

FINDINGS AND RECOMMENDATIONS FOR ACTION

# Enrollment Opportunities Analysis

*Shawnee State University  
Portsmouth, Ohio*

Analysis prepared by  
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# Enrollment Opportunities Analysis

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Shawnee State University • Portsmouth,  
Ohio

## Introduction

Tim Culver, associate vice president with Noel-Levitz, visited Shawnee State University (SSU) on October 19-20, 2005, for the purpose of providing an external analysis of the university's enrollment management program. The analysis was motivated by the university's desire to improve upon its operations and effect long-term enrollment growth.

This written report is intended to provide feedback on current enrollment-related strategies and practices and includes a set of recommendations designed to assist Shawnee State in achieving its short- and long-term enrollment goals. It is intended to aid and abet Shawnee State's efforts to develop a state-of-the-art enrollment management program.

The analysis included the following general areas of inquiry:

- An evaluation of short and long range enrollment goals and the realism of those objectives given the current environment and commitment of resources;
- An assessment of existing market research and ways that research is being used in formulating marketing and recruitment action plans;
- A review of current and desired prospective student markets and ways the university segments its messages according to target audience;
- An appraisal of the university's inquiry pool and its adequacy in meeting stated enrollment goals;
- Mechanisms the university uses to grade and qualify its inquiry pool;
- A comprehensive review of current systems to communicate with students at the inquiry, application, admit, and registered stages;
- Utilization of the university Web site, electronic mail, and instant messaging in the recruitment communication program;
- The use of telecounseling by paid staff and volunteers;
- The use of data and information to support enrollment planning and decision-making;
- Evaluation of the relationship between financial aid programs and other enrollment offices and how that relationship supports the university's enrollment goals;
- Identification of strengths, weaknesses, and issues to be considered in the development of a program to improve retention;
- An analysis of the October 2005 administration of the Student Satisfaction Inventory (SSI);

- The current structures that are in place in order to facilitate improvements in retention; and
- Evaluation of existing retention strategies used.

The ultimate goal of the review was to analyze the university's enrollment goals, the current and proposed strategies, systems, structures, and tactics being used to achieve them, and opportunities to improve enrollment results. The Enrollment Opportunities Analysis (EOA) proceeded in four steps.

### **Step One: Pre-Visit Data Review/Administration of Student Satisfaction Inventory (SSI)**

Prior to the campus visit on October 19-20, 2005, Shawnee State provided an extensive set of institutional enrollment data, reports, publications, and other documentation to assist the consultant in gaining an initial understanding of Shawnee State's current enrollment strategies and tactics. Additional documents were provided during the consultation. Among the documents reviewed were:

- A current admissions report showing present status in relation to the past year and to the goals for the coming year;
- Shawnee State University catalog;
- A three-year admissions funnel history showing the number of inquiries, applicants, admits, and enrolled students, and related conversion and yield rates;
- A set of promotional publications used to communicate with prospective students;
- A complete set of financial aid and scholarship forms, brochures, publications, and letters used to communicate with prospective and returning students;
- Retention/attrition data;
- Admissions communication system flow charts and timelines;
- Current programs such as new student orientation and other strategies designed to improve retention; and
- The Noel-Levitz Institutional Fact Finder survey which was completed prior to the initial site visit.

The administration of the SSI (see below for summary and appendix for full analysis) took place in early October with 730 students completing the survey.

I wish to thank members of the Shawnee State University staff that assembled these materials, as they were very helpful in preparing for the site visit.

### **Step Two: On-campus Meetings**

The consultant met with a variety of groups and teams during the site visit. The various groups are listed below in the order they were interviewed.

#### **Wednesday, October 19, 2005**

8:00 a.m.      Bob Trusz (Office of Admission)

9:00 a.m. President Morris (President's Office)  
10:00 a.m. Directors of Support Offices (President's Conference Room)  
11:00 a.m. Bob Trusz (Office of Admission)  
11:45 a.m. Lunch with Cabinet & Academic Deans (Founder's Room)  
1:00 p.m. Support Staff Focus Group (Provost Conference Room)  
2:00 p.m. Administrative Focus Group (Provost Conference Room)  
3:00 p.m. Student Focus Group (ATC 132)  
4:00 p.m. Faculty Focus Group (ATC 132)

**Thursday, October 20, 2005**

9:00 a.m. President Morris, Exit Briefing  
10:00 a.m. Bob Trusz, Exit Briefing

These focus group and individual interviews were very helpful in continuing to build understanding of the current situation, desired enrollment state, and the strategies Shawnee State has utilized to meet its enrollment management objectives.

**Step Three: Preliminary Recommendations and Executive Briefing**

At the conclusion of the site visit the consultant provided a set of preliminary observations and recommendations during a two-hour executive briefing with the president and director of admission.

**Step Four: Written Follow-up Report**

As a result of this analysis, I am able to make the following written observations regarding Shawnee State's present enrollment program and delineate some specific recommendations to assist the university in enhancing its enrollment management efforts.

It is important to note that a one-day analysis is not adequate to fully understand all of the complexities and nuances of Shawnee State's enrollment management program. However, I believe that I was able to accurately assess the university's current state and identify some meaningful recommendations for advancing the university's enrollment agenda. Any errors in interpretation or omissions are the responsibility of the consultant.

## Review of Recent Enrollment Results and Stated Goals

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“If we could first know where we are, and whither we are tending, we could then better judge what to do and how to do it.”

Abraham Lincoln

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### New First-year Students

The following table contains Shawnee State’s first year student enrollment funnel results for fall 2002 through fall 2004.

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#### Shawnee State University: First-Year Student Enrollment Funnel Results: Fall 2002 – Fall 2004

Stage/Year	2004	2003	2002
Inquiries	7623	7409	7537
Conversion %	34%	32%	31%
Applications	2598	2338	2323
Acceptance %	100%	99%	87%
Enrolled	883	837	742
Yield %	34%	36%	37%

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According to the most recent Noel-Levitz National Enrollment Management Survey (NEMS) data, four-year public universities obtain a median inquiry to application conversion rate of 27 percent compared to Shawnee State’s rate of 34 percent for fall 2004. At first glance this appears to be a relatively strong conversion rate. This result can be interpreted in two ways. The university either has a very strong recruitment communications program which is producing this conversion ratio or Shawnee State’s inquiry pool is under-sized (to increase enrollment) which is artificially inflating the conversion rate. In my opinion the latter is a better explanation given my findings during the analysis.

Meanwhile, Shawnee State achieved a 34 percent yield on its offers of admission for fall 2004 which was lower than both the fall 2003 and fall 2002 rates. According to the NEMS data set the median yield rate for public universities was 47 percent. It is disconcerting that the yield rate has declined by three percentage points, especially since application and acceptance volume was relatively stable. The university needs to analyze its yield rates for all populations to better understand the variance by geographic market as well.

While I believe there are opportunities to marginally improve enrollment results by changing the university’s yield rates, the real opportunity for enrollment growth and development exists at the

top of the funnel by increasing the university's inquiry and applicant pools while simultaneously working to improve yield rates. For reference purposes, I have included the NEMS data on first-year students in the next table.

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**Noel-Levitz National Enrollment Management Survey**  
**Median Recruitment Funnel Ratios: Four-year Public Universities**

<b>Conversion ratio</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2004</b>
Inquiry to application	22%	24%	27%
Application to admit	77%	72%	70%
Admit to enroll	46%	49%	47%

**New Transfer Students**

The following table contains Shawnee State's transfer student enrollment funnel results for fall 2002 through fall 2004.

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**Shawnee State University: Transfer Student Enrollment Funnel Results –  
 Fall 2000 through Fall 2004**

<b>Stage/Year</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
Inquiries	Not Tracked	Not Tracked	Not Tracked
Conversion %	NA	NA	NA
Applications	584	519	542
Acceptance %	99.5%	99%	91.7%
Enrolled	210	184	225
Yield %	36%	36%	45%

Unfortunately the NEMS transfer data set for four-year public universities is not reliable and therefore benchmarking is not possible for this population. However, given our work with hundreds of four-year public universities we can make observations about Shawnee State's recent transfer results.

The university was not able to provide transfer inquiry figures because it is not tracked. As Shawnee State continues to improve its data collection and management capabilities at the inquiry stage it is critical to understand how many potential transfer students express interest each year.

Shawnee State's yield rate on accepted transfer students was 36 percent for fall 2004. While this figure is consistent with what we encounter at many institutions like Shawnee State, it is disturbing that the yield rate has declined by nearly 10 percentage points for fall 2003 and 2004 when compared to fall 2002. This is especially true since the number of admitted students has remained relatively stable during the period. Again, further analysis is necessary to better understand if there are segments of the admitted student population that are responsible for the lion's share of the decline in yield (e.g., academic segments, geographic markets, intended program of study). An analysis of the process a transfer student has to complete to enroll should be considered in order to ensure the steps are appropriate and student-friendly.

### Recent Retention Results

According to the data provided to the consultant in advance of the visit, Shawnee State's average ACT composite score fell within the 17-20 range with the average score reported as 19 for the fall 2004 class. According to ACT classification by standardized test scores, Shawnee is an institution which has open admissions standards.

Selectivity Level	ACT	SAT
Highly Selective	27-31	1220-1380
Selective	22-27	1030-1220
Traditional	20-23	950-1070
Liberal	18-21	870-990
Open	17-20	830-950

The tables below show average graduation and retention rates of comparable institutions – public colleges whose highest award granted is a baccalaureate degree. (ACT, 2005).

The chart below represents completion-to-degree rates for comparable institutions in the open admissions category. Shawnee State reports the latest five-year graduation rate to be at 29 percent which is slightly below the most recent 2005 data released by ACT. Please see chart for open admissions universities below.

Completion to Degree				
Admissions Selectivity	AA	BA	MA	PhD
Highly Selective		74.5	NA	74.3
Selective	42.5	68.3	45.3	52.3
Traditional	36.3	39.1	37.7	39.9

Liberal	28.4	33.3	30.3	17.5
Open	27.3	29.7	31.7	35.2

Shawnee State most recently reported a first-time, full-time, fall-to-fall, retention rate of 58.3 percent. This measurement falls slightly above the national average for the classification (see below) of open admissions universities whose highest degree granted is at the baccalaureate level.

### Retention Rates

Admissions Selectivity	AA	BA	MA	PhD
Highly Selective		88.5	91.5	92.8
Selective		88.3	79.2	81.6
Traditional	53.9	71.2	70.8	74.2
Liberal	62.2	61.2	65.7	54.6
Open	51.0	55.1	62.5	68.5

### Enrollment Goals

There is a definite need for Shawnee State University to clearly define its enrollment management goals. Although the university has given some thought to its future enrollment profile, that thinking is not widely understood by those responsible for generating the desired results. For example, when many faculty and staff were asked what the university's enrollment goal for fall 2005 was, they responded, "more than last year." While this is indeed a goal, it provides no direction for the magnitude of improvement the university might be seeking. Similar responses were encountered among those responsible for improving student success rates.

It is worth noting that the Enrollment Opportunities Analysis seemed to serve as an important catalyst in getting members of the Shawnee State community to begin considering and articulating appropriate enrollment goals.

### Student Satisfaction Inventory

#### October 2005

Please find included in the appendix my recent review of Shawnee State's Student Satisfaction Inventory (SSI) data. Four separate reports are included in the appendix and summarized below.

- Student Satisfaction Inventory, October 2005
- Student Satisfaction Inventory, 2001/2005 Comparison

- Student Satisfaction Inventory, Class Level
- Student Satisfaction Inventory, Majors

## **SSI General Observations and Recommendations**

Students report many items to be strengths as evidenced by the strengths table (Table 1) in the appendix. These items are marketing messages (above the median in importance and in the top quartile for satisfaction i.e., highly important and highly satisfied) and should be capitalized upon and included in the marketing and recruitment plan. These items should be monitored to ensure they remain as strengths and should be reevaluated on a regular basis with re-administration of the SSI in regular cycles and at similar time intervals.

Students report fewer items that may be priorities for action (see Table 2, appendix) for SSU. These items are defined as above the median in importance (highly important) and in the lowest quartile (low satisfaction) for satisfaction. These mean scores represent a possible retention agenda for Shawnee State and should be incorporated into the retention plan. These items should be monitored to ensure they are improving and should be reevaluated on a regular basis with re-administration of the SSI in regular cycles and at similar time intervals.

Nearly 80 items make up eleven scales (see Table 3) which are shown in the appendix. Students report higher satisfaction levels with all scales except for Academic Advising which shows no significant differences with other four-year public institutions.

There were two significant differences (see Tables 4 and 5 in the appendix) between SSU students and students who attend other four-year publics with respect to factors affecting decision to enroll. SSU students place higher importance on cost and financial aid (items 90 and 91) than do students at other four-year publics. No other significant differences emerged in items 92-98. Every effort should be made to include effective leveraging strategies and pricing policies to yield the greatest revenue. Financial aid strategies that affect both recruitment and retention outcomes must be built into the enrollment management plan.

Table 5, in the appendix, is a national benchmark report and represents many items for which SSU students report significantly higher levels of satisfaction than do other four-year public colleges and universities. Again, these are marketing messages and should be capitalized upon in your marketing and recruitment efforts. Additionally, Table 5 also reveals items for which SSU students place higher importance than do students at other four-year publics. These items should be considered in the development of the enrollment management plan (marketing, recruitment, financial aid, retention.) Implications for planning include pricing, financial aid/scholarship awarding strategies, student support services, and quality “customer” service.

SSU students, overall, are more generally satisfied (See Table 6 in the appendix) with respect to the questions listed in the table than students at other four-year public institutions.

When the 2001 and 2005 administrations are compared, SSU students reveal significant improvements in many items, scales, and overall. Please see Tables 7, 8, and 10 in the appendix. The differences in the levels of importance students placed on factors affecting their decision to enroll (Table 9) were not significant.

When importance levels and class levels are cross tabulated, some ranking differences do emerge, see Table 11. The differences are mainly with seniors who have different needs and priorities as they near graduation. Overall satisfaction, Table 12, also declines as students progress into the junior and senior class levels.

Tables 13 and 14 compare divisions/departments and how their majors ranked items by importance and overall satisfaction. Table 13 shows some marked differences in importance with respect to some majors. For example, Math and Natural Science students rank safety and security as #9 and #4 respectively while most other majors rank that scale #1. Other examples are in the table.

Table 14 shows overall satisfaction per the same major classifications used in table 13. English/Humanities students show some significant differences when compared to all SSU students. Other majors report differences as well.

## **Recommendations for Future Administrations**

- Conduct a survey of faculty and staff to compare importance and agreement levels with student expectations. If faculty and staff are not in concurrence with students then adjustments should be made.
- Ensure future surveys are conducted under similar conditions and during the same time of the year.
- Consider surveying every other year in order to give time to address priorities and make changes.

## **Recommendations**

The following recommendations are designed to assist Shawnee State in improving its approaches to enrollment management. Given the substantial number of recommendations, the casual reader might construe this report as critical of Shawnee State's enrollment management program. While I found considerable opportunity for improving the university's approach to enrollment management, I also encountered many positives.

Therefore, it is worth summarizing some of the strengths of the enrollment management program before a detailed discussion of the recommendations. The primary strengths of the enrollment management program, as identified by the consultant, are summarized below.

- Comparisons of the 2001 and 2005 administrations of the Student Satisfaction Inventory reveal nearly half of the items surveyed showed significant satisfaction increases.
- Most scales and items included on the SSI were above national averages for other four-year public institutions.
- Recruitment and retention practices have greatly improved during the last 5 years.
- The executive leadership is taking action by incorporating enrollment management planning into the overall master plan.
- Conversion to the semester system will benefit SSU in the entire enrollment management effort.
- All focus groups expressed an interest in becoming active partners as the enrollment management effort evolves.

- The development of new housing has resulted in increases in the numbers of residential students and has contributed to changing the overall cultural value that students from outside the area bring with them.
- MYSSU is liked by faculty, staff, and students.

The following recommendations are organized into three broad categories and are in priority order: enrollment planning structures, marketing/recruitment/financial aid, and retention.

## Enrollment Planning Structures

### 1. **Clearly define Shawnee State's new student enrollment goals both annually and over the next 3-5 years.**

As previously mentioned, this analysis was an important catalyst for getting members of the university community engaged in a discussion about clear and realistic new student enrollment goals. Please maintain that momentum by continuing the discussion and gaining consensus on your goals for fall 2006 through fall 2010. Admission, financial aid, academics, student affairs, institutional research, and others should be involved with these goal-setting activities. Once you have agreed upon the broad objectives, there is a need to further refine and delineate the goals. Minimally, the university needs to identify new student enrollment goals by:

- Entry status (first-year versus transfer)
- Geographic market (SLAP, in state, reciprocity and non-resident)
- College and academic program
- Undergraduate versus graduate (will become more important during this time period)
- Race/ethnicity
- Academic preparation (academic quality)
- Distance versus campus-based learners

### 2. **Define desired overall growth that will come from new student enrollment versus improvements in student retention through the development of an enrollment projection model.**

At the moment, Shawnee State does not have an enrollment forecasting model that enables it to assess the impact of changes in retention and new student enrollment levels on overall university enrollment.

### 3. **Develop both an annual and strategic (3-5 year) written marketing and recruitment plan for Shawnee State University.**

Shawnee State has no written enrollment management plan. This represents a significant organizational vulnerability, especially if there were ever rapid turnover in the university's enrollment management leadership team because there would be no documentation of the key enrollment strategies that have produced results in the past.

It is worth noting that Shawnee State is not alone in the absence of a written plan. According to our 2004 National Enrollment Management Survey, only 46 percent of four-year publics

reported the presence of a comprehensive enrollment plan that addressed both recruitment and retention. 84 percent reported the presence of an annual marketing/recruitment plan and 31 percent said they had an annual written retention plan. Shawnee State lacks all three.

Fundamental to any successful enrollment management program is developing and implementing an annual enrollment management plan. The purpose of enrollment planning is to help the institution gain more control over its enrollment future by developing the capacity to achieve new and returning student goals through improved marketing, recruitment, and retention efforts.

Planning does not ensure results, but it does provide disciplined appraisal, goal setting, and strategizing that can minimize failure. A well-conceived enrollment plan is simply an organized thought process and communication tool that describes what the institution wants to achieve and how it will accomplish it. It has been said there are two excellent ways to fail: do an equally good job of everything (all things are not equally important); and do an excellent job of the wrong things.

A thoughtful enrollment planning process helps set meaningful goals and identifies the most important strategies and activities necessary to achieve those goals. The enrollment planning process benefits an institution by:

- Providing a systematic assessment of strengths, weaknesses, opportunities, and threats; and current marketing, recruiting, and retention strategies
- Establishing consensual institutional goals and priorities
- Encouraging innovative thinking and problem-solving
- Creating awareness of obstacles that may need to be overcome
- Coordinating and unifying staff effort
- Ensuring more effective use of existing resources and identifying the need for additional resources
- Assigning responsibility and accountability, and scheduling work
- Facilitating control and evaluation of activities
- Communicating and documenting the enrollment "game plan"
- Providing a basis for future planning

The table below contains an outline for a comprehensive enrollment management plan.

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### Sample Outline for an Annual Enrollment Management Plan

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Section	Description
Institutional Mission and Goals	A statement reflecting the institution's basic mission, philosophy, and goal: what distinguishes the institution from other postsecondary institutions? Whom is the institution attempting to serve? Where does the institution wish to go?
Situation Analysis	Facts on which the plan is based: <ul style="list-style-type: none"> <li>• Demographic trends in traditional university cohorts</li> <li>• Environmental factors impacting enrollments</li> <li>• Competition</li> <li>• Institutional strengths and weaknesses</li> <li>• Institutional resources</li> <li>• Enrollment projections</li> <li>• Market share</li> <li>• Quantitative and qualitative information on target markets</li> <li>• Institutional image with key publics</li> <li>• Student wants, needs, and attitudes (e.g., student satisfaction studies)</li> <li>• Admissions trend data (inquiries, applied, admitted, yields)</li> <li>• Retention trend data</li> <li>• Other pertinent data</li> </ul>
Planning Assumptions	A list of assumptions or givens which supported the development of the plan.
Organizational Structure for Enrollment Management	A description of the organizational structure for enrollment management including roles and responsibilities for implementing the plan.
Enrollment Goals	An expression of the results to be achieved in the enrollment program. Goals should be specific and measurable and include overall and individual program enrollment goals.

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## Sample Outline for an Annual Enrollment Management Plan

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Section	Description
Key Enrollment Strategies (Enabling Objectives)	The broad statements that, if implemented successfully, will lead to the accomplishment of the goals.
Action Plans	Specific tactics/activities to accomplish the key strategies. Include a description, timetable, responsibility, resources needed, and procedures for measuring, controlling, and evaluating the planned actions.
Summary of Goals, Strategies, and Activities	This final section should summarize what is contained in the plan by listing each goal with the strategies and activities designed to accomplish the specific goal. Provides a quick and concise overview of the total enrollment plan.

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Once the university has developed an annual enrollment plan, it should begin working on a three to five year strategic enrollment plan. While annual and strategic enrollment planning are related and use many of the same techniques, they are quite different in time frame, scope, and purpose. Annual planning is focused on the “here and now” while strategic enrollment planning is performed less frequently, is directly linked to the institution’s strategic planning process, and focuses on fundamental decisions and actions that shape the long-range nature and direction of the enrollment management enterprise. For example, who does Shawnee State wish to serve? What programs should the university offer? How should the university price and position itself? How does the university intend to reach its long-term enrollment objectives? Each type of planning activity is important to institutional growth and development.

4. **Form a universitywide enrollment management committee with separate sub-committees focused on marketing/recruitment and student retention.**

To a certain extent, Shawnee State’s enrollment management offices have historically operated on a fairly autonomous basis without significant participation from other parts of the university. While they have certainly worked on an as-needed basis with various university units such as marketing/public relations, the colleges, residence life and athletics, the university lacks an institutionwide focus on, and ownership of, its enrollment management results. In today’s increasingly competitive environment, it is essential that institutions have mechanisms to involve the entire campus community in the enrollment management process.

I recommend that you form a campus-wide enrollment management committee with the charge of:

- Determining the desired enrollment state for Shawnee State projecting three to five years into the future.

- Establishing overall and program-specific annual enrollment goals.
- Approving and monitoring implementation of the annual master enrollment management plan.
- Reviewing all recommendations related to enrollment management and working within the institution’s decision-making process to gain approval for recommendations deemed important to achieving university goals.
- Designing, conducting, analyzing, and disseminating enrollment-related studies and research.
- Conducting periodic audits of key program/service areas.
- Initiating a process for identifying and eliminating problems that interfere with the quality of student life and learning (retention).
- Establishing a communication plan designed to keep campus personnel informed about enrollment issues and progress.
- Discussing and determining strategic enrollment issues such as pricing/aid strategy, positioning, image/reputation, product, etc.

I typically recommend that the committee as a whole meet three to four times per year and that most of the work occur in two standing sub-committees, one focused on marketing and recruitment and the other focused on the quality of student life and learning (retention

**5. Conduct a capacity and financial assessment to determine the incremental costs and revenue associated with serving the desired student population over the next 3-5 years.**

Once you have developed a three to five year enrollment plan, using the enrollment committee as a key vehicle in that process, Shawnee State needs to conduct a thorough assessment of the financial impact of serving the desired student population. Is the physical plant adequate to support the student profile? Does adequate residential space exist to serve students, especially those from outside the area? What are the incremental academic costs associated with planned enrollment levels by college? Are computing resources adequate to serve students? And the list goes on and on. While this can appear to be a daunting process at first glance, we have found that once an institution has a clear vision for the student population it wishes to serve (and in which programs) calculating the incremental costs to serve that population is easier than you think. Said another way, gaining consensus on the clear and realistic enrollment goals is often more difficult than calculating the cost to serve those students because most universities have more experience in assessing their academic and co-curricular costs.

**6. Assess the current effectiveness of the enrollment management organizational structure and move all enrollment offices into one location reporting to an appropriately titled enrollment manager.**

For many years, SSU enjoyed a one-stop approach to admitting and enrolling students but during the 1990s decisions were made to separate admissions from the other enrollment offices and to include it in a more global marketing and advancement effort. It is unclear if

objectives of the move were accomplished in that the marketing/advancement effort for SSU has been eliminated and is being reconsidered in other formats.

It is clearly the goal of President Morris to establish a student-friendly, quality-service based approach for all programs and services at SSU. The current organizational structure doesn't lend itself to managing enrollment since all offices (admissions, financial aid, registrar, bursar, and student success center) aren't engaged with overall enrollment planning.

Further consideration should be given to structures that will allow for enrollment growth, sustained student success, and faculty and staff engagement with the teaching/learning and enrollment process. There are many models to consider. For example, the management model for Shawnee State to consider might be to have both a dean of students and a dean of enrollment management report to the vice president for student affairs. A second consideration for SSU would be to eliminate the vice president for student affairs position (upon incumbent's pending retirement) and have both deans' report to the provost. Again, the reason for establishing such models would be to help SSU focus efforts on enrollment while still enjoying success with student services and student life.

## Marketing, Recruitment, and Financial aid Recommendations

The following marketing, recruitment, and financial aid recommendations are organized into five broad categories: Data and information, organizational issues, inquiry pool development and management, marketing/communications, and scholarships and financial aid.

### Data and Information

#### 7. **Conduct market research to determine the university's competitive position in key market segments.**

Shawnee State University has conducted formal research in recent years but has chosen not to pursue the recommendations put forth by the consultant for various reasons. Market research can help the university to better understand the attitudes, perceptions, and behaviors of the key audiences it is trying to attract or influence. The data gleaned from undertaking such research should provide Shawnee State with valuable information about the depth and breadth of its primary and secondary markets and the university's current image and position within that marketplace. Specifically, I suggest that the university conduct the following studies to support the enrollment planning process.

- Market assessment using secondary data sources to estimate Shawnee State's current penetration. Shawnee State has virtually no idea how deeply it is penetrating either in-state or surrounding state markets. I recommend you utilize a blend of ACT (yield analysis), College Board, and state demographic and population trends for this analysis and continue to assess these factors in future planning.
- Lost applicant survey to understand why prospective students (first-year and transfer) develop an initial interest in Shawnee State, apply, but ultimately decide to enroll elsewhere. This should be accomplished through a telephone or e-mail survey of students. The instruments should be designed to explore perceptions of Shawnee State compared with the student's first-choice institution. In addition, events and communications that

persuaded prospective students to make an alternative choice should be analyzed. I also suggest you match your lost admitted students with data from the National Student Clearinghouse to obtain a more precise measure of your competition.

- Freshman and transfer inquiry pool survey to determine how prospective students perceive Shawnee State in the three primary recruitment markets. Information on their college search habits should also be explored.
- Survey of parents of college-bound students to identify the extent of parental involvement in the college choice process, and parents' perceptions of Shawnee State and their needs in the college search and selection process. This is particularly important given the number of low-income and first-generation students the university serves.
- High school counselor survey to gain insight into the attitudes, perceptions, and behaviors of these key decision influencers. Counselors can also tell you what they hear students saying regarding the college selection and decision process. Moreover, you will want to learn how involved counselors are in college planning activities; what criteria they use for recommending a college or university; and what information they desire from Shawnee State.
- Competition communications study to assist Shawnee State with determining how it compares to regional competitors, including a recruitment communication audit and a review of the current enrollment publications and admissions Web sites of the university's top competitors.

Ultimately, the research should be used to assess realistic market penetration and development goals, to craft compelling lead recruiting messages that are distinct from your competition, and to better design the mix of outbound communications based on student preference in your market space.

8. **Develop a weekly admissions report to monitor all stages of the enrollment funnel for key market segments.**

It is unclear if there are routinely run reports from either the admissions office or from IR that show enrollment counts by program and college. Most reporting is done on an ad hoc basis from special requests made from the executive leadership or other managers. Specifically, the university should develop a weekly new student enrollment report that compares current performance to previous years for the following funnel stages:

- Inquiries (cumulative and active)
- Pre-apps (i.e., test score, transcript)
- Applications received with status designation (e.g., complete, incomplete, withdrawal before decision)
- Application action (e.g., admit, deny)
- Registered/enrolled

These data should be further tracked by key market segments (e.g., first-year, transfer, graduate (more important for the future), geographic market, residents, commuters, college,

intended program). While this recommendation seems rudimentary, the university lacks this information as it is fundamental to managing the pre-enrollment process.

**9. Develop monthly enrollment funnel reports to monitor key variables in the marketing and recruitment plan.**

As might be expected given the lack of basic comparative enrollment data, Shawnee State also lacks any reports to evaluate the effectiveness of various marketing and recruitment activities. The following figure contains a template for such a report wherein inquiry, application, admission, and registration counts (with corresponding conversion and yield ratios) appear on the X axis.

Report Title												
Variable*	Inquiries			Applications			Accepts			Reg./Enrolled		
	'04	'03	Diff	'04	'03	Diff	'04	'03	Diff	'04	'03	Diff

The Y axis should contain the variables you wish to monitor on at least a monthly comparative basis. Minimally, I suggest you monitor the following elements on the Y axis (this obviously implies a separate report for each variable in a standardized format).

- Inquiry source
- Geographic markets (SLAP, state, county, etc.)
- College and program
- Co-curricular interest
- Gender
- Race/ethnicity
- Campus visits status (all contacts)
- Student interest in Shawnee State (self-identified and through telecounseling contacts)
- ACT/SAT score received (in ranges)
- Grade point average (in ranges)
- High school visit productivity (all contacts)

- College fairs (all contacts)
- Student phone/e-mail contacts (all contacts)
- Staff phone contacts (all contacts)
- Admissions counselor territory

### **Organizational Issues**

#### **10. Expand the university’s territory management model for recruitment staff.**

Although Shawnee State’s admissions staff members are assigned to specific geographic markets and are expected to manage the relationship with prospective students in those territories, there appears to be little connection between activities and the desired outcomes.

Minimally, counselors should be assigned annual goals for the number of campus visits, applications, acceptances, and enrolled students that are expected from their assigned market area. They should also be encouraged to develop specific strategies to achieve their territorial goals including:

- Management of admissions travel
- Designing territory-specific communications (e.g., letters, e-mails)
- Developing unique small-group campus visit activities for students and parents in their assigned market area
- Developing a follow-up plan for students at each stage of the admissions process with a special emphasis on their contact with applied and admitted students

#### **11. Assign members of the admissions staff to each college for the purpose of developing content expertise and strengthening relationships with faculty and staff in the academic units.**

As previously mentioned, enrollment management has worked on an as-needed basis with various university units including the colleges but the relationships appear to be informal and lacking in structure. I strongly suggest that you appoint members of the admission staff to serve as liaisons to each college. Once in place, these liaisons should:

- Meet regularly with their contact in the college.
- Where appropriate, establish recruitment goals in cooperation with the college.
- Recommend data tracking procedures to evaluate enrollment results for that area.
- Recommend strategies for utilizing personnel in the college to make contact with prospective students.
- Serve as an information resource for other staff in the college.
- Serve as a resource for prospective students and other admissions staff. They should be the admissions staff “expert” on that area of the university.

## **Inquiry pool development**

### **12. Set goals to build the inquiry pool, perhaps to 10,000, via the following initiatives.**

As I mentioned at the outset, the top of Shawnee State's enrollment funnel has vast potential for contributing to improved enrollment outcomes. I firmly believe that the inquiry pool for both freshman and transfer students are under-sized which implies you are missing students with whom you should be communicating. I actually believe the recommended target of 10,000 is conservative if the university implements our recommendations in this area.

Specifically I recommend the following strategies for increasing the university's inquiry base:

- Expand the number of purchased names. I recommend you increase your “buy” using data from NRCCUA and the College Board to supplement the ACT list, especially within 300 miles of campus. Moreover, you should shift the emphasis from obtaining senior year data to sophomore and junior level data using the NRCCUA list as well as the PSAT and ACT PLAN lists.
- A segment of the purchased names should be “loaded” into the inquiry file regardless of whether they respond to your initial overtures which should include a combination of both direct mail and e-mail.
- Ensure that any requests for information that hit the website are included in your inquiry pool.
- Obtain graduate lists from your targeted community colleges as a means of building the transfer inquiry base. Also make certain that you roll-over any freshman admits that choose to attend a community college.
- Conduct an inquiry source analysis on your two most recent entering classes to identify other potential opportunities for inquiry pool growth.

### **13. Develop a process to prioritize the inquiry file according to student interest in Shawnee State.**

Currently Shawnee State has few mechanisms for assessing or capturing student interest so that follow-up communications can be focused on those prospective students with a genuine interest in the university. This strategy, commonly known as inquiry qualification, is used by most institutions to prioritize everything from admissions travel to the direct mail program and telecounseling calls. To get this process started at SSU I recommend that you:

- Identify elementary predictive attributes by conducting research on historical conversion rates from inquiry to application. Most institutions observe a dramatic difference in inquiry conversion rates when they analyze the behavior of students according to inquiry source, geographic market, intended major, etc.
- Add a self-qualifying question to all reply mechanisms (paper and electronic) including your initial contact cards. Simply ask a question like: My present level of interest in Shawnee State University is: very strong, somewhat strong, or uncertain. Better yet, ask them to more fully commit with a scale like: Shawnee State is my top choice, I am planning to apply to Shawnee State, or I am uncertain and need more information. Reply

mechanisms that are completed after initial contact should also include a “no longer interested” option.

- Make certain that the admissions staff are qualifying interest after every personal interaction, be it on the road, on-campus, on the telephone, or in an electronic exchange with a prospective student. Currently, Shawnee State has no process in place that enables admissions staff to rate student interest following personal interactions.
- Begin capturing every inbound student contact a student has with Shawnee State University (e.g., Web inquiries, phone calls, students seen during admissions travel, campus visits). As you might imagine, frequency of student-initiated contacts is highly correlated to student interest in a particular college or university.
- Make certain that when your telecounselors (if reinstated) speak with a student they record the student’s current level of interest.
- Once you get your data collection house in order, the university should consider developing a predictive model that would blend selected data elements on a student record into a predictive score using logistic regression analysis. This type of service is offered by Noel-Levitz but the university is at least a year or two away from implementing predictive modeling technology.

**14. Ensure that the enrollment management team plays an integral role with Web development.**

It is imperative that a major presence of the enrollment management (marketing, recruitment, and retention) functions be considered as the web experience for new and prospective students is improved. In order for SSU to reach enrollment goals an E-recruitment approach must be considered. The college search habits of students have evolved and are ever changing. For example, in a recent survey of those students who report being online every day, their preferred form of communication is instant messaging, with text messaging being a close second. Shawnee State needs to consider how the Web can assist with recruitment and retention efforts.

**Marketing/Communications Recommendations**

**15. Identify lead recruiting messages through market research and then develop additional recruitment literature around the newly identified themes.**

Like a lot of universities, SSU’s messaging is relatively generic and fails to focus on the benefits that accrue to the student in exchange for his/her time and money (e.g., experiential learning, internships, student research, and ultimately outcomes). For example, if you examine current admission’s publications you will find that most of the space is devoted to notifying a student about important dates and pre-enrollment processes rather than the unique attributes of a Shawnee State University education. That is not to say that many publications don’t focus on benefits for students. There are many that do.

Assuming the university elects to conduct the recommended market research, the results should be used to facilitate development of a positioning strategy and lead recruiting messages. Once in place, the university should re-visit its admissions print collateral to make

certain the identified messages are adequately communicated through its recruitment literature. Specifically I believe you should:

- Add a sophomore/junior introductory piece. Right now you have nothing of substance to send to students until they become a senior.
- Develop a scholarships/financing piece for use at the inquiry stage that communicates affordability, not cheapest.
- Develop a piece that articulates the relative advantages of attending school in Portsmouth and being a part of the Shawnee State student community.
- Develop college and program brochures for use at the inquiry stage that communicate the strengths of your academic programs.
- Develop additional pieces as suggested by the research.

**16. Consider reinstating a telecounseling team and re-visit their use in the communication process.**

Currently SSU employs no student telecounselors but did have them in previous years. It is unclear whether the telecounseling application during the 1990s was effective and whether it could be measured to have impacted enrollment growth. The following recommendations are offered:

- Establish the team with a minimum of five callers per night, four nights per week. This should provide you with at least 250 contacts per week if you expect them to make three per hour for four hours per night.
- Use the student telecounseling team for relationship-building calls to high-interest inquiries and applicants and eliminate “notification and confirmation calls” as much as possible. They should be exploring dominant buying motives, talking about their experience as a Shawnee State student, and encouraging the student to take the next step in the process (e.g., apply, visit, register).
- The student telecounselors should use their calls to update key data in the student record *including e-mail address*. Assuming the student provides an e-mail address, they should always send a follow-up e-mail to interested students, encouraging the prospect to write back with additional questions and to reinforce important calls to action (i.e., next steps).
- Explore use of the student telecounseling team for instant messaging during telecounseling contact hours. All the most recent research, including our recent E-Expectations survey suggests that students prefer IM over e-mail.
- The preceding recommendations imply providing the callers with a computer terminal to handle the e-communication aspects of the process.

**17. Select target community and technical colleges and develop a cultivation plan for each (e.g., Ashland, Southern).**

As I mentioned at the outset, Shawnee State should set goals for increasing transfer student enrollment. I also believe the majority of this effort should be focused on institutions that are

in close proximity and others in KY and WV. A cultivation plan is needed for each school and these plans should contain the following broad elements.

- Development of advisory councils at each institution to discuss ways in which Shawnee State can better serve their students, both in terms of raising initial awareness and accessing them.
- Obtaining graduate lists to build the transfer prospect base at these institutions
- Fleshing-out more articulation agreements and 2+2's around programs with the greatest enrollment potential.
- Establishing a regular presence at these institutions is very important. You should visit each institution once or twice per month. You might even consider leasing office space at your largest feeders as a means of demonstrating your commitment to both administrators and students.

### **Scholarships and Financial Aid**

**18. Examine the yield rate for need-based students by percentage of need met to better understand the impact of unmet need on student enrollment behavior.**

To gain an initial understanding of this issue, I suggest that you analyze the yield rates on your freshman and transfer students according to the percentage of need that you were able to meet. This will demonstrate fairly rapidly whether you have enrollment potential among some groups of students with substantial unmet need.

**19. Begin notifying scholarship recipients of their award in the admission letter.**

Under current practices a student is notified of his/her scholarship eligibility in a separate communication that can arrive much later than the admission letter. I recommend that you begin including the scholarship notification within the admission letter. This serves two purposes. It heightens the student's excitement about being admitted to Shawnee State and it provides additional substance to the admission letter, which is pretty standard at the moment.

**20. Examine issues related to timing of financial aid awards to determine whether they are having a negative impact on enrollment behavior.**

As a first step in better understanding this issue, I suggest you contact aid directors at other in-state and out-of-state institutions to determine when they are releasing awards and in the case of Ohio schools, have any of them identified mechanisms to accelerate the release of their aid awards?

**21. Analyze the number of admitted students who are selected for verification, never submit documents, and do not enroll at Shawnee State to determine the impact of this policy on enrollment outcomes.**

Shawnee State requires any student selected for federal verification to submit their documentation before receiving an aid award. While this makes perfect sense for returning students, we know that many institutions provide a preliminary award to new students selected for verification and then only verify those students who actually intend to enroll at their institution. This will not only save time in the financial aid office, it also provides students with a more rapid estimate of their financial aid eligibility. At the very minimum, I

suggest you analyze the potential enrollment impact of this policy by analyzing the number of admitted students that stop-out of the financial aid process at SSU when they are asked for verification documentation.

22. **Benchmark financial aid staffing levels against NASFA data.**

Revisit the staffing levels in the financial aid office to ensure that staff have appropriate time to both process and provide counseling to new and returning students. Two items on the SSI revealed that students were unhappy with the service level and the timeliness of awards in order to make decision to attend. Ensuring that staffing levels are appropriate may assist SSU with improving student satisfaction with respect to financial aid.

23. **Seriously consider undertaking a financial aid leveraging project to better understand the impact of tuition waivers on student enrollment behavior.**

Shawnee State spent over \$2,500,000 in the 2004-2005 academic year yet I could find little evidence that the university has done any analysis on the impact of these funds on student enrollment behavior. The essence of financial aid leveraging is to study the impact of financial aid on students of varying financial circumstances and academic credentials. The intent is to make optimum use of the interaction between various financial aid programs to affect student enrollment and retention behavior. This is accomplished by segmenting the admitted or enrolled student population into groups that share similar financial and academic characteristics (cells) and then comparing the aid offers for those students who enrolled versus those who did not enroll. By analyzing differences in the yield and retention rates according to package quality, it is possible to formulate strategies to make maximum use of whatever funds the university wishes to commit. Numerous companies, including Noel-Levitz, provide analytical services to colleges and universities to assist them with this process. We strongly suggest the university pursue such a project given the breadth of its scholarship programs and the recent changes that have been made. The financial aid office should not purge award data for students who didn't enroll since those data are necessary when creating leveraging models.

## Retention Recommendations

The following retention recommendations are designed to assist the university in achieving retention goals. The recommendations are organized into eight broad categories: retention structures, retention data, academic advising, early alert, new student orientation, general education, quality service, and general.

### Retention Structures

24. **Activate a retention committee (as sub-set of the Enrollment Management committee) with representatives from instruction, enrollment management, student services, and other business and auxiliary units.**

As recommended in a previous section, Shawnee State should create an enrollment management committee that is comprised of marketing/recruitment and retention subcommittees. Please consider the following guidelines as you create the retention subcommittee:

- Limit the membership to 12-15 and include faculty as a majority.

- Charge this group with holding standing monthly meetings to coordinate retention efforts.
- The committee should be chaired by the retention director and co-chaired with a faculty member or representative from academic affairs.
- The committee should attempt to bridge any real or perceived gaps between enrollment management, student affairs, business affairs, and instruction.
- The committee should lead the university with the development, implementation, and evaluation of the retention plan.

**25. Develop an institutional retention plan which will allow the university to focus its efforts, resources, and evaluation processes in order to achieve institutional enrollment goals.**

Retention planning at Shawnee State has largely been centralized with the Student Success Center in recent years. The past five years, SSU has enjoyed great success with the addition of Title III which required implementation of retention strategies that affected many areas of the university. In an attempt to continue the success of Title III, Shawnee State must coordinate retention planning efforts and create an institutional retention plan while supporting the colleges who may also wish to develop and implement plans. A common mistake that many universities make is to create a plan that is too large and overwhelming to implement. Many times the plan becomes a list of activities that rarely lead to achievement of institutional goals. Please consider the following as structural recommendations for planning:

- The plan should be limited to three to five goals each having three to five strategies
- The goals must be realistic, data-driven, and measurable
- The strategies must be directly related to goal achievement and include action plans

**Retention Data**

**26. Develop a data management plan (with IR) which should include who will collect the data elements and at what time of the term/year it will be collected.**

While data seems to be readily available it is not clear whose responsibility it is to collect and to whom it should be given for decision making purposes. The director of the Student Success Center should become the retention-curious staff member who understands the characteristics of the data and knows how to respond to any indicators that further assessment might be in order. Items that should be collected and evaluated regularly might include:

- Fall-to-fall retention rates
- Three, four-, five-, and six-year graduation rates
- Student satisfaction data with national norms
- Course success rates
- Fall-to-spring persistence rates of students who progressed and those who did not progress
- Retention and persistence rates for subpopulations

Students of color, undeclared students, non-traditional students, students with disabilities, transfer students, “late arrivers”, developmental students, athletes, college rates, high ability students, non-persisters profile

Additionally, it is recommended that SSU become a member of the Consortium for Student Retention Data Exchange (CSRDE) if not already. The consortium has valuable benchmarking data that can assist SSU with programmatic response.

Likewise, the staff and faculty priorities have not been synchronized with what students think are important. This type of assessment is necessary in order to answer the fundamental question, “do students care and will they benefit?” Strategic development can rely heavily upon this approach.

### **Academic Advising**

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“There are many definitions of advising, but most stress the importance of understanding individual students and their unique needs. Academic advising is often referred to as a process that involves a close student-advisor relationship. Advising is seen as an important vehicle for helping students achieve educational and personal goals through the use of campus and community resources.

Dr. Virginia Gordon  
Handbook of Academic Advising

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**27. Establish a University College model and ensure that all at-risk students are advised by University College faculty and staff, with students not deemed at risk being advised by the intended college immediately.**

Marshall University, which is considered a competitor by many at SSU, employs a UCOL structure which is part of the Division of Enrollment Management which reports to the Provost and Chief Academic Officer. The purpose of UCOL is to provide a “home,” much like the Student Success Center currently does, to any at-risk student, conditionally-admitted students who may not meet the expectations of faculty. While this approach is the foundation for the reason the Student Success Center was created, more can be accomplished by creating a UCOL that houses, the Student Success Center (placement, orientation, advising, tutoring, disability services, multicultural student services, computer labs, etc) TRIO Programs, developmental education, career services, and others so that a coordinated effort to retain students is undertaken. The organization model in recommendation #6 must support appropriate placement of UCOL. In other words, will the UCOL report to the Provost, Chief Academic Officer or to the Vice President for Student Affairs as a part of an academic unit or enrollment management unit? Careful consideration should be given to the best model for SSU.

**28. Ensure that faculty advisors are selected, trained, rewarded, evaluated, and have proper access to student information.**

29. **Develop and implement a comprehensive and ongoing advisor development program designed to enhance all advisors' conceptual, informational, and relational advising skills and improve their effectiveness as advisors.**

30. **Develop and implement a recognition and reward system for those engaged in advising.** Recommendations 28-30 deal directly with Shawnee State's ability to offer quality advising. The advising director and committee should be charged with developing a process that will allow only the best advisors to interact with students. This selection process is typically handled by the colleges and Student Success Center but can be more formalized at the institutional level if appropriate. Some universities have created a formal application process with subsequent interviews to determine best fit for advisors.

Not all faculty and staff who currently advise have been trained properly. A comprehensive advisor development program should be considered at Shawnee State. Topics that should be considered as the training is developed are: developmental advising, advising versus scheduling, advising records, building rapport with the student, conducting the advising session, recognizing when referral is necessary, and understanding the university rules and regulations, etc.

Shawnee State should consider offering incentives to faculty and staff to provide higher-quality advising services. Many universities are including advising as one of the choices for faculty members in the tenure and promotion process. Others are offering cash stipends, attendance at conferences or other research opportunities, laptop computers, etc. Many times, recognition for being an outstanding advisor is incentive enough.

The fourth element, evaluation, should be systematized and conducted regularly in order for the director and committee to plan appropriately. This evaluation isn't a personnel evaluation and should only be used to assess whether or not the advisor is providing services as agreed upon. This tool is also useful with developing the training program noted above.

31. **Develop online advising approaches.**

Shawnee State must develop more opportunities for students to complete successful online advising sessions. Distance approaches will have to be developed in order to accommodate students who actually prefer instant messaging and the like.

32. **Develop and implement a peer advisor program for students who are more in need of course matching and scheduling rather than developmental advising.**

Some students report that advising equates to no more than getting the hold lifted so they can register. Many students are not in need of advising every term but more in need of help with scheduling. Advising can happen anytime the course schedule is made available or is known by advisors. Registration happens at given points in the school year. Consider using peers in each college and in the Student Success Center to assist faculty and staff with scheduling efforts and encourage advising to take place throughout the semester.

### **Early-alert**

33. **Develop and implement an early warning and referral system.**

Successful student retention initiatives include elements such as identification, monitoring/tracking, and intervention systems designed to identify, in advance of enrollment, “high-risk” or dropout-prone students who could benefit from institutional intervention; and to identify enrolled students experiencing academic and/or personal problems that might be ameliorated by institutional intervention. Such systems are commonly referred to as early-alert systems. Early-alert systems should include the following three components:

1. Pre-enrollment subsystem which identifies students prior to enrollment and initiates appropriate interventions;
2. Post-enrollment subsystem which identifies students enrolled who are experiencing difficulty and are in danger of not returning; and
3. Management subsystem to include a database which records, monitors, and communicates information to faculty and staff.

An intervention example for Shawnee State to consider might be to require undecided students to take the career course especially designed for them.

Many institutions are not successful with the development of their early alert and intervention systems because of the difficulty faculty and staff encounter trying to follow the process. Those schools that have had success typically include the use of an online form submission approach that is easy to access and complete. Once a faculty or staff member has made the referral it is necessary to close the loop and report status of student progress.

### **Career Services**

**34. Assess the services and programs offered by Career Services via assessing student needs in order to determine appropriate staffing and resources needed to assist students.**

Career Services offices across the country are seeing a shift in the demands placed upon them by students. Historically, offices evolved from search and placement offices to a more fully integrated service that helps the student determine career goals through counseling, assess career fit, determine potential long-term salary needs, assess current job markets, conduct searches with the latest software and community services, develop the tools needed to enter the job market, and finally gain employment. It is unclear whether SSU has ever committed the necessary resources to assist students with these needs.

### **General Education**

**35. Assess the effectiveness of courses within the General Education Program and make recommendations for continuation, deletion, replacement, etc. Students must be able to connect the value of the GEP to long-term degree completion.**

The effectiveness of the GEP has been a discussion item for many years at SSU. It is clear that the GEP is an important part of the student’s learning experience and in most cases is

respected. There seems to be some question on whether or not some of the courses are meeting the needs of the students and whether they are effective in reaching desired outcomes. It is time to revisit the GEP with an eye to assess outcomes so that current courses can be considered for deletion and new courses created.

### **Honors Program**

**36. Assess the effectiveness of the Honors Program to ensure that students will be attracted to and remain satisfied as they complete Program requirements.**

The development of the Honors Program at SSU was definitely needed and is relatively new being only 5 years old. Students who tend to be attracted to this type of program take pride in the fact that they have talents and abilities that are different from non-honors students. It is imperative that SSU take notice of the typical characteristics of honors students and build the program with quality in mind. Honors sections should be significantly different than, have higher expectations and different outcomes than non-honors sections. Assessing the quality delivery of all aspects of the Program will ensure that potential SSU students with higher academic profiles will be attracted and will remain satisfied. Likewise, assessing the psycho-social needs and providing those services to honors students is just as important. There are many honors programs at other competing institutions that can be studied and adapted for use at SSU.

### **Quality service**

**37. Develop an integrated approach to quality service that allows all faculty and staff to reduce student runaround.**

Quality service, campus runaround, and care for students as individuals are important issues for students, as evidenced in the conversations during student focus groups and with faculty and staff. Every contact with a student is an opportunity for retention on campus, a “moment of truth,” which accumulates to a total feeling about being a student on campus. It is important that development opportunities – from training in quality service to programs to help faculty learn instructional techniques that foster student success – occur throughout the year to engage the entire college community in helping students succeed and be satisfied. Quality service is not just about treating students with kindness, care, and respect; it also concerns effective problem-solving and helping students rectify issues in a timely manner. It is important to note that the Support Staff focus group was very supportive of such initiatives below and many times are more knowledgeable about needs than others. They are an untapped resource for quality improvement.

- Adopt professional organization standards and best practices (NADE, NODA, NACADA, SI™, CRLA, CAS, NACA, NACUHO)
- Allow for the improvement of existing student services, orientation, residence life and weekend programs, as well as academic support initiatives
- Develop cross-training approaches where applicable in order to create shared vision and knock down silos and reduce run-around

- Continue to include retention initiatives during new employee orientation and expand the depth per the new planning processes which will be undertaken during future years.
- Provide for faculty and staff development (training) with respect to:
  - Advising
  - Teaching and learning styles
  - Integrating technology into the classroom (technology boot camps)
  - Quality service
  - Generational management (The Millennials)
- Develop a service mission statement with appropriate expected behaviors of all employees
- Empower staff to reduce student run around by examining outdated policies and procedures for elimination/update
- Provide workshops for faculty and staff regarding enrollment management (marketing, recruitment, and retention) roles

## **General**

The following recommendations are general in nature and should be considered as the retention planning process continues.

38. **Ensure appropriate courses are offered and course rotation schedules maintained.**  
Students noted that it is sometimes difficult to register for courses that will allow for their timely degree completion. This may be an indicator for Shawnee State to examine the master course scheduling process and to ensure that course rotation schedules are maintained or appropriate substitutions are made when courses are not offered as noted in the catalog.
39. **Establish persistence management strategies for those courses which have lower success rates. (SI™)**  
Shawnee State should develop baseline data for those courses which have high D, F, W rates and then consider persistence management strategies for those courses. The success paradigm for any student begins with successful persistence (progression) from one course to the next. Institutions have long known that many courses may deter the student from timely progression. This does not imply that the faculty member should change her teaching methods nor the ways in which she evaluates the student's achievement. Title III was able to provide a minimum level of support for Supplemental Instruction, (SI™). Continued support for Supplemental Instruction, (SI™), and Structured Learning Assistance (SLA) should be considered as a tool to support students' course persistence
40. **Create formal planning structures for the development, implementation, and evaluation of learning communities.**  
Shawnee State has begun the process of establishing living and learning communities but has not created the planning structures in order to systematically establish and evaluate outcomes. Under the leadership of the University College with collaboration from residential life,

student services, and other offices, a formal approach should be developed to establish learning communities with academic links. Paired courses, freshmen interest groups (FIGS), transfer interest groups (TrIGS), and thematic learning approaches are some examples to consider.

## Conclusion and Next Steps

I wish to commend Shawnee State for initiating an external analysis of its enrollment management program. Higher education institutions content with their current state generally have little interest in or inclination to change. In fact, they seek to maintain the status quo and resist change. It is only when uncertainty develops about how effectively the institution is achieving its goals that a change cycle can actually begin to work.

In this report, I have attempted to identify the high-priority strategies and actions that will contribute most to positive short- and long-term enrollment results for Shawnee State University. Once you have had an opportunity to review the document in detail I would be happy to hold a follow-up conference call to clarify any recommendations and further discuss implementation issues.

I also believe that Noel-Levitz could be of ongoing assistance to Shawnee State as it implements the recommendations contained herein. I would be happy to provide a proposal for partnership.

In closing, it is well to heed the admonition of nineteenth-century English essayist and reformer John Ruskin.

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What we think, or what we know, or what we believe is, in the end, of little consequence. The only consequence is what we do.

John Ruskin  
19<sup>th</sup> Century English Essayist and Reformer

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## **About Noel-Levitz**

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## **Appendix**

- Student Satisfaction Inventory

## Shawnee State University Student Satisfaction Inventory, October 2005

This analysis contains the following elements:

- Respondent demographics
- Internal item analysis
  - Strengths
  - Priorities for action
- Scale scores
- Factors affecting decision to enroll
- Benchmarks for comparisons
- Summary report

### Respondent Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>
Female	436	62.91%
Male	257	37.09%
Total	693	100.00%
No Answer	37	

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<b>Age</b>	<b>N</b>	<b>%</b>
18 and under	189	27.35%
19 to 24	393	56.87%
25 to 34	68	9.84%
35 to 44	34	4.92%
45 and over	7	1.01%
Total	691	100.00%
No Answer	39	

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<b>Ethnicity</b>	<b>N</b>	<b>%</b>
African-American	19	2.73%
American Indian or Alaskan Native	3	0.43%
Asian or Pacific Islander	7	1.01%
Caucasian/White	627	90.22%
Hispanic	3	0.43%
Other race	12	1.73%
Race - Prefer not to respond	24	3.45%
Total	695	100.00%
No Answer	35	

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<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>
Day	559	85.21%
Evening	97	14.79%
Weekend	0	0.00%
Total	656	100.00%
No Answer	74	

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<b>Current Class Load</b>	<b>N</b>	<b>%</b>
Full-time	648	94.05%
Part-time	41	5.95%
Total	689	100.00%
No Answer	41	

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<b>Class Level</b>	<b>N</b>	<b>%</b>
Freshman	362	52.16%
Sophomore	180	25.94%
Junior	83	11.96%
Senior	52	7.49%
Special student	1	0.14%
Graduate/professional	2	0.29%
Other class level	14	2.02%
Total	694	100.00%
No Answer	36	

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<b>Current GPA</b>	<b>N</b>	<b>%</b>
No credits earned	257	37.57%
1.99 or below	14	2.05%
2.0 – 2.49	63	9.21%
2.5 – 2.99	127	18.57%
3.0 – 3.49	126	18.42%
3.5 or above	97	14.18%
Total	684	100.00%
No Answer	46	

<b>Educational Goal</b>	<b>N</b>	<b>%</b>
Associate degree	139	20.17%
Bachelor's degree	366	53.12%
Master's degree	97	14.08%
Doctorate or professional degree	58	8.42%
Certification (initial/renewal)	4	0.58%
Self-improvement/pleasure	2	0.29%
Job-related training	3	0.44%
Other educational goal	20	2.90%
Total	689	100.00%
No Answer	41	

<b>Employment</b>	<b>N</b>	<b>%</b>
Full-time off campus	131	18.93%

Part-time off campus	237	34.25%
Full-time on campus	8	1.16%
Part-time on campus	49	7.08%
Not employed	267	38.58%
Total	692	100.00%
No Answer	38	

<b>Current Residence</b>	<b>N</b>	<b>%</b>
Residence hall	111	16.04%
Fraternity/sorority	2	0.29%
Own house	143	20.66%
Rent room or apt off campus	121	17.49%
Parent's home	292	42.20%
Other residence	23	3.32%
Total	692	100.00%
No Answer	38	

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<b>Residence Classification</b>	<b>N</b>	<b>%</b>
In-state	646	93.22%
Out-of-state	39	5.63%
International (not U.S. citizen)	8	1.15%
Total	693	100.00%
No Answer	37	

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<b>Disabilities</b>	<b>N</b>	<b>%</b>
Yes – Disability	31	4.49%
No – Disability	659	95.51%
Total	690	100.00%
No Answer	40	

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<b>Institution Was My</b>	<b>N</b>	<b>%</b>
1st choice	427	61.79%
2nd choice	194	28.08%
3rd choice or lower	70	10.13%
Total	691	100.00%
No Answer	39	

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<b>Group Code</b>	<b>N</b>	<b>%</b>
Health Sciences	195	35.52%
Education	89	16.21%
English/Humanities	6	1.09%
Fine, Digital, Performing Arts	20	3.64%
Engineering	24	4.37%
Mathematical Sciences	4	0.73%
Social Sciences	84	15.30%
Natural Sciences	32	5.83%
Undecided	56	10.20%
Other	35	6.38%
Errors	4	0.73%
No Answer (Business 150 appx, manual count)*	181	
<b>Total</b>	<b>549</b>	<b>100.00%</b>

*\*Group code for Business (0000) couldn't be read for tabulation*

## Internal Item Analysis, Strengths

The list below represents items that are considered strengths for SSU based upon an analysis using the following definitions:

SSI Importance scores above the median

AND

SSI Satisfaction scores in top quartile

Items are listed in order of importance (IMP).

## National Satisfaction Comparisons

The NAT column designates items for which satisfaction scores were significantly higher (+) or significantly lower (-) than those of the national averages for other four-year public institutions. Those items marked with NA are local items with no national comparisons.

**TABLE 1**

ITEM	IMP	SAT	GAP	NAT
7. The campus is safe and secure for all students.	6.49	5.81	0.68	+
68. Nearly all of the faculty are knowledgeable in their field.	6.45	5.83	0.62	+
69. There is a good variety of courses provided on this campus.	6.43	5.57	0.86	+
33. My academic advisor is knowledgeable about requirements in my major.	6.40	5.54	0.86	+
55. Major requirements are clear and reasonable.	6.37	5.52	0.85	+
26. Computer labs are adequate and accessible.	6.34	5.61	0.73	+
76. Campus item 3, My SSU On-Line was convenient and easy to use.	6.33	5.91	0.42	NA
28. Parking lots are well-lighted and secure.	6.33	5.52	0.81	+
65. Faculty are usually available after class and during office hours.	6.28	5.68	0.60	+
72. On the whole, the campus is well-maintained.	6.26	5.96	0.30	+
45. Students are made to feel welcome on this campus.	6.26	5.57	0.69	+
29. It is an enjoyable experience to be a student on this campus.	6.26	5.54	0.72	+
39. I am able to experience intellectual growth here.	6.25	5.59	0.66	+
75. Campus item 2, I utilized MYSSU On-Line to register for classes.	6.22	6.08	0.14	NA
50. Class change (drop/add) policies are reasonable.	6.19	5.53	0.66	+
18. Library resources and services are adequate.	6.17	5.68	0.49	+

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**TABLE 1**

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<b>ITEM</b>	<b>IMP</b>	<b>SAT</b>	<b>GAP</b>	<b>NAT</b>
32. Tutoring services are readily available.	6.15	5.62	0.53	+
54. Bookstore staff are helpful.	6.13	5.84	0.29	+

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### Internal Item Analysis, Priorities for Action

The list below represents items that are considered priorities for action (a possible retention agenda) for SSU based upon an analysis using the following definitions:

SSI Importance scores above the median

AND, EITHER

SSI performance gap scores in the top quartile

or

SSI Satisfaction scores in the bottom quartile

Items are listed in order of GAP.

### National Satisfaction Comparisons

The NAT column designates items for which satisfaction scores were significantly higher (+) or significantly lower (-) than those of the national averages for other four-year public institutions. While these items are considered priorities for action for SSU based upon an item analysis, most items also reveal satisfaction scores significantly above the national averages for other four-year publics. Those items with nothing noted in the NAT column showed no significant differences when compared to other four-year public colleges and universities.

**TABLE 2**

<b>ITEM</b>	<b>IMP</b>	<b>SAT</b>	<b>GAP</b>	<b>NAT</b>
21. The amount of student parking space on campus is adequate.	6.29	3.06	3.23	
17. Adequate financial aid is available for most students.	6.42	4.92	1.50	+
57. I seldom get the "run-around" when seeking information on this campus.	6.14	4.83	1.31	+
36. Security staff respond quickly in emergencies.	6.23	4.97	1.26	+
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.39	5.15	1.24	+
5. Financial aid counselors are helpful.	6.36	5.18	1.18	+
14. My academic advisor is concerned about my success as an individual.	6.20	5.06	1.14	
49. There are adequate services to help me decide upon a career.	6.21	5.11	1.10	+
11. Billing policies are reasonable.	6.09	5.00	1.09	+
6. My academic advisor is approachable.	6.32	5.24	1.08	
53. Faculty take into consideration student differences as they teach a course.	6.16	5.13	1.03	+
34. I am able to register for classes I need with few conflicts.	6.46	5.45	1.01	+
8. The content of the courses within my major is valuable.	6.53	5.53	1.00	+
59. This institution shows concern for students as individuals.	6.22	5.25	0.97	+
16. The instruction in my major field is excellent.	6.43	5.49	0.94	+
66. Tuition paid is a worthwhile investment.	6.36	5.42	0.94	+
25. Faculty are fair and unbiased in their treatment of individual students.	6.33	5.41	0.92	+
47. Faculty provide timely feedback about student progress in a course.	6.17	5.25	0.92	+
58. The quality of instruction I receive in most of my classes is excellent.	6.45	5.54	0.91	+

### Scale Scores

The following table represents average scale scores listed in order of importance. Additionally, average satisfaction scores, resulting gap and national comparisons are included. The NAT column designates scales for which satisfaction scores were significantly higher (+) or significantly lower (-) than those of the national averages for other four-year public institutions. Items that are blank show no significant differences with other four-year public institutions.

**TABLE 3**

<b>SCALE</b>	<b>IMP</b>	<b>SAT</b>	<b>GAP</b>	<b>NAT</b>
Safety and Security	6.34	4.83	1.51	+
Instructional Effectiveness	6.28	5.46	0.82	+
Academic Advising	6.27	5.25	1.02	
Registration Effectiveness	6.22	5.36	0.86	+
Recruitment and Financial Aid	6.20	5.19	1.01	+
Campus Support Services	6.13	5.54	0.59	+
Student Centeredness	6.10	5.40	0.70	+
Campus Climate	6.08	5.36	0.72	+
Concern for the Individual	6.06	5.14	0.92	+
Service Excellence	6.01	5.20	0.81	+
Campus Life	5.69	5.22	0.47	+
Responsiveness to Diverse Populations		5.51		+

### Factors Affecting Decision to Enroll

The following items (#90-98) are characterized as factors affecting the student's decision to enroll. In other words, how much importance do SSU students place upon these items as compared to students attending other four-year public institutions. There were two significant differences (see benchmarks below) between SSU students and students who attend other four-year publics. SSU students place higher importance on cost and financial aid (items 90 and 91) than do students at other four-year publics.

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**TABLE 4**

<b>ITEM</b>	<b>IMP SSU</b>	<b>IMP 4-Year Publics</b>
90. Cost as factor in decision to enroll.	6.46	6.06
91. Financial aid as factor in decision to enroll.	6.28	5.77
92. Academic reputation as factor in decision to enroll.	5.70	5.80
93. Size of institution as factor in decision to enroll.	5.39	5.19
94. Opportunity to play sports as factor in decision to enroll.	3.59	3.37
95. Recommendations from family/friends as factor in decision to enroll.	4.76	4.65
96. Geographic setting as factor in decision to enroll.	5.11	5.36
97. Campus appearance as factor in decision to enroll.	5.39	5.13
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.29	5.05

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## Benchmarks

The following table represents those items for which significant differences emerge between SSU students and students at other four-year public institutions.

Significance is defined using a standard error measurement:

\* = .05 (5 in 100 chances of being incorrect)

\*\* = .01 (1 in 100 chances of being incorrect)

\*\*\* = .001 (1 in 1000 chances of being incorrect)

**TABLE 5**

<b>ITEM</b>	<b>SSU SAT</b>	<b>4-Year Publics SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
Higher Satisfaction vs. Four-Year Public Institutions				
8. The content of the courses within my major is valuable.	5.53	5.35	0.18	***
7. The campus is safe and secure for all students.	5.81	5.35	0.46	***
34. I am able to register for classes I need with few conflicts.	5.45	4.73	0.72	***
58. The quality of instruction I receive in most of my classes is excellent.	5.54	5.22	0.32	***
68. Nearly all of the faculty are knowledgeable in their field.	5.83	5.58	0.25	***
16. The instruction in my major field is excellent.	5.49	5.33	0.16	**
69. There is a good variety of courses provided on this campus.	5.57	5.23	0.34	***
17. Adequate financial aid is available for most students.	4.92	4.61	0.31	***

**TABLE 5**

<b>ITEM</b>	<b>SSU SAT</b>	<b>4-Year Publics SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
33. My academic advisor is knowledgeable about requirements in my major.	5.54	5.40	0.14	*
12. Financial aid awards are announced to students in time to be helpful in college planning.	5.15	4.66	0.49	***
55. Major requirements are clear and reasonable.	5.52	5.25	0.27	***
5. Financial aid counselors are helpful.	5.18	4.71	0.47	***
66. Tuition paid is a worthwhile investment.	5.42	4.98	0.44	***
2. The campus staff are caring and helpful.	5.49	5.11	0.38	***
26. Computer labs are adequate and accessible.	5.61	5.37	0.24	***
25. Faculty are fair and unbiased in their treatment of individual students.	5.41	5.04	0.37	***
28. Parking lots are well-lighted and secure.	5.52	4.76	0.76	***
27. The personnel involved in registration are helpful.	5.46	5.04	0.42	***
65. Faculty are usually available after class and during office hours.	5.68	5.49	0.19	***
29. It is an enjoyable experience to be a student on this campus.	5.54	5.20	0.34	***
45. Students are made to feel welcome on this campus.	5.57	5.21	0.36	***

**TABLE 5**

<b>ITEM</b>	<b>SSU SAT</b>	<b>4-Year Publics SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
72. On the whole, the campus is well-maintained.	5.96	5.49	0.47	***
39. I am able to experience intellectual growth here.	5.59	5.39	0.20	***
36. Security staff respond quickly in emergencies.	4.97	4.83	0.14	*
41. There is a commitment to academic excellence on this campus.	5.46	5.18	0.28	***
59. This institution shows concern for students as individuals.	5.25	4.86	0.39	***
49. There are adequate services to help me decide upon a career.	5.11	4.88	0.23	***
4. Admissions staff are knowledgeable.	5.34	4.94	0.40	***
50. Class change (drop/add) policies are reasonable.	5.53	5.23	0.30	***
18. Library resources and services are adequate.	5.68	5.36	0.32	***
47. Faculty provide timely feedback about student progress in a course.	5.25	4.95	0.30	***
53. Faculty take into consideration student differences as they teach a course.	5.13	4.78	0.35	***
32. Tutoring services are readily available.	5.62	5.18	0.44	***
35. The assessment and course placement procedures are reasonable.	5.36	4.99	0.37	***

**TABLE 5**

<b>ITEM</b>	<b>SSU SAT</b>	<b>4-Year Publics SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
61. Adjunct faculty are competent as classroom instructors.	5.45	5.04	0.41	***
57. I seldom get the "run-around" when seeking information on this campus.	4.83	4.38	0.45	***
54. Bookstore staff are helpful.	5.84	5.31	0.53	***
Higher Importance vs. Four-Year Public Institutions	SSU IMP	4-Year Publics IMP	Mean Difference	Significance is defined as mean difference $\geq .2$
90. Cost as factor in decision to enroll.	6.46	6.06		
17. Adequate financial aid is available for most students.	6.42	6.25		
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.39	6.12		
5. Financial aid counselors are helpful.	6.36	6.04		
28. Parking lots are well-lighted and secure.	6.33	6.15		
27. The personnel involved in registration are helpful.	6.29	6.11		
91. Financial aid as factor in decision to enroll.	6.28	5.77		
32. Tutoring services are readily available.	6.15	5.89		
54. Bookstore staff are helpful.	6.13	5.81		

## Summary Report

Significance is defined using a standard error measurement:

\* = .05 (5 in 100 chances of being incorrect)

\*\* = .01 (1 in 100 chances of being incorrect)

\*\*\* = .001 (1 in 1000 chances of being incorrect)

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**TABLE 6**

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<b>Summary Item</b>	<b>SSU SAT</b>	<b>4-Year Public Institutions SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
So far, how has your college experience met your expectations?	4.69	4.45	0.24	***
Rate your overall satisfaction with your experience here thus far.	5.39	5.17	0.22	***
All in all, if you had to do it over, would you enroll here again?	5.57	5.24	0.33	***

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## Shawnee State University Student Satisfaction Inventory, 2001/2005 Comparison

This analysis contains the following elements:

- Satisfaction comparison
- Scale scores comparison
- Factors affecting decision to enroll
- Summary report

### Satisfaction Comparison

Table 7 represents those items which show significant differences in student satisfaction when the 2001 and 2005 administrations are compared. Per usual, the items must meet the importance above the median test and have significant average differences. Mean Difference (column 3) is sorted in descending order to show items which had the greatest gains in satisfaction.

Significance is defined using a standard error measurement:

\* = .05 (5 in 100 chances of being incorrect)

\*\* = .01 (1 in 100 chances of being incorrect)

\*\*\* = .001 (1 in 1000 chances of being incorrect)

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**TABLE 7**

ITEM	2005 SAT	2001 SAT	Mean Difference	Significance
Higher Satisfaction vs. Fall 2001				
27. The personnel involved in registration are helpful.	5.46	4.52	0.94	***
34. I am able to register for classes I need with few conflicts.	5.45	4.56	0.89	***
57. I seldom get the "run-around" when seeking information on this campus.	4.83	4.15	0.68	***
35. The assessment and course placement procedures are reasonable.	5.36	4.78	0.58	***
25. Faculty are fair and unbiased in their treatment of individual students.	5.41	4.86	0.55	***
36. Security staff respond quickly in emergencies.	4.97	4.44	0.53	***

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**TABLE 7**

<b>ITEM</b>	<b>2005 SAT</b>	<b>2001 SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
69. There is a good variety of courses provided on this campus.	5.57	5.06	0.51	***
4. Admissions staff are knowledgeable.	5.34	4.87	0.47	***
29. It is an enjoyable experience to be a student on this campus.	5.54	5.10	0.44	***
41. There is a commitment to academic excellence on this campus.	5.46	5.03	0.43	***
53. Faculty take into consideration student differences as they teach a course.	5.13	4.70	0.43	***
55. Major requirements are clear and reasonable.	5.52	5.10	0.42	***
49. There are adequate services to help me decide upon a career.	5.11	4.70	0.41	***
45. Students are made to feel welcome on this campus.	5.57	5.19	0.38	***
5. Financial aid counselors are helpful.	5.18	4.82	0.36	***
2. The campus staff are caring and helpful.	5.49	5.13	0.36	***
39. I am able to experience intellectual growth here.	5.59	5.25	0.34	***
32. Tutoring services are readily available.	5.62	5.28	0.34	***
68. Nearly all of the faculty are knowledgeable in their field.	5.83	5.51	0.32	***
12. Financial aid awards are announced to students in time to be helpful in college planning.	5.15	4.83	0.32	**
72. On the whole, the campus is well-maintained.	5.96	5.64	0.32	***
58. The quality of instruction I receive in most of my classes is excellent.	5.54	5.24	0.30	***
59. This institution shows concern for students as individuals.	5.25	4.95	0.30	**

**TABLE 7**

<b>ITEM</b>	<b>2005 SAT</b>	<b>2001 SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
7. The campus is safe and secure for all students.	5.81	5.52	0.29	***
54. Bookstore staff are helpful.	5.84	5.55	0.29	**
16. The instruction in my major field is excellent.	5.49	5.21	0.28	**
50. Class change (drop/add) policies are reasonable.	5.53	5.26	0.27	**
47. Faculty provide timely feedback about student progress in a course.	5.25	4.98	0.27	**
8. The content of the courses within my major is valuable.	5.53	5.27	0.26	**
33. My academic advisor is knowledgeable about requirements in my major.	5.54	5.28	0.26	*
65. Faculty are usually available after class and during office hours.	5.68	5.45	0.23	**
28. Parking lots are well-lighted and secure.	5.52	5.31	0.21	*
61. Adjunct faculty are competent as classroom instructors.	5.45	5.24	0.21	*
66. Tuition paid is a worthwhile investment.	5.42	5.22	0.20	*
Lower Satisfaction vs. Fall 2001				
21. The amount of student parking space on campus is adequate.	3.06	3.41	-0.35	**
Higher Importance vs. Fall 2001				
90. Cost as factor in decision to enroll.	6.46	6.27		
58. The quality of instruction I receive in most of my classes is excellent.	6.45	6.29		
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.39	6.17		
55. Major requirements are clear and reasonable.	6.37	6.18		

**TABLE 7**

<b>ITEM</b>	<b>2005 SAT</b>	<b>2001 SAT</b>	<b>Mean Difference</b>	<b>Significance</b>
5. Financial aid counselors are helpful.	6.36	6.12		
91. Financial aid as factor in decision to enroll.	6.28	6.04		
29. It is an enjoyable experience to be a student on this campus.	6.26	5.97		
45. Students are made to feel welcome on this campus.	6.26	6.00		
39. I am able to experience intellectual growth here.	6.25	6.07		
36. Security staff respond quickly in emergencies.	6.23	5.99		
49. There are adequate services to help me decide upon a career.	6.21	6.00		
50. Class change (drop/add) policies are reasonable.	6.19	5.98		
47. Faculty provide timely feedback about student progress in a course.	6.17	6.01		
53. Faculty take into consideration student differences as they teach a course.	6.16	5.97		
32. Tutoring services are readily available.	6.15	5.96		
35. The assessment and course placement procedures are reasonable.	6.15	5.88		
54. Bookstore staff are helpful.	6.13	5.97		

## Scale Scores Comparison

The following table represents those scales which show significant differences in student satisfaction when the 2001 and 2005 administrations are compared. Please note there are no significant differences with respect to importance ranking when the 2005 and 2001 administrations are compared.

Significance is defined using a standard error measurement:

\* = .05 (5 in 100 chances of being incorrect)

\*\* = .01 (1 in 100 chances of being incorrect)

\*\*\* = .001 (1 in 1000 chances of being incorrect)

**TABLE 8**

Scale	2005 IMP	2005 SAT	2005 GAP	2001 IMP	2001 SAT	2001 GAP	Mean SAT Diff	Significance
Safety and Security	6.34	4.83	1.51	6.22	4.68	1.54	0.15	*
Instructional Effectiveness	6.28	5.46	0.82	6.15	5.11	1.04	0.35	***
Academic Advising	6.27	5.25	1.02	6.13	5.01	1.12	0.24	**
Registration Effectiveness	6.22	5.36	0.86	6.08	4.84	1.24	0.52	***
Recruitment and Financial Aid	6.20	5.19	1.01	6.01	4.80	1.21	0.39	***
Campus Support Services	6.13	5.54	0.59	6.00	5.29	0.71	0.25	***
Student Centeredness	6.10	5.40	0.70	5.92	5.05	0.87	0.35	***
Campus Climate	6.08	5.36	0.72	5.93	5.00	0.93	0.36	***
Concern for the Individual	6.06	5.14	0.92	5.92	4.85	1.07	0.29	***
Service Excellence	6.01	5.20	0.81	5.87	4.78	1.09	0.42	***
Campus Life	5.69	5.22	0.47	5.37	4.78	0.59	0.44	***
Responsiveness to Diverse Populations		5.51			5.31		0.20	*

## Factors Affecting Decision to Enroll

The following items (#90-98) are characterized as factors affecting the student's decision to enroll. In other words, how much importance did 2005 SSU students place upon these items as compared to students who responded to the 2001 administration?

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**TABLE 9**

<b>ITEM</b>	<b>2005 IMP</b>	<b>2001 IMP</b>
90. Cost as factor in decision to enroll.	6.46	6.27
91. Financial aid as factor in decision to enroll.	6.28	6.04
92. Academic reputation as factor in decision to enroll.	5.70	5.51
93. Size of institution as factor in decision to enroll.	5.39	5.05
94. Opportunity to play sports as factor in decision to enroll.	3.59	3.62
95. Recommendations from family/friends as factor in decision to enroll.	4.76	4.60
96. Geographic setting as factor in decision to enroll.	5.11	5.21
97. Campus appearance as factor in decision to enroll.	5.39	5.16
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.29	5.05

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## Summary Report

Significance is defined using a standard error measurement:

\* = .05 (5 in 100 chances of being incorrect)

\*\* = .01 (1 in 100 chances of being incorrect)

\*\*\* = .001 (1 in 1000 chances of being incorrect)

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**TABLE 10**

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<b>ITEM</b>	<b>SAT 2005</b>	<b>SAT 2001</b>	<b>Mean Difference</b>	<b>Significance</b>
So far, how has your college experience met your expectations?	4.69	4.47	0.22	**
Rate your overall satisfaction with your experience here thus far.	5.39	5.12	0.27	**
All in all, if you had to do it over, would you enroll here again?	5.57	5.23	0.34	**

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## Shawnee State University Student Satisfaction Inventory, Class Level Ranking

This analysis contains the following elements:

- Scale scores comparison
- Summary report

### Scale Scores Comparison

The following table represents scale ranks (Importance) per class level as compared to all SSU students.

**TABLE 11**

<b>SCALE</b>	<b>All SSU Students IMP</b>	<b>Freshman IMP</b>	<b>Sophomore IMP</b>	<b>Junior IMP</b>	<b>Senior IMP</b>
Safety and Security	1	1	1	2	3
Instructional Effectiveness	2	2	3	1	2
Academic Advising	3	3	2	3	1
Registration Effectiveness	4	5	4	4	4
Recruitment and Financial Aid	5	3	5	5	6
Campus Support Services	6	6	6	6	9
Student Centeredness	7	7	9	7	5
Campus Climate	8	8	7	8	7
Concern for the Individual	9	8	8	10	7
Service Excellence	10	10	10	9	10
Campus Life	11	11	11	11	11

## Summary Report

The following table represents class level comparisons with respect to overall satisfaction.

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**TABLE 12**

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<b>Item</b>	<b>All SSU SAT</b>	<b>Freshman SAT</b>	<b>Sophomore SAT</b>	<b>Junior SAT</b>	<b>Senior SAT</b>
So far, how has your college experience met your expectations?	4.69	4.75	4.68	4.56	4.56
Rate your overall satisfaction with your experience here thus far.	5.39	5.46	5.34	5.40	5.29
All in all, if you had to do it over, would you enroll here again?	5.57	5.82	5.43	5.14	5.19

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## **Shawnee State University Student Satisfaction Inventory, Majors Comparison**

This analysis contains the following elements:

- Scale scores comparison
- Summary report

### **Scale Scores Comparison**

The table on the following page represents scale ranks (Importance) per major as compared to all SSU students.

**TABLE 13**

<b>SCALE</b>	<b>All SSU Students IMP</b>	<b>Health Sci</b>	<b>Educ.</b>	<b>Eng/Hum</b>	<b>Fine, Dig, Perf. Arts</b>	<b>Engrg</b>	<b>Math</b>	<b>Soc Sci</b>	<b>Nat Sci</b>	<b>Bus</b>	<b>Und</b>	<b>Other</b>
Safety and Security	1	1	1	1	1	2	9	1	4	1	1	3
Instructional Effectiveness	2	3	2	3	4	4	1	2	2	2	3	1
Academic Advising	3	2	2	2	3	1	5	3	1	3	4	6
Registration Effectiveness	4	4	5	10	2	6	3	5	3	3	2	2
Recruitment and Financial Aid	5	4	4	8	2	3	7	6	4	5	5	4
Campus Support Services	6	7	6	9	6	9	8	4	6	6	6	9
Student Centeredness	7	7	7	4	9	5	2	7	8	7	7	7
Campus Climate	8	9	8	6	8	7	4	8	8	7	7	4
Concern for the Individual	9	6	9	5	7	8	10	10	7	7	9	10
Service Excellence	10	10	10	6	10	10	11	9	10	10	10	8

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**TABLE 13**

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<b>SCALE</b>	<b>All SSU Students IMP</b>	<b>Health Sci</b>	<b>Educ.</b>	<b>Eng/Hum</b>	<b>Fine, Dig, Perf. Arts</b>	<b>Engrg</b>	<b>Math</b>	<b>Soc Sci</b>	<b>Nat Sci</b>	<b>Bus</b>	<b>Und</b>	<b>Other</b>
Campus Life	11	11	11	11	11	11	6	11	11	11	11	11

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## Summary Report

The following table represents major comparisons with respect to overall satisfaction.

**TABLE 14**

<b>Item</b>	<b>All SSU SAT</b>	<b>Health Sci</b>	<b>Educ.</b>	<b>Eng/Hum</b>	<b>Fine, Dig, Perf. Arts</b>	<b>Engrg</b>	<b>Math</b>	<b>Soc Sci</b>	<b>Nat Sci</b>	<b>Bus</b>	<b>Und</b>	<b>Other</b>
So far, how has your college experience met your expectations?	4.69	4.86	4.67	3.83	4.05	4.54	5.00	4.70	4.75	4.69	4.55	4.47
Rate your overall satisfaction with your experience here thus far.	5.39	5.55	5.55	4.67	4.63	5.29	6.00	5.27	5.69	5.31	5.24	5.32
All in all, if you had to do it over, would you enroll here again?	5.57	5.81	6.03	4.67	4.68	5.83	5.25	5.22	5.69	5.46	5.44	5.09