Budget Planning Council Meeting Agenda
September 14, 2017 • 11:00am – 1:00 pm
Baker Center ~ MCC MPR Room 219

Meeting Objectives

- Provide members with an overview of:
  - Financial Impact of the Fall FY19 Budget Planning Assumptions
  - OU’s RCM Budget Model
  - Work of the Budget Model Committee
- Introduce the draft Strategic Enrollment Management Plan 2017-2023 (SEMP)

1. Financial Impact of the Fall FY19 Budget Planning Assumptions

2. OU RCM Budget Model (PPT Presentation)

3. OU’s Strategic Enrollment Management Plan (Craig Cornell)

4. Future Meetings:
   September 28, 2017: Baker Center ~ Room 503
Katie reviewed the financial impact on the FY19 budget of the macro planning assumptions that BPC discussed at their first FY19 Budget Planning meeting held August 23, 2017

- Discussion followed about whether each line represented a favorable or unfavorable impact since sign (±) didn’t seem to be a consistent indicator
- Katie will share a hidden column of the sheet which indicates favorable/unfavorable for each line item
- The total expense impact accurately reflects the combined impact

**Tuition / SSI**
- Constrained revenues will again be a factor for FY19 due to 0% tuition increases; the new OHIO Guarantee cohort tuition increase will be limited to 1.3% CPI
- Enrollment impacts
  - For FY18, currently down 66 students from final enrollment planning assumptions ($1.4M) impact; FY19 starting enrollments are to be budgeted by 125 less freshmen for another ($ .7M)
    - FY18 adjusted plan of 4,109 freshmen vs 4,048 actual Fall 2017 freshmen census data
    - FY19 budget to be developed based on 3,984 freshmen - down 125 from FY18 adjusted plan
    - Impact of different cohort pricing impacts the variability of the dollar impact / number of students
  - $3.8M one-time SOR funding to buffer FY18 tuition impact of enrollment shortfalls was provided to the colleges; FY18 enrollment decline was projected near the end of the budget cycle – that funding is to be removed from the FY19 budget planning
  - No new SSI in state budget for FY19
  - Student financial aid is projected to increase for the colleges by $1.5M, which includes a $500K offset from Auxiliary funding

**Direct Expenses**
- 5% increase in Healthcare approximates $2.5M
  - Based on favorable plan experience in FY17, there will be an increase in the reserves / fund balances
  - Cost trending for the FY18 budget was based on past experience which reflected some spikes in costs that were not realized in FY17
  - At their meeting this week, BAC was also informed about the increase in reserves and the FY18 projected decrease in costs and will be incorporating this information into their future discussions and planning
  - 6-8% growth rates are still projected for future years even though the past year reflects a decrease from plan
- The 2% raise pool for FY19 planning is estimated to impact the college budgets by $6.8M

**ACM**
- Impact of planning assumptions discussed at the August 23 BPC meeting on the Allocated Costs covered by the colleges include: 2% raise pool; compliance costs not to exceed $750K – need for a HIPPA compliance position was provided as an example; increases in POM and utilities
o Capital Cost Allocation Model (CCAM) costs represents buffering to the colleges of capital improvements for campus wide projects to be shared by all units; e.g. Utility infrastructure improvements

Administrative Cost Reductions

o $2.3M in base budget reductions to administrative units will lower the cost allocations to colleges

Net Impact

o The incremental impact of all the assumptions on FY19 budget planning result in a $20M gap
  o The impact of college planning is not yet known or factored into that $20M gap

Discussion

• How soon do we react to a $20M gap? College input is coming in the Fall Financial reviews at the same time that new revenues from other sources are being forecast. The 3-year 7% Administrative base budget reduction was put in place anticipating these future budget shortfalls. Raise pool was not provided in FY18, but continuing that strategy will risk retaining talent. Information following the Fall Financial reviews and the impacts to the institutional budget will be shared with BPC. The Board will approve the FY19 budget in June 2018. Due to the state budget restrictions there will be no tuition increases, but housing and dining rate increases will be presented to BPC and acted upon by the board.

OU RCM Budget Model (PPT)

o Katie shared a presentation on the current RCM Budget Model methodology and the original guiding principles of that process
  • President Nellis recently appointed a Budget Model Committee to review the current model and develop consensus on recommendations for modifications to better serve the university and colleges

o The presentation included explanation of the calculations and basis for the attribution of revenues, allocations of costs, funding of the Strategic Opportunity Reserve (SOR), investments from SOR, and subvention computations

o The Budget Model Committee is looking at alternative models – scope does not include macro planning assumptions for the annual budget process, unit budgets, or staffing/productivity decisions

Discussion

• What is included in reserves (fund balances)?
  ▪ College reserves include
    • restricted funds such as research grant funds and endowment spending,
    • unrestricted reserves which may be designated within the college for a specific purpose based on internal agreements but with no legal or regulatory requirements for restriction
  ▪ Central reserves include
    • restricted funds and endowments,
    • unrestricted reserves such as our SOR,
    • intentional unit reserves for facility emergency maintenance, utility, benefits, auxiliaries capital reserves, workers compensation
    • unrestricted reserves representing unrealized gains on investments
  ▪ Similar to past years, we will have a dedicated meeting to review our University reserves and how to think about reserves in the context of the institution’s long-term financial health

• Budget Model Committee should consider incentives that don’t pit units against each other to achieve gains.

OU’s Strategic Positioning and Strategic Enrollment Management Plan, 2017-2023 – Craig Cornell

o Current challenges to meeting enrollment goals include competition from peer institutions, changing student demographics, and family affordability concerns

o Enrollment landscape is dynamic
  o This year we saw a decline in enrollment – specifically of in-state females
Surveying admitted students to gain insights; information will be analyzed and inform prospective student outreach strategy

For Fall 2017 we enjoyed record applications, but experienced a 6.5% drop in yield (admit to enroll percentage)

- Record applications due to the Common Application buffered our yield drop from being more significant than it otherwise would have been per our analysis
- Analyzing student application and enrollment behaviors and the effectiveness of our financial aid models in leveraging aid dollars given
- Our competition and their evolving financial aid is also a factor in our success; information on the actual Fall 2017 enrollments will inform future year’s offerings

Strategic Enrollment Management Plan 2017-2023

- In August 2016 an Advisory Committee to review the prior 6-year SEMP began work
  - Fourteen sub-committees were convened to pull data, analyze and report back
  - A draft SEMP was compiled from the sub-committee reports, shared with university leadership, and was a primary topic at the Deans’ Fall retreat
  - Review and input from other campus constituencies and stakeholders will be incorporated into a final draft to University leadership and the Board no later than Spring 2018.
- 3 guiding themes for SEMP –
  - Sustain Athens and the core;
  - Grow regionals, expansion campuses, and different modalities;
  - Meet Enrollment Goals through effective branding and marketing enhancements, identification of core academic programs, hone in on recruiting and pathway programs, identify critical domestic and international student supports

Fall 2018 and College Level Enrollment Planning

- Craig reviewed the efforts underway for Fall 2018 freshmen and transfer student recruiting and marketing
- Admissions Office has been reorganized in a ‘liaison’ structure to work more effectively with the colleges
- Craig conducts regular meetings with colleges / Deans on enrollment plans and participates in Deans meetings
  - Discuss capacities of programs, schools, colleges and the university
  - Match capacities with enrollments and develop targets
    - Seek markets / buy names and develop recruitment plans
  - Iterative process as applications and yields materialize
    - Analyze by college, school, programs
    - As required target recruitment efforts, buy more names, and try to grow enrollments where targets aren’t being met
- Online programming, international student and graduate enrollments require different conversations involving colleges, Instructional Innovation (Brad Cohen), Global Affairs and other offices
  - Graduate College handles details of graduate fee waiver and assistantships
  - Issues of satisfactory housing options and onboarding for varying student populations involve Student Affairs, Global Affairs, Enrollment Management, university and city leadership
- As part of the annual budgeting process, financial aid and incentives will be part of the discussion with BPC
  - Katie suggested the timeline for annual enrollment decision-making be shared with BPC reflecting when targets for enrollments, financial aid offerings and incentives are developed for Fall recruiting

Craig requested that any comments on the SEMP be forwarded to him as he continues to collect feedback this Fall.

Next Meeting – Thursday, September 28, 2017, 11:00-1:00, Baker Rm 503
## Models Description Fall Planning Assumption Incremental ($) Impact to Colleges Impact

### Tuition/SSI
- **New Cohort: % (CPI)** 1.3% See Athens UG
- **New Cohort: % (Cap)** 0.0% See Athens UG
- **Continuing Students: % (Cap)** 0.0% See Athens UG

### FY18 Budget to Actual Enrollment Variance
- **-66 Students** $ (1,440,000) Unfavorable

### Athens UG Enrollment
- **-125 Freshman** $ (680,000) Unfavorable

### SOR Funding for Enrollment Volatility
- **- $** (3,800,000) Unfavorable

### SSI FY19 Appropriation Growth
- **- $** Unfavorable

### Auxiliary Contribution to SFA
- **500,000 $** Favorable

### Foundation Support for SFA
- **(300,000) $** Unfavorable

### Financial Aid forecast
- **760,000 $** Unfavorable

### ICA Scholarships
- **200,400 $** Unfavorable

### SOR Contribution to SFA
- **(730,000) $** Unfavorable

### Healthcare Benefit Cost
- **5%** $ (2,500,000) Unfavorable

### Raise Pool
- **$ 6,800,000** $ 6,800,000 Unfavorable

### Online Learning Investment - base ramp-up
- **$ 1,000,000** $ 1,000,000 Unfavorable

### Allocated Costs (Compliance Investments)
- **$ 750,000** $ 750,000 Unfavorable

### Raise Pool
- **$ 2,500,000** $ 2,500,000 Unfavorable

### Capital Model
- **$ 70,000** $ 70,000 Unfavorable

### Utilities
- **$ 600,000** $ 600,000 Unfavorable

### POM
- **$ 200,000** $ 200,000 Unfavorable

### Employee Fee Waivers
- **$ 350,000** $ 350,000 Unfavorable

### Capital Cost Allocation Model
- **$ 500,000** $ 500,000 Unfavorable

### Base Reductions to Administrative Planning Units
- **$ (2,300,000)** $ (2,300,000) Favorable

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**Assumed FY19 Athens College Incremental Expense Impact** $ 20,380,400

*Does not include college’s direct revenue and expense projections for FY19. This represents net impact of FY19 BPC planning assumptions, ONLY.*
## FY19 Planning Assumptions Impact, Athens Colleges

*As of September 14, 2017*

<table>
<thead>
<tr>
<th>TBS Category</th>
<th>Revenue/Expense</th>
<th>FY18 Athens Colleges</th>
<th>FY19 Incremental Planning Assumptions</th>
<th>FY19 Athens College Proforma</th>
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<tbody>
<tr>
<td>RCM Revenues</td>
<td>SSI</td>
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<td>$116,932,662</td>
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<td>UG RCM Tuition</td>
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<td>UG SFA</td>
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<td>Direct Revenues</td>
<td>Tuition and Fees</td>
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<td>Other Revenues</td>
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<td><strong>Total FY18 Revenues</strong></td>
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<td>$423,514,999</td>
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<td>Direct Expense</td>
<td>Salaries &amp; Benefits</td>
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<td>$8,230,000</td>
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<td></td>
<td>Supplies, Services &amp; Other</td>
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<td>$54,784,740</td>
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<td>Across &amp; Within Unit</td>
<td>Funding Transfers</td>
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<td>RCM Expenses</td>
<td>ACM</td>
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<td>$4,240,000</td>
<td>$145,488,111</td>
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<td>CCAM</td>
<td>$10,813,126</td>
<td>$500,000</td>
<td>$11,313,126</td>
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<tr>
<td></td>
<td>Subvention Allocation</td>
<td>$47,382,811</td>
<td>($265,000)</td>
<td>$47,117,811</td>
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</tbody>
</table>

**Results of Operations**: $$(2,779,890)$$ $$(22,895,290)$$

### Analysis does not Include:

FY19 direct revenue and expense projections from the colleges. Updates to be provided as part of the Fall budget submissions.

College specific planned use of reserves. Currently excludes transfers to(from) Operating Reserves, Quasi Endowments, R&R and Plant Funds.
FY18 Budget Planning Council
RCM Budget Model

September 14, 2017
Agenda

• OU RCM
• RCM Revenues
  • SSI
  • Tuition
  • Student Financial Aid
• RCM Cost Allocations
  • Allocated Cost Model (ACM)
  • Capital Cost Allocation Model (CCAM)
• Subvention
• Budget Model Committee
OU RCM Principles

RCM was established at the University under the following principles:

• Ensure the sustained strength of the University by aligning resources with University priorities to support academic excellence

• Support strong academic governance that promotes collaboration across units and builds on the strengths of the University

• Present a holistic view of the University budget that provides a clear connection between performance and incentives

• Empower unit-level decision making authority to promote academic excellence and institutional efficiency that is balanced by responsibility and accountability

• Create a simple and transparent budget process driven by the goals of financial predictability and stability
RCM Model

**Responsibility Centers**

**Colleges**
- Arts & Sciences
- Business
- Communication
- Education
- Engineering
- Fine Arts
- Health Sciences
- Honors
- OGAIS
- University College
- Voinovich
- HCOM
- RHE

**Auxiliaries**
- Athletics
- Culinary Services
- Housing & Residence Life
- Printing
- Parking & Transportation

**RCM Revenues**
- SSI
- UG Tuition
- Student Financial Aid

**Direct Revenues**
- Graduate Tuition
- Grants & Contracts
- F&A
- Gifts
- Endowment Distributions
- Investment
- Other External Sales

**RCM Expenses**
- Administrative Costs
- Capital Cost Allocations (ACM)

**Direct Expenses**
- Salaries, Wages & Other Payroll
- Benefits
- Supplies & Service
- Capitalized Costs

**College Subvention Pool**

12.5% Tax Distribution

Allocated
• Ohio University’s annual SSI allocation is calculated by the Department of Higher Education funding formula primarily driven by:
  • course completions
  • degree completions
  • weighting factors based on subject field of courses and degrees
  • weighting factors associated with student demographics contributing to risk in course and degree completion
RCM Revenue: Creation of SSI Pools

**Step 1:** Funding broken-down by student groups: UG-Athens, UG-Regionals, UG-eLearning, Masters/Doctoral, Medical

**Step 2:** 2% allocated to Strategic Opportunity Reserve

**Step 3:** Allocation Methodologies by pool
- 85% Credit Hours/15% Majors – Alignment of UG-Athens SSI and Tuition methodologies
- Simplified State Methodology: Removing at-risk credit

<table>
<thead>
<tr>
<th>SSI Pools</th>
<th>UG Pools</th>
<th>Grad Pools</th>
<th>SOR</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td>Pools</td>
<td>Athens</td>
<td>Regionals</td>
<td>Masters/Doctoral</td>
<td>Medical</td>
</tr>
<tr>
<td>Allocation Methodology</td>
<td>85/15</td>
<td>Simplified State Methodology</td>
<td>Simplified State Methodology</td>
<td>Simplified State Methodology</td>
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<tr>
<td>$60,760,964</td>
<td>$24,178,504</td>
<td>$18,322,125</td>
<td>$36,350,348</td>
<td>$17,056,763</td>
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</table>
RCM Revenue: FY SSI = $60.7 M
RCM Revenue: UG Tuition

• 2% of the annual UG tuition is used to fund SOR

• Program allocations are directly allocated to colleges to support travel programs and Ohio Program for Intensive English

• The remaining UG tuition revenues at the Athens Main Campus are distributed to the Athens Colleges using an RCM allocation, based on proportional shares of SCH production (85%) and headcount majors (15%).

Program Allocations (Travel, OPIE), $4,925,000

2% Holdback, $4,629,432

College Allocations (85/15), $221,917,181

2018 UG-Athens Tuition
RCM Revenue: FY18 UG Tuition = $221.9 M
RCM Revenue: UG Student Financial Aid

• Since gross UG tuition revenues are recognized in OU’s RCM allocation, undergraduate Student Financial Aid is budgeted and allocated to campuses to accurately reflect net UG tuition revenue.

• Similar to the UG tuition, UG financial aid is allocated to colleges based on proportional shares of SCH production (85%) and headcount majors (15%).

• FY18 SFA = $38.6M

• FY18 Net UG Tuition = $183.3M
RCM Cost Allocation: ACM

- To support the costs of our Administrative and Academic Support units, each responsibility center (colleges and auxiliaries) is assessed a tax via the Allocated Cost Model (ACM).
- The cost share for each responsibility center is determined by an allocator, which is detailed in section 20.4.1 of the FY18 Budget Book.
- Allocators are used for simple rough approximations of share – they are not intended to be an “accurate” representation of utilization
- The Budget Model Committee is currently reviewing the RCM model including the appropriateness of the Allocated Cost Model (ACM) as the indirect cost methodology utilized to fund the academic support and administrative support units.
- The primary expense drivers of the allocated costs, that are funded by the responsibility centers are included in the budget planning assumptions below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Item</th>
<th>FY19 - Planning Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>Compliance: $0.75M</td>
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<tr>
<td></td>
<td>30</td>
<td>Compensation &amp; Healthcare: $3.5M</td>
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<tr>
<td></td>
<td>31</td>
<td>Capital Model: $0.07M</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Utilities: $0.6M</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Plant Operation &amp; Maintenance: $0.2M</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>Base Admin Control Totals: -$2.3M</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>Distance Learning Total: $2.3M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOR share of Distance Learning: -$1.0M ($0.6 Total)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College Share of Distance Learning: $1.0M ($1.7M Total)</td>
</tr>
</tbody>
</table>
RCM Cost Allocation: CCAM

- The Capital Cost Allocation Model (CCAM) is the methodology utilized to allocate the central debt service charges to colleges.
  - CCAM does not include the debt service paid directly by planning units (e.g. Housing & Residence Life)
- The CCAM methodology is based on the depreciation for each building associated with a college.
- As new capital projects occur in the buildings occupied by a college, the depreciation charge will continue to increase in the future.
- The University’s 6-Year Capital Improvement Plan (CIP) is the basis of the future year CCAM charges. Link: FY19-24 Six Year Capital Improvement Plan

<table>
<thead>
<tr>
<th>Topic</th>
<th>Item</th>
<th>FY19 - Planning Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Cost Model</td>
<td>36</td>
<td>Deferred Maintenance: $1.3M</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>Capital Plan Debt: -$0.8M</td>
</tr>
</tbody>
</table>
Subvention

• Within a responsibility center, operating revenues are subject to a 12.5% tax that is used to create a Subvention Pool. The 12.5% rate is applied to SSI, undergraduate tuition (excluding splits from regional campuses and eLearning since those are taxed in those units before the splits), graduate tuition, and F&A recovery.

• The Subvention pool is then reallocated back to responsibility centers.

• Subvention supports two primary objectives:
  • Balance those colleges unable to be supported by their own revenues (Base Subvention)
  • Support strategic investments in OU’s academic mission (OTO Subvention)
Budget Model Committee

Scope

• Consider all Budget Models—does not have to be an incremental version to the current RCM model

• Include all revenue sources in assessments of all models, inclusive of sponsored research, graduate and undergraduate tuition, gifts/endowment, and state support

• Consider how accumulated reserves should be allocated to support planning recommendations

• Scope does NOT include:
  • Macro planning assumptions (raise pools, benefit increases, capital planning, etc.)
  • Unit budgets (other than in the context of growth related to overall university operations/revenues)
  • Specific staffing/productivity decisions
Budget Model Committee – Principles & Goals

The Budget model and Budget Process should:

• Recognize and support the breadth and diversity of academic disciplines and learning environments
• Align resources to unit and institutional priorities
• Support and promote research and academic excellence
• Incentivize efficiency, innovation, and revenue enhancement
• Support research and academic excellence while being respectful of funding decisions (and various funding sources) within each college
• Provide incentives for efficiency, innovation, smart growth and revenue enhancement
• Be designed to be sustainable over time
• Be resilient and flexible enough to respond to changes
• Support multi-year, balanced budget planning
• Promote transparency, predictability, and common understanding
• Provide a clear presentation of ALL central funding allocations and associated methodology
• Promote localized decision making and accountability
• Include a governance process with clear roles and responsibilities
• Recognize the internal and external restrictions on certain funds
• Include guidance for the role of the model in the budget process and how it is and is not used in strategic decision making
• Be clearly communicated and emphasize academic terminology over financial
Ohio University will be the nation’s best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

-Ohio University Vision Statement
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This document lays out a framework through which Ohio University will strive to maintain the record-setting enrollments of the past decade while moving forward to achieve new goals identified in a yearlong strategic planning conversation involving a broad spectrum of campus participants. The paths forward are not easy ones and a series of important decisions will face university leaders in the years ahead. The rapidly changing landscape for higher education, new forms of competition, demographic changes, the commitment to affordability, and a range of external political, social, and economic factors promise to deliver significant challenges to our planning efforts. This document argues that innovation in enrollment management will be necessary as these pressures affect a university with a proud history of success as a traditional institution of higher learning. This approach, as outlined in this document will include:

- A sustained commitment to our core educational values and historical presence as a premier educational institution;
- A continued investment in efforts to enhance our educational offerings to different venues (Dublin, Cleveland, Beavercreek), different constituencies (international students, adult learners), different campuses (Athens and Regional Higher Education), and different modalities (traditional, hybrid, online); and,
- A recognition of the critical need to further invest in the institutional capacity to successfully lead our marketing, recruitment and student success efforts as we navigate the known and unknown challenges that will occur over the life of this document.

We face rising pressures to differentiate ourselves in the rapidly changing market of higher education. To do this, we will need clarity in branding that supports vision, mission and strategy, followed by effective marketing, enhanced technologies, highly personalized services, segmented and customized communications, and expanded locations. Without the support to move these initiatives forward, and the funding to do so, we will see steep declines in our overall enrollments, revenues, and more importantly our impact and reputation as an institution. This document attempts to articulate the challenges and change necessary for OHIO to sustain its enrollment success by defining:

1. The number, nature, and diversity of our desired student profile for all of venues and campuses;
2. The priority of recruiting markets nationally and internationally;
3. Resources, support systems and decision-making authority required to invest in a comprehensive targeted enrollment strategy.

OHIO’s ability to achieve the enrollment goals as outlined in this document can be achieved through:

- **Brand and Marketing Enhancements**
  - **Clarity of Brand** - It is imperative that we clearly articulate our value proposition and hold to our core commitments to access and success.
  - **One voice for marketing OHIO’s brand** - It is equally imperative that we have one voice that delivers this consistent core proposition to the many markets in which we recruit.
- **Academic Programming**
  - Identify the academic programs we seek to grow or highlight in the various markets and support college, school and program-specific opportunities.
• Identify and establish pathway programs from high schools and with partner universities to augment the direct recruitment program (e.g. College Credit Plus, summer, dual-degrees, ESL, blended on-line).

• Domestic and International Student Support
  o Identify the additional support and academic services required for future incoming students as a more diversified student base is achieved.

• Support for Strategic Enrollment Management to Achieve OHIO Recruitment Goals
  o President Nellis’ Engagement- Dr. Nellis and the Office of the President have expressed a keen desire to support recruitment, partnerships, and student success efforts wherever feasible. Effectively using the presence of the President and the impact of his office more fully in outreach activities and student recruitment events will strengthen the enrollment process and enhance our efforts to meet the goals outlined in this document.

  o Effective Coordinated and Co-Created Enrollment Efforts- It is imperative that central office and academic units work in tandem, in accordance with aligned priorities that are articulated and supported at all levels of leadership. This will allow us to balance most effectively the localized needs and priorities with the overall University strategy, covering all ranges of enrollment management--from marketing, to communications, to student support and matriculation.

  o University Support- The University will need to plan for and support the investment of resources necessary to meet the increasing costs associated with recruiting across all modalities in a highly challenging market-driven competitive environment. This includes adopting a more streamlined capacity to deftly adjust to the changing environment that is not tied to the fiscal year budgetary process. We also need to build stronger campus-wide recognition of the rising costs of identifying, recruiting and retaining students.

  o Partner in Decision-Making- As the University’s central office for enrollment planning for the University, the Strategic Enrollment Management Office must continue to be a part of the conversations, strategic planning and leadership decisions across the University.

OHIO has risen to national attention with its overall impact and enrollment success in recent years. This success was achieved through a very clearly co-developed and supported strategy at all levels of the institution. The benefits of that strategy have been tangible in staff morale, student engagement, expanded footprint and institutional reputation. This document outlines the ways through which OHIO will be able to build upon a sustained national and international prominence and competitiveness as a preferred destination for higher education.


1.1 Preamble

OHIO’s first Strategic Enrollment Management Plan (SEMP, 2010-2016), outlined an array of strategies that combined to drive the University’s enrollments to record numbers in nearly every targeted category. According to the Chronicle of Higher Education, these results placed OHIO as the 13th fastest growing institution in the United States for the decade of 2006-2016.

This subsequent plan builds on OHIO’s previous success, harvesting the knowledge gained in recent years to set a path for the University to follow through the immense challenges anticipated in the coming years. With the rapid rise of highly competitive markets for both traditional and online education, the continued uncertainty of state support and ongoing upheavals in international education, OHIO, like nearly every other public university, faces critical challenges. The goal of this plan is to offer a broad map for how to build a student body that meets these challenges while expressing and advancing our mission as an institution distinguished by its focus on access, excellence, and transformational education.

A Strategic Enrollment Management Plan is much more than a set of tactics for filling classrooms. In the pages that follow, this plan details the most important aspirations of the University as it sets forth goals and strategies that express and shape who we are and what we do. Access. Affordability. Diversity. Student Success. Academic Excellence. Regional Investment. Global Impact. Outreach to Adult Learners. Support for Veterans. Each of these values is a focal point in the pages that follow. Taken together, they express a vision for what OHIO wants to be and how it is going to get there.

In the end, this report will assert that OHIO must focus on its core strength and identity as a comprehensive residential university with excellent academic programs and a faculty that is dedicated to engaging our students in a transformative learning experience. At the same time, the University must both continue and hasten its expansion into new modes of instruction and new geographic and demographic markets in order to sustain and enhance our core strengths.

1.2 Strategic Enrollment Management at Ohio University

The Office of Enrollment Management, established in 2008 and re-defined as the Office of Strategic Enrollment Management in 2015, developed the first Strategic Enrollment Management Plan (SEMP) in 2010. The 2010 SEMP articulated enrollment goals, strategic priorities, and metrics for broader University planning efforts across campus. These efforts led to almost a decade of record year-over-year university-wide enrollments. The University began the process of generating a new plan for the years ahead during the 2016-17 school year with a renewed awareness of the importance and complexity of the task before us.

1.3 The Development of this Document and the Strategic Enrollment Planning Process at Ohio University

Throughout the 2016-17 academic year, college and University leaders, faculty and staff engaged in multiple conversations, analyzed data, and reviewed the inaugural SEMP to determine the overall structure of this document. The SEMP Advisory Committee first established an overall framework. A broader set of faculty, staff and subject-matter experts were then organized into several sub-committees to review data, discuss issues at hand, and develop reports relative to their areas of consideration. Throughout these conversations, the groups shared a consistent appreciation for the University’s progress since the original SEMP, a knowledge of how best to align this process with other strategic planning efforts at the University, and an acknowledgement of the
highly competitive, heavily regulated challenge of recruiting and retaining students in today’s and tomorrow’s dynamic higher education environment.
### 2.1 Historic Enrollments at Ohio University

Ohio University’s Athens campus, regional campuses, and overall system reached record enrollments at some point during the six years covered by the 2010-2016 SEMP (see Table 1 below). In several areas, record outcomes were exceeded in the very next year.

#### Table 1. Ohio University Enrollment (Fall Terms) - Unduplicated

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>New Freshmen Total</td>
<td>3,976</td>
<td>3,883</td>
<td>3,888</td>
<td>4,244</td>
<td>4,379</td>
<td>4,423</td>
<td>4,309</td>
</tr>
<tr>
<td>New Transfer Total</td>
<td>495</td>
<td>540</td>
<td>582</td>
<td>518</td>
<td>545</td>
<td>563</td>
<td>545</td>
</tr>
<tr>
<td>Undergraduate Total - Athens</td>
<td>17,361</td>
<td>17,194</td>
<td>16,850</td>
<td>17,159</td>
<td>17,449</td>
<td>17,789</td>
<td>17,983</td>
</tr>
<tr>
<td>eLearning – undergraduate</td>
<td>3,200</td>
<td>4,315</td>
<td>5,670</td>
<td>6,150</td>
<td>5,931</td>
<td>6,015</td>
<td>6,032</td>
</tr>
<tr>
<td>Graduate – Athens</td>
<td>3,645</td>
<td>2,606</td>
<td>2,548</td>
<td>2,722</td>
<td>2,715</td>
<td>2,601</td>
<td>2,584</td>
</tr>
<tr>
<td>Graduate – Dublin</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>39</td>
</tr>
<tr>
<td>Graduate – Outreach</td>
<td>-</td>
<td>1,448</td>
<td>584</td>
<td>541</td>
<td>509</td>
<td>419</td>
<td>397</td>
</tr>
<tr>
<td>Graduate – Online</td>
<td>-</td>
<td>-</td>
<td>1,072</td>
<td>1,480</td>
<td>1,812</td>
<td>1,965</td>
<td>2,105</td>
</tr>
<tr>
<td>Medical (all campuses combined)</td>
<td>467</td>
<td>492</td>
<td>513</td>
<td>539</td>
<td>610</td>
<td>712</td>
<td>815</td>
</tr>
<tr>
<td>Total Regional</td>
<td>8,810</td>
<td>8,310</td>
<td>8,029</td>
<td>7,592</td>
<td>7,467</td>
<td>7,332</td>
<td>6,851</td>
</tr>
<tr>
<td>Total System Enrollment</td>
<td>33,483</td>
<td>34,365</td>
<td>35,266</td>
<td>36,183</td>
<td>36,493</td>
<td>36,872</td>
<td>36,867</td>
</tr>
</tbody>
</table>

**NOTE:** The apparent disruption in Graduate-Athens enrollment is an artifact of data management changes. Fall 2010 and fall 2011 are pre-PeopleSoft data. In these terms, any eLearning graduates would be classified under Graduate Athens Main Campus (fall 2010) or Graduate Outreach (fall 2011). In fall 2010, Athens Main Campus includes: Athens Main Campus Continuing Ed., Athens off campus (Hong Kong), Pickerington Upper Division (Athens), Proctorville Upper Division (Athens). Fall 2010 eLearning includes Independent Distance Learning and Ohio University Distance Learning.

### 2.2 Student Retention Rate

In addition to overall enrollment, another key metric is the retention rate, the percentage of a freshman class of students who return for a second year. Retention is a focal point of university investment and a strong priority to our faculty and staff. It is also one of the clearest and most important representations of our effectiveness in helping students succeed. Strong retention rates can indicate broad student success and satisfaction.

From a financial perspective, retention increases demonstrate better stewardship of limited resources; it is less expensive to retain an existing student than it is to recruit a new one. Therefore, an institution’s retention rate can affect not only its performance on success measures but also its financial strength.
Internal and external pressures can impact the retention rate just as they can affect new freshmen enrollments. Among the variables influencing retention are student preparedness, perceived quality of the academic and campus experience, and the affordability of the institution. Table 2 below reports the historical retention rate of OHIO's Athens campus. Of particular note is the fact that the entering class of 2015 saw OHIO's highest retention rate over the lifespan of the inaugural SEMP. Another noteworthy trend is the large increase in African-American, first-generation and international students this past year. Table 2 also includes the sophomore-to-junior and junior-to-senior retention rates, two metrics that will be tracked and analyzed along with the historic freshman-to-sophomore rate.

Table 2. Ohio University Athens Campus Retention Rate by Entering Class year

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total Freshman to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBD in fall 2017</td>
</tr>
<tr>
<td>Sophomore Retention Rate</td>
<td>79.8%</td>
<td>78.9%</td>
<td>78.5%</td>
<td>80.1%</td>
<td>79.1%</td>
<td>81.5%</td>
<td></td>
</tr>
<tr>
<td>Total Sophomore to</td>
<td>91.6%</td>
<td>90.8%</td>
<td>91.6%</td>
<td>90.7%</td>
<td>92.5%</td>
<td>tbd</td>
<td>tbd</td>
</tr>
<tr>
<td>Junior Retention Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Junior to Senior</td>
<td>93.5%</td>
<td>93.4%</td>
<td>94.7%</td>
<td>94.1%</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
</tr>
<tr>
<td>Retention Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.3 New Student Academic Preparedness

One key predictor of students’ future success is the academic preparedness of the entering freshman class. Table 3 below shows averages for each entering class on three key indicators of academic preparedness: ACT and SAT scores and high-school GPA. Remarkably, OHIO has been able to attract and enroll an increasingly high-quality student body while still growing overall enrollments to record levels.

Table 3. Ohio University Athens Campus Student Academic Preparedness- Entering New Freshman Profile

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Composite ACT</td>
<td>24.0</td>
<td>23.6</td>
<td>24.0</td>
<td>24.0</td>
<td>23.9</td>
<td>24.1</td>
<td>24.0</td>
</tr>
<tr>
<td>SAT Verbal + Math</td>
<td>1,105</td>
<td>1,078</td>
<td>1,096</td>
<td>1,089</td>
<td>1,092</td>
<td>1,101</td>
<td>1,103</td>
</tr>
<tr>
<td>Average High School GPA</td>
<td>3.38</td>
<td>3.33</td>
<td>3.40</td>
<td>3.42</td>
<td>3.43</td>
<td>3.46</td>
<td>3.48</td>
</tr>
</tbody>
</table>
Strategic enrollment planning is intended to help the University succeed amid the dynamic interplay of immediate and long-term influences in both internal and external environments. As such, this plan is presented as a long-term template that will be modified periodically to accommodate these changing influences. However, following are several over-arching conditions and issues that will have an enduring effect on institutional enrollment planning.

3.1 State Share of Instruction and Enrollment Tuition Revenues

Although OHIO receives funding through means ranging from investment income to sporting-event ticket sales, its principal revenue sources are tuition dollars and subsidy from the State of Ohio in the form of the State Share of Instruction (SSI). These two sources combined accounted for approximately 75% of the University’s revenue budget in 2017. As such, changes in either funding source immediately impact the university’s overall financial position and exert pressure on the other sources of income to make up the loss (see Graph 1 below). These two revenue streams tend to be interrelated, as the state government controls both allowable tuition increases and the scale and distribution of the SSI subsidy. The SSI both in real and adjusted dollars has risen slightly over the past few years at OHIO, but it is still below historical rates when adjusting for inflation (See Graph 2 below) and falls well below revenues generated from student enrollments in the form of tuition and fee dollars.

Graph 1. Proportion of University Budget Tied to Tuition and SSI
Increasing costs, along with decreasing SSI per student, have created an additional pressure to enroll and retain students. While enrollments increased to record levels between 2010 and 2016, revenue modeling and capacity analysis suggests that it would be unreasonable to increase on-campus enrollments at the rate necessary to meet fiscal needs. Graphs 3 and 4 below present a multi-year projection of Gross and Net Tuition (net of financial aid), by type of student, using key drivers for financial forecasting based on the enrollment projections outlined in this document. The tuition projections include a combination of the following forecast drivers:

- **Academic Activity:** Headcount, FTE, or Credit Hours
- **Tuition Rates**
- **Scholarships:** Discount Rate, total amount of aid

Each student type has a unique set of forecast drivers. For example, the most appropriate measure of academic activity for tuition modeling of Athens undergraduate students is headcount, as 95% of Athens undergraduates are full-time students paying the full-time tuition rate. For regional campus students, the most appropriate measure of academic activity for tuition modeling is credit hour production, as regional campuses enroll a larger percentage of part-time students.

Similarly, each student type also has a unique set of planning assumptions. For example, the historical implementation of state tuition caps differed for undergraduate versus graduate students. Additionally, market pressures for undergraduate eLearning programs create different planning assumptions for tuition rate increases.

The planning assumptions also include projections for New Freshmen, or New Starts. This assumption is a key driver for projecting future years’ enrollments from a budgetary perspective, as are projections of retention rates. It is important to note that these budget planning assumptions will not necessarily align with the enrollment goals and planning outlined in Section 4 of this plan. Rather, these enrollment numbers are used to build conservancy into budget models, in order to adjust for ebbs and flows in enrollment in any given year.
Graph 3. Athens Undergraduate Gross and Net Tuition

NOTE: Financial Aid and Discount Rate includes all forms of aid given to students (OHIO Signature Award Program, Student-Athletic Aid, Grant and Foundation Dollars, College Awards, Tuition Fee Waivers, Graduate Stipends, College Credit Plus Differential, etc.)

Graph 4. Regional Campus Net Tuition

3.2 Future Demographic and High School Senior Projections

OHIO is bracing for changing demographics in the population of high school graduates. As in most other parts of the nation, Ohio’s high-school-age population is declining; the high-school graduation rate in Ohio is expected to decline by over 12% by 2030 (See Graph 5). Approximately 87% of the undergraduate population and roughly 50% of the graduate population of OHIO’s Athens campus are Ohio residents. This projection creates a series of recruitment challenges, as all colleges and universities in Ohio—and many institutions beyond Ohio’s borders—will be developing enrollment plans to compete for a smaller pool of students.
Demographics are not destiny, however. While the projected number of high-school is declining, mere population data do not take into account other college-choice behaviors, such as how many of those will choose to attend college or what colleges they will ultimately choose.

Graph 5. Past and Projected State of Ohio High School Graduates, 2001-2031

In fact, OHIO has successfully grown its overall in-state market share over the past several years, running counter to the graduation trend. Graphs 6 and 7 below show the extent to which OHIO has been able to both grow its overall market share of available students and enroll more students per year than the trend in Graph 5 would suggest. Despite this success, however, OHIO cannot become complacent; clearly, competitive pressures, state funding challenges, and student college-choice behaviors will continue to work against this continued success.

Graph 6. OHIO Percent Market Share of College Going First Time Students Attending Public Institutions in OHIO

<table>
<thead>
<tr>
<th>Year</th>
<th>OHIO % Enrollment of Ohio Graduates Attending Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>7.72%</td>
</tr>
<tr>
<td>2009-10</td>
<td>9.54%</td>
</tr>
<tr>
<td>2010-11</td>
<td>9.21%</td>
</tr>
<tr>
<td>2011-12</td>
<td>8.74%</td>
</tr>
<tr>
<td>2012-13</td>
<td>8.73%</td>
</tr>
<tr>
<td>2013-14</td>
<td>10.35%</td>
</tr>
<tr>
<td>2014-15</td>
<td>10.50%</td>
</tr>
<tr>
<td>2015-16</td>
<td>10.34%</td>
</tr>
<tr>
<td>2016-17</td>
<td>10.60%</td>
</tr>
</tbody>
</table>

3.3 Competition

While most enrollment metrics begin with the applicant phase of the student lifecycle, there is also a need to be aware of the importance of the prospect and inquiry pools, which have been key to growing OHIO’s applicant pool sufficiently to achieve its recent record enrollments. In fact, today’s senior class prospect pool—nearly 300,000, secured through sources such as testing agencies, lead-generation services, and anonymous web traffic—is now three times the size of the same pool a decade ago; the inquiry pool (those who have taken some action to demonstrate interest in OHIO), has more than doubled to over 100,000 high-school seniors.

While such growth is desirable to the extent that it reflects OHIO’s extended reach, the pools now contain a more diverse and diffuse population with a more tentative affiliation to the University, and that diversity makes conversion and yield (the ratio of students admitted to students enrolled) more difficult. Additionally, the increased pool size exposes the University to more significant overlap with both historical and new competitors.

Nationally, students are applying to more colleges; the number of first-time freshmen who applied to more than six institutions was 36.3% in 2015. The number of institutions attended by students who applied to OHIO but ultimately chose to attend elsewhere has grown to more than 120, and the composition of that list has shifted in significant ways (see table 16, page 31) as peer institutions have worked to increase their market share of OHIO’s typical applicant. Therefore, it is necessary to nurture affiliations and create meaningful differentiation in a crowded market in order to convert prospects to inquiries, inquiries to qualified applicants, and admits to enrolled students.

3.4 Reputation, Brand Identity, Marketing Message

Clarifying the University’s brand promise and establishing a more stable market position is an imminent challenge in our efforts to maintain OHIO’s current enrollments as well as to continue targeted growth in our core markets and strategic new growth as we seek to diversify our enrolled student population.
As OHIO’s academic offerings and modalities have diversified, and as academic units have developed college-specific messaging and identities, the central University brand identity and, to some extent, our value proposition, has become less unified and less clear. The “It's You” campaign has not been consistently adopted at the University beyond the freshman recruitment marketing and brand-awareness campaign. Some graphic elements have been adopted by some units, but there is not unity of messaging around the four primary tenets of the campaign.

For the traditional population, OHIO’s entry into The Common Application is bringing applicants with less brand awareness; sophomore and junior high school recruitment efforts, on the other hand, are extending the University’s brand awareness into key markets at earlier ages (and increasing the length of time we have to maintain a marketing relationship with the traditional audience). Today, digital marketing is key to reaching existing and new audiences. Unfortunately, however, digital marketing is expensive and with limited resources requires diffusion of more traditional marketing efforts like radio and television ads, for example. . In addition, the OHIO for Ohio initiative raises questions about clarity of brand identity for existing regional campuses and assertion of the OHIO brand in new communities (Beavercreek, Cleveland, etc.)

OHIO’s market position is vulnerable to significant competition from universities that are focusing on more singular assertions of their brand and currently dominate the market. The forthcoming “Branding Together” initiative, which will be a collaboration led by University Communications and Marketing to articulate an umbrella brand for OHIO, will therefore be vital in accomplishing the enrollment goals outlined in this plan.

Though there have been significant efforts since 2006 to raise the university’s profile at the local, national, and international levels, it is important to keep in mind that those efforts were the first-ever marketing/advertising campaigns on that scale in the University’s 206-year history. OHIO does have a strong reputation from which it can build, and recent campaigns have contributed to brand awareness.

OHIO’s existing reputation in the marketplace, including the brand-perception information it has, is based on traditionally targeted populations and the Athens campus. However, much of the growth opportunity for OHIO exists among new demographic and geographic populations. OHIO needs to study its market position and brand perceptions among these populations. Some of this intelligence may exist at the program level for certain online programs, but especially in the degree-completion sphere, it will be important to understand the key drivers and core messages for this audience at the institutional level.

Reputation, especially as it relates to rankings, is a topic of increasing interest and scrutiny in the higher-education sector. Rankings can be definitively influential in recruiting certain targeted populations, including international students. It is possible that, for some academic units that are trying to break into new geographic/demographic markets, there are many factors, real or perceived, that could present an insurmountable liability to growth.

Marketing is expensive, returns can be slow, and real or perceived competition can drive up costs in OHIO’s anticipated areas of targeted enrollment growth. Over the life of this enrollment plan, the University will need to embrace a university-wide marketing strategy and an associated investment should be dedicated to achieve success in the multi-faceted goals outlined in this plan. OHIO will need to determine an appropriate marketing spend—sufficient to compete now for future students—and SEM and UCM will need to collaborate intensively to monitor opportunities for strategic investment, along with opportunity costs associated with lack of presence.
3.5 Price Sensitivity and Student Affordability

The need to effectively address the price sensitivities and affordability concerns of students and their families is a continuing challenge for all of higher education, and in particular public institutions. This issue continues to receive a great deal of local, state and national attention and is one of the most important issues driving students’ college choices. In fact, in the 2016 a record 15% of new students did not feel that they could attend their first-choice school due to affordability.

As a result of the 2010-2016 SEMP, OHIO embarked on a comprehensive pricing analysis and worked with an outside vendor to develop a new scholarship-leveraging program called the OHIO Signature Awards Program. OHIO awards approximately $39.6 million per year in undergraduate merit, need-based and athletic scholarships and grant aid from central resources. This new scholarship program builds upon the success of the former Gateway Award Program, which focused on both student access and success, by adding a differentiated award program that maximizes net tuition revenue (see Graph 3, page 12 above). This additional segmentation allowed for a more student-centered aid program that is designed to increase student yield (the ratio of students admitted to students enrolled) by using the right amount of aid to address a student’s affordability concerns and increase the probability of enrollment. The Signature Awards Program has proven to grow overall net-tuition revenue because although it delivers more aid to students, it also increases enrollments in a strategically balanced manner. However, concerns related to overall discount rate due to increased aid awarding need to be watched within the context of net-tuition revenue gains.

It will be vital to continually monitor the Signature Awards Program. These analyses should focus on the efficacy of the aid awards, as well as consider how effectively they continue to address affordability concerns. The findings will also help OHIO adjust its strategy in response to competitive pressures. Graph 8 below demonstrates the competitive position of OHIO against its direct peer set in the State of Ohio for average institutional aid awarded for entering student cohorts.

Graph 8. Average Institutional Aid for First Time, Full Time Entering Freshman

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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling Green State University-Main Campus</td>
<td>$4,410</td>
<td>$4,224</td>
<td>$4,307</td>
<td>$5,603</td>
<td>$5,467</td>
<td>$4,538</td>
</tr>
<tr>
<td>Kent State University at Kent</td>
<td>$3,850</td>
<td>$4,590</td>
<td>$5,522</td>
<td>$5,546</td>
<td>$5,385</td>
<td>$4,555</td>
</tr>
<tr>
<td>Miami University-Ohio</td>
<td>$5,702</td>
<td>$6,655</td>
<td>$6,346</td>
<td>$8,174</td>
<td>$8,314</td>
<td>$4,518</td>
</tr>
<tr>
<td>Ohio State University-Main Campus</td>
<td>$6,075</td>
<td>$5,923</td>
<td>$4,177</td>
<td>$5,120</td>
<td>$5,210</td>
<td>$4,539</td>
</tr>
<tr>
<td>Ohio University-Main Campus</td>
<td>$3,588</td>
<td>$4,652</td>
<td>$5,338</td>
<td>$5,127</td>
<td>$5,596</td>
<td>$6,483</td>
</tr>
<tr>
<td>University of Akron Main Campus</td>
<td>$5,152</td>
<td>$5,922</td>
<td>$5,943</td>
<td>$5,169</td>
<td>$5,556</td>
<td>$5,368</td>
</tr>
<tr>
<td>University of Cincinnati Main Campus</td>
<td>$5,471</td>
<td>$5,561</td>
<td>$5,653</td>
<td>$5,399</td>
<td>$5,480</td>
<td>$5,483</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>$4,703</td>
<td>$5,688</td>
<td>$5,480</td>
<td>$5,653</td>
<td>$5,483</td>
<td>$5,483</td>
</tr>
</tbody>
</table>
3.6 College Credit Plus (CC+)

The College Credit Plus (CC+) program is the State of Ohio’s mandated dual-enrollment opportunity for eligible students in grades 7–12. The 2014 legislation establishing the CC+ program required that all public secondary and postsecondary institutions implement the program by fall semester 2015. The legislation significantly changed the secondary education landscape in Ohio by removing barriers and encouraging more students to earn college credit while concurrently satisfying high-school graduation requirements.

Approximately 54,000 students across the State of Ohio participated in the CC+ program in 2015–16, a one-year increase of approximately 22,000 over the number of students who participated in the state’s former program, the Post-Secondary Enrollment Options Program. Enrollment during the 2015–16 academic year in OHIO’s CC+ program was just under 1,200 students (see Graph 9 below) with approximately 85% of those enrollments at OHIO’s Regional Higher Education (RHE) campuses.

Graph 9. **Ohio University Dual Enrollment Historic Headcount Enrollment**

3.6.1 Student Course Enrollments as a Result of CC+

Currently 88% of OHIO’s freshman class is composed of students from the State of Ohio, so it is safe to assume that the number of first-year students matriculating at OHIO with external credit will continue to increase with the increased statewide participation in CC+. Based on current enrollment trends, those students, on average, will enroll with between 6 and 21 hours of college coursework. The greatest potential for impact is projected to be in courses associated with the following subject areas: Biological Sciences, Communications, English, Mathematics, Psychology, and Sociology. It will be necessary to closely monitor course-enrollment trends and prepare for a potential reduction in demand for courses in these subject areas, especially at the introductory levels or those courses that are included in the Ohio Transfer Module (OTM) and the Transfer Assurance Guides (TAGs).

3.6.2 Student Characteristics and Behavior as a Result of CC+

The ability to predict long-term student behavior in the CC+ program is difficult at this time, because the program is still in its infancy. However, it is likely that, as the number of former CC+ students entering OHIO with course credit increases, OHIO will see the following possible or likely scenarios:

- Students will be able to complete their undergraduate degrees in a shorter period of time and either pursue additional educational opportunities (certificates, second majors, etc.), pursue a graduate
degree, or enter the workforce sooner.

- Students will continue to graduate within a typical timeframe but will take advantage of the time freed up in their schedule to either participate in additional co-curricular and extra-curricular activities such as study away, internships or co-op programs, or fulfill requirements for a minor or second major.

- Students will choose to enroll in fewer credit hours per term and will graduate within normal timeframes without adding additional credentials and/or experiences.

- Students will elect to repeat courses that they had completed while participating in the CC+ program in order to accomplish the following:
  - Improve the course grade and/or GPA,
  - Increase their preparedness and readiness for sequential courses – or-
  - Satisfy prerequisite requirements where a specific grade is required in introductory-level courses.

One other trend that will need to be monitored will be the diversity of transfer credit brought in by each of the incoming first-year classes over time. Given the state-wide rise of CC+, OHIO’s freshmen will enroll in OHIO’s course sequences with an increasing variety of foundational course sources. Because legislated statewide transfer guarantees are based on an assumption of 70% of shared learning outcomes, the increasing diversity of sources of foundational coursework may pose a curricular alignment challenge or, perhaps, a student performance risk, especially in courses that scaffold.
While OHIO’s decade of record enrollments should be celebrated, sustaining the system at its current size poses increased challenges. On the strength of tuition revenue, a number of new strategic initiatives targeting infrastructure, student affordability, and program investments were developed to strengthen the University’s mission and presence. However, while this enrollment growth provided significant opportunities, it has also placed strains on the overall system. The significant factors that affect all enrollments are discussed in Section 3. However, many unique challenges and opportunities are present. These range from increased financial aid needs to the costs of entering new markets to the management of campus capacity limitations; and they affect everything from residential housing to parking to student support to bandwidth to classroom sizes.

Therefore, a key goal of this SEMP is to articulate the balance of strategies and resources necessary to not only sustain current enrollments in the context of the limitations outlined above, but also to build momentum in order to capitalize on new opportunities and facilitate new growth.

There are three fundamental constraints shaping this strategy development:

- The Athens campus is nearing the physical and service limits of its infrastructural capacity to house more students.
- In a number of academic areas, the Athens campus has the capacity to deliver instruction to a modestly increased student body.
- Despite our recent pattern of strong growth and increased market share, the declining population of Ohio high school graduates will necessitate increased costs in the effort to sustain or grow enrollments into the future.

In an effort to bring together these three fundamental realities, the SEMP Advisory Committee examined ways by which measured growth at the Athens Campus could be achieved, while still considering additional larger enrollment opportunities throughout the system. These opportunities include undergraduate and graduate eLearning and outreach modalities, the OHIO for Ohio strategy, and our regional campus system. The tables and comments below represent the enrollment targets that are seen as both strategic and realistic, assuming appropriate ongoing investments, in achieving the goal of sustaining our current Athens success and fulfilling OHIO’s twin missions of access and excellence in our core enrollment areas.

4.1 New Freshman Enrollment Goals at the Athens Campus

As students at the Athens campus generally matriculate through the University in a linear fashion, the overall enrollments are driven by the number of new freshman students entering in any given year. Consequently, meeting overall enrollment goals requires paying close attention to the new freshman enrollment cohort. Table 4 below shows the modestly progressive freshman enrollment goals that have been established for the Athens campus given the current set of assumptions and parameters discussed in this document and anticipated fall 2017 enrollments.
Table 4. **New Freshmen Enrollment Goals 2017-2023 at the Athens Campus**

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</thead>
<tbody>
<tr>
<td>In-State Enrollment</td>
<td>3,756</td>
<td>3,789</td>
<td>3,539</td>
<td>3,550</td>
<td>3,560</td>
<td>3,570</td>
<td>3,580</td>
<td>3,590</td>
<td>3,600</td>
</tr>
<tr>
<td>Out-of-State Enrollment (including international)</td>
<td>667</td>
<td>535</td>
<td>570</td>
<td>580</td>
<td>590</td>
<td>600</td>
<td>610</td>
<td>620</td>
<td>630</td>
</tr>
<tr>
<td>Total New Freshmen Enrollment</td>
<td>4,423</td>
<td>4,309</td>
<td>4,109</td>
<td>4,130</td>
<td>4,150</td>
<td>4,170</td>
<td>4,190</td>
<td>4,210</td>
<td>4,230</td>
</tr>
</tbody>
</table>

*projected

**4.2 New Transfer Enrollment Goals at the Athens Campus**

Another key driver for new enrollments is the transfer student enrollment population. Although not seen as “new freshmen,” these students are new to OHIO and on average enter with 39 hours of undergraduate coursework completed. Transfer enrollments are impacted by enrollment trends in the community college system; state-wide initiatives and commitments to ease the transferability of credit among the state institutions; student and family desires to achieve an affordable undergraduate degree; and the increased mobility, or “swirl,” of students between institutions as they strive to complete their degrees. This population of students represents a key opportunity for growth and fiscal stability, particularly when combined with OHIO’s online degree completion program. Table 5 below represents the new transfer enrollment goals established for the Athens campus.

Table 5. **New Transfer Enrollment Goals 2017-2023 at the Athens Campus**

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</tr>
</thead>
<tbody>
<tr>
<td>New Transfer Enrollment</td>
<td>563</td>
<td>545</td>
<td>545</td>
<td>560</td>
<td>575</td>
<td>595</td>
<td>620</td>
<td>650</td>
<td>680</td>
</tr>
</tbody>
</table>

*projected

**4.3 New Multicultural and Underrepresented Student Enrollment Goals at the Athens Campus**

OHIO has seen record growth in multicultural and underrepresented student enrollments over the past decade. The increase in students hailing from Appalachia, as well as students from disproportionately underrepresented groups, has improved access while also diversifying the campus community and enriching the higher-education experience for all students. This population tends to be aggressively recruited by all institutions for those reasons. In addition to recruitment goals, the retention and success of these students must remain a University priority. Offices such as the Academic Achievement Center and OMSAR (a division of the Office of Diversity and Inclusion concentrating on recruitment and retention of underrepresented students) serve thousands of students annually; with this type of activity, enrollment growth even at the most conservative estimates puts an immense pressure on their ability to provide adequate student support. Table 6 below shows the new multicultural student enrollment goals established for the Athens campus.
Table 6. New Ohio University Athens Campus Multicultural Enrollment Goals – Number and (Percent) of entering Freshmen Class

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</thead>
<tbody>
<tr>
<td>New Multicultural Student Enrollment Goals</td>
<td>618 (14.0%)</td>
<td>609 (14.1%)</td>
<td>613 (14.2%)</td>
<td>626 (14.4%)</td>
<td>637 (14.6%)</td>
<td>649 (14.8%)</td>
<td>660 (15.0%)</td>
<td>669 (15.2%)</td>
<td>678 (15.4%)</td>
</tr>
</tbody>
</table>

*projected

4.4 New International Student Enrollment Goals
Ohio University’s Vision Statement articulates the desire that our alumni “become global leaders.” One key to achieving this vision is providing global experiences for our domestic students and attracting international students from around the globe. Efforts in this area helped OHIO reach record international student enrollments by fall 2013, but these enrollments have seen a precipitous decline in recent years. Factors in this decline include national policies, greatly increased competition, OHIO’s lack of a global online marketing presence, declines in government-sponsored enrollments from key countries, and an overall need to re-adjust the ways that students are recruited to come to American universities. OHIO’s new Global Strategy 2016-2020 and subsequent recruitment strategic efforts—with an emphasis in the first phase on recovering enrollment from China—have been developed through the combined efforts of the Offices of Global Affairs and Strategic Enrollment Management and are in the early phases of implementation. This plan is projected to return OHIO to a trajectory of modest growth. Table 7 below shows the new international student enrollment goals established for the Athens campus.

Table 7. New Ohio University Athens Campus International Freshman Student Enrollment Goals- Undergraduate

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New International Student Enrollment Goals- Undergraduate</td>
<td>64</td>
<td>36</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>65</td>
<td>75</td>
</tr>
</tbody>
</table>

*projected

4.5 Veteran and Military Student Enrollment Goals
Designated a military-friendly campus for six consecutive years, OHIO is committed to serving our veterans and military students. The Brigadier General James M. Abraham and Colonel Arlene F. Greenfield Veterans and Military Student Services Center was established in 2015 to “support and advocate for veterans and military-affiliated students in their transition to OHIO and their pursuit of intellectual and personal development.” Veterans and military students enhance the University community by providing leadership and sharing their broad experiences. OHIO values and recognizes their contributions and is committed to supporting them in their academic endeavors. Table 8 below shows the new Veteran and Active-Duty enrollment goals established for the Athens campus.
Table 8. New **Veteran/Active Duty Undergraduate Student Enrollments**

<table>
<thead>
<tr>
<th>Veterans / Active Duty Enrollment Undergraduate Goals</th>
<th>2015</th>
<th>2016</th>
<th>2017*</th>
<th>2018*</th>
<th>2019*</th>
<th>2020*</th>
<th>2021*</th>
<th>2022*</th>
<th>2023*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84</td>
<td>80</td>
<td>82</td>
<td>84</td>
<td>86</td>
<td>88</td>
<td>90</td>
<td>92</td>
<td>94</td>
</tr>
</tbody>
</table>

*projected

4.6 Graduate Student Enrollment Goals

The University has experienced record overall graduate and medical-student enrollments over the past decade. With the Athens campus’ on-ground programs fairly stagnant, the largest growth has been in OHIO’s online, hybrid, and outreach programs. In addition, although there has been strong growth in the Heritage College of Osteopathic Medicine due to the opening of both the Dublin and Cleveland locations, enrollments are now at their planned maximums for the next few years and are not projected to grow significantly over the timeframe of this SEMP. There is a key desire, however, to attempt to grow all aspects of the other identified graduate enrollment groups; this will be discussed further in Section 6.

Table 9 below shows the enrollment goals for graduate programs based upon capacity analysis and conversations across campuses. Of particular note is the balance of supported to full-paying graduate students related to the opportunities for growth. Supported graduate students often provide instructional capacity to undergraduate students or research support for faculty, service that ultimately offsets the cost of their stipend. It is assumed that to significantly increase graduate enrollment at the Athens campus, additional support in the form of assistantships and stipends is necessary. Achieving an effective balance on the scale from fully supported to full-fee-paying students, which will require concentrating on high-demand academic programs with capacity for new students, will be necessary if the University is to meet the goal of both maximum enrollments and enhanced revenue generation for the Athens campus.

OHIO has seen significant growth in online, hybrid and outreach enrollments and is in the process of conceptualizing additional strategies to further grow these populations.

Table 9. **Overall Graduate Enrollment Goals 2017-2023 (On-Campus and On-line)**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate- Athens</td>
<td>2,601</td>
<td>2,584</td>
<td>2,590</td>
<td>2,590</td>
<td>2,590</td>
<td>2,590</td>
<td>2,590</td>
<td>2,590</td>
<td>2,590</td>
</tr>
<tr>
<td>Graduate – Dublin</td>
<td>39</td>
<td>100</td>
<td>115</td>
<td>130</td>
<td>145</td>
<td>160</td>
<td>175</td>
<td>190</td>
<td>205</td>
</tr>
<tr>
<td>Graduate - Outreach</td>
<td>419</td>
<td>397</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Graduate – Online</td>
<td>1,965</td>
<td>2,105</td>
<td>2,147</td>
<td>2,190</td>
<td>2,234</td>
<td>2,279</td>
<td>2,324</td>
<td>2,371</td>
<td>2,418</td>
</tr>
<tr>
<td>Total Graduate (does not include Medical)</td>
<td>5,024</td>
<td>5,186</td>
<td>5,252</td>
<td>5,310</td>
<td>5,369</td>
<td>5,429</td>
<td>5,489</td>
<td>5,551</td>
<td>5,613</td>
</tr>
<tr>
<td>Medical (all campuses combined)</td>
<td>711</td>
<td>810</td>
<td>914</td>
<td>914</td>
<td>965</td>
<td>989</td>
<td>995</td>
<td>995</td>
<td>995</td>
</tr>
</tbody>
</table>

*projected
4.7 Regional Higher Education (RHE) Enrollment Goals
Regional campus enrollments across the state and nation have been in decline since 2010\(^6\) when the economic recovery began. During that time, enrollments also have shifted toward more traditional-aged, part-time, and online students seeking baccalaureate degrees. OHIO’s RHE experienced a 1% drop in headcount and a 5% drop in full-time enrollments from fall 2015 to fall 2016. This trend is projected to continue through 2022 and likely will be exacerbated by smaller high-school graduating classes, the impact of CC+, and increases in transferred credits. To counter these negative enrollment drivers, the regional campuses will need to focus on improving retention, building transfer partnerships, enhancing student relocate services, developing applied undergraduate and graduate degree opportunities for in-demand jobs, and increasing outreach through online programming. Table 10 below shows the overall enrollment goals established for RHE.

Table 10. **Overall Regional Higher Education Goals 2017-2023 (All Campuses Combined; Unduplicated Count)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>All Regional Campus</td>
<td>7,332</td>
<td>6,851</td>
<td>6,851</td>
<td>6,885</td>
<td>6,954</td>
<td>7,024</td>
<td>7,094</td>
<td>7,165</td>
<td>7,236</td>
</tr>
<tr>
<td>Enrollment (RHE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

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4.8 eLearning Enrollment Goals – Undergraduate Bachelor Degree Completion Programs
OHIO has seen significant growth in its online bachelor-degree-completion enrollments, which have increased by more than 618% since 2008. However, these enrollments were largely due to expansion of the RN-to-BSN degree completion program and peaked at approximately 6,100 students in 2014. The success of the RN-to-BSN program was precipitated by a major market force: changes in hospital accreditation guidelines to incentivize BSN-certified nursing staff. Significantly increased competition, near-satisfaction of the forced market demand in Ohio, and the balance of the need and desire to become a more national program will continue to impact OHIO’s ability to maintain such a large student population in one program. Reaching the RN-to-BSN enrollment peak made it clear that OHIO needs to diversify its online degree completion enrollment to sustain this modality of educational opportunity.

Starting in the 2016-17 academic year, several changes were made, specifically in the Divisions of Instructional Innovation, Strategic Enrollment Management, and Information Technology. Each area received central investment dollars to more effectively build capacity and improve professional quality in the conception, development, creation, and marketing of new online degree completion programs. It is anticipated that this process will take up to three years to reach maturity but will allow OHIO to reach a steady base of enrollments with existing programs and rapidly develop and market new programs. Table 11 below shows the new undergraduate eLearning enrollment goals for the eight degree-completion programs that are enrolling students at the time of this report. (See Appendix A for a list of these programs.)

Table 11. **eLearning Enrollment Goals- Bachelor Completion Programs 2017-2023**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total Undergraduate</td>
<td>6,015</td>
<td>6,032</td>
<td>6,331</td>
<td>6,751</td>
<td>7,286</td>
<td>7,500</td>
<td>7,500</td>
<td>7,500</td>
<td>7,500</td>
</tr>
<tr>
<td>eLearning Enrollments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*projected
4.9 Retention Goals at the Athens Campus

As discussed in section 2.2, the freshman-to-sophomore return rate, or retention rate, is a primary marker of student success and one that is carefully tracked by institutions as well as state and national agencies. Many factors impact a student’s ability to fully matriculate throughout a college career; carefully constructed support, advising, and intervention techniques are necessary to determine students at risk of not returning term to term or year to year. Table 12 below shows the planned freshman-to-sophomore retention goals for 2017-2023. In addition, it will be necessary to begin to develop and track additional student retention goals for sophomore-to-junior and junior-to-senior years as students progress toward completion.

Effective implementation of the initiatives described below will help OHIO not only achieve these retention goals but also aid in the continued recruitment of strong, qualified classes:

- **MyOhioSuccessNetwork (MOSN)** is a system designed to facilitate strategic interventions for students who are at risk of failing classes or have other kinds of issues that may signal a possible failure to complete. This is the first year of MOSN, so its sample size is too small to assess its impact at this point. However, OHIO expects this important initiative to support and improve completion rates.

- **The Student Success Advisor (SSA) initiative** consists of a total of seven advisors connected to Colleges throughout the University. SSAs work closely with their respective college student services team and the Allen Student Advising Center staff to track first-year student progress and tailor context-specific success strategies—including student advising and curriculum adjustments—supporting retention.

- **First Generation Student Programs** – Because approximately 25% of first year freshmen at OHIO self-identify as first-generation students, a First Generation Student Program was initiated in fall 2015. The early outcomes from this program indicate success in retaining this group of students. First-year retention rose from 73% prior to the initiative to 77% with this initiative in place. Much of the institution’s recent growth in overall retention between 2015 and 2016 is attributed to the increase within this population, which bodes well for continued overall high retention rates.

Table 12 below represents the new student retention goals that have been established at the Athens campus for Ohio University.

Table 12. Retention Goals 2017-2023 at the Athens Campus

<table>
<thead>
<tr>
<th>Freshmen to Sophomore Retention Rate</th>
<th>2015</th>
<th>2016</th>
<th>2017*</th>
<th>2018*</th>
<th>2019*</th>
<th>2020*</th>
<th>2021*</th>
<th>2022*</th>
<th>2023*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>79.1%</td>
<td>81.5%</td>
<td>81.5%</td>
<td>82.0%</td>
<td>82.0%</td>
<td>82.5%</td>
<td>82.5%</td>
<td>83.0%</td>
<td>83.0%</td>
</tr>
</tbody>
</table>

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4.10 Student Academic Quality Goals at the Athens Campus

As a result of careful outreach, student selection and overall recruiting, the academic quality indicators at OHIO’s Athens campus have grown steadily and reached new milestones over the last SEMP (see Table 3, page 9). As a part of its twofold mission of access and excellence, OHIO will continue to seek a careful balance between admitting students who help grow the overall academic quality profile while also admitting students in accordance with OHIO’s access mission. Modest growth in quality can be accomplished through careful outreach, marketing, communication, and financial aid leveraging efforts, as OHIO has found over the past SEMP. Table 13 below represents the new student quality indicators established for the Athens campus.
Table 13. **Student Academic Quality Indicators 2017-2023 at the Athens Campus**

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</tr>
</thead>
<tbody>
<tr>
<td>Average High School GPA</td>
<td>3.46</td>
<td>3.48</td>
<td>3.48</td>
<td>3.49</td>
<td>3.49</td>
<td>3.50</td>
<td>3.50</td>
<td>3.51</td>
<td>3.51</td>
</tr>
<tr>
<td>Average Composite ACT</td>
<td>24.1</td>
<td>24.0</td>
<td>24.0</td>
<td>24.1</td>
<td>24.1</td>
<td>24.2</td>
<td>24.2</td>
<td>24.3</td>
<td>24.3</td>
</tr>
</tbody>
</table>

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### 4.11 Overall System Enrollment Goals
The Office of Institutional Research has developed a model by which the above goals are used to project the enrollments for the Athens Campus, RHE, eLearning, and overall enrollments through the use of historical averages. This model also informs the overall budget planning efforts related to multi-year revenue assumptions. It is important to note that these are enrollment planning goals and are at risk to hold steadfast when used for long-term revenue forecasting due to the fluid nature of enrollment planning. This model, shown in Table 14, will be updated and evaluated annually as part of the ongoing enrollment planning efforts at OHIO and is presented as unduplicated numbers (i.e., each student is counted at only their primary campus and only once, even if classes were taken at multiple campuses or multiple modalities in the same term). Table 14 below shows the new overall enrollment goals established for OHIO.

Table 14. **Enrollment Goal Projections 2017-2023 – Ohio University (unduplicated counts by row)**

<table>
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</thead>
<tbody>
<tr>
<td><strong>Total Athens Undergraduates</strong></td>
<td>17,789</td>
<td>17,983</td>
<td>18,213</td>
<td>18,028</td>
<td>17,891</td>
<td>17,689</td>
<td>17,495</td>
<td>17,495</td>
<td>17,495</td>
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<tr>
<td><strong>Total Graduate Students (Athens, Online, Outreach, Dublin)</strong></td>
<td>5,024</td>
<td>5,186</td>
<td>5,252</td>
<td>5,310</td>
<td>5,369</td>
<td>5,429</td>
<td>5,489</td>
<td>5,551</td>
<td>5,613</td>
</tr>
<tr>
<td><strong>Osteopathic Medicine (includes Dublin and Cleveland Campuses)</strong></td>
<td>711</td>
<td>810</td>
<td>914</td>
<td>914</td>
<td>965</td>
<td>989</td>
<td>995</td>
<td>995</td>
<td>995</td>
</tr>
<tr>
<td><strong>Total Regional Campuses</strong></td>
<td>7,332</td>
<td>6,851</td>
<td>6,851</td>
<td>6,885</td>
<td>6,954</td>
<td>7,024</td>
<td>7,094</td>
<td>7,165</td>
<td>7,236</td>
</tr>
<tr>
<td><strong>Total Undergraduate eLearning</strong></td>
<td>6,015</td>
<td>6,032</td>
<td>6,331</td>
<td>6,751</td>
<td>7,286</td>
<td>7,500</td>
<td>7,500</td>
<td>7,500</td>
<td>7,500</td>
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<tr>
<td><strong>Total Ohio University Enrollment</strong></td>
<td>36,872</td>
<td>36,867</td>
<td>37,561</td>
<td>37,888</td>
<td>38,465</td>
<td>38,631</td>
<td>38,598</td>
<td>38,706</td>
<td>38,839</td>
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*projected
Section 5: Opportunities for Enrollment Growth to Leverage Success

Another key goal of this planning process is to identify ways for OHIO to leverage its opportunities for success in the rapidly changing landscape of higher education. National conversations around the future of higher education largely concur that over the next several years, prospective students increasingly will seek flexibility; they will want choices in university, campus, academic program, modality, level of credential, timing of educational pursuit, and duration of study. Although great efforts have been developed to reach these new markets and offer new types of student learning options, challenges remain as OHIO expands from its more traditional models and adapts to the changing marketplace amid significantly growing competition.

5.1 New Program Development – eLearning and Hybrid Educational Modalities

The challenges outlined throughout this plan necessitate a fundamentally new paradigm to reframe the relationship between students and the University. The traditional student path for a residential campus with relatively unchanged modes of academic program delivery, standard curriculum sequence, number of credit hours, and in-class seat time required will be pushed against as students seek other options due to personal preference or affordability. In addition, students and their current and future employers will continue to demand skill enhancements, continuing education, and credentials outside of traditional degrees for promotion and career advancement. Today, approximately 80% of the market for U.S. higher education is serving the non-traditional, part-time, adult population.

To be able to compete and grow enrollments as the market continues to change, OHIO must continue to develop programs in a variety of new ways. For example, some concepts that are already being discussed or developed include:

- Microprogramming (very short-term continuing education workshops, stackable certificate programs of weeks or months duration, etc.) with lifecycles adapted to the pace of workforce changes.
- Credentialing, whether for traditional degrees, certificates, CEUs, or new forms of credentialing, is an opportunity that will advance relationships with an OHIO community of lifelong learners.
- Teaching in new places (not just the OHIO campuses, but in businesses, community centers, partner institutions).
- 3+2 BA/MA, 2+2, 4+1, and other combined degree models.

OHIO will need to reframe how it thinks about retention to go beyond a successful four- or five-year horizon—to move lifelong relationship management in a learning partnership to the heart of its educational mission. The goal is to treat enrollment as an initial step in a learning partnership, one in which opportunities to reconnect for more learning continue over a lifespan.

5.2 OHIO for Ohio

The OHIO for Ohio strategy will inform the growth and development of all of the University’s in-state enrollment opportunities. As articulated in the OHIO for Ohio Executive Summary,

OHIO for Ohio 1.0 at its core is a board adopted multi-dimensional strategy based on a set of long-held values related to the University’s historical tripartite mission of teaching, research and service in order to respond to the current set of challenges confronting public higher education in Ohio and across the nation. The strategy, building on the recent success in Dublin and Cleveland, seeks to incorporate OHIO’s rich history of community engagement and the active integration of academic programming,
community-based teaching and research with student experiential learning in order to promote greater pedagogical and social impacts. The strategy is evolutionary and built on the premise that the University in the 21st century must be nimble in order to adapt to an uncertain future and flexible so it can provide the programs and services future generations of OHIO students, the state and its business community will require.

Essentially, OHIO for Ohio will expand OHIO’s reach further and more deeply into areas not traditionally conceived as its “backyard.” Consequently, the University’s brand identity and marketing efforts may evolve, facing both opportunities and challenges in defining OHIO to existing and new populations. The OHIO for Ohio effort will create more opportunities to grow in enrollment and impact as OHIO expands to a more comprehensive statewide footprint. As with all specific strategies that are developed, the need to coordinate these efforts with the strategic enrollment management function of the University will be vital to their success and longevity.

5.3 Regional Higher Education (RHE) Opportunities
Graduate programming on regional campuses remains an underutilized opportunity. As academic units continue to consider expanded development of online graduate degree programs, they should not overlook the opportunities to offer cohort-based graduate programming at OHIO’s regional campuses. In many cases RHE faculty can support program recruitment and instruction, using enrollment pipelines within each regional campus community to tap into expanding alumni networks. The success of ongoing collaborations with the College of Arts & Sciences, the Patton College of Education, and the Scripps College of Communication suggest that RHE pursue additional opportunities. It will be necessary to effectively coordinate these efforts both centrally and among the colleges and departments.

5.4 eLearning Redesign Task Force
The development of this plan coincides with a university-wide exploration of the optimal governance structure for OHIO’s online course and program offerings. Many online offerings have arisen organically in a variety of units to meet student demand and program goals. As they have increased and diversified, however, the lack of central coordination between “eCampus” and campus-based online course offerings has in some cases resulted in redundant courses with sub-optimal enrollments, fostering a degraded student experience. Current arrangements mask inefficiencies and artificially limit access to lower-cost courses. Given the paradigm shift toward blended and online instruction, even for campus-based students, the University is considering whether it is possible to create a single online course location—effectively, a single online “campus.” A guiding principle of this model would be that any student at OHIO would be able to enroll in any course, subject to requisites and other appropriate academic policies. The planning process is ongoing and is raising significant questions regarding institutional capacity and academic processes, support and student services, and structures for pricing, billing, and data. For the purpose of this enrollment-management plan, it is important to note that the answers to those questions—if the redesign is implemented—could impact enrollment projections and assumptions around revenue allocations for various categories of students.
In developing this plan, the sub-committees were asked to carefully evaluate not only internal and external challenges but also opportunities. This section is designed to delineate some of the key issues that will factor into meeting the enrollment goals outlined in this document.

**6.1 Central University Commitment and Support**

The record enrollments achieved under the last SEMP occurred under a traditional budget model that, in many ways, allowed for a more University-wide conversation related to overall enrollments and centrally controlled investments in initiatives. The current decentralized budgeting model incents and allows for individual colleges to invest in enrollment opportunities for their specific needs, but it also creates disincentives to a coordinated enrollment support strategy.

National and institutional research suggests that students choose a university not only for a particular college or academic program, but also for myriad other reasons that are not necessarily directly tied to one college or program. It will be important for OHIO to continue to support central strategic enrollment management efforts to maintain its core, while at the same time developing college or program-specific efforts to effectively and strategically grow.

Several key conditions must be met to improve the likelihood of achieving the enrollment planning targets outlined in this document. These include:

1) **Key stakeholder buy-in and support** - The yearlong, full-campus engagement approach was specifically designed to allow for the vetting of ideas necessary to develop a comprehensive enrollment planning process and overall enrollment goals that would be embraced by the entire university community. This inclusive approach has created a base of understanding and support from which OHIO can move forward decisively to implementation.

2) **Fiscal support** - Key university stakeholders need to anticipate, embrace, and support this Strategic Enrollment Management Plan and continue to provide adequate base and investment funding to meet the desired goals with consideration to through a model that takes into consideration productivity, efficiencies, key performance indicators, market conditions, competition, and return on investments. This strategic planning process, which has received strong support from the University community, has already demonstrated that success can occur by tying fiscal support to university priorities.

3) **Enrollment growth and bottom-line impact** - It must be understood by all that additional tuition dollars accrued through enrollment growth do not necessarily yield an equal “bottom-of-the-ledger” revenue enhancement for the University. Due to the way revenue flows in a decentralized budgeting system and the costs associated with new program development, revenue growth will need to be balanced against the cost and efforts to both develop, and teach those new students in a return on investment approach. Varying pricing structures, scholarship discounting, and additional support ranging from housing to teaching will also affect to differing degrees the final revenue gained after expenses. This also means that not all programs may be worth pursuing even if there is a small market to grow enrollments.

**6.2 State Initiatives Affecting Enrollment**

Since the 2010-2016 Ohio University Strategic Enrollment Management Plan, the State of Ohio has increasingly focused on developing and funding initiatives that target completion, affordability, and efficiency. While these initiatives generally aim to support students and their educational aspirations, they also directly and indirectly
affect institutional enrollment and enrollment planning. What remains unknown is the true impact that state transfer credit mobility initiatives will have on the University’s population, as more students continue to enroll with increasing numbers of hours earned outside of the institution. Additionally, these state efforts call to question the level of autonomy institutions will continue to have in developing program or degree requirements.

Though not exhaustive of the current or future state initiatives, the following represents those areas that should be considered and analyzed closely: guided pathways, statewide partnerships, affordability and efficiency expectations, and state credit programs (i.e. competency-based education, prior learning assessment, CC+, and expanding transfer credit efforts). OHIO will continue to embrace and implement statewide efforts that provide a pathway to enrollment and completion, while simultaneously monitoring how these initiatives align with accreditation requirements, influence institutional operations, and impact enrollment.

6.3 Regional Higher Education- Overall Challenges to RHE
OHIO’s regional campus system continues to be best suited to meet the educational needs of the communities they serve through affordable, accessible, and top quality programming. RHE remains committed to strengthening community partnerships, increasing cross-campus collaboration, and expanding program opportunities and support services for students. However, despite efforts to focus on strategic and efficient operations, current and anticipated shifting demographics, changing economic landscapes, and increasing competition suggest future RHE enrollment planning needs to be considered cautiously.

Statewide efforts such as community college baccalaureate options, CC+, and competency-based education partnerships will directly impact the enrollment levels of degree-seeking students at regional campuses. These issues will alter the approach to orientation, scheduling, hiring, advising, retention, and budgetary planning. Institutional efforts to increase online baccalaureate completion degrees, while expanding student options, have the potential to result in a bifurcation of student enrollment and an unsustainable redistribution of faculty resources. To meet the challenges of these and other changes at the state and institutional levels, RHE will need to partner internally with academic and administrative units and externally with community colleges and community organizations to further identify, develop, and monitor sustainable enrollment pipelines.

6.4 Competitive Pressures on Enrollment
As OHIO strives to facilitate more flexible, relevant, and diverse programmatic offerings, in addition to expanding its geographic reach domestically and abroad, the University necessarily faces increased and more varied competition. As each competitor strives to assess and alter their market position, OHIO must adapt and adjust to compensate.

Within the state, OHIO is vulnerable to competition from multiple directions. On measures of academic quality—standardized test scores, GPAs, rigorous academic profiles—the University competes against a generally consistent body of peer institutions: University of Cincinnati, The Ohio State University, and Miami University. On measures of access—Pell-eligible students, need-based financial awards, first-generation population services—the University competes with a different group of institutions: Kent State University, Bowling Green State University, and the University of Akron. Table 16 below shows institutions attended by OHIO’s admitted non-attending class over recent years.
Table 16. OHIO's Top Cross Application Institutions and Rank of Where the Students Attend

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<tr>
<td>1st</td>
<td>OSU</td>
<td>Miami</td>
<td>OSU</td>
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<td>OSU</td>
<td>UC</td>
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<tr>
<td>2nd</td>
<td>Miami</td>
<td>OSU</td>
<td>Miami</td>
<td>Miami</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>OSU</td>
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<tr>
<td>3rd</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>Miami</td>
<td>Miami</td>
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<td>KSU</td>
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<td>4th</td>
<td>KSU</td>
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<td>5th</td>
<td>UD</td>
<td>BGSU</td>
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It is important to note that the type of institution with which OHIO is competing has changed significantly, as evidenced by the relatively high overlap positions of The Ohio State University—Newark, and Columbus State Community Colleges that are not in the top 5 competitor set in Table 16, but are starting to rise in this dataset. The value proposition of a regional campus or community college is different from the claims attested by a comprehensive public research university, and this diversity of messaging impacts the way in which OHIO must position itself in market, as well.

6.5 Efficacy of the OHIO Guarantee

In fall 2015 OHIO welcomed its first cohort of freshman students under the OHIO Guarantee, a precedent-setting program designed to provide more transparency and financial predictability to students and parents, maintain the relative value of financial aid, and offer an incentive for students to earn a degree in four years.

The OHIO Guarantee sets tuition and fee costs for each entering cohort of degree-seeking undergraduate students on the Athens campus. Total costs will remain the same throughout these students’ four years — or 12 consecutive semesters — of enrollment. A guaranteed tuition model is not a new concept in higher education, but OHIO’s plan is unique in its scope; it includes flat rates for multiple housing and dining options and most academic course and technology fees, in addition to tuition. This predictability helps families budget for all college costs. It also ensures that scholarships and financial aid packages hold their value; because the cost of attending OHIO will remain flat, the same percentage of these costs will be met by any renewable scholarship, assuming that scholarship criteria are maintained.

However, although OHIO believes the program is a great opportunity and will ultimately benefit enrollments, student retention, and ultimately graduation rates, all aspects of the OHIO Guarantee must be continually analyzed to ensure its continued efficacy and viability. As the first Guarantee cohort prepares to graduate and new cohorts apply, OHIO will need to assess the program’s impact on college choice behaviors and seek opportunities to expand it to populations not currently covered by its benefits, including students on regional campuses, in graduate programs, and part-time students.

Because OHIO’s program was the first in the State of Ohio and one of a kind nationally, it was in itself precedent-setting at the time of its inception; it was not subject to differentiated value propositions of other guarantee programs. Now, other institutions are beginning to create guaranteed tuition programs in response to State legislation impacting those institutions’ costs. Other guarantee programs may emulate some of the benefits of
OHIO’s programs, but OHIO expects that competition may still occur on net cost, and prospective students may not understand the nuances that impact their bottom line—for example, that OHIO provides more transparency by including program and course fees. As this space becomes more crowded, OHIO will need to articulate and promote the distinctive features of its pricing plan, monitor whether The OHIO Guarantee aligns with what the market expects to find in such a program, and determine whether adjustments are needed to remain competitive.

6.6 Innovation and Systems Impact for Enrollment across Campuses
Students come to higher education with expectations that a fully-integrated and seamless technological campus systems are available to them. Students expect OHIO not only to support these technologies but also embrace and leverage them. This expectation will become a major factor in the selection of educational institutions. Innovations in technology continue to accelerate in both scope and pace. Increasing investment and competition in the educational technology industry, and a demographically challenging population will compel OHIO to consider the best approach to take. The combined efforts of the Offices of Innovation, Strategic Enrollment Management and Instructional Technology must lead the effort in aligning these emerging dynamics against OHIO’s existing structures.

6.7 Investments and Experimentation
The effective use of a University investment program to provide seed funding to invest in high-potential, revenue-generating programs has proven to be the right strategy and should continue. One key element of this strategy has been the creation of the Central Investment Pool to fund experimental programming initiatives. Over the past year alone this fund has been integral in bridging and supporting costs associated with the OHIO Signature Award Program, eLearning marketing, and international recruitment efforts, to name a few.

Over the past several years it has become increasingly apparent that OHIO must continue to aggressively experiment with new opportunities and academic programs utilizing this investment strategy. An example is the RN-to-BSN nursing program, which served as proof of concept for the University in the online space and led to subsequent undergraduate degree completion programs developed in partnership with many of the leading community colleges in the State of Ohio. Some departments and colleges that are best poised to innovate academically may not have the investment funds needed to take a risk on a promising new program or develop a new marketing plan, for example, and windows of opportunity to assert a market position may be extraordinarily short-lived. Many of these programs may take two to three years from development to reaching a sustainable level of enrollments. A central investment strategy can provide important bridge financing and communicate university-wide support for academic innovation. Once these programs become sustainable, the department or College returns the central investment funding over time, providing a revolving mechanism to replenish the central fund. When managed effectively, the investment fund allows not only the creation of new programs that then become self-sustaining, but also an internal incentive for an aggressive development mindset and a clear decision framework to determine when to cease an unsuccessful innovation effort.

6.7.1 Investments and Experimentation- Enhanced Data Analytics
Continued experimentation and effective bridging of the financing necessary to grow enrollments has shown to be a necessary step and will need to continue. In addition, a corollary focus on outcomes, data analytics and return on these investments is necessary to meet the goal of continued enrollment success and new program development. While various capacity for analysis exists in embedded functions with certain academic units, the University currently lacks central support for the volume and breadth of the kind of oversight and data analysis that should support strategic enrollment management decisions. This need will need to be addressed in the near
term, and evaluated regularly as new needs arise over time, if OHIO is to effectively track, assess, and inform decisions impacting enrollment—both those decisions that are managed at the central level and those decisions that are made in a decentralized way but have implications for university-wide impact.

6.8 Central vs. Decentralized Efforts and Coordination
Efficiencies are gained from coordinating enrollment management efforts for all units, including initiatives involving Athens colleges, regional and extended campuses, and third-party providers. Coordination helps to establish:

- Enrollment goals for the institution that recognize the relative capacities of schools and departments and the impact of enrollment variances across multiple programs;
- Standard procedures for all stages of enrollment management that ensure compliance with all applicable federal and state laws, as well as academic policy;
- Development of enrollment management policy, procedure, and expectations across the institution;
- A more consistent prospective and enrolled student experience, mitigating risk to the University’s reputation and brand

As the University has settled into the OHIO decentralized budget model, academic units have turned their attention to enrollment as a key revenue driver. This shift in attention could potentially strengthen OHIO’s brand position, as a desire to attract the right students could result in improvements to depth, breadth, and quality of service. On the other hand, this shift could potentially drive unproductive internal competition and incent redundant, duplicative, or conflicting activities around brand positioning, marketing, recruitment, and ultimate enrollment practices. Given OHIO’s competitive landscape, continued centralization and intentional coordination and collaboration will remain critical components of an effective enrollment strategy. Leveraging the efforts of centralized enrollment management and local deployment of selected functions will continue to enable colleges and campuses to identify and implement strategies that will help realize the enrollment goals outlined in this document.

As student demographics and needs change, opportunities are also emerging for increased coordination at the graduate level, including the development of new programs, recruitment of new graduate students, and reimagining of the implementation and delivery models for these programs. As OHIO looks at expanding into new ground-based markets like Dublin and Beavercreek as well as online graduate-level programs, continued evaluation of existing programs and new programs will be necessary.

6.9 Coordination with Planning Efforts across the University
This plan has been developed in the context of multiple ongoing and simultaneous planning efforts, including capital and facilities master planning, long-term strategic innovations centrally and across the colleges and campuses, and a university-wide branding initiative. These planning processes are iterative and interdependent. In particular, the facilities and utilities master planning efforts, combined with the housing master planning project (as well as many others) must remain connected to overall enrollment planning efforts in order to achieve the various University-wide coordinated strategies that are being articulated. Problems could arise if these various strategic planning efforts are not effectively coordinated. Happily, OHIO has been able to avoid this misstep through close collaboration and inclusive, collegial processes in the past. It is recommended that all parties continue to consider this document and the enrollment goals it sets forth when developing new strategies in the future. Similarly, the goals and assumptions outlined here may require revision as the other plans come to fruition.
As evidenced in the preceding narrative, the reality of current enrollments at OHIO is a mixture of core enrollments at the Athens and regional campuses, combined with growth opportunities through online offerings, OHIO for Ohio, and the enrollment initiatives of the individual academic units. A centralized, coordinated, strategic approach to address each of these populations and sub-populations will continue to be necessary to reach the enrollment goals as outlined in this document. This section outlines key overall strategies necessary to achieve enrollment targets across the board, as well as discussion as to specific high-level strategies to be deployed by key enrollment target area.

7.1 Overall Recruitment Strategies across All Populations

Develop strategically targeted, segmented, and customized marketing, recruitment and yield initiatives that leverage broad relationships and strengthen the University’s position in the varied markets OHIO serves.

Strategies:

- **Effectively Coordinate Efforts Across Campus** – It is imperative to effectively coordinate and co-create on all areas outlined in this document for all student populations. It will be important to capitalize on the experience, efficacy, and energy of Dr. Nellis and the resources of the Office of the President wherever possible and to develop attainable, sustainable individualized enrollment and marketing goals on a per-program or per-College basis in order to meet the enrollment needs of the institution.

- **Generate Sufficient Inquiry Pools to Sustain Enrollment Goals through Effective Targeting** – In order to recruit any type of prospective student, sizeable inquiry pools must be cultivated through targeted lead generation efforts. While the tactics deployed may vary in creating these pools—e.g., paper direct marketing via postal mail vs. pay-per-click advertising and retargeting—there is an increasing convergence of the tools deployed across all audiences, and there are increasing costs in a crowded market to differentiate OHIO’s offerings sufficiently to achieve results. Resources must be evaluated, adjusted, and allocated annually to generate sufficient quantities of qualified leads. In most cases, OHIO’s lead generation efforts are performed in coordination with multiple vendor partners, leveraging industry best practices and competitive intelligence to inform plans. Careful and strategic attention at this phase of the student lifecycle should provide the University the ability to shape the freshman class, identify new sub-populations, and effectively use the budgeted resources to reach new groups of prospective students. This is a significant step in maintaining OHIO’s core enrollment strategy and meeting broader growth enrollment goals. It is anticipated that the costs to both maintain and grow this effort will continue to rise due to inflationary pressures as well as the need to continue to reach a broader set of potential students to grow overall applications.

- **Effectively Communicate and Manage High-Volume Relationships with Constituents** – Over the past several years, the Undergraduate Admissions has responded to the evolving needs to engage its prospective students by reallocating resources and hiring additional staff to effectively reach students and families to secure enrollments. The growth of student-specific targeted communications is becoming much more significant in the student choice behavior. In addition, with the growth of college-specific communication staff and focused on these efforts, this area will continue to need to both grow centrally and align with individual colleges. The procurement and implementation of a state-of-the-art constituent relationship management tool (CRM) in 2016 will continue to allow OHIO to develop student-centric communications across all academic programs. Centralized systems and infrastructure
also enable Strategic Enrollment Management to facilitate broader constituent relationship management with influencers—parents/guardians, counselors, community college personnel, advisory boards, etc.

- **Connect with Students Interpersonally through High-Touch, Relationship-Based Outreach and Recruitment** - As OHIO has grown its new student application pool by approximately 100% since the inception of the past SEMP, and has broadened the types of academic programs offered to a wider variety of populations, the University has invested in personnel and infrastructure to manage the associated increased processing volume. Through smart configuration, systems integrations, and automation, necessary high-volume efficiencies have been realized.

In the adult and online student space, OHIO also has established community partnership managers throughout the state, providing a seasoned admissions professional to serve as the face of OHIO and to nurture relationships with a variety of constituents at community college partner campuses. These personnel are equipped to provide a suite of tactical admission and transfer credit advising services, in addition to connecting faculty and staff with their OHIO counterparts to facilitate more strategic alignments and articulations.

At the same time, resources to perform the outreach functions associated with traditional student recruitment and yield have not grown substantially during the period of dramatic growth, effectively increasing the size of the “case load” for each staff member charged with recruitment or yield functions. In the coming years, it will be critically important that OHIO balance the high-volume approach with an investment in high-touch recruitment and yield across all sectors. This is especially important as our OHIO’s competition set broadens for all target populations to include increased efforts by peer and competitor institutions (including increased numbers of independent colleges), alternative or non-traditional pathways to degree, and the entire for-profit sector. Prospective students increasingly demand customized, personalized attention and service in the context of a relationship with a university and its personnel. It will be necessary to explore ways in which off-campus outreach programs can be enhanced for general and specific populations through using the President, Executive Vice President and Provost, and Deans to highlight OHIO’s welcoming and personal approach to the recruitment effort.

Services in recruiting centers, especially Undergraduate Admissions, will continue to evolve toward territory-based recruiting, building pipelines that attend to geographic, demographic, and academic quality needs of the University.

- **Effective Student Financial Aid Leveraging** - The creation of the OHIO Signature Award Program quasi-implemented in fall 2013 and fully implemented with the fall 2014 class was a significant attempt to become highly competitive and make up for the shortfall in OHIO’s overall leveraging efforts to attract new students. This effort, combined with other several enrollment strategies led to record overall enrollments and set freshmen enrollments on a new plane by consistently enrolling greater than 4,000 students annually. The advantage of this program is OHIO’s ability to analyze, modify, and adjust awards as needed to meet desired enrollment targets while growing net-tuition revenues concurrently. Continued enhancements to this program will be necessary to maintain momentum, and take full advantage of a growing application pool and the impact of The OHIO Guarantee on increasing a student’s likelihood to choose OHIO.

- **Effective Use of the OHIO Guarantee** - The OHIO Guarantee, as discussed in Section 6.5, is a significant strategic advantage that has already expanded past its original scope with the 2016 launch of the
opportunity for transfer students to take advantage of the OHIO Guarantee through the STEP program. Continued creative ways to enhance and modify this program will be necessary for it to have a continued impact on student affordability, access, and the achievement of enrollment goals.

7.2 Specific Recruitment Strategies for Undergraduate Athens Students

While the overall top-level strategies listed above will inform all SEM work over the next several years, strategic emphasis will be applied for specific audiences as follows:

7.2.1 Freshman Students

- Deploy territory-based model of relationship management to ensure appropriate balance between high-volume and high-touch outreach and recruitment.
- Develop targeting plans in alignment with enrollment goals, balancing investments in known lead generation tactics (e.g., testing agencies) with innovation and experimentation, including in the digital sphere.
- Increase quantity, quality, and authenticity of campus visit experiences.
- Manage accessible application platform(s) and selective, holistic admission practices to achieve desired admission decisions.
- Deploy enhanced and targeted recruitment tactics for segmented audiences, including multicultural, high-achieving, local, first-generation, legacy, military/veteran, and non-resident populations.
- Collaborate with academic units to continue development of targeted academic campaigns to impact enrollment in areas of capacity or growth.
- Continue to engage academic units in high-impact yield activities.

7.2.2 Transfer Students

- Leverage community college partnerships to drive prospective students through established transfer pathways.
- Continue to explore programmatic and geographic opportunities with key partner institutions.
- Engage the Office of the President in building and maintaining regional campus relationships.
- Manage application deadlines and guidelines appropriately to drive action among prospective transfer students.
- Extend aid leveraging analytics to better target “right-fit” student populations.
- Streamline transfer credit processes wherever possible, increasing consistency, visibility and transparency of equivalency data.
- Provide personalized, customized advising through admissions personnel.
- Increase quantity, quality, and authenticity of campus visit experiences.

7.2.3 International Students

- Fully align efforts with the International Strategy
- Reinvigorate latent recruitment pipelines from China through an in-country vendor relationship and an investment in Athens-based strategy and personnel. Deploy on-ground recruitment resources and establish an improved digital presence inside the Chinese firewall to build stronger relationships with constituents and improve the University’s brand position.
• Focus on geographies with historical success, leveraging existing relationships with agencies and agents, faculty/staff and alumni.
• Identify new markets and deploy multi-level recruitment campaigns to test new markets as resources and circumstances permit.
• Increase the visibility and integration of OHIO’s successful English language orientation programs.

7.2.4 Multicultural Students

• Enhance partnership and collaboration between Undergraduate Admissions and the Office for Multicultural Student Access and Retention, minimizing redundant efforts and maximizing seamless student service
• Develop pipeline programs with community-based college access organizations
• Infuse targeted multicultural recruitment objectives into overall territory management plans

7.3 Online Students

• Formulate SEM and OII involvement in the development of in-demand programs, including emphasis on market feasibility, audience analysis, realistic enrollment expectations, time-to-ROI, and sustainability of the program.
• In consultation with industry experts, build an in-house online-specific enrollment management approach that leverages existing capabilities and deploys new tactics to reach adult and distance learners in timely and compelling ways.
• Develop lead generation campaigns in alignment with program enrollment goals, focusing on agility and digital tactics that yield ROI.
• Fulfill inquiries with urgency and high-touch personalization, being mindful of market expectations for time-to-response.

7.4 College Credit Plus Students

• Academic departments should closely monitor course enrollment trends and prepare for a potential decrease in demand for general education courses, specifically in the following subject areas: Biological Sciences, Communications, English, Mathematics, Psychology, Political Science and Sociology.
• Academic units should begin to assess ways in which they can engage students who have open time to take additional courses. Examples would be to better promote minors, complementary majors or perhaps develop additional 3+1 or 3+2 graduate degree pathways to encourage students to stay at OHIO to complete their graduate work.
• Academic and administrative units should examine capacity in their portfolio of co-curricular and extracurricular activities and evaluate ways in which students can complement their classroom experiences with these or other types of similar experiences (education abroad, internships, co-ops, etc.)
• Monitor first-year student assimilation, integration, and academic performance in upper-level courses and if needed, investigate ways in which can best support students who are placed in courses which would be predominately filled with students outside of their normal cohort.

7.5 Graduate Students

• In the absence of centralized enrollment management strategy at the graduate level, it will be necessary to deploy core SEM strategies where possible to assess capacities, program feasibility, establish enrollment expectations, develop recruitment and outreach campaigns, and monitor success.
• Leverage vendor partner relationships to develop lead generation campaigns in alignment with program enrollment goals, focusing on agility and digital tactics that yield ROI.
• Align with the OHIO for Ohio strategy in a continuing effort to evaluate non-Athens opportunities, including online and satellite locations, to better reach adult and distance markets.
• Assess the feasibility of increased 3+1 or 4+1 tracks that allow offer early entry into the graduate program. If courses and program expectations can be structured appropriately, undergraduate students may choose to remain a 5th year to complete a master’s degree.
Ohio University is a fundamentally different institution than it was in 2010, when the Board of Trustees approved the first Strategic Enrollment Management Plan. A decade of enrollment growth, changes in executive leadership, new campuses, expansion of programs, a shift to decentralized budgeting, and rapidly diversifying modes and locations of academic program delivery (to name just a few influences), have moved the institution into new directions. These changes have also trained a much-deserved spotlight on the University’s unfortunate tradition of not aggressively marketing its considerable strengths and accomplishments to potential students.

This document has shown that OHIO faces a number of challenges as it seeks to continue its positive trajectory. Key external challenges include competition from colleges and universities around the state and nation; increasing pressures tied to affordability, state subsidy, and the regulation of tuition; changing student demographics and demands; and rapidly increasing demands for state-of-the-art technology in all dimensions of its operation. And from within, OHIO faces continuing pressures on its ability to sustain sufficient investments in enrollment-management efforts and a need to more effectively coordinate the work of the dozens of offices and hundreds of individuals involved in them. President Nellis’s commitment to inform, support, and engage in multiple ways in this critical work will be essential to achieving the enrollment goals outlined in this plan.

This document has attempted to lay out the realities of OHIO’s current environment, capture the nascent and maturing efforts to take the University in new directions, and articulate an enduring commitment to the core mission of OHIO. This seven-year plan is designed to align with other strategic planning efforts underway across the University. It is intended to be a “living” and dynamic framework for action, to be reviewed and refined over time as needed to address the myriad internal and external exigencies that affect the enrollment strategy of this large, diverse, multi-campus public OHIO. With University support for the strategies and goals outlined in this document, the successes of the past will become the foundation for a new vision of OHIO and its broad community of learners.
APPENDIX A: CURRENT ONLINE UNDERGRADUATE DEGREE COMPLETION PROGRAMS

1. Bachelor of Science in Communication in Applied Communication (COM)
2. Bachelor of Science in Applied Management (RHE)
3. Bachelor of Criminal Justice (UNC)
4. Bachelor of Applied Human-Consumer Sciences in Customer Service (EHS)
5. Bachelor of Science in Integrated Healthcare Studies (HSP)
6. Bachelor of Technical and Applied Studies (RHE)
7. Bachelor of Science in Technical Operations Management (ENT)
8. Bachelor of Science in Nursing (HSP)
APPENDIX B: REFERENCES

APPENDIX C: ACKNOWLEDGMENTS

The following members of the Ohio University Community are to be thanked for their assistance in the enrollment planning efforts over the past year leading to this document:

**Strategic Enrollment Management Plan Advisory Committee**

Ms. Candace J. Boeninger, Associate Vice Provost for Strategic Enrollment Management and Director of Undergraduate Admissions, Co-Chair
Dr. Brad Cohen, Senior Vice Provost for Instruction and Innovation
Mr. Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, Co-chair
Dr. John Gilliom, Professor of Political Science and Associate Dean for Strategy, Finance and Administration, College of Arts and Sciences
Dr. Lynn Harter, Professor, School of Communication Studies
Ms. Heather Krugman, Deputy Director of Academic Budget Planning
Dr. Jason Pina, Vice President for Student Affairs
Dr. Hugh Sherman, Dean, College of Business
Dr. Joe Shields, Vice President for Research and Dean of the Graduate College
Dr. Bill Willan, Executive Dean, Regional Higher Education

In addition we would like to thank members of the various sub-committees of the SEMP and the Strategic Enrollment Management Steering Committee not listed above for their advice and assistance.

Dr. Carissa Anderson, Assistant Dean of Regional Higher Education
Mr. Craig Bantz, Associate Vice President for the Office of Information Technology and Chief Information Officer
Ms. Lori Bauer, Director of Communication, College of Arts and Sciences
Mr. Robert Callahan, Director of Dual Enrollment Programs
Dr. Shari Clarke, Vice Provost for Diversity and Inclusion
Mr. Robert Drapcho, Director of Transfer, Online and International Initiatives, Office of Undergraduate Admissions
Dr. LJ Edmonds, Professor and Vice Provost for Global Affairs and International Studies
Mr. Les Ferrier, Coordinator of Enrollment Strategy
Mr. John Fisher, Director, Student Services and Advising, Chillicothe Campus, RHE
Mr. Steve Golding, Senior Vice President for Strategic Initiatives
Ms. Rosanna Howard, Director of Operations and Budget, RHE
Dr. David Ingram, Chair, Physics and Astronomy
Ms. Jennifer Kirksey, Chief of Staff, Office of the President
Dr. David Koonce, Associate Dean for Graduate College
Mr. Lindsey Ladd, Statistical Data and Forecast Administrator, Gladys W. and David H. Patton College of Education

Dr. Peter Mather, Professor and Interim Dean of University College
Dr. Jerry Miller, Professor, School of Communication Studies
Ms. Valerie Miller, Director, Student Financial Aid and Scholarships
Mr. Chad Mitchell, Chief of Staff and Special Assistant to the Vice President for Finance and Administration
Ms. Renea Morris, Chief Marketing Officer, University Communications and Marketing
Dr. Connie Patterson, Assistant Dean, Gladys W. and David H. Patton College of Education
Dr. Nicole Pennington, Dean, Southern Campus, RHE
Dr. Elizabeth Sayrs, Professor and Interim Dean of the College of Fine Arts
Dr. John Schriner, Assistant Professor and Associate Dean, Admissions & Student Affairs, Heritage College of Osteopathic Medicine
Dr. Jim Smith, Dean, Lancaster Campus, RHE
Dr. Barbara Wharton, Associate Provost for Institutional Research and Effectiveness
August 22, 2017

2018 Strategic Enrollment Management

Strategic Positioning, 2018+ and the SEMP
Strategic Positioning

The Current Challenge

• Changing competitive set

• Record applications but lower yield rates;
  • Hence, lower enrollments for freshmen

• Loss of students in one particular population

• Student Affordability Concerns
Strategic Positioning
Analysis to Inform Decisions Moving Forward

• Admitted Student Questionnaire (ASQ)
  • In progress to over 17,564 admitted students
  • Significant amount of data that we will be able to parse and compare to our 2014 Class
  • Will look at specific populations for insight
  • Results in September

• Student Application and Ultimate Enrolment Behaviors
  • Record applications but lower yields
  • Analyzing segments, populations, markets, etc. to inform strategy for next year regarding outreach
Strategic Positioning
Analysis to Inform Decisions Moving Forward

• Financial Aid Leveraging
  • Exploring additional models to most effectively leverage our aid dollars
  • Focusing on particular populations
  • Keeping enrollment goals, discount rate and net-tuition in mind through analysis and development
• Expanding marketing exposure to the program through financial aid award letters and communications
• Rolling out Guarantee for all 20 community college partners
Strategic Positioning

The Strategic Enrollment Management Plan, 2017-2023
Strategic Positioning

The Strategic Enrollment Management Plan, 2017-2023

SEMP2 Kick Off
- Advisory Committee established
- Review past SEMP
- Initial conversations
- Themes established

Sub-Committee Meetings
- Discuss themes, topics
- Pull data and analyze
- Write updates and sub-committee reports
- Updates to Advisory Committee

Draft Document Built
- Draft report compiled from sub-committee reports
- Follow-up with committees, additional data and analysis
- Refinements made

Sub-Committees Reports Due

First Draft
- First full draft submitted for review to Advisory Committee
- Feedback sought
- Changes made to draft
- 300+ revisions of document

Second Draft
- Submitted to President and EVPP for input
- Discussing with Deans
- Discussing with other relevant groups
- Will coalesce to final report
- Submit final to President/EVPP
- Present to BOT Fall 2017

DR. Nellis’s First Day!
6/12/17

Final Draft(s)
- Meet with stakeholders around campus (Deans, Academic Leadership, etc.) to gather insights and feedback
- Submit final report to EVPP and President
- Present Final Report to BOT

Timeline:
- August, 2016
- Sept./Oct., 2016
- Nov. 2016 thru March, 2017
- April 1, 2017
- April-May, 2017
- June, 2017
- July/August, 2017
- Fall Term, 2017
SEMP, 2017-2023

Executive Summary

This approach, as outlined in this document will include:

- **Sustain- Access and Excellence-** A sustained commitment to our core educational values and historical presence as a premier educational institution;

- **Grow- Leveraging for Success** - A continued investment in efforts to enhance our educational offerings to different venues (Dublin, Cleveland, Beavercreek), different constituencies (international students, adult learners), different campuses (Athens and Regional Higher Education), and different modalities (traditional, hybrid, online); and,

- **Key Enrollment Strategies, Opportunities and Barriers to Meet Enrollment Goals** – A recognition of the critical need to further invest in the institutional capacity to successfully lead our marketing, recruitment and student success efforts as we navigate the known and unknown challenges that will occur over the life of this document.
OHIO’s ability to achieve the enrollment goals as outlined in this document can be achieved through:

- **Brand and Marketing Enhancements**
  - **Clarity of Brand** - It is imperative that we clearly articulate our value proposition and hold to our core commitments to access and success.
  - **One voice for marketing OHIO’s brand** - It is equally imperative that we have one voice that delivers this consistent core proposition to the many markets in which we recruit.

- **Academic Programming**
  - Identify the academic programs we seek to grow or highlight in the various markets and support college, school and program-specific opportunities.
  - Identify and establish pathway programs from high schools and with partner universities to augment the direct recruitment program (e.g. foundation, College Credit Plus, summer, dual-degrees, ESL, blended on-line).

- **Domestic and International Student Support**
  - Identify the additional support and academic services required for future incoming students as a more diversified student base is achieved.
OHIO's ability to achieve the enrollment goals as outlined in this document can be achieved through:

- **Support for Strategic Enrollment Management to Achieve OHIO Recruitment Goals**
  - **President Nellis' Engagement** - Dr. Nellis and the Office of the President have expressed a keen desire to support recruitment, partnerships, and student success efforts wherever feasible. Effectively using the presence of the President and the impact of his office more fully in outreach activities and student recruitment events will strengthen the enrollment process and enhance our efforts to meet the goals outlined in this document.
  - **Effective Coordinated and Co-Created Enrollment Efforts** - It is imperative that central office and academic units work in tandem, in accordance with aligned priorities that are articulated and supported at all levels of leadership. This will allow us to balance most effectively the localized needs and priorities with the overall University strategy, covering all ranges of enrollment management--from marketing, to communications, to student support and matriculation.
  - **University Support** - The University will need to plan for and support the investment of resources necessary to meet the increasing costs associated with recruiting across all modalities in a highly challenging market-driven competitive environment. This includes adopting a more streamlined capacity to deftly adjust to the changing environment that is not tied to the fiscal year budgetary process. We also need to build stronger campus-wide recognition of the rising costs of the investments needed to identify, recruit and retain students.
  - **Partner in Decision-Making** - As the University’s central office for enrollment planning for the University, it is essential that Strategic Enrollment Management Office continue to be a part of the conversations, strategic planning and leadership decisions across the University.
### Enrollment Goals

**Table 14. Enrollment Goal Projections 2017-2023 – Ohio University (unduplicated counts by row)**

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<tbody>
<tr>
<td><strong>Total Athens</strong></td>
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<td>Undergraduates</td>
<td>17,789</td>
<td>17,983</td>
<td>18,213</td>
<td>18,028</td>
<td>17,891</td>
<td>17,689</td>
<td>17,520</td>
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<td><strong>Total Graduate Students</strong></td>
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<tr>
<td>(Athens, Online, Outreach, Dublin)</td>
<td>5,024</td>
<td>5,186</td>
<td>5,252</td>
<td>5,310</td>
<td>5,369</td>
<td>5,429</td>
<td>5,489</td>
<td>5,551</td>
<td>5,613</td>
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<td>Osteopathic Medicine</td>
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<tr>
<td>(includes Dublin and Cleveland Campuses)</td>
<td>711</td>
<td>810</td>
<td>914</td>
<td>914</td>
<td>965</td>
<td>989</td>
<td>995</td>
<td>995</td>
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<tr>
<td><strong>Total Regional Campuses</strong></td>
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<td></td>
<td>7,332</td>
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<td>7,024</td>
<td>7,094</td>
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<td><strong>Total Undergraduate eLearning</strong></td>
<td>6,015</td>
<td>6,032</td>
<td>6,331</td>
<td>6,751</td>
<td>7,286</td>
<td>7,500</td>
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<tr>
<td><strong>Total Ohio University Enrollment</strong></td>
<td>36,872</td>
<td>36,867</td>
<td>37,561</td>
<td>37,888</td>
<td>38,465</td>
<td>38,631</td>
<td>38,598</td>
<td>38,706</td>
<td>38,839</td>
</tr>
</tbody>
</table>

*Will re-balance based on numbers for Fall once finalized*
Strategic Positioning
Specific Efforts - Freshmen

• Student Engagement—
  • Re-targeting name buys to specifically address enrollment patterns from this year
  • Enhancing outreach to 12% more rising seniors who have already “raised their hand”

• Multi-Channel Enhancement to Overall Student Outreach/Marketing
  • Adding in digital campaigns and retargeting
  • Developing specific marketing messages to select populations/geographies/majors, etc.
  • New RFP for media buyer with UCM

• International Strategy
  • Implementing now with 2 new staff in China
Strategic Positioning

Specific Efforts – Transfer Students

- Transfer is both to Athens and Online Degree Completion
- OHIO for Ohio Conversations with CSCC
- Incorporating Dr. Nellis and the Office of the President when most beneficial
- Enhancement to STEP at all Partner Institutions (Strategic Transfer Education Plan)
- OHIO Guarantee for STEP students
- 5 Community Partnerships Managers regularly on our 20 community college partner campuses multiple times a week
- Receive approximately 300 relocate students each fall term from RHE
- Currently live with our first fully integrated online digital marketing campaigns for undergraduate degree completion and graduate programs
Strategic Positioning

Specific Efforts – Regular Enrollment Planning Efforts

• Hold regular meetings through late summer/early fall with all Deans and representatives to discuss enrollment planning efforts
  • Focus on enrollment metrics, capacities, annual planning, marketing, etc.
  • Refine enrollment plans and goals
  • Plan for upcoming program launches

• Meet regular with Deans as a group to discuss strategic initiatives:
  • Bi-Monthly meetings as part of Academic Leadership
  • SEMP in August
  • Scholarship leveraging model analysis conversations (twice in September)
  • Other strategic initiatives, accountability on approved initiatives, etc.