

# Enrollment Management Plan

Lock Haven University

June 2009

## Enrollment Management Committee Members

Dr. David White, Dean of Arts and Science

Dr. Lou Widmann, Professor, Health Science

Dr. Dwaine Allison, Dean of Student Affairs

Dr. Lynette Reitz, Professor, Social Work

Maribeth Hanna-Long, Associate Professor, Academic Development and  
Counseling

Bobbi White, Secretary, Admissions Office

Rosana Campbell, Assistant Director of International Studies

Stephen Lee, Director of Admissions

## TABLE OF CONTENTS

Introduction .....	1
New Student Enrollment Profile .....	1
Enrollment History 1998 - 2008.....	2
Fall 2008 Enrollment.....	2
Enrollment Challenges - Demographics .....	3
Enrollment Projections .....	4
Retention.....	4
Impact of Increased Enrollment on Class Size .....	6
Early Warning System .....	7
Definition of "At Risk" .....	8
Comprehensive Listing of Recommendations .....	9-10

## Introduction

In fall 2008, the Enrollment Management Committee was charged with developing a plan that would assess current enrollment at LHU and guide efforts related to this area in the immediate future.

The Committee met bi-monthly from fall 2008 through spring 2009. To understand the issues related to enrollment, the Committee reviewed a variety of LHU and PASSHE reports. As the Committee included a diversity of faculty, staff and administrators, discussions included a wide variety of perspectives on issues related to enrollment. This report endeavors to accurately capture the diversity of perspectives included in Committee meetings. In drafting its recommendations, the Committee has sought to be succinct and strategic.

The Committee evaluated enrollment from several vantage points, including:

- The **number** of students enrolled: a stable and/or predictable enrollment for planning staffing, facilities and finance; increasing enrollment for more tuition dollars, enhanced reputation, etc.
- The **kinds** of students enrolled: students who are more academically talented; students representing greater ethnic, economic, or cultural diversity; students majoring in certain disciplines

The Committee also evaluated how the quantity and quality of students that are enrolled impacts retention and graduation rates. Many of the findings and recommendations included in this report are mirrored in the 2009 Foundations of Excellence Final Report. Collectively, these two reports provide an excellent framework for planning and programming that relates to enrollment.

## New Student Enrollment Profile

The Admissions Office recruits and admits students who fit a “typical” LHU profile. The following statistics describe the fall 2008 undergraduate population and help to define a “typical” LHU student:

### Age:

92.3% are “traditional” – age 25 or less

### Gender:

43% are male, 57% are female

### Ethnicity:

86.6% of LHU students are white

9.3% are black or Hispanic

4.1% are international or other races

State Residence:

- 90.0% are Pennsylvania residents
- 4.4% are New Jersey residents
- 3.6% are other US residents
- 2.0% are international

According to the fall 2007-08 PASSHE Fact Book, 67 percent of LHU's students are from rural counties. This percentage ranks second (tied with Clarion) in PASSHE. Only Mansfield draws a higher percentage of its students from rural counties (76%). With a rural recruiting base, LHU enrolls a high percentage of first-generation and impoverished families.

**Enrollment History: 1998 – 2008**

From 1998 to 2008, main campus headcount enrollment grew by 1189 students (34.8%). During the same period, Clearfield headcount enrollment grew by 166 students (75%) and graduate enrollment grew by 193 students (227%). The Clearfield Campus had the highest enrollment in the year when a new building was opened, followed by four years of enrollment that varied from a high of 435 to a low of 421. Graduate enrollment has also increased during this time period. While growth on both campuses over the past ten years has been significant, projections of high school graduates in the immediate future present challenges to a continuation of this trend.

**Fall 2008 Enrollment**

Fall 2008 Headcount and FTE Enrollment:

	<u>Headcount</u>	<u>FTE</u>
Main Campus	4602	4435
Clearfield Campus	386	273
Graduate	278	214

Fall 2008 New Student Enrollment (compared to 2007):

Fall 2008 main campus new student enrollment was 1193 freshmen (+2.8 %); new transfer enrollment was 171 (-9.5%). Total freshmen applications were 4448 (-.7%); transfer applications were 468 (-1.8%). Freshmen offers of admission were 3307 (-.72%), transfer offers of admission were 313 (-1.8%). The Main Campus freshmen acceptance rate was 74.3%, yield of accepted students to enrolled was 36%.

Fall 2008 Clearfield Campus new student enrollment was 98 freshmen; new transfer enrollment was 45. Total freshmen applications were 315; transfer applications were 121. Freshmen offers of admission were 171; transfers offers of admission were 70. The Clearfield Campus freshmen acceptance rate was 54.2%; yield of accepted students to enrolled was 57.3%.

In 2008, the mean SAT scores of the new student class were: 467 Critical Reading, 474 Math, combined 941. Fall 2007 SAT scores were 467 Critical Reading, 475 Math, combined 942. In 2008, 47.3% of the new freshmen ranked in the top two fifths of their high school class, 75.6% ranked in the top three fifths of their high school class. The average high school Grade Point Average of the new freshmen class was 3.1.

### **Enrollment Challenges- Demographics**

#### **National demographic projections**

According to the Western Interstate Commission for Higher Education (WICHE) report *Knocking At The College Door* (2008), there will be an increase in high school graduates nationally from 3,189,538 in 2005-06 to 3,361,696 in 2021-22 (WICHE, 2008). Despite this overall trend of increasing graduates, there will be oscillations in the numbers for that period. At the national level, graduation rates will have three distinct trends between 2005 – 2022: “2.7% growth between 2004-05 and 2007-08; almost .07% decline between 2007-08 and 2013-14; and 1.2% growth between 2013-14 and 2017-18 (WICHE, 2008, p.6).”

#### **Demographics projections for Pennsylvania**

From 2009 to 2014, Pennsylvania is projected to experience a decline in high school graduates from 148,276 to 135,738 students (8.4%) (WICHE, 2008).

In examining graduation rates by county in Pennsylvania, there is variation by region of the state. Counties in the Western part of the state are almost all going to experience significant decline. While in the East, there will be more moderate declines and, in some exclusive cases, maintenance of the present graduation numbers or possibly even slight growth.

From 2006 to 2016, 45 out of Pennsylvania’s 63 counties will witness a 3% or greater decline in public school graduates. Twenty-eight of the 45 counties will experience a 15 to 25% decline in public school graduates, while 2 will experience a decline greater than 25%. All of the counties but six (Blair, Beaver, Butler, Armstrong, Erie and Crawford) in the West will experience a decline of 15% or greater. In the East, meanwhile, seventeen counties will experience between a 3% decline to a growth of 3% or greater (Pennsylvania Department of Education, 2008).

### **Enrollment Projections**

Based on demographic projections, it is highly probable that undergraduate main and Clearfield campus enrollments will decline in the next five years (2009-2014). Projecting the decline is challenging as other external and internal factors will influence the overall effect of the decrease in high school graduates. If the economic downturn experienced in 2008-09 continues, a greater proportion of students may turn to more affordable PASSHE institutions, such as LHU. Additionally, development of new undergraduate and graduate programs may help to offset the imminent decline in high school graduates. Projections for flat or slightly decreasing undergraduate enrollment for the

next five years are recommended. An expansion of the Physician’s Assistant Program in 2010 and the addition of a master’s degree in Education Leadership in 2008 provide opportunities for growth in graduate students in the immediate future.

**Recommendations**

- As the Universities strategic plan calls for steady and managed growth, the committee recommends further research on the optimal population of undergraduate and graduate students over the next five years.
- A decline of high school graduates will present recruitment challenges and likely necessitate additional supportive services if continued growth in the undergraduate traditional population remains a University goal.
- Development of new majors – to support continued growth - needs to occur in the context of LHU’s mission and delivery modalities.
- On-line delivery of new programs may support growth, but may be most appropriate at the graduate level, due to staffing and retention issues at the undergraduate level. The committee recommends that the University further investigates the impact of on-line courses on learning, retention and staffing.

**Retention**

Retention and graduation rates at LHU are impacted by many factors, including: mission, location, student financial challenges and academic preparation. The Foundations of Excellence Self Study conducted in 2008-09, offered an opportunity for LHU to carefully examine issues related to first year retention.

In examining first year retention at LHU over a ten year period, oscillations in the retention rate are apparent. The retention rate has ranged from a high of 74.3% to a low of 66.8%. The lowest first to second year retention occurred with the fall 2007 cohort.

<u>First to Second Year Retention</u>											
1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
71.9%	70.7%	73.2%	74.9%	70.7%	74.3%	70.4%	72.7%	67.7%	70.3%	66.8%	

During this same period, LHU’s four year graduation rate has varied from a low of 20.5% to a high of 31.2%; six year graduation rate has varied from a low of 48.7% to a high of 54.8%, but did trend upward from 1997 through 2002.

<u>Four Year Graduation Rate</u>											
1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
21.1%	20.5%	25.4%	29.0%	31.2%	30.9%	28.7%	29.8%				

### Six Year Graduation Rate

1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
48.7%	49.6%	52.4%	52.7%	50.9%	54.8%						

The following section compares LHU's retention and graduation rates with other PASSHE Universities and our peer group. Issues and recommendations discussed by the committee that relate to retention and graduation follows.

As the chart below indicates, Lock Haven University's first and second year persistence rates are below our peer group's average and the PASSHE average. LHU's 4, 5 and 6 year graduation rates exceed our peer group's averages but are below the PASSHE average.

#### State System Fact Book 2007-08 Retention and Graduation Rates, of First-Time, Full-Time Baccalaureate Degree Seeking Freshmen

Fall 2001 Cohort University	<u>Retention Rates</u>		<u>Graduation Rates</u>		
	After 1 yr	After 2 yrs	After 4 yrs	After 5 yrs	After 6 yrs
	2001-2002	2001-2003	2001-2005	2001-2006	2001-2007
Bloomsburg	79.20%	69.30%	38.20%	58.60%	61.30%
California	74.30%	65.30%	27.00%	45.10%	49.70%
Cheyney	59.70%	46.60%	9.60%	25.70%	29.10%
Clarion	72.00%	60.10%	25.10%	47.40%	50.50%
East Stroudsburg	72.60%	61.30%	26.80%	47.10%	51.90%
Edinboro	71.10%	59.30%	23.20%	42.10%	45.50%
Indiana	76.10%	63.80%	26.10%	47.20%	51.10%
Kutztown	76.40%	63.90%	29.10%	50.90%	54.60%
<b>Lock Haven</b>	<b>70.80%</b>	<b>61.70%</b>	<b>31.20%</b>	<b>47.50%</b>	<b>50.80%</b>
Mansfield	67.70%	58.60%	32.60%	45.40%	40.60%
Millersville	83.80%	72.20%	41.60%	64.30%	67.30%
Shippensburg	79.60%	70.40%	46.10%	63.10%	65.30%
Slippery Rock	73.70%	61.60%	28.60%	49.20%	53.20%
West Chester	85.20%	75.20%	34.50%	60.20%	63.70%
<b>System Average</b>	<b>76.10%</b>	<b>65.10%</b>	<b>31.30%</b>	<b>51.60%</b>	<b>54.90%</b>
<b>Peer Group Average*</b>	<b>73.60%</b>	<b>62.30%</b>	<b>21.10%</b>	<b>40.50%</b>	<b>46.80%</b>

\*Peer Group includes 117 moderately selective institutions (SAT composite 990-1044)  
Source: Data Warehouse/2007-08 CSRDE Report

In evaluating comparative statistics on first to second year retention for the fall 2006 cohort of students who attended PASSHE Universities, LHU ranks 11th out of 14 Universities. Cheyney, Mansfield and Edinboro have lower first to second year persistence. LHU's first year persistence rate of 70.3% for fall 2006 first-time freshmen is below both the PASSHE average and our peer group average.

State System Fact Book 2007-08  
Retention and Graduation Rates, of First-Time, Full-Time  
Baccalaureate Degree Seeking Freshmen

Fall 2006 Cohort University	After 1 yr 2006-07 Retention Rates
Bloomsburg	80.8%
California	78.8%
Cheyney	55.8%
Clarion	72.1%
East Stroudsburg	81.8%
Edinboro	69.0%
Indiana	73.4%
Kutztown	76.8%
<b>Lock Haven</b>	<b>70.3%</b>
Mansfield	66.7%
Millersville	82.7%
Shippensburg	73.9%
Slippery Rock	77.9%
West Chester	85.8%
<b>System Average</b>	<b>76.4%</b>
<b>Peer Group Average*</b>	<b>73.6%</b>

**Impact of Increased Student Enrollment On Class Size**

Historically LHU has been known for its small class size and low instructor to student ratio, which has facilitated significant instructor-student and student-student interaction within the classroom setting. This has been a key selling point for the university in attracting students. Moreover, students often respond that small class size and their ability to interact with faculty both in and out of the classroom is a very positive feature of LHU. The number of large size classes (> 50 students) has steadily increased over the past several years and has paralleled the increase in student enrollment. According to data collected by the Office of Institutional Research, the percentage of total classes offered at LHU that are large section (50-99 students) has increased from 1.9% in academic year 2004-2005 to 5.3 % in academic year 2007-2008. This represents a threefold increase in the number of large section classes in a three year period. Furthermore, large section classes are usually in general education courses and introductory courses within a major, those that are typically taken by freshmen. These

are the students most at risk for failure, and are those most in need of more individualized attention. An ad hoc committee was formed in 2008 to study the impact of large size classes on grades. The committee determined that grade distribution was not adversely affected until class size reached 76 students. The committee only looked at grades as an outcome and did not look at overall student satisfaction in a large classroom versus a smaller classroom setting.

- More study is needed to determine the impact of increasing class size on quality of instruction, student learning, student satisfaction, and student retention.

### **Early Warning System**

LHU needs to better identify and support students who struggle in the early weeks of their enrollments. The Committee recommends establishing a system to achieve this objective. The system will attend to the behavioral and evaluative indicators of concern (absenteeism, incomplete work, tardiness, and unsatisfactory grades) and provide a mechanism for a collaborative effort between academic and student affairs on intervention strategies.

- Establish an early warning system for all first-year students that would be active within the first three to five weeks of each semester.

The following section provides other recommendations that offer comprehensive support to LHU students:

#### **Pre-enrollment recommendations:**

- Increased first year student participation in Summer Orientation.
- Increased involvement of faculty in Summer Orientation program in an academic advising role to enhance the likelihood that each new student's first year fall semester class schedule is appropriate.
- Expanded and enhance pre-enrollment assessment of students for course placement and to determine level of preparedness for college and possible need for intervention strategies to facilitate student retention and success. Provide academic advisors with results and ensure that advisors make appropriate referrals.
- Research pre-enrollment electronic resources for academic skill development enhancement prior to the first semester. Based upon pre-enrollment assessment results, recommend completion of online skill development tutorial where indicated prior to the fall semester of the first year of college.
- Consider a common summer reading assignment prior to the fall semester for all first year students with follow up common activities during the fall for first year students to enhance *LHU Class of 2010*.

### **First year and beyond recommendations:**

- Enroll all students in a first year experience course that ensures a thorough and uniform introduction to Lock Haven University and the support available to help **all** new students be successful.
- Enhance visibility and availability of student organizations and activities early in the first semester to facilitate the connectedness of first year students to the LHUP community.
- Research the impact of web-based and large section classes on academic success of first year students at LHUP.
- Enhance visibility and accessibility of support programs and initiatives for all students. Expand collaboration among support programs for students considered at risk (Haven Achievers Program, Educational Opportunity Program, Student Support Services Program, and Clearfield Achievers Program) to provide assistance.
- Create an intervention system for students on probation in the spring semester. Components might include: (1) Repeat of failed classes during the following semester.\* (2) Enrollment in Learning Strategies for College (1 credit) during next semester and attendance at special programming for students on probation. (3) Required tutoring. (4) Intrusive academic advising. (5) Designated individual to oversee status and progress of students on probation. (6) Probation student contract.
- Due to the significant number of first generation college students at Lock Haven University and the current economic climate, outreach programming with regard to all aspects of financing one's college education could serve to positively impact retention.

\*To achieve this recommendation, the Committee recommends that the University explores opportunities to reserve a specific number of seats in courses with high failure rates, and encourages faculty to accommodate students who have failed courses and need to repeat them.

### **Definition of "At Risk"**

In 2009, the Admissions Committee established a definition of "at-risk," which provides a means for qualifying students who may need supportive services at LHU. That definition is:

Students who meet some or all the following parameters:

- 799 or below SAT and/or ranked in the bottom half of their class
- First generation
- Male
- Race (African American, Latino, American Indian have lower persistence and graduation rates)

## Recommendations

- As the Universities strategic plan calls for steady and managed growth, the committee recommends further research on the optimal population of undergraduate and graduate students over the next five years.
- A decline of high school graduates will present recruitment challenges and likely necessitate additional supportive services if continued growth in the undergraduate traditional population remains a University goal.
- Development of new majors – to support continued growth - needs to occur in the context of LHU's mission and delivery modalities.
- On-line delivery of new programs may support growth, but may be most appropriate at the graduate level, due to staffing and retention issues at the undergraduate level. The committee recommends that the University further investigates the impact of on-line courses on learning, retention and staffing.
- More study is needed to determine the impact of increasing class size on quality of instruction, student learning, student satisfaction, and student retention.
- Establish an early warning system for all first-year students that would be active within the first three to five weeks of each semester.

### **Pre-enrollment recommendations:**

- Increased first year student participation in Summer Orientation.
- Increased involvement of faculty in Summer Orientation program in an academic advising role to enhance the likelihood that each new student's first year fall semester class schedule is appropriate.
- Expanded and enhance pre-enrollment assessment of students for course placement and to determine level of preparedness for college and possible need for intervention strategies to facilitate student retention and success. Provide academic advisors with results and ensure that advisors make appropriate referrals.
- Research pre-enrollment electronic resources for academic skill development enhancement prior to the first semester. Based upon pre-enrollment assessment results, recommend completion of online skill development tutorial where indicated prior to the fall semester of the first year of college.
- Consider a common summer reading assignment prior to the fall semester for all first year students with follow up common activities during the fall for first year students to enhance *LHU Class of 2010*.

### **First year and beyond recommendations:**

- Enroll all students in a first year experience course that ensures a thorough and uniform introduction to Lock Haven University and the support available to help **all** new students be successful.
- Enhance visibility and availability of student organizations and activities early in the first semester to facilitate the connectedness of first year students to the LHUP community.
- Research the impact of web-based and large section classes on academic success of first year students at LHUP.
- Enhance visibility and accessibility of support programs and initiatives for all students. Expand collaboration among support programs for students considered at risk (Haven Achievers Program, Educational Opportunity Program, Student Support Services Program, and Clearfield Achievers Program) to provide assistance.
- Create an intervention system for students on probation in the spring semester. Components might include: (1) Repeat of failed classes during the following semester.\* (2) Enrollment in Learning Strategies for College (1 credit) during next semester and attendance at special programming for students on probation. (3) Required tutoring. (4) Intrusive academic advising. (5) Designated individual to oversee status and progress of students on probation. (6) Probation student contract.
- Due to the significant number of first generation college students at Lock Haven University and the current economic climate, outreach programming with regard to all aspects of financing one's college education could serve to positively impact retention.