Wichita State University Strategic Enrollment Management Planning

1 President’s Executive Team Vision/Direction

- Recruit and retain qualified, diverse students to enroll at Wichita State University who will become future leaders of the community, the State of Kansas and the world.
- Develop a plan to address the needs of disadvantaged populations to ensure their success, participation and leadership
- Increase opportunities for non-degree bound students and those seeking professional development
- Enrollment Goal: Increase enrollment to 18,000 by 2020*  
  *adjusted upward for one-time gain events (e.g., WATC, football).

2 Enrollment Data and Environmental Scanning Overview

Fall 20th Day Student Headcount 2020 Forecast

The Fall 2020 student headcount forecast, Figure 1, is based on pre-20thday registration cycles which make up the seasonal yearly patterns as displayed in the lower right graphic. Fall enrollment has held steady at approximately 14,650 since 1994 (unlike student credit hours, see Figure 2, which hit their highest in WSU history in 2014 as full-time enrollment increased). On the spectrum of liberal-to-conservative models, exponential smoothing models are more balanced in projections in contrast to arima models which are more conservative. We train our model first on past data and once we have created a model that can replicate past events we project it to future terms. Like a hurricane path map, the farther from actuals the more variance in estimates which reflect the high and low estimate lines in the graph. As the center line graph’s moderate estimate (red line) shows, if we were to continue our current track without significant changes (internal or external) we would estimate a headcount in Fall 2020 of 15,143 for a 4.4% gain from 2015 of 648 heads which is a 0.8% increase yearly.

Enrollment Environmental Scanning Overview

For SEM, we need to establish from our vision of wanting to increase enrollment, a goal of what we want headcount to be to drive our strategies and tactics and in order to assess our performance, that goal should be beyond normal expectations but still realistic as defined by our data and societal and socio-economic trends. A goal too high will result in few wins along the way and can have negative impact on staff morale whereas a goal too low can lead to restrictive efforts and lost opportunities.

A modest goal would be 16,500, a 13.8% increase for 2,006 additional heads with a yearly increase of 2.7% but not much of a stretch goal. Our high level model estimate of 17,504, would be difficult as it would be an increase of 20.7% for 3,010 heads for a 4.1% yearly increase and was forwarded to the Executive Team as a proposed enrollment goal. After review, the Executive Team felt that 18,000 would be a more appropriate stretch goal, one which extends the current model. That goal of 18,000, a 24.9% increase for yearly increases of nearly 5% or 681 new students, will be a considerable stretch given our current and future market expectations but is not out of reach.

While we can anticipate other possible enrollment initiatives (e.g., WATC ~4,000, football ~500), these would be one-time gains in which we could adjust the goal accordingly, they would not become part of the formal SEM process until their completion.

Regardless of our goal, it is important that we understand that any aggregate gains come from a balancing of concurrent gains and losses. Listed below are some of the areas where we are and will face both losses and gains.
Negatives: current and projected areas of loss

Many of the negatives are externalities that we have limited control or influence over (e.g., population changes, international currencies). These will impact any gains we propose so they must be either controlled for or managed.

- High School matriculating students (SR) [~48% of all new incoming UG students]
  - SR population rate of growth is declining, especially within the southeast KS area.
  - Academic skills (e.g., ACT, HS gpa) of SRs within Sedgwick county are declining.
  - Increase in percent 1st generation (48% as of fall 2015) students
  - Increase in out-of-pocket educational expenses (tuition, fees, housing minus scholarships, grants, waivers, exemptions, see more below)
  - The above trends are expected to continue to 2020 (per Dept. of Ed).
- Transfer students (TR) [~43% of all new incoming UG students enrolling from freshmen thru seniors]
  - Majority (~70%) of TRs come from community colleges, all of which have had significant declines in enrollment over the last 5 years (-10.6% state wide)
  - Nearly 75% of all community college TRs come from Butler, Hutchinson & Cowley, all of which saw a -12.1% decline in enrollment
  - Community Colleges are heavily impacted by the business cycle so the above trends are not expected to change until the next recessionary cycle.
- International students [11% of all students; 7% of UG, %26% of GR]
  - both UG & GR are being impacted negatively by their currencies and financial support from country of origin, especially Asia and Mideast areas
  - We had significant losses in India from 2014 to present (electrical engineering hit hardest) which should dampen after next year
  - Petroleum based countries are expected to see a reduction in financial support for the future.
  - Currencies devaluation will likely be with us for at least the next 2 to 3 years increasing the cost of attendance.
- LAS juniors & seniors have been declining for 3 years spreading from humanities to now showing declines in natural science & math and social sciences
  - Majority are academically sound but have higher out-of-pocket educational expenses and higher loan balances
  - This is isolated to only Sedgwick county LAS juniors & seniors which may reflect more of a pull (jobs) rather than push (cost/debt) factor
- Cost of attendance over the last 2 years has risen substantially.
  - For SRs, 2011 to 2013 out-of-pocket educational expense was steady at ~$1,650 and rose to $3,583 in fall 2014 and $4,021 in fall 2015, a 140% increase from 2013 to 2015 in 2015 dollars.
  - From fall 2008 to 2014, the percent full-time increased each year, but starting spring 2015 and continuing to spring 2016, FT rates have decreased, including a trend of students delaying FT enrollment until the start of classes, all which is correlated with increased cost.
  - Current mix of scholarships do not pay for cost of attendance and focus on academics rather than need, the opposite of population growth trends.

Positive: current and projected areas of gain

- Admitted SRs for fall 2016 out of Oklahoma and Midwest Student Exchange Program (MSEP) states have increased substantially & is expected to rise for the next year to begin stabilizing in 2017 as competitors enter the market (note—the reduced rates, while increasing headcount, are a cost institutionally that is expected to be offset by increased volume)
- Innovation campus and I-35 corridor synergies for recruiting
Non-degree initiatives: community education & professional development has increased for the last 2 years. Badges & Market-based-tuition (MBT) initiatives are expected to grow starting Fall 2016 but will only be minor contribution to headcount and revenue.

HS concurrent expected to rise (via discounting)—expected to rise for the next year then stabilize.

Online programs and credit hours. While we have classroom-to-online migration occurring, new Online programs promise growth with more returning adult convenience, especially for professional development.

3 Steering Committee Goals/Objectives

3A Steering Committee Goal Preamble

Wichita State University is the only urban-located Kansas research university. As such, it is the gateway to higher education and economic betterment for many underserved students from low-income and/or minority backgrounds who may be the first generation in their family to attend college.

Just as university access represents opportunity to these academically qualified underserved students, they represent the greatest potential for WSU enrollment growth if we properly leverage our advantages, including:

- Excellence of instruction
- Affordability
- Convenience
- A culture centered on applied learning and innovation
- High quality of student experience

By executing well on the following strategic enrollment goals, we expect to increase enrollment to 18,000 or more by Fall Semester 2020.

The Strategic Enrollment Management Steering Committee established these tentative goals in February-March 2016. They will be refined by recruitment and retention sub-committees in Spring-Summer 2016 and presented to students, faculty and staff in Fall 2016. The plan will move into full implementation by Fall 2017.

3B Steering Committee Goals

Goal 1: Develop activities beginning in Fall 2016 that foster a culture of enrollment growth among faculty, staff and students.

(tbd)

Goal 2: Increase enrollment of degree seeking underserved\(^1\) student populations by 8.5% yearly through Fall 2020.

National and regional projections in demographic and higher education enrollments show an increase in underserved populations (first generation, low income, under-represented minorities). Higher education institutions have an opportunity to provide these groups with educational credentials for them to compete and contribute in local and global economies. WSU has witnessed significant increases in this population for the last several years, especially within the south central\(^2\) segment of Kansas which will continue to stand as a base market for recruitment even as the university seeks to diversify and expand beyond its state borders.
With a degree seeking underserved population of 6,959 (undergraduate and graduate) in Fall 2015 (50.2% of the total degree seeking student population), the goal would establish a Fall 2020 enrollment of 10,400 undergraduate and graduate degree seeking underserved students accounting for 60% of the degree seeking student body, an increase of 3,441 students (688 yearly based on 5 years).

**Goal 3: Increase 2nd year retention rates of degree seeking underserved student populations by 2.5% yearly through Fall 2020.**

Due to historical and structural socio-economic conditions, underserved populations experience lower retention than non-underserved populations. For WSU, among IPEDS-based freshmen, of whom 56.7% are underserved, underserved students have a 65.5% 2nd year retention rate compared to non-underserved students at 76.7%; transfer students (freshmen through senior), of whom 60.7% are underserved, underserved students have a 66.5% 2nd year retention rate compared to non-underserved students at 72.5%. The lower retention rates of underserved students results in a yearly loss of 136 student relative to non-underserved students. Given the growing population of underserved students this rate of loss will accelerate over time putting at jeopardy any goals related to increasing headcount.

An annual increase of 2.5% across both underserved IPEDS-based freshmen and transfers would by Fall 2020 make underserved and advantaged populations statistically equivalent and substantially impact our ability to meet our KBOR Foresight 2020 goals of 80% 2nd year retention.

**Goal 4: Increase enrollment along the I-35 corridor by 18% yearly through Fall 2020.**

The I-35 corridor (Illinois, Kansas, Missouri, Oklahoma, Texas) stands as an important economic development sector spanning Dallas to Chicago which has synergies with WSU’s engineering and Innovation Campus capacities. Leveraging this relationship allows WSU to shape economic development and provide real-world experience for its students.

WSU currently has 301 students, 2.0% of the fall term student body, who originate from the I-35 corridor states (excluding Kansas). The goal would be to double this representation to 700 students or 4% of the student body by Fall 2020 requiring an additional 80 new students yearly through 2020.

**Goal 5: Increase non-degree for credit enrollment by 14% yearly through Fall 2020.**

Professional and personal development is paramount to staying relevant within business and society. WSU has a growing population of non-degree seeking students and programs including badges, market-based tuition, high-school concurrent courses, senior citizens, and educational recertification. In Fall 2015 non-degree seeking students (660 students) accounted for 4.5% of total fall enrollment. The goal would be to increase this population to 7% of Fall 2020 enrollment (1,250 students) which would require annual increases of 118 students.

**Goal 6: Identify new and emerging academic programming beginning in Fall 2016 that leads to enrollment growth.**

(tbd)

**Goal 7: Increase enrollment of new fall students in online programs by 110% by Fall 2017.**

Number of fall 20th day enrolled students taking online classes has increased from 6.9% in 2007 to 33.6% in 2015. The bulk of the gains during this time period have been transfers from non-online to online classes which have not directly led to an increase in overall headcount. Online only program majors
starting in 2013 have the potential to directly increase enrollment headcount, especially as more online only programs come into production (assuming they are not replacing current non-online programs). Currently the mix of new fall student to non-new migratory fall non-online is approximately 38%. Increasing the number of new fall students in both existing (retaining) and new (recruiting) online only programs has the potential to increase headcount independent of internal non-online to online migration. While we have limited historical data on online only students, we’ve had a two year growth rate of 88% (from fall 2013 to 2015 new fall students =26, 37, 87). Assuming we will have a hype curve connected to early development we could estimate a 110% increase for fall 2016 and a 90% rate for Fall 2017 which would increase our head count from 87 (fall 2015) to 350 (fall 2017) for 263 additional new students in fall 2017.

Footnotes:
1 Underserved students include first generation students, students who have submitted a FAFSA and based on family income and size are defined as low income (125% of poverty), and under-represented minorities (Black non-Hispanic, Hispanic, American Indian, Alaskan Native and Hawaiian).
2 South central Kansas is defined as Sedgwick county, the metropolitan statistical area (MSA) of Sedgwick (Butler, Cowley, Harvey, Kingman, Reno and Sumner) and the remainder of the southeast quadrant of the state. The southwest quadrant is excluded.
3 Technically, freshmen are defined as enrolled students who have less than 30 earned hours. IPEDS (Integrated Post-Secondary Education Data System), a federal database for comparing post-secondary education institutions, defines entering freshmen as high school students who have no post-secondary earned hours post high school graduation that have matriculated to a post-secondary institution. At WSU, approximately 35% of IPEDS-based freshmen start classes as sophomores based on college credit earned prior to high school graduation.
### Alignment of WSU Strategic Enrollment Management (SEM) Goals with KBOR Foresight 2020 and WSU’s Institutional Strategic Plan

<table>
<thead>
<tr>
<th>SEM Goals</th>
<th>KBOR Foresight 2020 Goals</th>
<th>WSU Strategic Plan Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Develop activities beginning in Fall 2016 that foster a culture of enrollment growth among faculty and staff.</td>
<td>Goal 3: Maintain state university excellence.</td>
<td>Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.</td>
</tr>
<tr>
<td>Goal 2: Increase enrollment of degree seeking underserved student populations by 8.5% yearly through Fall 2020.</td>
<td>Goal 1: Increase higher education attainment.</td>
<td>Goal 6: Be a campus that reflects (in staff, faculty and students) the evolving diversity of society.</td>
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<tr>
<td>Goal 3: Increase 2nd year retention rates of degree seeking underserved student populations by 2.5% yearly through Fall 2020.</td>
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<td>Goal 4: Increase enrollment along the I-35 corridor by 18% yearly through Fall 2020.</td>
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<tr>
<td>Goal 5: Increase non-degree for credit enrollment by 14% yearly through Fall 2020.</td>
<td>Goal 2: Improve Economic Alignment.</td>
<td>Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.</td>
</tr>
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<td>Goal 7: Increase enrollment of new fall students in online programs by 110% by Fall 2017.</td>
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<tr>
<td>Goal 6: Identify new and emerging academic programming beginning in Fall 2016 that leads to enrollment growth.</td>
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Figure 1: Fall 20th day Student Headcount 2020 Forecast*

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<th>Year</th>
<th>Moderate</th>
<th>Low</th>
<th>High</th>
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<td>14,808</td>
<td>14,692</td>
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<td>2009</td>
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<td>2014</td>
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<td>14,905</td>
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*Forecast based on an Exponential Smoothing Winters Additive model using student headcounts from pre-census day registration periods.
Figure 2: Fall 20th day Student Credit Hours (SCH) 2020 Forecast

* Forecast based on an Exponential Smoothing Winters Additive model using gross student credit hours from pre-census day registration periods.