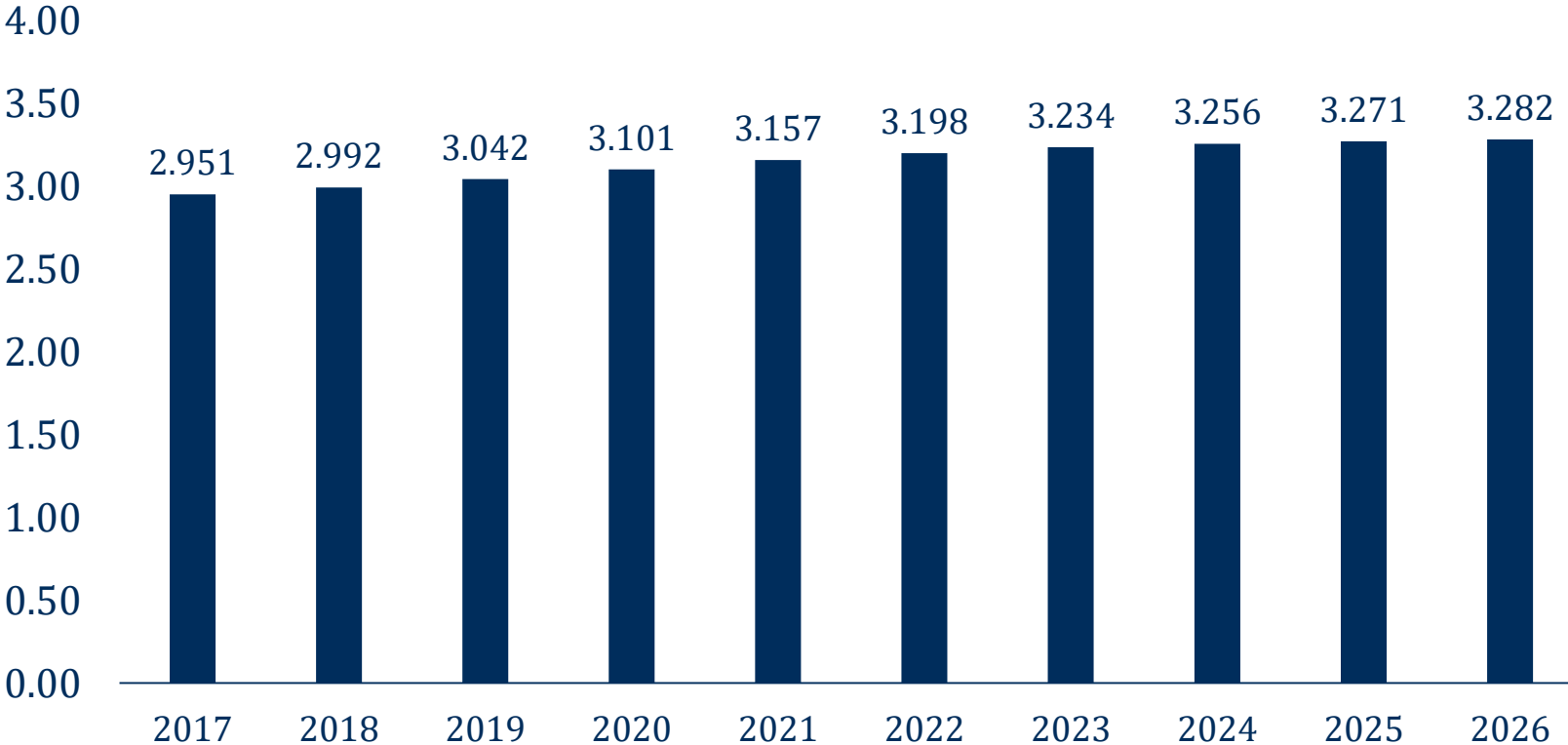
Public data shows substantial discounting activity

INSTITUTION TYPE	AVERAGE YIELD FOR FRESHMEN	AVERAGE OVERALL DISCOUNT RATE FOR FRESHMEN	AVERAGE TUITION AND FEE DISCOUNT RATE FOR FRESHMEN	AVERAGE OVERALL INCREASE IN NET REVENUE PER STUDENT	AVERAGE UNFUNDED INSTITUTIONAL GIFT AID PER STUDENT	AVERAGE PERCENT OF NEED MET	AVERAGE TUITION INCREASE
Private Institutions							
All Private	26.0%	41.6%	53.5%	1.1%	\$16,177	75.8%	3.9%
Small Private	27.3%	42.3%	54.4%	1.3%	\$16,308	76.4%	3.8%
Comprehensive/ Doctoral (Private)	21.5%	40.3%	52.1%	0.5%	\$15,598	74.5%	3.5%
Research (Private)	25.6%	38.3%	48.3%	0.4%	\$16,431	73.8%	3.2%
Public Institutions							
All Public	31.2%	16.6%	32.2%	3.7%	\$3,574	66.1%	3.1%
Public Resident	37.3%	13.5%	29.7%	4.2%	\$2,365	67.4%	3.2%
Public Non-Resident	22.3%	22.3%	37.3%	3.2%	\$6,746	60.8%	2.9%



Graduate enrollment is expected to increase 11% over the next decade, from 2.951 million to 3.282 million

Graduate enrollment in millions



Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. 2016 Digest of Educational Statistics: Table 303.80

Factors in the decision to enroll

Student Satisfaction Inventory

Four-Year Public Colleges and Universities

1. Financial aid
2. Academic reputation
3. Cost
4. Personalized attention prior to enrollment
5. Campus appearance
6. Geographic setting
7. Size of institution
8. Recommendations from family/friends
9. Opportunity to play sports

Factors in the decision to enroll: For all adult learners

FACTOR	ALL	UNDERGRADUATE	GRADUATE
Academic reputation	82%	82%	81%
Availability of evening/weekend courses	79%	80%	77%
Future employment opportunities	78%	79%	76%
Campus location (close to home/work)	76%	79%	72%
Financial aid/scholarship opportunities	75%	79%	70%
Cost	74%	76%	71%
Personalized attention prior to enrollment	70%	73%	65%
Recommendations from family/friends/employer	60%	63%	56%
Size of institution	56%	60%	50%

Factors in the decision to enroll: Online learners

ITEM	IMPORTANCE %
Convenience	96%
Flexible pacing for completing a program	93%
Work schedule	92%
Program requirements	89%
Reputation of institution	86%
Financial assistance available	85%
Cost	83%
Ability to transfer credits	82%
Future employment opportunities	81%
Distance from campus	60%
Recommendations from employer	58%

A group of people in a meeting looking at a document. The image is overlaid with a semi-transparent dark blue filter. The text is centered in white, bold, sans-serif font.

YOUR CURRENT STATE & BENCHMARKS

Your recruitment goals

Next entering class



- 595 first-time Undergraduates and 600 high school dual-enrolled students.
- We wish to define what a "better fit" student for BHSU looks like.
- We want to achieve our high school feeder school enrollment metrics.
- Grow graduate programs
- Grow online student population for students that don't live on campus..
- Stabilize Black Hills State University - Rapid City center's enrollment.

Your recruitment goals

Long-range (three to five years)



- We wish to find the ideal enrollment capacity for BHSU.
- Grow the online student population for students that don't live on campus.
- Grow contiguous state enrollment for states with in-state tuition as a focus.
- Grow transfer enrollment
- We want to develop program-to-program articulations for the transfer students.
- We wish to maintain market share for our high school feeder schools .
- We need to grow graduate programs and find a way to fund graduate students.
- We also need to stabilize Black Hills State University - Rapid City center enrollment.
- Develop program needs for the workforce in Rapid City.

Your Enrollment goals

Long-range – per visit



- 5,000 was a historical benchmark
 - 4,700 was high water mark
- Stabilize 4,500?
- Net tuition revenue driven institution
- Rapid City
 - 1200 – 1300 total headcount
 - Either BHSU or University Center
 - Outcome depended on Regents support
 - Look and act like a community college
 - Increase programs
- Completion agenda

Your Enrollment goals

Long-range obstacles- per visit



- Grow transfer markets
 - In decline
 - Wyoming has become a challenge.
- Expand partnerships with Western Dakota Tech
- Staffing is thin
- Cost versus value

Growth Strategy Matrix



Funnel trends

First-time, Full-time Students	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Prospects					
Capture rate					
Inquiries					
Conversion rate					
Applications	1387	1607	1696	1858	2201
Completion rate	88%	86%	91%	95%	82%
Completed applications	1217	1381	1544	1756	1812
Admit rate	96%	93%	96%	94%	99%
Accepts	1163	1284	1476	1647	1791
Deposits					
Melt rate					
Enrolled	546	587	555	490	505
Yield rate	47%	46%	38%	30%	28%
Enrollment goal					

FTIC Funnel Rates

Four-Year Public Institutions

Median Funnel Rates	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Conversion rate from inquiry to application (all inquiries)	37%	33%	24%	26%	30%
Conversion rate from inquiry to application (not counting inquiries who made their first contact by submitting and application)	26%	27%	14%	13%	17%
Admit rate from application to admit (all applications)	67%	70.5%	65%	66%	70%
Admit rate from application to admit (completed applications only)	79%	76%	85%	85.5%	88%
Yield rate from admission to enrollment	32%	37.5%	26.5%	28.5%	36%
Capture rate from deposited/confirmed to enrollment	93.5%	95%	90%	89%	94%
Percentage of applicants completing application process	87.5%	88%	82.5%	80%	NA
Percentage of students not identifying themselves before application (stealth applicants)	22%	27%	38%	45.6%	NA



Funnel trends

Transfers	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Prospects					
Capture rate					
Inquiries					
Conversion rate					
Applications	549	490	538	399	380
Completion rate	88%	89%	91%	95%	77%
Completed applications	484	438	490	379	291
Admit rate	93%	92%	93%	91%	98%
Accepts	452	405	458	344	286
Deposits					
Melt rate					
Enrolled	335	291	290	231	180
Yield rate	74%	72%	63%	67%	63%
Enrollment goal					

Transfer Student Funnel Rates

Four-Year Public Institutions

Median Funnel Rates	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Conversion rate from inquiry to application (all inquiries)	68%	61%	54%	64.5%	70%
Conversion rate from inquiry to application (not counting inquiries who made their first contact by submitting and application)	28%	20.5%	NA	NA	28%
Admit rate from application to admit (all applications)	64%	66%	62.5%	64%	66%
Admit rate from application to admit (completed applications only)	80%	88%	93%	92%	90%
Yield rate from admission to enrollment	60%	61%	58%	59%	59%
Capture rate from deposited/confirmed to enrollment	87%	84%	80.5%	81%	93%
Percentage of applicants completing application process	75%	81%	74%	74%	NA
Percentage of students not identifying themselves before application (stealth applicants)	61.5%	57%	NA	NA	NA



Cost to recruit a single undergraduate student in 2018

BHSU spends approximately \$1633 per student


PERCENTILE %	FOUR-YEAR PRIVATE INSTITUTIONS				FOUR-YEAR PUBLIC INSTITUTIONS				TWO-YEAR PUBLIC INSTITUTIONS*
	Overall	Smallest third in enrollment size	Middle third in enrollment size	Largest third in enrollment size	Overall	Smallest third in enrollment size	Middle third in enrollment size	Largest third in enrollment size	Overall
25th percentile	\$1,418	\$1,159	\$1,818	\$1,423	\$407	\$317	\$429	\$402	\$107
Median	\$2,232	\$2,269	\$2,474	\$1,911	\$578	\$524	\$623	\$583	\$118
75th percentile	\$3,617	\$3,824	\$3,814	\$2,684	\$775	\$887	\$747	\$762	\$266

TM

- For four-year private institutions, the 33.3 percentile for total enrollment size was 1,413 and the 66.7 percentile was 3,072.
- For four-year public institutions, the 33.3 percentile for total enrollment size was 8,168 and the 66.7 percentile was 19,423.

Number of new Undergraduates for each FTE employee involved in face-to-face Undergraduate outreach

BHSU is at 114 enrolled per outreach staff person

PERCENTILE 	FOUR-YEAR PRIVATE INSTITUTIONS				FOUR-YEAR PUBLIC INSTITUTIONS				TWO-YEAR PUBLIC INSTITUTIONS*
	Overall	Smallest third in enrollment size	Middle third in enrollment size	Largest third in enrollment size	Overall	Smallest third in enrollment size	Middle third in enrollment size	Largest third in enrollment size	Overall
25th percentile	41	24	42	66	168	103	179	170	195
Median	59	42	50	88	276	235	308	253	420
75th percentile	91	59	83	123	425	421	415	473	1113

TM

* We used a five-year average on the entering class

Your retention goals



- Short Term – 66% retention of our first-time, full-time, bachelor degree-seekers
- Expand use of Starfish. Refine GS-100 curriculum
- Refine intrusive advising model
- Refine student success model based on academic coursework

Long Term –

- 70% retention of our first-time, full-time, bachelor degree-seekers
- Implement freshman advising model
- Establish learning communities in residence halls
- Expand high impact practices that lead to academic success, such as community service, internships, etc.

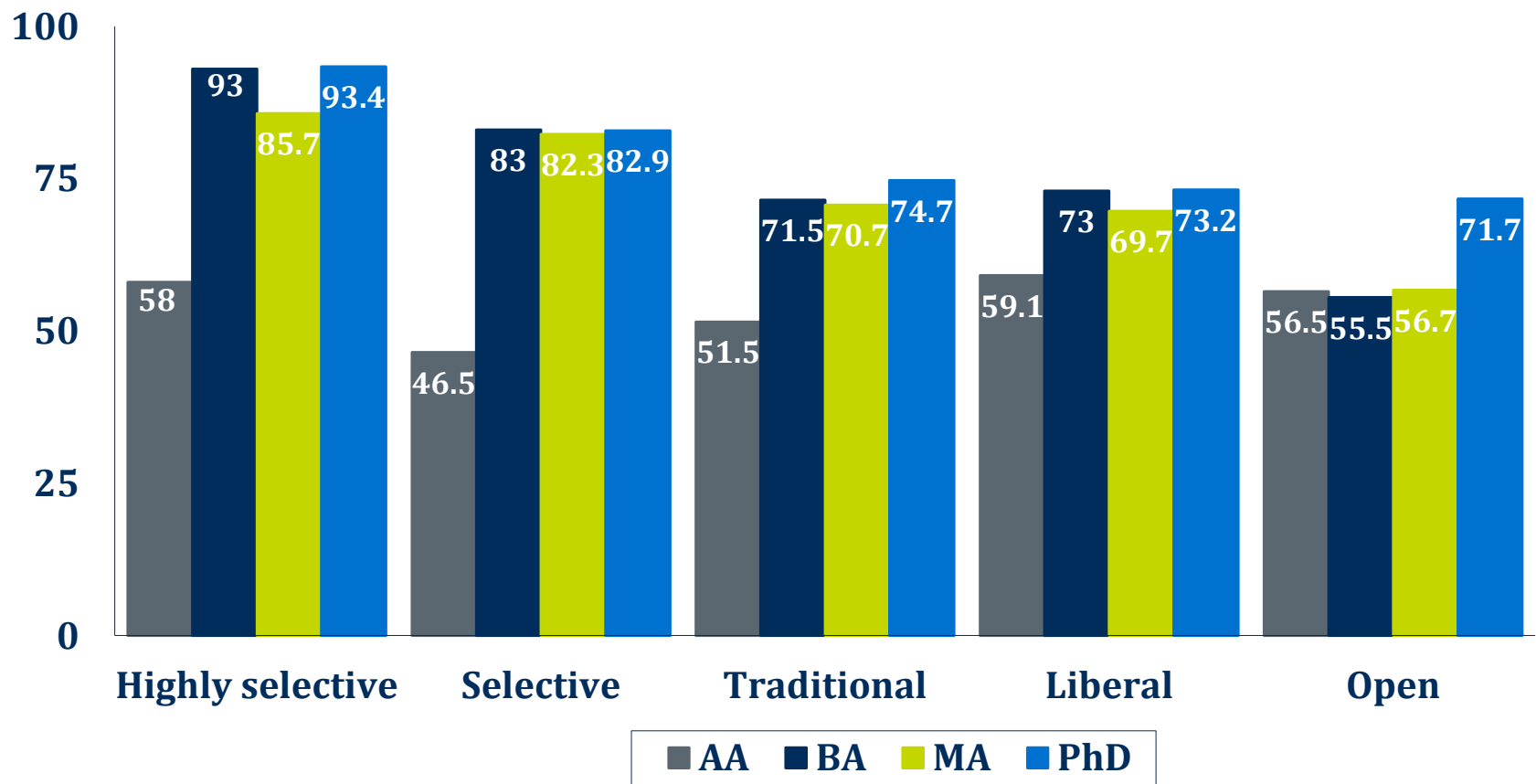
Institutional admission selectivity

BHSU ACT average is 21

Selectivity Level	ACT	SAT
	(Middle 50%)	(Middle 50%)
Highly selective	25–30	1710–2000
Selective	21–26	1470–1770
Traditional	18–24	1290–1650
Liberal	17–22	1230–1530
Open	16–21	1170–1480

First- to second-year retention rates for public institutions

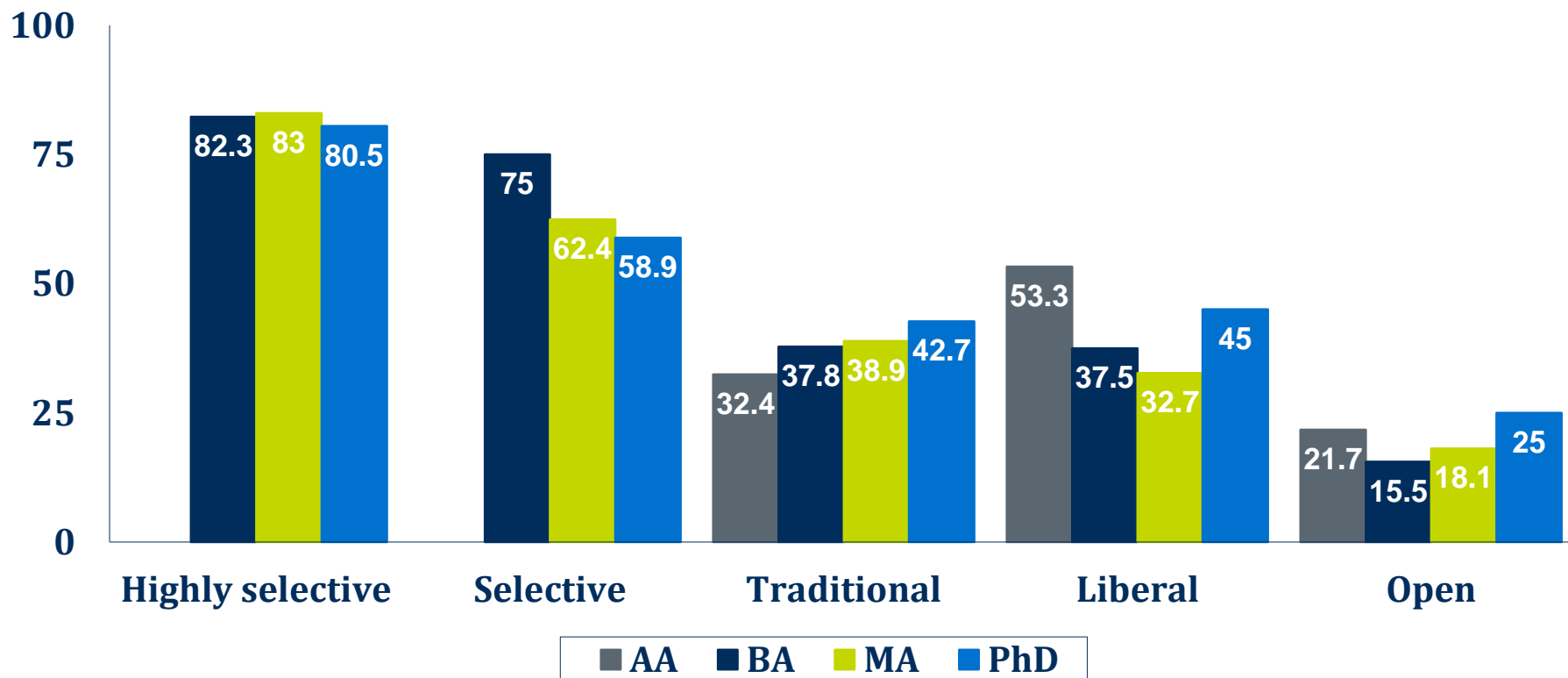
BHSU's five-year average is 64%



Source: Compiled from ACT Institutional Data File, 2016.
©2016. ACT, Inc. All Rights Reserved.

National graduation rates for public institutions

BHSU's five-year average is 30%



Completion in 3 years for associate degree, 5 years for BA/BS

BHSU Observations

What could you do?

- Financial Aid
 - Increase scholarships
 - Need-based dollars
 - *Add Academic Support Center*
 - *Improve advising*
 - *Early alert*
- Admissions/Marketing
 - Spread too thin
 - *Develop a retention plan*
 - *Proactive not reactive*
 - Strategic/data driven planning

BHSU Observations

What could you do?

- Retention Task Force
 - *Develop SEP*
 - *Working toward same goal*
 - *Decentralized structure*
 - Adviser resources
 - Structure
 - Improve Career Services
 - ROI
 - “Be kind to each other”

BHSU Observations

What could you do?

- Registrar office
 - Dedicated transfer position – strong partnership Admissions and Registrar
 - Improve advising
 - Student success center

Observations and areas of opportunity



- BHSU has the key elements for success
 - People care about the institution, your mission, and the students you serve
 - Quality product
 - Leadership
- Develop strategic and annual enrollment plan tie current and future initiatives to an ROI—NTR \$XXX

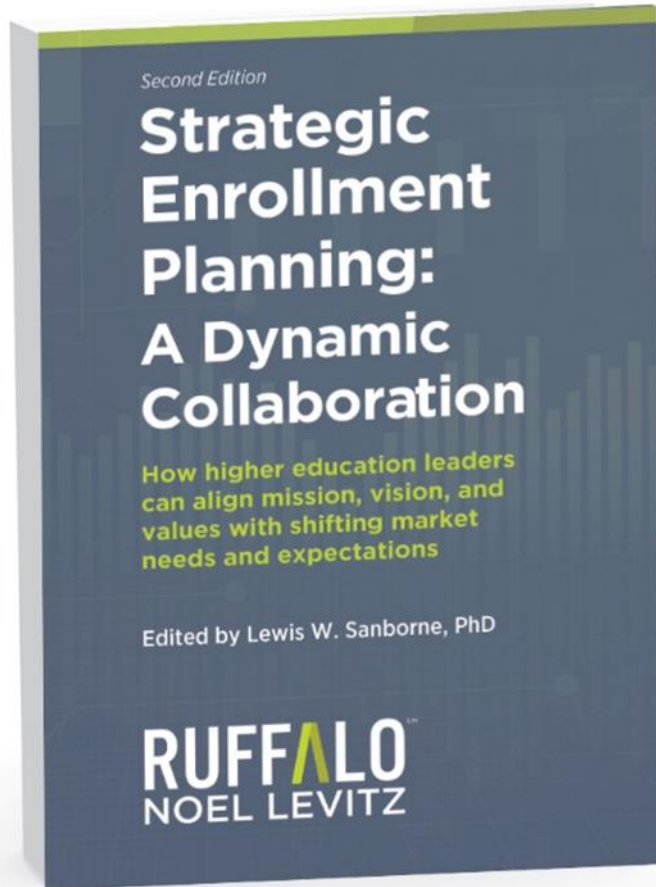


Chart Your Course to Success

**Support resource planning, growth initiatives,
website, marketing, recruitment, & completion**

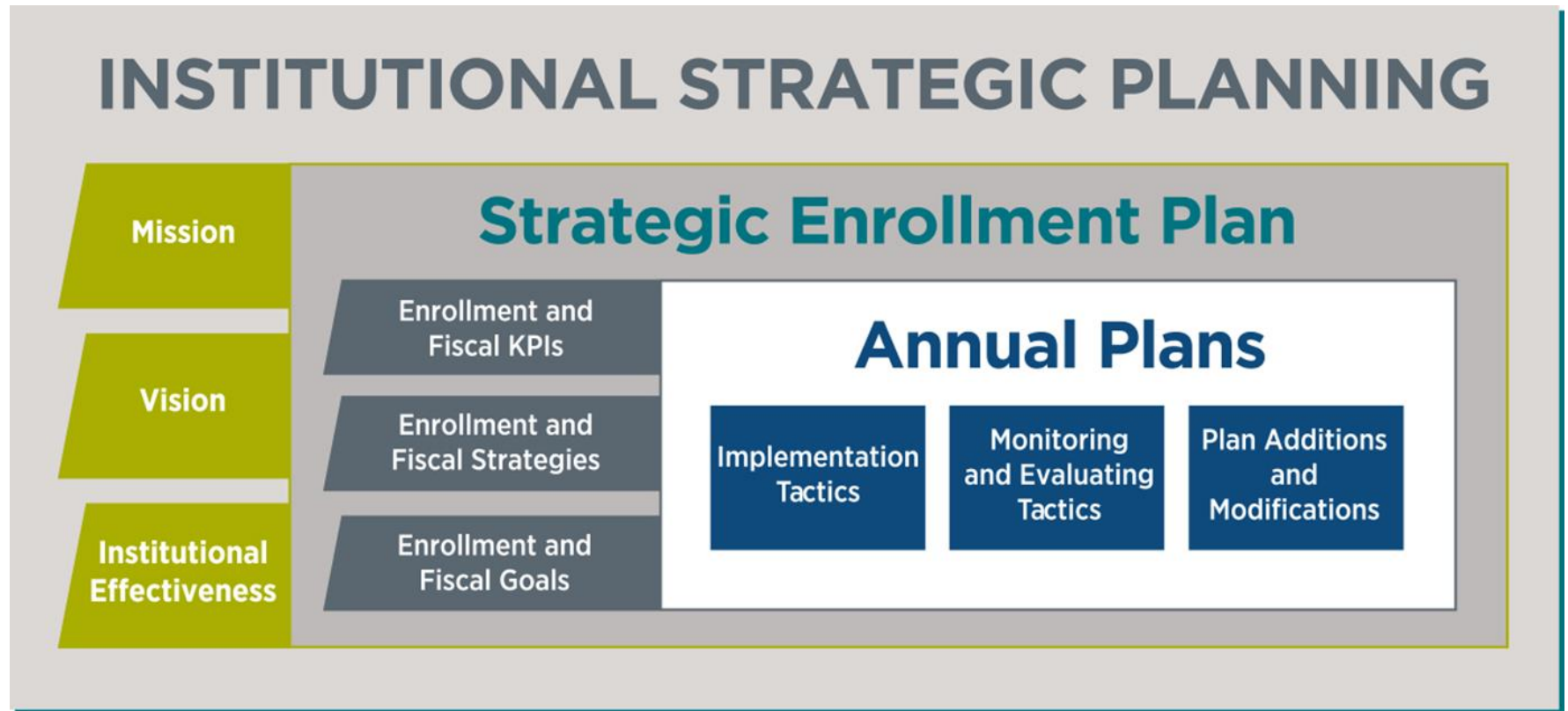
Strategic Enrollment Planning

RNL wrote the book (two editions) on Strategic Enrollment Planning

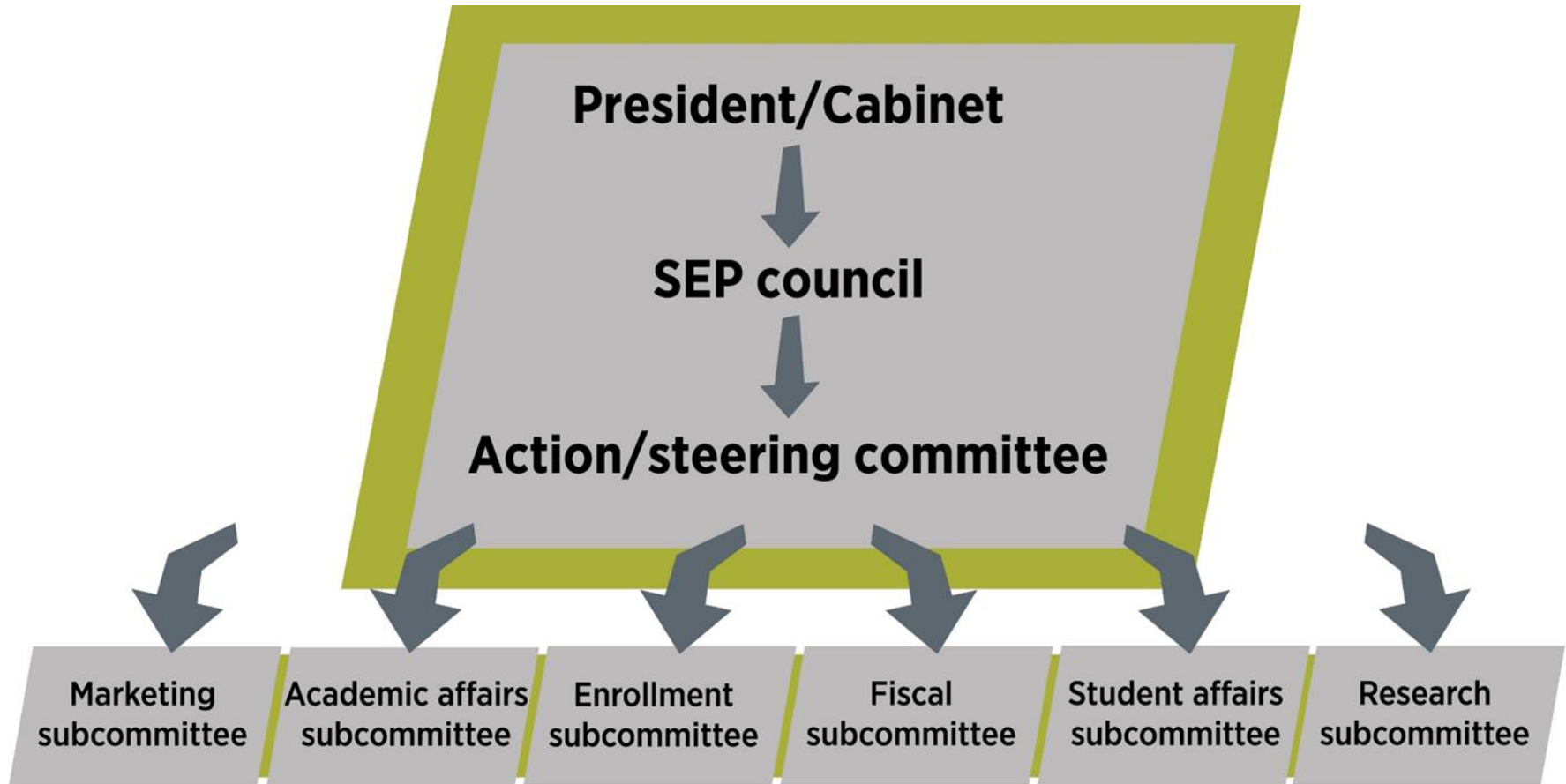


A complex and organized effort to connect mission, current state, and changing environment to long-term enrollment and fiscal health.

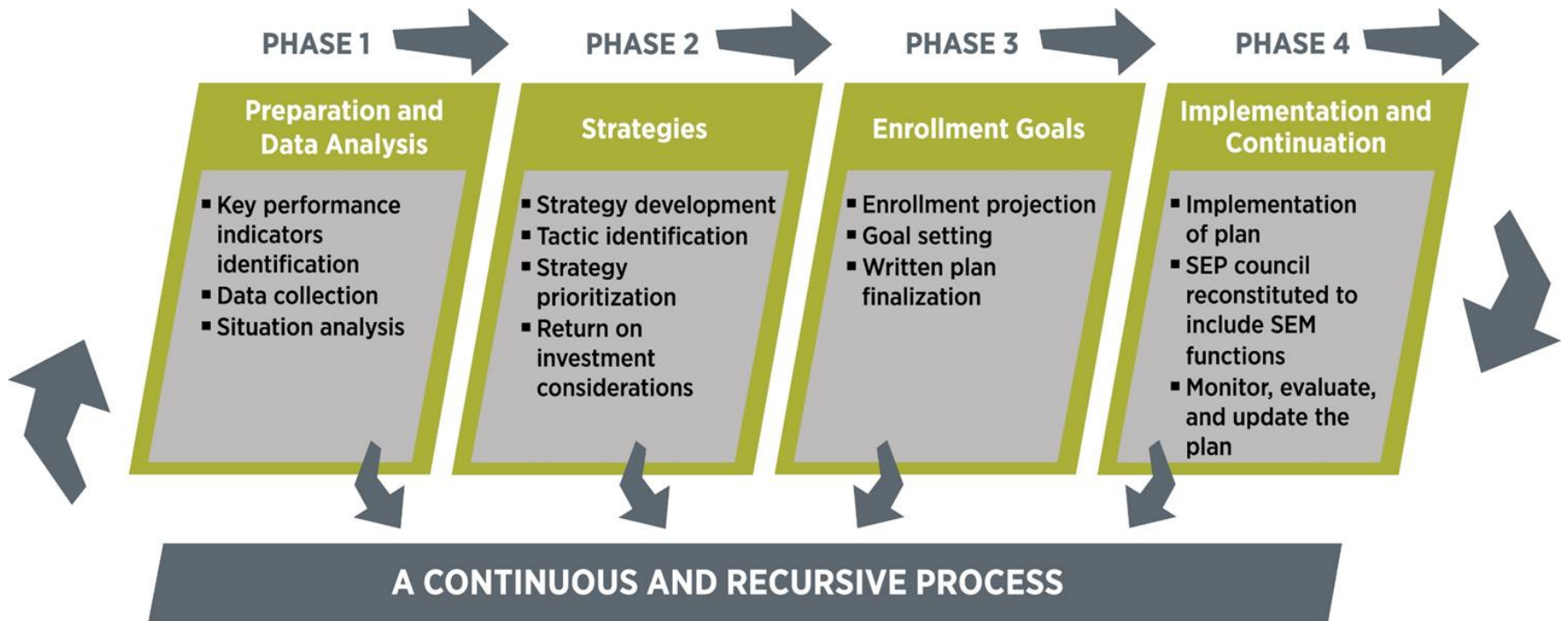
Organizing for Strategic Enrollment Planning



Organizing for Strategic Enrollment Planning



Strategic Enrollment Planning Phases



Scenarios provide comparisons

RNL University

Current Date:

December 8, 2017

Last Modified Date:

November 14, 2017

Enrollment Projections for all Classes

Special Population: Scenario #1 - Demographics

	Fall of 2017	Fall of 2018	Fall of 2019	Fall of 2020	Fall of 2021	Fall of 2022	Fall of 2023	Fall of 2024	Fall of 2025	Fall of 2026	Fall of 2027
Freshmen	2,519	2,711	2,771	2,755	2,712	2,675	2,709	2,697	2,734	2,708	2,709
Sophomores	1,704	1,835	1,995	1,999	1,987	1,965	1,939	1,946	1,950	1,965	1,961
Juniors	2,238	2,238	2,427	2,499	2,503	2,489	2,459	2,433	2,449	2,451	2,470
Seniors	2,527	2,666	2,684	2,830	2,922	2,948	2,942	2,915	2,891	2,896	2,902
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
Total	8,988	9,450	9,877	10,083	10,124	10,077	10,049	9,991	10,024	10,020	10,042

Scenario #2 - Increased New Student Enrollment

	Fall of 2017	Fall of 2018	Fall of 2019	Fall of 2020	Fall of 2021	Fall of 2022	Fall of 2023	Fall of 2024	Fall of 2025	Fall of 2026	Fall of 2027
Freshmen	2,519	2,901	3,009	3,056	3,090	3,121	3,152	3,182	3,214	3,245	3,277
Sophomores	1,704	1,878	2,077	2,149	2,182	2,206	2,227	2,249	2,270	2,290	2,311
Juniors	2,238	2,226	2,373	2,532	2,605	2,641	2,668	2,695	2,720	2,745	2,769
Seniors	2,527	2,664	2,668	2,793	2,947	3,046	3,101	3,137	3,169	3,200	3,229
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
Total	8,988	9,669	10,127	10,530	10,824	11,014	11,148	11,263	11,373	11,480	11,586

Scenario #3 - Increased Continuing Student Progression

	Fall of 2017	Fall of 2018	Fall of 2019	Fall of 2020	Fall of 2021	Fall of 2022	Fall of 2023	Fall of 2024	Fall of 2025	Fall of 2026	Fall of 2027
Freshmen	2,519	2,878	2,958	2,976	2,980	2,980	2,980	2,980	2,980	2,980	2,980
Sophomores	1,704	1,823	1,994	2,061	2,090	2,109	2,111	2,125	2,126	2,142	2,143
Juniors	2,238	2,220	2,322	2,456	2,514	2,544	2,560	2,568	2,578	2,585	2,596
Seniors	2,527	2,664	2,657	2,744	2,870	2,946	2,991	3,015	3,029	3,040	3,049
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
Total	8,988	9,585	9,931	10,237	10,454	10,579	10,642	10,688	10,713	10,747	10,768

End result

10 Year Revenue Model Implications Based on Special Population: Scenario #1 - Demographics

Gross Revenue Model		Fall of 2018	Fall of 2019	Fall of 2020	Fall of 2021	Fall of 2022	Fall of 2023	Fall of 2024	Fall of 2025	Fall of 2026	Fall of 2027
Tuition Revenue Based on Enrollment and Student Revenue (Gross)	Freshmen	\$20,580,557	\$22,087,849	\$23,058,327	\$23,833,355	\$24,683,604	\$26,247,207	\$27,437,487	\$29,204,596	\$30,373,207	\$31,903,644
	Sophomores	\$13,140,435	\$15,000,505	\$15,782,110	\$16,471,738	\$17,103,832	\$17,721,398	\$18,674,643	\$19,648,680	\$20,789,815	\$21,784,869
	Juniors	\$15,344,847	\$17,472,762	\$18,890,669	\$19,866,951	\$20,743,621	\$21,518,278	\$22,355,294	\$23,627,423	\$24,829,055	\$26,272,604
	Seniors	\$16,879,779	\$17,843,433	\$19,754,755	\$21,416,807	\$22,687,743	\$23,773,645	\$24,733,237	\$25,756,082	\$27,090,658	\$28,504,125
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total		\$65,945,618	\$72,404,549	\$77,485,861	\$81,588,851	\$85,218,800	\$89,260,528	\$93,200,661	\$98,236,781	\$103,082,735	\$108,465,243

10 Year Revenue Model Implications Based on Scenario #2 - Increased New Student Enrollment

Gross Revenue Model		Fall of 2018	Fall of 2019	Fall of 2020	Fall of 2021	Fall of 2022	Fall of 2023	Fall of 2024	Fall of 2025	Fall of 2026	Fall of 2027
Tuition Revenue Based on Enrollment and Student Revenue (Gross)	Freshmen	\$22,022,942	\$23,984,965	\$25,577,585	\$27,155,260	\$28,799,076	\$30,539,386	\$32,371,555	\$34,331,957	\$36,396,254	\$38,592,928
	Sophomores	\$13,448,358	\$15,617,067	\$16,966,360	\$18,088,240	\$19,201,554	\$20,353,560	\$21,582,360	\$22,873,079	\$24,228,334	\$25,673,041
	Juniors	\$15,262,569	\$17,083,998	\$19,140,125	\$20,676,551	\$22,010,407	\$23,347,200	\$24,762,646	\$26,241,973	\$27,807,326	\$29,452,972
	Seniors	\$16,867,116	\$17,737,064	\$19,496,477	\$21,600,044	\$23,441,948	\$25,058,489	\$26,616,866	\$28,232,799	\$29,934,429	\$31,715,996
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total		\$67,600,985	\$74,423,094	\$81,180,548	\$87,520,097	\$93,452,986	\$99,298,635	\$105,333,427	\$111,679,808	\$118,366,343	\$125,434,937

10 Year Revenue Model Implications Based on Scenario #3 - Increased Continuing Student Progression

Gross Revenue Model		Fall of 2018	Fall of 2019	Fall of 2020	Fall of 2021	Fall of 2022	Fall of 2023	Fall of 2024	Fall of 2025	Fall of 2026	Fall of 2027
Tuition Revenue Based on Enrollment and Student Revenue (Gross)	Freshmen	\$21,848,337	\$23,578,440	\$24,908,015	\$26,188,568	\$27,497,997	\$28,872,897	\$30,316,541	\$31,832,369	\$33,423,987	\$35,095,186
	Sophomores	\$13,054,503	\$14,992,986	\$16,271,600	\$17,325,583	\$18,357,243	\$19,293,384	\$20,392,403	\$21,422,099	\$22,662,485	\$23,806,718
	Juniors	\$15,221,430	\$16,716,833	\$18,565,619	\$19,954,261	\$21,201,998	\$22,402,111	\$23,595,723	\$24,871,987	\$26,186,498	\$27,612,826
	Seniors	\$16,867,116	\$17,663,935	\$19,154,434	\$21,035,673	\$22,672,351	\$24,169,603	\$25,581,719	\$26,985,532	\$28,437,708	\$29,947,993
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total		\$66,991,386	\$72,952,193	\$78,899,668	\$84,504,085	\$89,729,588	\$94,737,994	\$99,886,386	\$105,111,987	\$110,710,678	\$116,462,724

Organizational planning and recommendations



Develop a multi-year strategic enrollment plan that is data-based and results in very specific five-year enrollment goals (intake and total) by:

- Academic program
- First-year vs. transfer
- Non-traditional
- Graduate
- Undergraduate
- Online
- Off-site
- Commuter
- Geographic market, including internationals
- Male/Female
- Large co-curricular programs
- Academic quality
- Discount rate/net revenue

Organizational planning and recommendations

Strategic enrollment planning



- Move to a true EM office
 - All Recruitment and Admission staff should be in the Office of Enrollment Management
 - True EM AVP
- Plan for benchmarking resources with enrollment growth.

Organizational planning and recommendations

Strategic enrollment planning



- Diversify revenue streams
 - Graduate, Adult, Online
 - Seven-to-eight week programs
 - Evening, Weekend, Online
 - Student service hours

Organizational planning and recommendations

Strategic enrollment planning



- Do we tell the BHSU story well?
- Do we have strong brand message architecture?
 - Not institutionally
 - Individuals and departments tell their own BHSU story
 - No strong value proposition
- Not a first choice institution

Develop brand platform and marketing/recruitment messaging (cont.)

- BHSU needs to sell what it has to offer more effectively:
 - Excellence in Academics
 - Personal Touch
 - Outcomes
 - Affordability & Value
 - Extraordinary Opportunities in Spearfish

Message architecture framework

Message Roots/Sub-Messages	Excellence in Academics	Personal touch	Affordability and Value	Outcomes	Extraordinary opportunity Spearfish
	Grad school acceptance rates	Class size	Great price where professors know students	% employed (by program)	List of outdoor opportunities
	% do UG research	% UG research	Price point	Grad school acceptance rates	% students participate
		Student faculty ratio	% receive aid/gift aid	% do internships	
		% classes taught by FT faculty		% do UG research	

Organizational planning and recommendations

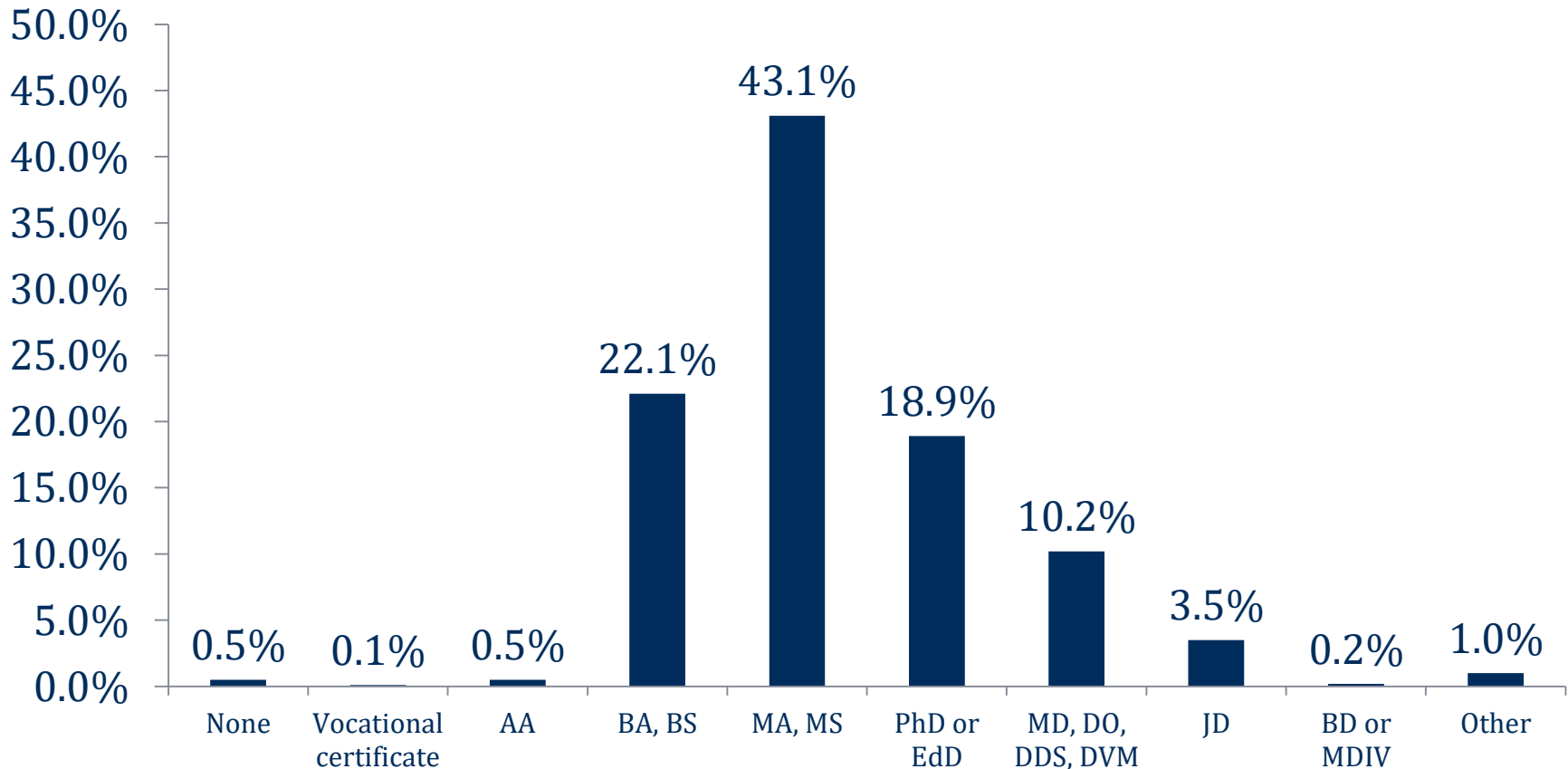
Strategic enrollment planning



- Willingness to acknowledge our best programs and take it on the road
 - Graphic Design, Photography, Studio Art, Accounting, Botany, Chemistry, Environmental Sciences
- Expand outcome information - quantify
 - Graduate placement rates, job placement rates – by program and salaries

More than 75% of students arrive at college expecting to earn an advanced degree

Are you marketing graduate school outcomes and accelerated graduate degrees?



Organizational planning and recommendations

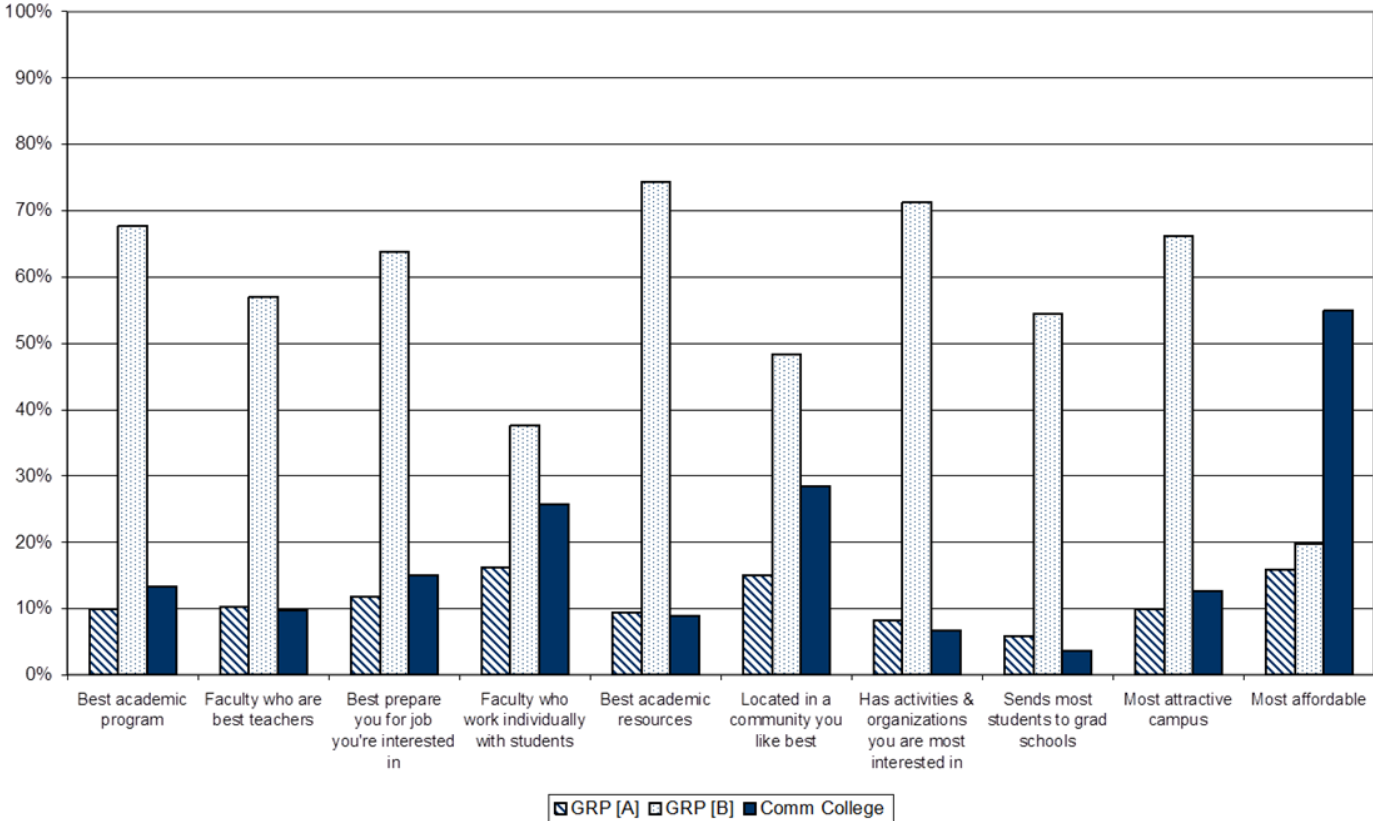
Strategic enrollment planning



- Market research
 - Academic program demand analysis
 - Non-matric survey
 - Paired research

The quality perception of Group A schools is relatively weak; in fact, they are almost indistinguishable from the community colleges

Which school is best for . . . ?
(College-bound HS Seniors)



High Cost
Low Selectivity

Net Price
\$20,000

High Cost
High Selectivity

South Dakota School of
Mines and Technology

South Dakota State University

University of South Dakota
Dakota State University

Selectivity

Black Hills State
University

Chadron State College

Northern State University

University of Wyoming

Low Cost
Low Selectivity

Dickinson State University

\$11,000

Low Cost
High Selectivity



Organizational planning and recommendations

Strategic enrollment planning



Role faculty play in enrollment management

- Willingness to participate
- Formalize:
 - Visits
 - Pre-made e-mails
 - Targeted phone calls
- View/Goal:
 - Lack of Marketing support
 - Lack of clear goals
 - Cutting will not lead to enrollment growth
 - Better data management
 - Can't get an accurate adviser list
 - Poor job of onboarding

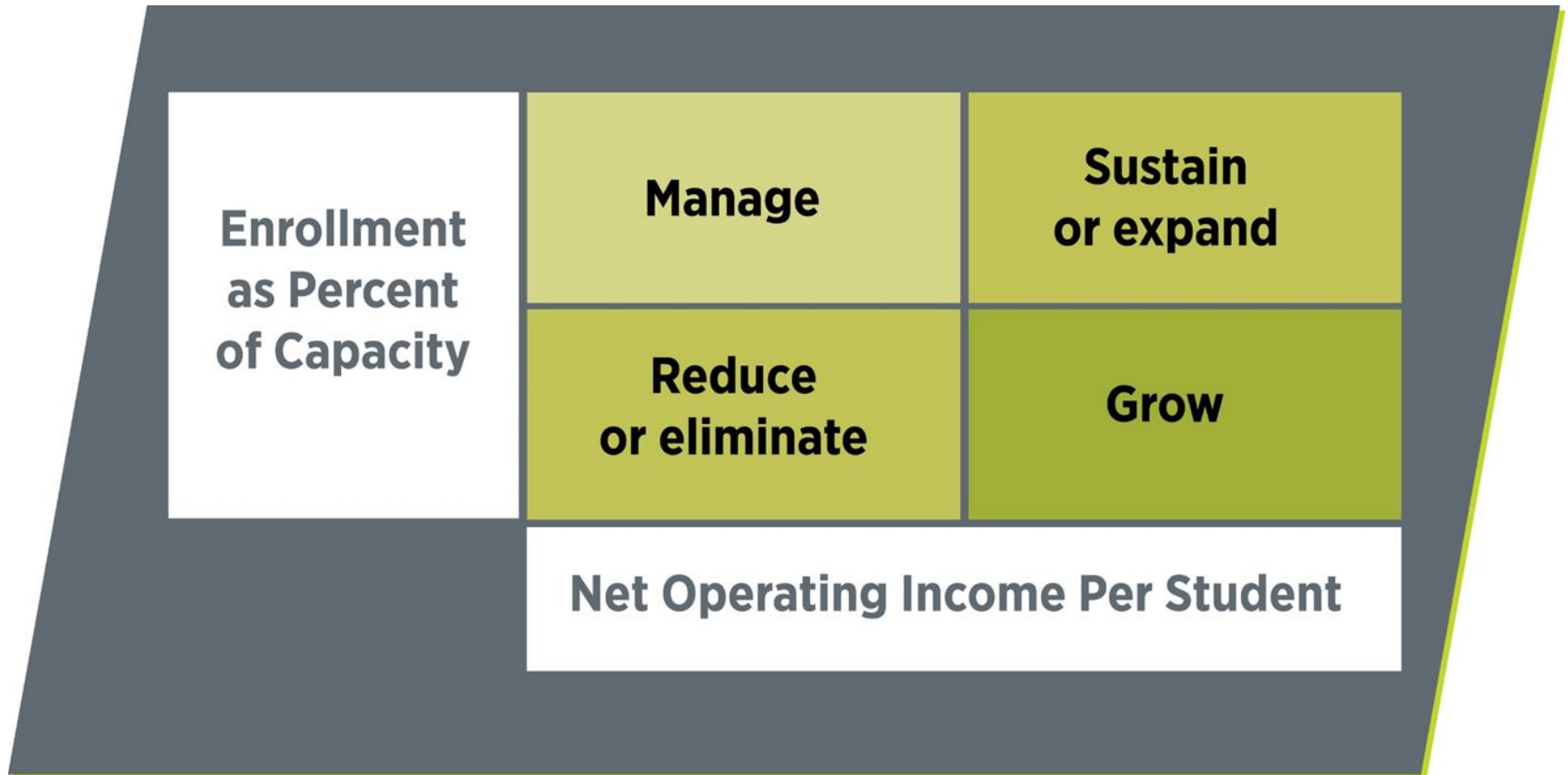
Organizational planning and recommendations

Strategic enrollment planning



- Plan for reviewing/adding/eliminating academic/extracurricular Undergraduate and Graduate programs.
 - Ability to add completely new programs
 - CJ, CTE, Project Second, MAT SPED, Outdoor Education, Exercise Science, Nursing, Forestry, Range Management

Evaluating the economics of programs



Occupations with the largest numerical growth requiring at least a BA: through 2018

Occupation	# of New Jobs	Projected Growth Rate	Median Wage
Accountants and auditors	50,000 or more	10 to 19 percent	\$61,690
Child, family, and school social workers	50,000 or more	20 to 28 percent	\$40,210
Civil engineers	50,000 or more	10 to 19 percent	\$77,560
Computer and information systems managers	50,000 or more	10 to 19 percent	\$115,780
Computer systems analysts	50,000 or more	20 to 28 percent	\$77,740
Cost estimators	50,000 or more	29 percent or faster	\$57,860
Financial analysts	50,000 or more	20 to 28 percent	\$74,350
Human resources, training, and labor relations specialists; all other	50,000 or more	20 to 28 percent	\$52,790

U.S. Department of Labor, Bureau of Labor Statistics
Occupational Outlook Handbook, Edition
www.bls.gov



Sample University's out-of-state market

All students with B+ and above GPA

Majors	States										
	OH	IN	IL	MD	VA	NJ	PA	TN	WV	MO	TX
Medical Physician	11,144	5,733	11,739	4,596	6,790	7,782	11,866	6,587	2,190	5,871	27,502
Nursing/Health Care	7,906	4,362	7,760	3,393	4,393	3,741	7,937	4,985	1,548	3,300	20,128
Lawyer/Legal Services	5,173	2,417	6,538	3,091	3,802	5,217	6,633	2,861	646	2,912	13,203
Engineering (General)	4,171	2,034	4,476	2,413	2,735	3,597	4,943	1,897	610	2,327	11,721
Justice	2,977	1,474	3,868	1,839	2,081	2,916	4,106	1,680	467	1,279	8,324
Business Owner/Entrepreneur	3,151	1,430	3,275	1,916	2,350	2,445	4,128	1,731	344	1,699	8,476
Architecture	3,245	1,497	3,744	1,501	2,096	2,720	3,674	1,251	382	1,626	8,282
Culinary/Chef	2,992	1,245	3,672	1,720	2,040	2,476	3,545	1,437	468	1,730	7,187
Athletics/Coaching	2,875	1,319	3,112	1,324	1,732	1,815	3,297	1,500	409	1,426	7,375
Engineering (Mechanical)	2,774	1,417	2,639	1,200	1,791	1,607	2,811	1,393	481	1,103	7,447
Physical Therapy	3,382	1,657	2,875	937	1,586	1,470	3,784	1,769	696	1,290	3,855
Child Care/Development	2,448	1,127	2,802	1,240	1,474	1,631	3,166	1,558	367	1,498	5,959
Sports Medicine	3,286	1,328	2,343	1,292	1,893	1,523	3,196	1,590	532	1,236	4,614
Veterinary Medicine	2,350	1,330	2,040	936	1,483	1,004	2,264	1,232	428	1,144	5,257
Military Science	2,267	894	2,179	1,106	1,809	1,671	2,456	1,255	308	1,114	4,142
Engineering (Electrical)	1,862	956	2,079	1,254	1,446	1,362	2,106	1,038	416	815	5,767
Pharmacy	2,164	1,211	2,109	536	1,054	1,286	2,567	1,433	579	919	4,443
Photography/Video/Film	1,821	1,041	2,225	984	1,360	1,417	2,373	947	287	871	4,793
Graphic Arts/Design	1,880	900	2,122	991	1,153	1,504	2,331	856	254	967	4,598
Fashion Merchandising	1,447	559	1,758	1,047	1,239	1,508	1,822	659	133	730	4,506

Sample University's out-of-state market

All students with B+ and above GPA (cont.)

Majors	States										
	OH	IN	IL	MD	VA	NJ	PA	TN	WV	MO	TX
Medical Technology	2,003	744	1,822	676	876	931	1,863	1,039	483	616	4,224
Dental Health	1,691	1,303	1,571	558	944	996	1,689	1,084	369	810	4,249
Dance/Choreography	1,196	597	1,717	838	988	1,188	1,546	804	145	772	4,874
Business (International)	1,182	575	1,614	720	1,206	1,466	1,903	604	109	665	4,578
Marine Biology	1,307	638	1,182	682	1,010	743	1,623	704	183	578	2,702
Broadcasting/Radio/TV	1,056	587	1,149	627	614	953	1,420	571	107	602	3,110
Interior Design	887	509	1,139	400	637	614	1,143	407	123	499	2,589
Sports Management	1,102	477	972	395	612	699	1,265	565	123	426	1,952
Social Work/Human Services	920	465	1,318	472	579	647	1,131	432	165	572	1,702
Engineering (Civil)	845	469	953	419	557	668	1,150	388	189	456	2,066
Aerospace Technology	833	325	694	491	584	498	839	382	84	364	2,559
Agricultural Sciences	964	586	1,015	231	572	193	769	554	174	249	1,850
Aeronautics/Flight Training	669	361	727	395	510	384	757	333	90	219	1,995
Christian Services/Missionary	660	399	594	174	484	198	641	484	127	237	1,527
Electronic Technician	423	202	521	249	283	284	586	264	102	219	1,261
Travel/Tourism	407	237	428	181	324	330	517	276	47	255	1,205
Forestry/Conservation	463	297	509	124	256	97	645	339	148	334	441
Equine Studies	452	249	336	191	348	154	554	195	72	171	673
Golf Course Design/Management	435	164	358	134	208	183	556	192	59	225	430
Hebrew/Judaic Studies	150	30	67	67	99	89	90	62	38	6	262

Organizational planning and recommendations

Strategic enrollment planning



- Value propositions
 - Accelerated programs
 - 3 + 2 programs
 - Graduation guarantees
 - Outcomes/ROI

BHSU Admission Observations

Structure

- Complete territory *goals*
 - Prospect, inquiry, app, admit, deposit, **enrolled**, visits
 - Track all activity and set engagement goals
- Ensure we monetize all campus events
- Have annual meetings with each department to connect on selling points
 - Admissions and marketing
- Implement depth sounding call strategy (financial aid follow-up calls)

BHSU Admission Observations

Structure

- Transfer Market
 - Ease and speed of credit evaluation
 - Registrar will not do credit evaluations until Transfer student is admitted
 - Leniency of credit granting
 - Strict
 - Cost
 - Outcomes
 - Dedicated transfer enrollment person
 - Needs to be able to do unofficial transcript evaluations

BHSU Admission Observations

Structure

- Transfer Market – Registrar
- Large degree of varying views of customer service and competence

BHSU Admission Observations

Data

- Need to become a data-driven enrollment office
 - Multiple and single source code analyses

Discrete source codes

Description	Total Number	Applicants	Admits	Confirmations	Enrollees	Application Rate	Admission Rate	Confirmation Rate	Enrollment Rate
FAFSA Results Received	2	2	1	1	1	100.0%	50.0%	50.0%	50.0%
Drop-in Visit	33	18	17	7	6	54.5%	51.5%	21.2%	18.2%
Guidance Counselor Call	11	3	3	2	2	27.3%	27.3%	18.2%	18.2%
Referral From Parent	6	2	2	1	1	33.3%	33.3%	16.7%	16.7%
Student Phone Call	25	10	8	4	4	40.0%	32.0%	16.0%	16.0%
Act Score-1st Choice	79	39	38	12	12	49.4%	48.1%	15.2%	15.2%
Parent Phone Call	54	26	26	12	8	48.1%	48.1%	22.2%	14.8%
Golden Circle Fair	14	3	3	2	2	21.4%	21.4%	14.3%	14.3%
Registration Via Web	108	61	54	14	14	56.5%	50.0%	13.0%	13.0%
Application Received	8	8	2	1	1	100.0%	25.0%	12.5%	12.5%
ACT Summer Names Import	579	579	482	70	69	100.0%	83.2%	12.1%	11.9%
Online Application Received	317	316	155	40	37	99.7%	48.9%	12.6%	11.7%
Athletic Camp Referrral	28	7	6	4	3	25.0%	21.4%	14.3%	10.7%
Drop-in Visit	69	17	15	7	7	24.6%	21.7%	10.1%	10.1%
Act Score-2nd Choice	105	37	31	8	8	35.2%	29.5%	7.6%	7.6%
Act Score-3rd Choice	128	40	37	11	9	31.3%	28.9%	8.6%	7.0%
Initial Response Tear-off	29	9	7	2	2	31.0%	24.1%	6.9%	6.9%
Refer From Alumnus	180	36	31	12	12	20.0%	17.2%	6.7%	6.7%
Football/Collegiate Sports	48	48	38	3	3	100.0%	79.2%	6.3%	6.3%

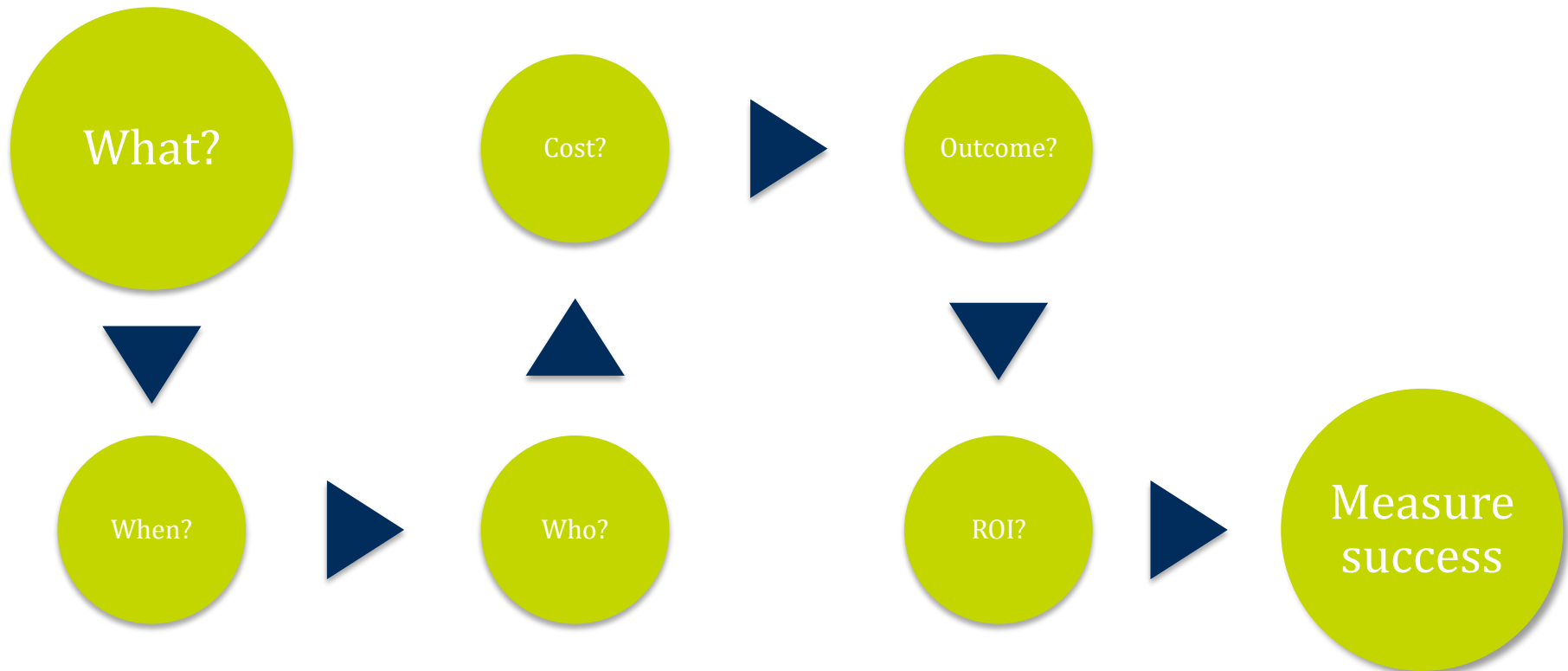
Further Develop an Annual Marketing & Recruitment Plan

Strong tactical plans have five main components

- Conduct a situational analysis to include collecting, developing, and/or compiling all pertinent data and information
- Establish quantifiable, measurable, and realistic recruitment goals that are mutually agreed-upon by all whose efforts must achieve them
- Formulate key strategies in order to achieve goals that are prioritized, measurable, clear, specific and realistic
- Develop actions plans by each key tactic that will identify staff responsibility, clear beginning and end dates, measurable objectives, and budget information
- Develop and track key metrics and monitor recruitment-related net revenue

Provide a strong case of ROI for our activities

Prioritize activities



A blue-tinted photograph of a university courtyard. In the foreground, there are several large, ornate stone arches supported by columns. Through the arches, a large, domed building with a central spire is visible in the background. The courtyard is green with some trees and a few people walking. The overall scene is framed by the arches, creating a sense of depth and perspective.

Build Demand

Generate genuine student interest

Search practices highlights/Initial outreach to high school students

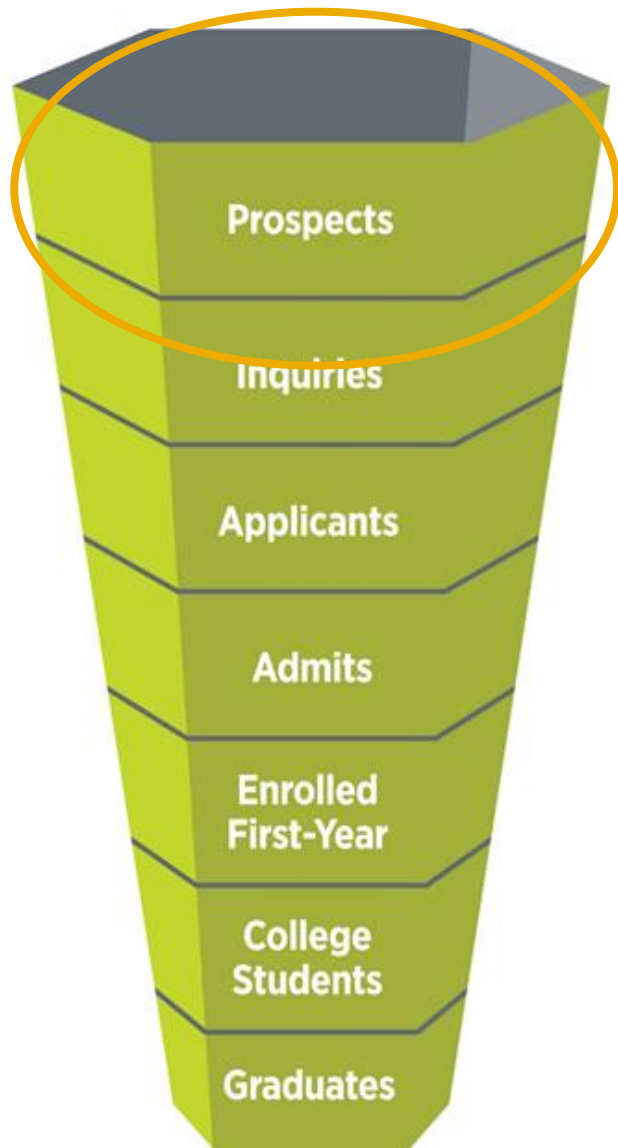
Highlighted below and on the following page is a small sampling of the undergraduate search practice findings of this study, all of which focus on high school students.

Volume of high school students' names purchased each year for use in direct mail or email to generate inquiries and applicants

Statistics	Four-year private institutions	Four-year public institutions
25th percentile— volume of names purchased	30,000	37,500
Median volume of names purchased	65,000	75,000
75th percentile— volume of names purchased	130,000	120,000

BHSU is 50,000





Plan review

Prospect stage

- Continuous search, four-to-six (4-6) launches per year
- Search sophomore, junior, and seniors
- Need to include a minimum of three (3) channels—direct mail, email, and digital advertising

Predictive modeling can allow you to focus on the right students

Scoring Snapshot - 5/28/2017

Model Score	Inquiries	Applicants	Admits	Deposits
0.00 to 0.09	11	1	1	0
0.10 to 0.19	1126	6	6	2
0.20 to 0.29	5734	47	38	6
0.30 to 0.39	5924	79	68	15
0.40 to 0.49	3037	76	68	14
0.50 to 0.59	2211	100	84	19
0.60 to 0.69	2317	190	160	42
0.70 to 0.79	2635	338	284	47
0.80 to 0.89	1953	415	342	108
0.90 to 1.00	1660	1118	976	316
Total	26608	2370	2027	569
Goal		2600	1888	540
Progress Towards Goal		91.2%	107.4%	105.4%

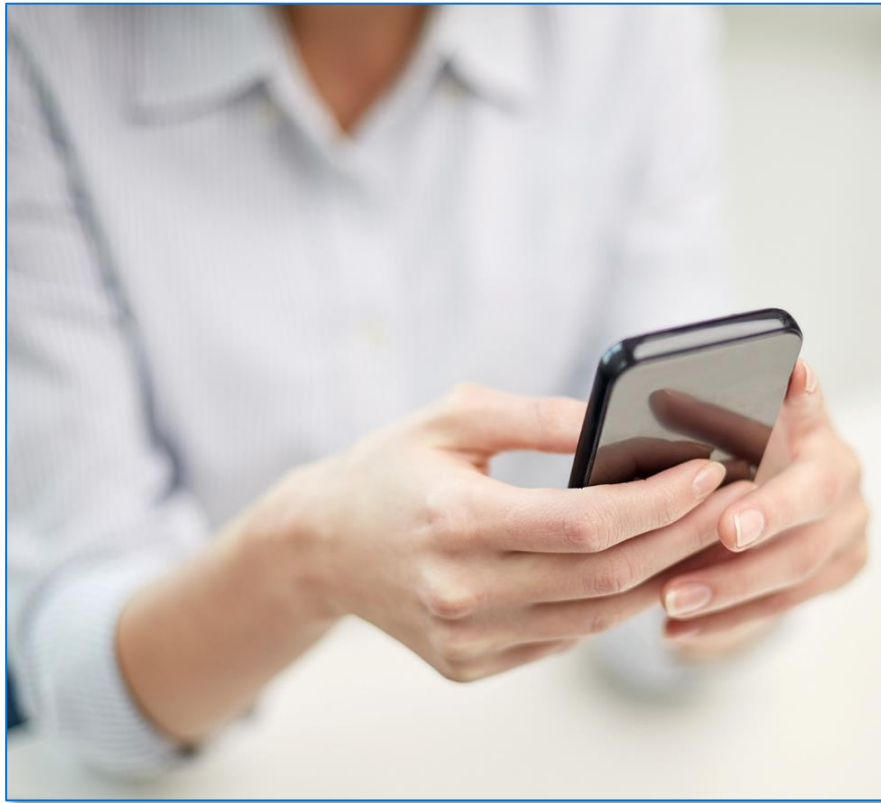
WRITTEN CONTACTS, STUDENT-TO-STUDENT CONTACT PROGRAMS

Number of Written Communications a Typical Prospective Student Receives From Marketing and Recruitment Offices by Stages

(Combination of direct mail, email, and texting)

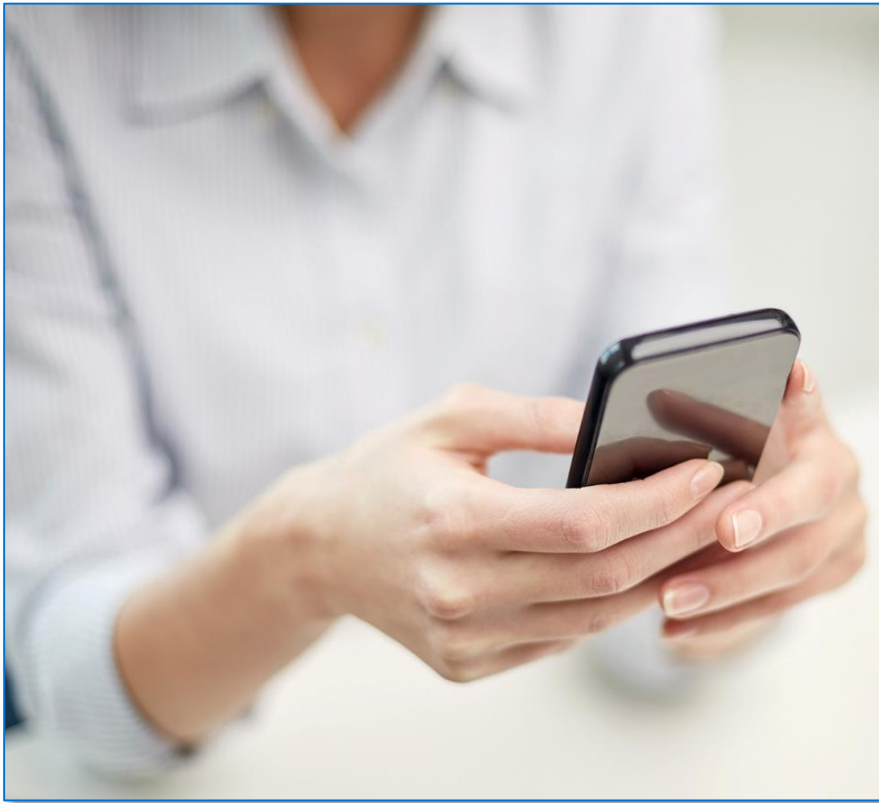
Written Contact Volume	PURCHASED NAME/PROSPECT STAGE	INQUIRY STAGE	APPLICANT STAGE	ADMIT STAGE	DEPOSIT/ CONFIRMED STAGE
Four-year private institutions					
First quartile	6.0	8.5	5.0	8.0	5.0
Median	10.0	12.0	10.0	12.0	10.0
Third quartile	15.0	24.0	20.0	15.0	15.0
Four-year public institutions					
First quartile	5.0	4.0	4.5	5.0	3.0
Median	9.0	10.0	8.0	10.0	5.0
Third quartile	14.0	20.0	15.0	12.8	10.0

Elements of a successful communication plan



- Need to be a combination of:
 - Influencer's, Reminder's, Transaction's
 - Increase the Influencer's
- We need to address—First Year
 - Major and *quality*
 - Affordability
 - *Outcomes*
 - *Placement rates, percent accepted, list of graduate schools*
 - Fit
 - Parents

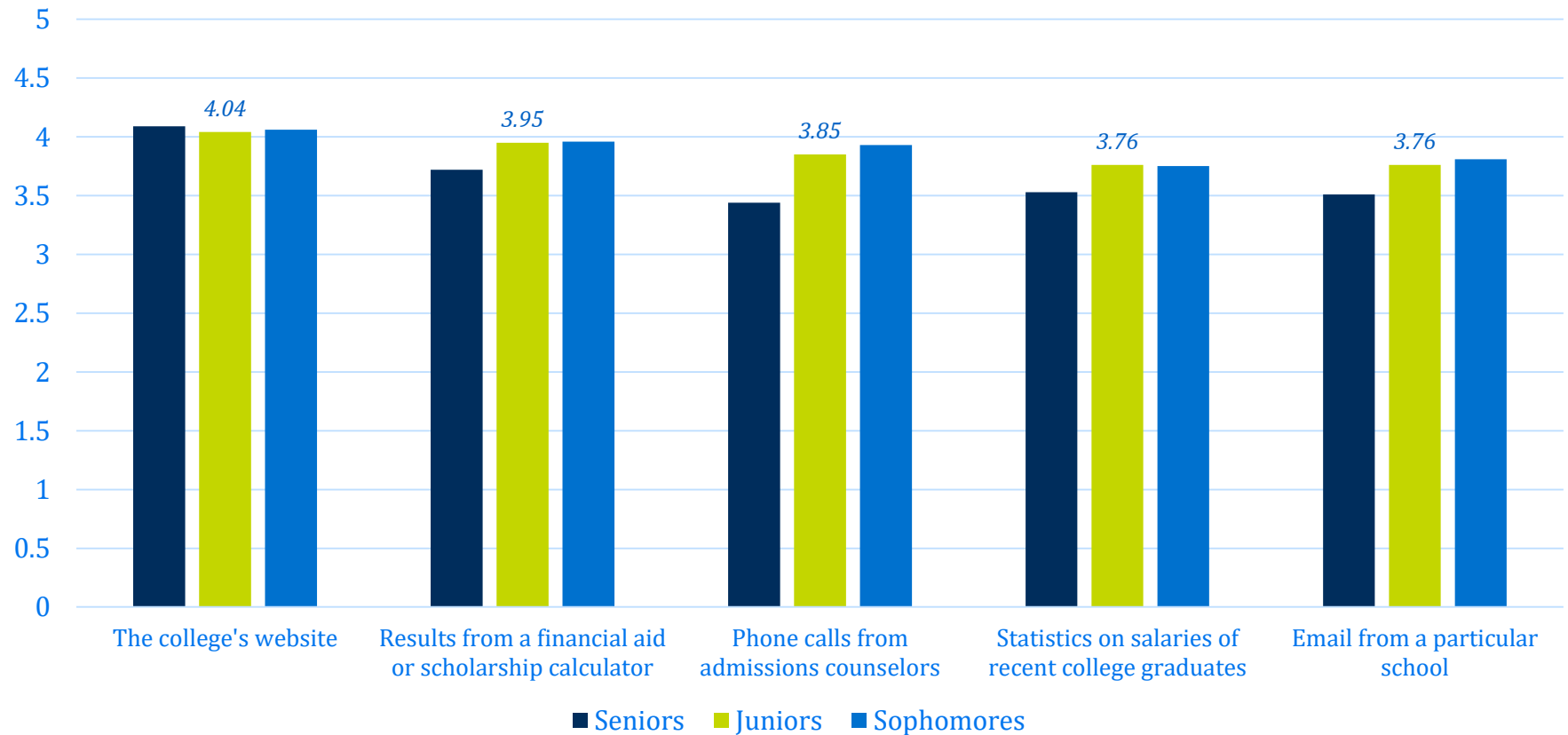
Elements of a successful communication plan



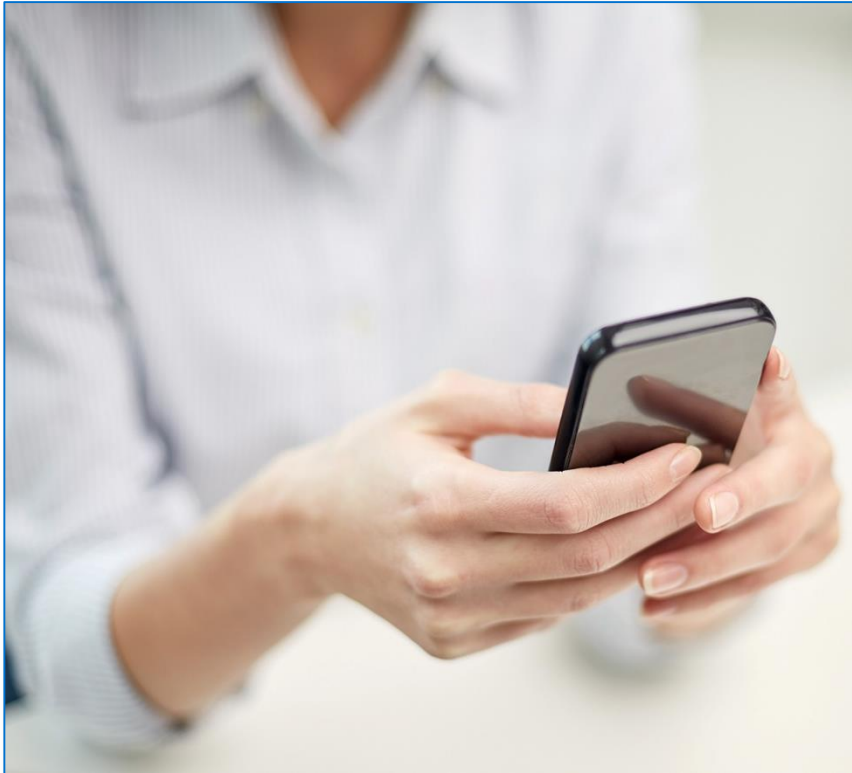
- We need to address—Adult
 - Flexibility and convenience
 - Cohort
 - 6 – 8 week courses
 - Online, evening, weekend, hybrid

Rating the Influence of Key Recruitment Resources

Seniors, Juniors, and Sophomores



Elements of a successful communication plan: Web



- Have a history of a centralized structure?
 - Faculty are asked to provide content.
- Improve your website...specifically academic program pages. (*See slide on what a strong academic program page should include*)



Program-Specific Image

Search Engine Optimized Body Copy

- Program Description
- Key Benefits
- Admissions Requirements
- Graduation Requirements
- Minors and Concentration
- Outcomes Information
- Faculty Overview
- Sample Courses

Links to Important Off-Page Content

- Cost and Financial Aid Information
- Related Programs
- Student Life Information

Request Information

Learn How to Apply

Visit

Brief Program Video



Current Student or
Alumni Profile





Campus visit recommendations

Campus visit recommendations

General



- Track conversion rates by unique events:
 - Event
 - Month
 - Counselor
- Consider graduated travel reimbursement program
- Student lead tour
 - (Paid)
- Evaluations
 - “more interested”

Conversion and yield rates for visitors from the high school graduating class of 2018 (seniors)

Four-year public institutions

	Median Rates for visitors	BHSU Visitors from Class of 2018
Conversion rate from inquiry to application (all inquiries)	73%	XX
Admit rate from application to admit (all applications)	90%	XX
Yield rate from admission to enrollment	50%	XX

Campus visit recommendations

Individual



- Meet with academic area of interest?
 - 50% currently
- Need to ensure front door experience is positive.

Campus visit recommendations

Open houses



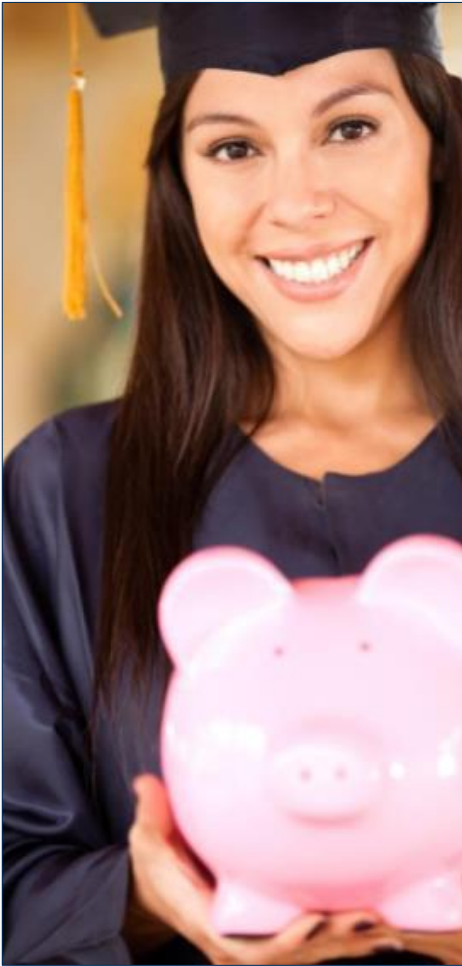
Open Houses/Visit Day

- Three in fall
 - 120- 125
- Three in spring
 - 80-90
- Academic breakout sessions
 - Yes
 - Notify attendance
 - Verify confirmation
 - Consider not only Saturday's
 - Ensure department level meetings
 - Effectiveness?
- Student panel
 - Yes



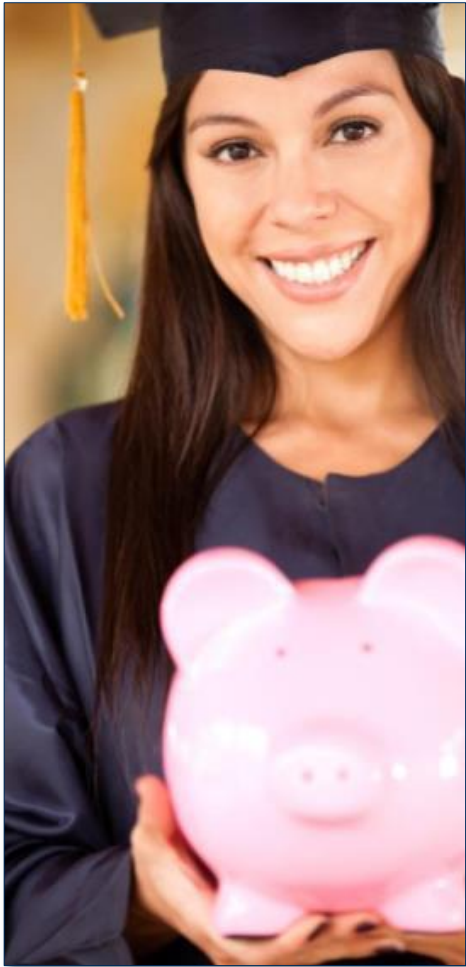
Financial aid
recommendations

Financial aid recommendations



- Timeline
 - Did adjust to Prior-Prior
 - March to December
 - Foundation scholarships go out in mid-March
 - Award notification is weekly
- FA self service portal
 - Students should get a paper award letter
 - Cost – aid - balance
- Admissions needs to be better cross trained in financial aid.
- Students do say they can't come or stay because of financial aid.

Financial aid recommendations



- Giving scholarships to returning students or to new students after they have already decided to attend does very little to impact enrollment.
- Endowed Scholarships
 - Best practices
 - General scholarship fund that is used as replacement.
- Waiver versus Scholarship
- Centralize scholarship process

Two important considerations

Students'
ability to pay

Students'
willingness to
pay

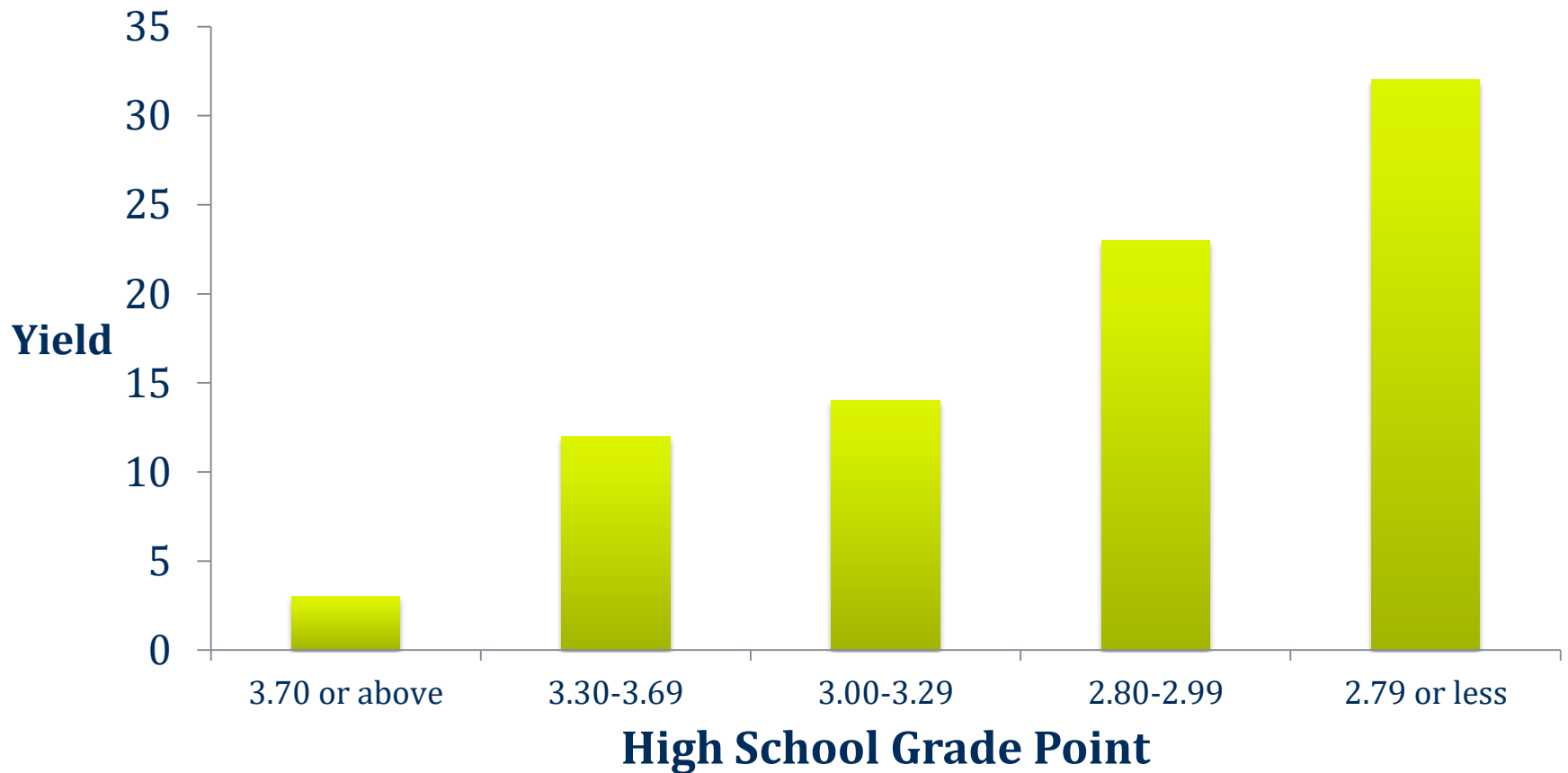
Financial aid
strategy must
consist of two
criteria



Both elements must be present for a
student to enroll

Measuring willingness to pay

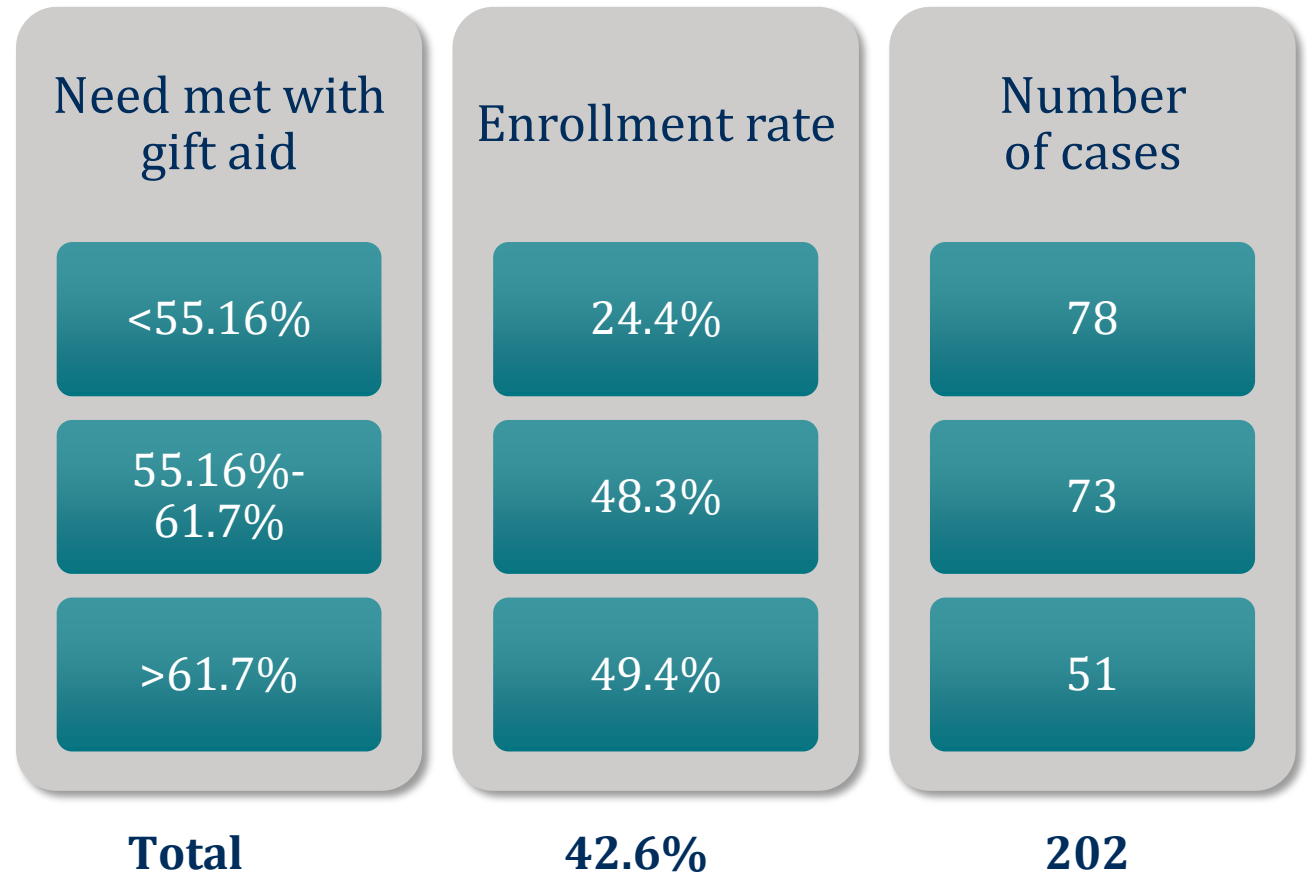
Full-pay students





Measuring price sensitivity - sample

Examining the percent of need met with gift aid



A photograph of three students studying together at a table. A woman with glasses and a dark sweater is smiling and writing in a notebook. A woman with glasses and a light blue shirt is leaning over her, looking at the notebook. A man in a red and black plaid shirt is leaning over from the right, also looking at the notebook. The table has a laptop, a smartphone, a coffee cup, and various stationery items. The background is slightly blurred, showing indoor plants and a lamp.

Student Success

Increase retention & graduation rates

Students persist when...



- They are making progress toward educational and career goals
- They are satisfied with the quality of educational programs, services, and environment

High Retention
High Risk Factors

Retention Rate

High Retention
Low Risk Factors

- ◆ South Dakota School of Mines and Technology
- ◆ University of Wyoming
- ◆ Northern State University

South Dakota State University ◆

◆ Dakota State University

University of South Dakota ◆

Risk Factors

◆ Black Hills State University

◆ Chadron State College

◆ Dickinson State University

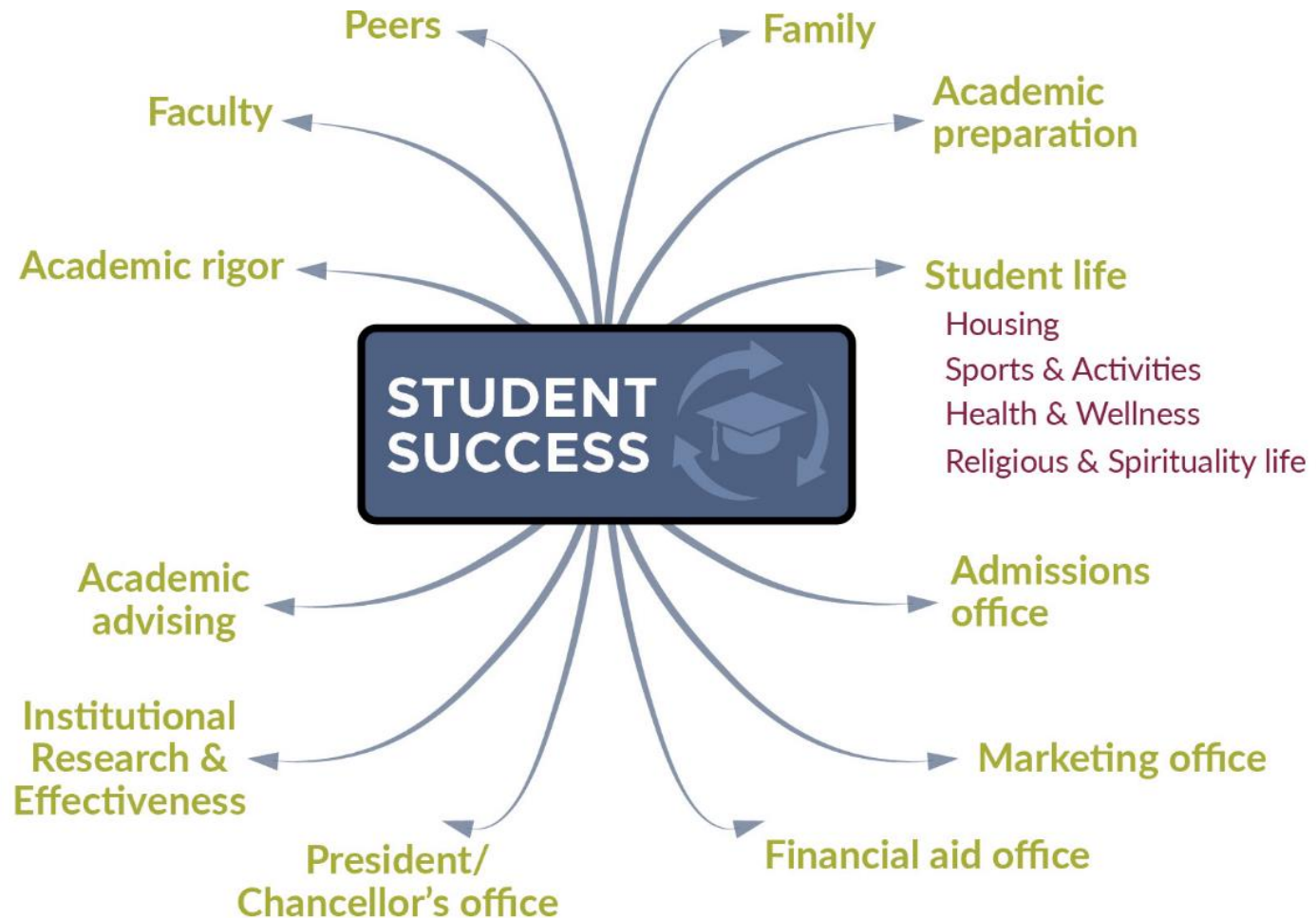
Low Retention
High Risk Factors

Low Retention
Low Risk Factors



Influencers to Student Success

Many areas are responsible



What kind of help would students like?

Proportions entering freshmen in agreement

BY SCALE	INSTITUTION TYPE			STUDENT POPULATION		OVERALL NATIONAL
	PRIVATE	PUBLIC	TWO YEAR	ADULT	TRADITIONAL	
Receptivity to Academic Assistance						
Receive help to improve study habits	67%	70%	70%	63%	69%	69%
Would like instruction on how to take college exams	68%	71%	66%	68%	68%	68%
Receive individual help to improve math skills	48%	50%	59%	57%	51%	51%
Receive help on improving my writing skills	50%	50%	51%	49%	50%	50%
Receive tutoring for one or more of my courses	46%	50%	46%	45%	48%	47%
Receive training to improve my reading skills	37%	37%	42%	37%	38%	38%

Recommendations to increase student success

Structure: If it's everybody's job, then it's nobody's job



- One person needs to be the Chief Retention Officer.
 - Clearly defined
 - Clear goals
 - Not just overall
 - Cohorts
 - Diversity, programs, economic, etc.
- Develop a Retention Committee from the Task Force.
 - All retention activities come through this group
 - Decision makers at the table

Recommendations to increase student success

Structure: If it's everybody's job, then it's nobody's job

- R & R's
 - More clearly defined role
 - Remove recruitment from titles and duties
 - Potential FY advising



Recommendations to increase student success

Planning

- Develop retention plan to include all retention activities



Recommendations to increase student success



Data

- Year-end tracking
 - Deep cohort tracking
- Develop real time dashboards to track term behavior
 - Accounts Receivable, Housing, Financial Aid, Registration
- Entering student survey
 - Intentions

Recommendations to increase student success

Student transitions



- New student registrations
 - Six to eight
 - Required
 - 75%
 - More or less successful
 - Registration
 - “too rushed”
 - “resell”
 - Separate student type
- Orientation
 - Friday - Sunday
 - Procedural & indoctrination
 - Success

Recommendations to increase student success

Student transitions

- Green and Gold Days
 - Nothing required



Recommendations to increase student success



Student transitions

- First Year Experience – GS 100 – 1CC.
 - **How to be a successful college student** or academic development.
 - Required for all students?
 - Develop student type

Recommendations to increase student success



Student transitions

- Evaluations of all transition programs
 - More committed...
- Add a stronger component of setting expectations, reselling their decision, and career component.

Recommendations to increase student success

Advising



- Faculty Model
- Do a better good job of off & on ramps.
 - Develop soft landing programs
- Develop advising training for new faculty.
- No institutional definition and expectation for advising.
- Break up conversations?

Recommendations to increase student success

Academic support

- Student Success Center
 - Eliminated
- Tutoring
 - Math center
 - Writing center
 - Tutoring is done through departments.
 - This varies by department
- Supplemental Instruction is not being done.



Recommendations to increase student success

Student services and life support



- Student life philosophy/mission
 - Succeed in classroom
- Counseling services
 - Wait time is a one or two day period.
 - Sessions per year 800 - 950
- Customer Service
 - Varies but not a priority
 - Student Satisfaction Survey

Recommendations to increase student success

Intervention

- Formalized Early Alert system
 - Rebooted STARFISH
- Best practice:
 - Early
 - Percent of faculty embrace - 65%
 - Whoever reaches out to student needs to be someone in the students inner circle.
 - Adviser, First Year Experience instructor, Resident Assistant, R & R, etc.



Questions?

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Senior Vice President

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Rob.Baird@RuffaloNL.com



A person is shown from the chest down, wearing a blue checkered shirt. They are holding a smartphone in their right hand and have their left hand near a laptop keyboard. The entire image is overlaid with a semi-transparent blue filter. The text "How Can We Help?" is centered in white, sans-serif font.

How Can We Help?

How RNL works with you to solve your enrollment challenges

BOOSTING YOUR ENROLLMENT

- **Develop** analytics to find the right students in the right markets
- **Adapt** to how students navigate the process today
- **Strategically deploy** multichannel engagement campaigns (direct mail, email, telephone, digital) to build interest and get real-time feedback from each student
- **Optimize** your aid awarding strategy to meet yield objectives
- **Maximize** student success toward graduation
- **Strategically plan** for long-term institutional enrollment success

How RNL works to solve your enrollment challenges

SHAPE YOUR CLASS BY ENROLLING THE STUDENTS YOU SEEK

- **Identify** the characteristics of your desired class mix
- **Focus** on student demographics and academic profile when making search and outreach decisions
- **Target** communications to specific groups with tailored messages that resonate
- **Implement actionable tactics** aligned with your long-term strategy and built toward sustainable institutional objectives
- **Ensure student success** by maintaining focus on the student experience, from awareness through graduation
- **Strategically plan** for long-term institutional enrollment success



THE RNL DIFFERENCE

RNL's expertise and innovation are key differentiators



Over 150 higher education experts with hundreds of years of experience



Robust data using 10 million records in predictive analytics and modeling



Outcomes and results focused on meeting your goals



Personalized 1-to-1 service with a full account team



Leader in sharing best practices and industry benchmarks



Innovator in higher education market



4-channel marketing with personalized and relevant engagement



Award-winning marketing creative

Our campus partners consistently outperform

WITH APPROACHES ALIGNED TO THESE CORE PRINCIPLES (PUBLIC)

ENGAGEMENT MATTERS

Up to 2.5 times higher

The inquiry rate of students searched with our multichannel approach.

COMPLETION IS WHAT COUNTS

Greater than 92%

The application completion rate of students in Applicant Cultivator campaigns.

EFFECTIVE STRATEGY IMPACTS REVENUE

\$1,475

Our partners' additional net tuition revenue per student compared to other institutions.

A more encompassing approach benefits your students and meets your objectives.

STUDENT SUCCESS IS INSTITUTIONAL SUCCESS

4 points higher

Our partners' average retention rates compared to other institutions. We help you develop the right strategies to best serve your students.





Thank You!

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