

PACIFIC LUTHERAN UNIVERSITY

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2018-2023





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Executive Summary: Strategic Enrollment Management Plan

The plan that follows contains three major sections: 1) an examination of the current enrollment environment, 2) strategies and action plans to help ensure enrollment success in this environment, and 3) enrollment and revenue goals that will allow PLU to flourish over the next five years.

Current Enrollment Context

The current enrollment environment has three defining characteristics:

- 1) A stagnating number of graduating high school seniors
- 2) A changing demographic of graduating high school seniors, particularly significant growth in the number of Hispanic students and a decline in the number of White students
- 3) A pricing model marked by a level of financial aid expenditures that creates intense fiscal pressure for colleges and universities

PLU is not immune to these challenges. It costs an increasingly larger amount of financial aid each year to recruit classes that are smaller than they were a decade ago. Today's students bring a wealth of experiences and backgrounds, but they also come to campus craving a sense of belonging and exhibiting an increasingly higher level of mental health challenges. In such an environment, a strategic enrollment plan is essential to ensure that PLU is recruiting a sufficient number of students at a sustainable price who also have the supports they need to be successful upon arriving on campus each fall.

Strategies and Action Plans

The strategies and action plans developed over the last year are meant to directly address the challenges and opportunities presented by the current enrollment context. Whereas prior enrollment plans focused only on recruiting a larger incoming class each year, the current plan strives to achieve sustainability and a higher level of student success as well. Some key strategies include:

- 1) Developing a more sustainable pricing and financial aid model
- 2) Considering new academic programs that are relevant to our changing demographic
- 3) Expanding the level of mental health care support for students
- 4) Assigning a professional advisor to all first-year students
- 5) Translating key recruitment and financial aid pages into Spanish
- 6) Creating 2-3 new graduate programs

Enrollment Goals

In such a challenging enrollment environment, the primary goal for undergraduate students is to maintain enrollment while lowering the discount rate. To achieve this level of sustainability, the following goals have been established:

- 1) PLU will continue to enroll 640 650 first year students and 160 170 transfer students through fall 2023.
- 2) PLU will achieve a first fall to second fall retention rate of 87% and a second fall to third fall persistence rate of 76% by fall 2023.



An examination of PLU's enrollment data reveals that goals to address race and gender gaps are necessary as well:

- 3) By fall 2023, PLU will achieve a first fall to second fall retention rate for all racial and ethnic groups that is equal to at least 90% of the retention rate of White students. By fall 2023, PLU will achieve a 4-year graduation rate for all racial and ethnic groups that is equal to at least 80% of the 4-year graduation rate of White students.
- 4) PLU will achieve 40% of total undergraduate enrollment for students who identify as men by fall 2023.
- 5) PLU will maximize roster capacity for all 19 varsity athletic teams by fall 2023 first through improved team retention and secondly through improved recruitment and yield.

While maintaining enrollment may be the only possibility at the undergraduate level, there is definitely potential to grow enrollment at the graduate level, especially with improved marketing and the creation of new academic programs. The following goal addresses this potential:

6) PLU will increase graduate student enrollment by 95 students over the next five years with the addition of another MBA cohort, 2-3 new graduate programs, and a higher number of inquiries and applications.

The next goal recognizes that enrollment stability and growth must be accompanied by revenue growth so that PLU can continue reinvesting in the student experience. While SEMAC is hesitant to establish concrete revenue goals at this early stage of the strategic plan, it is important to articulate that growth in revenue is a strategic priority:

7) PLU will increase net tuition revenue annually to support salary parity, deferred maintenance, reserves, and investment in new programs.

Achieving these goals will be critical to PLU's enrollment and fiscal health over the next five years. With a stagnant number of high school graduates projected for the foreseeable future, improving retention and persistence is the key to stabilizing undergraduate enrollment at PLU. Furthermore, while PLU may be able to realize some financial gains by adjusting its undergraduate financial aid model, robust financial health will also come through growth in graduate students. Where there are sustainable growth opportunities, PLU must take advantage of them in order to achieve its financial goals and reach a place of fiscal sustainability.

Introduction

The Strategic Enrollment Management Advisory Committee (SEMAC) is a university standing committee charged with the development and ongoing reevaluation of a strategic enrollment management plan. The term "enrollment management" means that the focus of the following plan is twofold: recruitment and student success. Historically, the word enrollment at PLU has been synonymous with admission, as it has at many institutions. However, students do not enroll at a college or university only once upon matriculation; they must enroll term after term until they successfully complete their program of study. Therefore, while much of this plan focuses on ways to attract new students, much of it also focuses on how to best support the persistence and success of our current students. Nationally, the number of graduating high school seniors remains stagnant, and as such, institutions are realizing that retention, persistence, and student success are key ingredients to their overall enrollment and financial wellbeing. This plan illustrates PLU's renewed commitment to retention, persistence, and student success as a way to stabilize enrollment and ultimately, better live into our mission.

The term "ongoing reevaluation" means that the following plan is a living document. As strategies are implemented across campus over the next several years, SEMAC will meet regularly to evaluate the plan's effectiveness and make any necessary improvements. A strategy that seemed worthwhile in 2017-18 may need to be adjusted or discarded altogether in the context of future years. In the same way, effective strategies that were not obvious in 2017-18 may become so in the future and warrant addition to the plan. Enrollment targets may need to be adjusted as demographic projections change. The enrollment environment in our region and in our country is changing rapidly, and institutions must be nimble enough to respond to these changes instead of becoming hamstrung by outdated plans or strategies.

In this shifting enrollment environment, the Philosophy of Enrollment, produced by former Provost Steve Starkovich and the 2015-16 iteration of SEMAC, continues to serve as a guiding document, particularly with its emphasis on stability. Riding the demographic wave is thrilling on the way up, but it is painful when the wave crashes, as PLU has discovered over the last several years. In accordance with the Philosophy of Enrollment, this plan seeks to establish enrollment targets that are repeatable and sustainable in order to allow for realistic and effective institutional planning. After a decade of enrollment decline, SEMAC's high level goals for PLU moving forward are 1) to grow the number of graduate students and international students, and 2) to stabilize undergraduate enrollment while lowering the discount rate. As our students have told us, financial aid is a powerful recruitment and retention tool for PLU, and as such, it is unclear how a lower discount rate will impact enrollment. Nevertheless, the discount rate is putting too much financial pressure on the institution, and we must take careful and calculated steps to address it. If enrollment falters as we lower the discount rate, then we may need to adjust our goals and strategies. Whatever the case, we must remain willing to change direction when necessary in order to achieve a sustainable balance between total enrollment and fiscal health that will prepare us well for the future.

Acknowledgement and Membership

The creation of this plan has been a collaborative effort in the truest sense. Effective enrollment management planning requires the best thinking from a wide variety of stakeholders across campus because everyone's work impacts whether or not a student decides to attend PLU and remain enrolled here. Thank you to all those whose best thinking contributed to this effort.

- Dan Lee (Vice President of Advancement)
- Steve Whitehouse (Controller)
- Craig Chamberlain (Manager of Institutional Enrollment and Budget Planning)
- Ron Noborikawa (Senior Associate Director of Student Financial Services)
- Emery Kim (ASPLU Senator)
- Jen Smith (Dean of Inclusive Excellence)
- Joanna Gregson (Provost)
- Jan Lewis (Associate Provost for Undergraduate Programs)
- Melody Ferguson (Director of Admission)
- Summer Kenesson (Director of Institutional Research)
- Carlos Alvarez (2018-19 ASPLU Finance Director)
- Tom Edgar (Associate Professor of Mathematics, ARTS Committee)
- Angie Hambrick (Assistant Vice President for Diversity, Justice, and Sustainability)
- Joanna Royce-Davis (Vice President of Student Life)
- Hilary Vo (2017-18 ASPLU President)
- Haedon Brunelle (2018-19 ASPLU President)
- Laurie Turner (Director of Athletics)
- Jp Avila (Associate Professor of Art and Design)
- Sheila Smith (former Dean of the School of Nursing)
- Lace Smith (Associate Vice President of Marketing and Communications)
- Geoff Foy (Associate Provost of Graduate Programs and Continuing Education)
- Kevin O'Brien (Dean of the Humanities)
- Paula Meiers (Associate Director of Admission, Information Analyst)
- Kris Plaehn (Executive Director of the Center for Student Success)
- Hannah Peterson (2017-19 ASPLU Class of 2019 Senator)
- Kevin Berg (Registrar)
- Hal DeLaRosby (former Director of Academic Advising)
- Amy Stewart-Mailhiot (former Associate Professor, Instruction Coordinator and Reference Librarian, ARTS Committee)
- Mark Hernandez (2017-18 ASPLU At-Large Senator)
- Allan Belton (Acting President and Vice President of Administrative Services)
- Neal Yakelis (Associate Professor of Chemistry, Vice Chair of the Faculty 2017-18, Co-chair of SEMAC 2017-18)
- Bridget Yaden (Professor of Hispanic Studies, Vice Chair of the Faculty, Co-chair of SEMAC)
- Chung-Shing Lee (Dean of the School of Business)

With gratitude,

Mike Frechette (Dean of Enrollment Management and Student Financial Services, Co-chair of SEMAC)

A Note on Process

In fall 2017, SEMAC began the strategic enrollment planning process by educating itself on issues and areas that have the most significant impact on enrollment. Such an approach was critical to providing all members with a baseline understanding of enrollment management and laying the groundwork for the strategic planning process. Various members of SEMAC presented on the following topics:

- Tuition Discounting
- Undergraduate Admission and Recruitment
- Graduate & International Admission and Recruitment
- Marketing, including the results of the Perception and Awareness Studies
- Center for Student Success & First-Year Experience Programming

During the latter part of the fall semester, a smaller Steering Committee comprised of SEMAC members formed to initiate the actual planning process. A SWOT analysis was conducted to identify what the Committee believes to be PLU's strengths, weaknesses, opportunities, and threats. From this work came the creation of five distinct work groups that were then charged with developing strategies and action plans around a specific area of focus. Each work group contained at least one member of the Steering Committee and a data gatherer as well as someone with a background in diversity and inclusion work. The five work groups were:

- **Tuition, Financial Aid, and Pricing:** To develop strategies and models for financial aid and pricing that maximize enrollment, net tuition revenue, and student success.
- Academic Programming and Design: To recommend to the academic division for their consideration new academic programs, the modification of existing programs, or any type of curricular redesign or realignment that facilitates student enrollment.
- **Student Experience and Wellbeing:** To develop strategies that center on student physical and mental health. Strategies could focus on issues such as counseling, food security, athletics and fitness, and facilities.
- **Recruitment, Marketing, and Outreach:** To develop strategies around marketing, communication, and branding as they relate to student recruitment and persistence.
- Advising, Momentum, and Academic Success: To develop strategies that concern the academic success of our students and their timely progression from matriculation to graduation.

Each group was responsible for recommending 3-5 strategies to be implemented over the next 1-3 years. Strategies were accompanied by action plans, timelines, implementers, cost and required resources, and estimated enrollment impact. In April 2018, SEMAC reconvened, and the work groups presented their strategies to one another. In total, over 30 strategies were proposed.

In fall 2018, SEMAC will begin the phase of implementation, prioritization, and monitoring. Implementation of some strategies is already underway. Others will be prioritized based on capacity of the committee members and return on investment. Along the way, SEMAC will monitor the impact of the plan's various strategies in achieving our enrollment goals. Strategies may need to be changed or added, and goals may need to be adjusted. As mentioned in the introduction, this plan is a living document, and SEMAC will work to ensure that the plan remains relevant and fruitful.

Work Group Composition (2017-18)

Tuition, Financial Aid, & Pricing:

- Dan Lee
- Steve Whitehouse
- Craig Chamberlain
- Ron Noborikawa
- Emery Kim
- Jen Smith
- Mike Frechette

Academic Programming and Design:

- Joanna Gregson
- Jan Lewis
- Melody Ferguson
- Summer Kenesson
- Carlos Alvarez
- Tom Edgar
- Angie Hambrick

Recruitment, Marketing, & Outreach:

- Lace Smith
- Geoff Foy
- Kevin O'Brien
- Paula Meiers

Advising, Momentum, & Academic Success:

- Kris Plaehn
- Hannah Peterson
- Kevin Berg
- Hal DeLaRosby
- Amy Stewart-Mailhiot
- Mark Hernandez

Student Experience and Wellbeing:

- Joanna Royce-Davis
- Hilary Vo
- Laurie Turner
- Craig Chamberlain
- Jp Avila
- Sheila Smith

Enrollment Overview: External Environment

High School Graduates and the Changing Demographics

Historically, a significant portion of PLU's enrollment comes from traditional undergraduate students, and as such, our enrollment tends to follow the demographic trends of recent high school graduates. As illustrated in Figure 1, the number of high school graduates began increasing nationally in the mid-1990s, a steady incline that lasted for about 15 years. At that point, the number of high school graduates stagnated and even declined in some years. This number will peak in 2025 followed by a sharp decline thereafter due to a precipitous drop in the national birth rate starting in 2008, the year of the Great Recession (see Appendix A).

3,561,051 3.6 3.4 3.2 Millions 3.0 ACTUAL 2.8 2.6 2.4 1979 1985 1990 1995 2000 2005 2010 2015 2020 2025 2030 Source: William J. Hussar and Tabitha M. Bailey. "Projections of Education Statistics to 2024: Forty-Third Edition", Table 9 (1979 to 2012). And, Western Interstate Commission for Higher Education, "Knocking at the College Door", 2016 (2013 to 2032).

Figure 1: Total U.S. Public and Private High School Graduates (Actual and Projected) 1979 to 2032

The national demographic trend does not tell the whole story. As Figure 2 indicates, the number of high school graduates will decline 4% nationally from 2013 to 2030. However, this decline is not even across all regions and states. The Midwest and the Northeast will experience sharp declines, while places in the South and the West – including Washington – will experience moderate to strong growth. Being located in a growth region is no reason to rest easy. Institutions in these areas may find themselves recruiting against schools that, historically, have not been competitors.

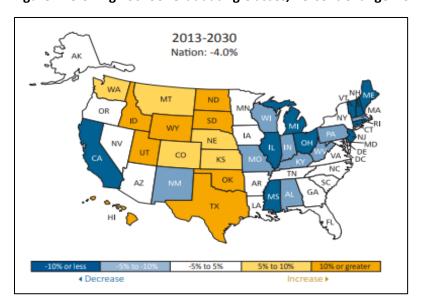
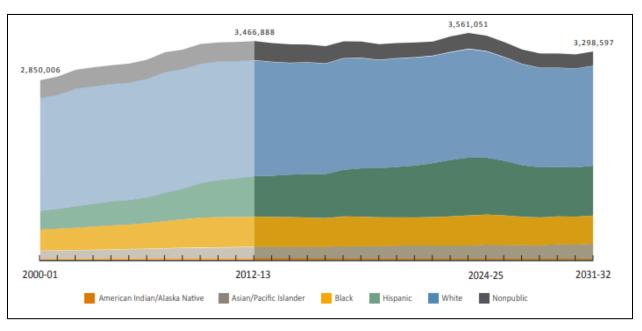


Figure 2: U.S. High School Graduating Classes, Percent Change from 2013 (Public Total)

In addition to using a regional lens, it is also absolutely essential to examine the demographic trends of high school graduates by race and ethnicity. When taking this view, the major trend that emerges is the long-expected decline in the number of White high school graduates and the significant growth in Hispanic high school graduates. According to the 2016 edition of *Knocking at the College Door*, the number of White high school graduates is expected to decline by over 250,000 from 2013 to 2032. By the early 2030s, this group will make up only about half of all high school graduates nationwide, nearly a 20% decline from the early 2000s. On the other hand, the growth in Hispanic high school graduates will continue to accelerate. By 2025, this number will peak at 920,000, marking a 50% increase since 2014. Figure 3 illustrates these trends.

Figure 3: Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



This trend and these projections are also true for the West and the state of Washington, as illustrated by Figures 4 and 5 below. In the Western region as a whole, the number of Hispanic high school graduates will grow by over 20% from 2012-13 to 2024-25, at which point the number will slowly decline due to lower birth rates. Over this same period of time, the number of White high school graduates will decline by over 3.5%. From 2012-13 to 2031-32, the decline is over 10%. In the state of Washington, the number of Hispanic high school graduates will significantly increase by nearly 90% between 2012-13 and 2031-32, with the number peaking in 2025-26 at 20,890. During this same period of time, the number of White high school graduates in the state of Washington will decline by almost 4.5%.

831K 856K (2025)

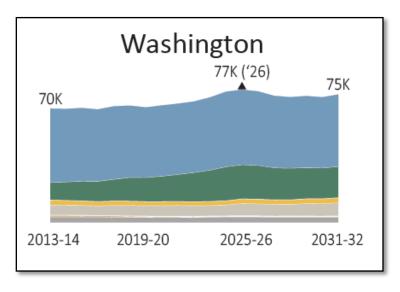
789K

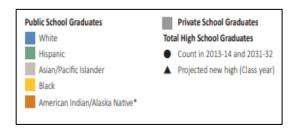
2012-13 2018-19 2024-25 2031-32 2012-13 2018-19 2024-25

American Indian/Alaska Native Asian/Pacific Islander Black Hispanic White Private

Figure 4: High School Graduates by Region and Race/Ethnicity – West









This changing demographic brings a wealth of new knowledge and experiences to the nation's college and university campuses. At the same time, these demographic shifts have major implications for enrollment management at colleges and universities in the years to come. As Jeffrey J. Selingo writes in the most recent edition of *The Future of Enrollment* for <u>The Chronicle of Higher Education</u>, "[t]he biggest growth in high-school graduates in the next decade will be among first-generation, low-income, and Hispanic students," a demographic that generally attends college closer to home. In this environment, regional institutions like PLU are well-positioned. However, all types of schools will need to be prepared in the near future to provide a level of academic and financial support that is different than the past to meet the needs of this changing demographic. Furthermore, Selingo writes, "the nation's college-going rate might actually drop over the next decade." As he points out, students from higher-income high schools immediately enroll in college at a rate that is 15% higher than students from low-income high schools. As the nation's high school graduates become financially needier, it stands to reason that it may be more difficult to recruit them, especially to a traditional, four-year institution with a high sticker price.

Tuition Discounting and Financial Aid

As illustrated by Figure 6, sticker prices at colleges and universities across the country have been rising steadily for decades now, particularly at private institutions.

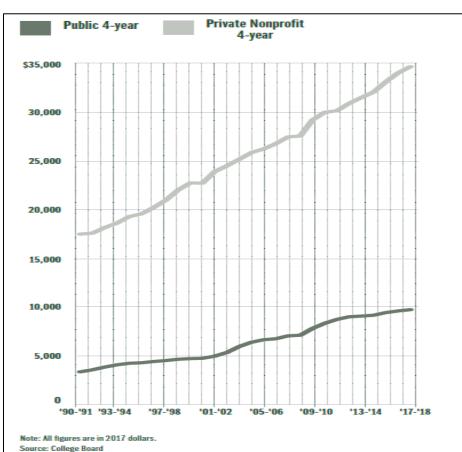
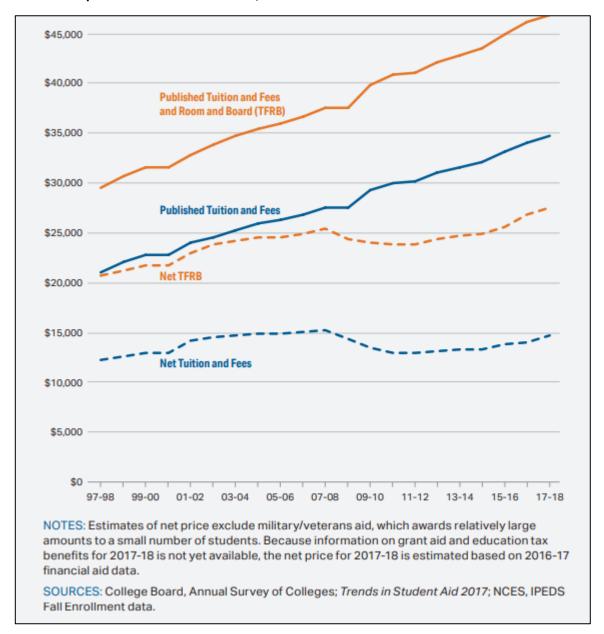


Figure 6: Tuition Since 1990

While a high sticker price can communicate value, it also functions as a recruitment barrier. The tuition discounts offered by institutions can help recruiters overcome this barrier, but they come at a steep price. Figure 7 shows sticker price at private nonprofit four-year schools rising rapidly while net tuition and fees remain relatively flat.

Figure 7: Average Published and Net Price in 2017 Dollars, Full-Time Undergraduate Students at Private Nonprofit Four-Year Institutions, 1997-98 to 2017-18



Net tuition and fees for this sector have started to rise since the low point of 2010-11, but the increase is hardly enough to keep up with inflation. In 2016-17, net tuition revenue per full-time first-year increased by 0.4% while inflation rose by 1.8%. This trend is disconcerting for tuition-dependent private institutions such as PLU. Most college leaders agree that the high tuition/high discount pricing model is unsustainable, but experts do not see anything on the horizon that will significantly disrupt this trend.



Since 2005-06, the average national discount rate has climbed from 38.0% to 49.1%. At private four-year schools like PLU, only 12% of first-year students pay the full sticker price.

Enrollment Overview: Internal Environment

PLU Enrollment Trends

Figure 8 below shows that PLU, like many of its peers, experienced a boost in first-year enrollment throughout the first decade of the 2000s as White high school graduates were on the rise. As the number of White high school graduates has declined, so too has PLU's first-year enrollment, returning to early 2000s levels. Although the total number of high school graduates in PLU's primary market — Washington state — is still higher than the early 2000s (70,307 in 2017-18 versus 58,607 in 2000-01), the demographics have changed significantly. Between 2000-01 and 2017-18, the number of Hispanic high school graduates has increased by 280%, according to data from the Western Interstate Commission for Higher Education (WICHE). These graduates constitute a financially needier group of students who may not be as willing or knowledgeable about enrolling at an expensive private institution like PLU. As such, recruiting them is a bit more challenging than recruiting their White counterparts.

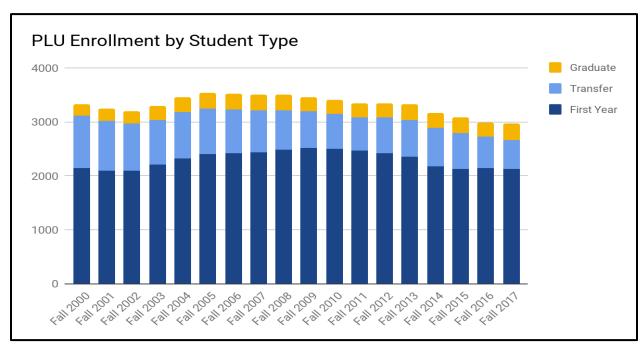


Figure 8: PLU Enrollment by Student Type: 2000 - 2017

^{*}Source: PLU Office of Institutional Research, Factbook.

Nevertheless, PLU has done relatively well recruiting and retaining Hispanic students. Figure 9 shows that the Hispanic student headcount has been on the rise since 2013. The number of Hispanic students in the fall 2018 incoming class is up 60% from the previous year.

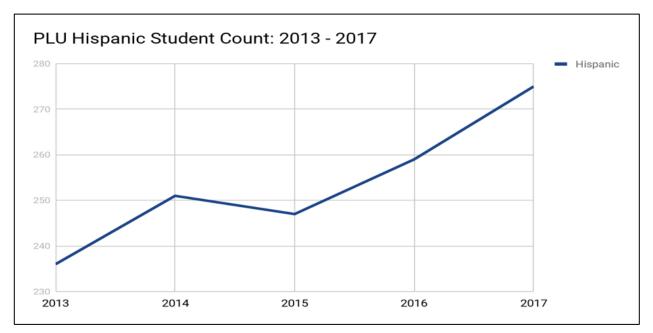


Figure 9: PLU Hispanic Student Count: 2013 - 2017

Figure 8 also illustrates the significant decline in transfer students that has occurred over the last 15-20 years at PLU. In the fall of 2000, there were 972 transfer students on campus. By fall 2017, there were 543, a 44% decrease. The decline in transfer students is primarily due to the rise of UW – Tacoma as well as the advent of four-year degrees at the community college level. Since its founding in 1990, UW – Tacoma has grown to over 4,400 undergraduate students, including close to 900 transfer students (see the National Center for Education Statistics). It is unlikely that transfer enrollment at PLU will ever approach 1,000 students again, leaving graduate students as the only potential area for growth.

Enrollment by Gender: PLU and Our Peers

For liberal arts institutions such as PLU, maintaining a sustainable gender ratio is extremely important to the school's overall enrollment health. For schools where the enrollment of men declines excessively, recruiting new students who identify as men becomes even more challenging, and the institution finds itself sliding towards an unhealthy balance in the gender ratio. Since 2008, the gender ratio for total undergraduate enrollment at PLU has been either 38/62 or 37/63. For the fall 2018 incoming first-year and transfer students, the ratio is 35/65. For first-year students alone, the ratio is even more lopsided at 34/66.

Figure 10 below shows where PLU stands against peers and competitors regarding the gender ratio for total undergraduate enrollment.

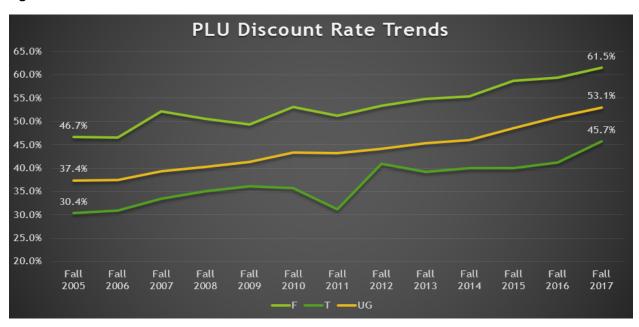
Figure 10: Undergraduate Gender Ratio for PLU and Its Peers

School	Proportion Male	Proportion Female
St. Martin's	52	48
Gonzaga	48	52
UWT	48	52
UW - Seattle	47	53
UofP	46	54
Willamette	43	57
Cal Lutheran	43	57
St. Olaf	42	58
UPS	40	60
Whitworth	40	60
Pacific	40	60
Linfield	40	60
Seattle U	38	62
PLU	37	63
SPU	33	67

Tuition Discounting and Financial Aid: PLU and Our Peers

While the national discount rate has been approaching 50% for first-year students, the discount rate for first-year students at PLU exceeded 62% for the fall 2018 incoming class. Tuition discounting is most effective when the increased discount attracts enough new enrollment to pay for itself. Unfortunately, the rise in PLU's discount rate has been coupled with a decrease in overall enrollment, leading to a net tuition revenue crisis. Figure 11 shows the increase in PLU's discount rate since fall 2005, and Figure 12 shows the decline in net tuition revenue starting around 2014.

Figure 11: PLU Discount Rate Trends: 2005 - 2017



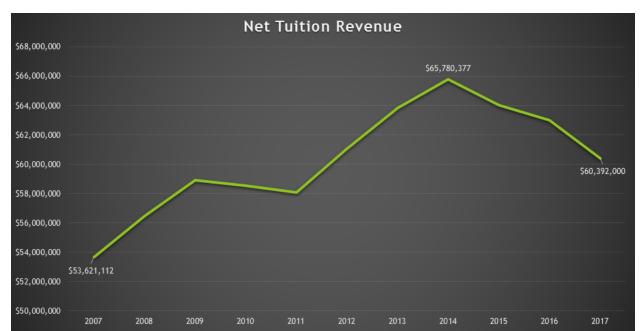


Figure 12: PLU Net Tuition Revenue Trend: 2007 - 2017

Brand, Perception, and Awareness: PLU and Our Peers

A high discount rate carries with it a variety of meanings. It can mean that an institution is committed to educational access, but it can also be an indicator that an institution lacks confidence in its brand, whether real or imagined. Figure 13 shows how PLU's discount rate for first-year students ranks against its peers and competitors, using data from the <u>National Center for Education Statistics</u>.

Figure 13: First-Year Discount Rate for PLU and Its Peers – Fall 2015

School	AvgAid	AvgTuit	Discount
UPS	18,168	44,976	40.4%
Seattle U	18,684	39,690	47.1%
Gonzaga	18,274	37,990	48.1%
SPU	18,507	37,086	49.9%
UWT	5,964	11,905	50.1%
UofP	21,664	42,288	51.2%
Whitworth	20,905	39,096	53.5%
Average	19,307	36,108	54.1%
Willamette	24,825	45,617	54.4%
Cal Lutheran	21,108	38,430	54.9%
Pacific	22,312	39,858	56.0%
Linfield	22,584	38,754	58.3%
St. Olaf	25,695	42,940	59.8%
PLU	22,774	37,950	60.0%
St. Martin's	20,221	33,194	60.9%
UW-Seattle	7,917	11,839	66.9%



While PLU certainly is an institution committed to educational access, we are also aware of our status as a "hidden gem." Our Office of Admission continues to share with the campus community that our discount rate makes us visible to prospective students and families who would not otherwise give us a second thought. According to a survey conducted this year at the time of deposit, financial aid is by far the number one reason students decide to attend PLU (see Appendix B).

In an awareness and perception study conducted by Student Insights in 2017, PLU's awareness score was third from the bottom amongst 11 schools in the state of Washington, and its perception score was second from the bottom (see Appendix C). These scores are disappointing, especially for a regional institution like PLU. Without a high discount rate to attract the attention of prospective and admitted students, it might be difficult to maintain our current level of undergraduate enrollment.

Retention, Persistence, and Student Success

In an era of stagnating high school graduates and swiftly changing demographics, institutions and enrollment experts are placing renewed emphasis on retention and student success as a way to stabilize and grow undergraduate enrollment. Figure 14 below from the PLU Factbook shows our retention and persistence rates since 1985.

Figure 14: Retention of First-Year Cohorts Through 2017 (PLU Factbook)

RETENTION OF FIRST-YEAR COHORTS Shown in Percentages								
Entry	Reporting	To Second		To Third	Reporting	To Fourth		
Term Cohort	Period	Year	Period	Year	Period	Year		
Fall 1985	1985-86	81.5%	1985-87	68.8%	1985-88	67.3%		
Fall 1986	1986-87	80.6%	1986-88	71.1%	1986-89	66.2%		
Fall 1987	1987-88	81.7%	1987-89	65.3%	1987-90	64.0%		
Fall 1988	1988-89	77.0%	1988-90	65.1%	1988-91	62.4%		
Fall 1989	1989-90	80.5%	1989-91	70.4%	1989-92	66.6%		
Fall 1990	1990-91	77.6%	1990-92	66.5%	1990-93	63.7%		
Fall 1991	1991-92	81.3%	1991-93	71.1%	1991-94	67.9%		
Fall 1992	1992-93	79.9%	1992-94	73.4%	1992-95	68.3%		
Fall 1993	1993-94	79.8%	1993-95	70.6%	1993-96	66.5%		
Fall 1994	1994-95	78.4%	1994-96	67.8%	1994-97	64.8%		
Fall 1995	1995-96	78.0%	1995-97	67.4%	1995-98	63.6%		
Fall 1996	1996-97	84.4%	1996-98	74.2%	1996-99	69.5%		
Fall 1997	1997-98	83.3%	1997-99	73.8%	1997-00	69.6%		
Fall 1998	1998-99	80.2%	1998-00	69.5%	1998-01	66.5%		
Fall 1999	1999-00	80.1%	1999-01	69.9%	1999-02	65.7%		
Fall 2000	2000-01	82.0%	2000-02	73.6%	2000-03	68.1%		
Fall 2001	2001-02	80.6%	2001-03	70.6%	2001-04	65.4%		
Fall 2002	2002-03	83.1%	2002-04	77.3%	2002-05	70.6%		
Fall 2003	2003-04	82.0%	2003-05	73.2%	2003-06	67.6%		
Fall 2004	2004-05	81.5%	2004-06	70.8%	2004-07	65.2%		
Fall 2005	2005-06	81.7%	2005-07	72.9%	2005-08	68.6%		
Fall 2006	2006-07	84.0%	2006-08	75.1%	2006-09	70.6%		
Fall 2007	2007-08	84.8%	2007-09	75.8%	2007-10	70.1%		
Fall 2008	2008-09	81.1%	2008-10	71.1%	2008-11	65.1%		
Fall 2009	2009-10	82.0%	2009-11	73.9%	2009-12	68.4%		
Fall 2010	2010-11	81.9%	2010-12	74.8%	2010-13	69.7%		
Fall 2011	2011-12	82.8%	2011-13	73.1%	2011-14	66.2%		
Fall 2012	2012-13	81.8%	2012-14	70.6%	2012-13	64.6%		
Fall 2013	2013-14	81.5%	2013-15	74.3%	2013-16	67.6%		
Fall 2014	2014-15	82.8%	2014-16	73.9%	2014-17	66.7%		
Fall 2015	2015-16	79.0%	2015-17	72.6%				
Fall 2016	2016-17	83.0%						
verage (All Yrs.)	81	.2%	71.6%		66.9%			
rage (Last 3 Yrs	. 81	.6%	73	.6%	66	.3%		

The 79% retention rate for the Fall 2015 cohort was the lowest recorded figure since the mid-1990s, leading to a campus-wide budget crisis that has since refocused PLU's efforts on student success.

Figures 15 and 16 are six-year retention tables for first-year White students and first-year Hispanic students, respectively. The average retention rate for White students since Fall 2011 is 83.7%, and the average retention rate for Hispanic students over the same period is 80.7%. Of all racial and ethnic groups as defined by the Integrated Postsecondary Education Data System (IPEDS), White students have the highest retention rate, and Hispanic students have the second high retention rate. Similarly, White students have the highest average four-year graduation rate followed by Hispanic students. Unfortunately, the gap between the four-year graduation rate for these two groups is much greater than the gap between their retention rates (67.2% versus 57.9%).

Figure 15: Six-Year Retention Table – First-Year Students, White – Fall 2017

	Six-Year Retention Table First-Year Students										
	1st Fall	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall				
Fall 2011	543	462	416	366	31	2	0				
% Enrollment	100.0%	85.1%	76.6%	67.4%	5.7%	0.4%	0.0%				
% Dropout	0.0%	14.9%	21.9%	25.4%	26.5%	25.0%	25.0%				
% Graduate	0.0%	0.0%	1.5%	7.2%	67.8%	74.6%	75.0%				
Fall 2012	441	364	320	283	24	4					
% Enrollment	100.0%	82.5%	72.6%	64.2%	5.4%	0.9%					
% Dropout	0.0%	17.5%	25.6%	26.8%	28.1%	29.3%					
% Graduate	0.0%	0.0%	1.8%	9.1%	66.4%	69.8%					
Fall 2013	448	374	347	310	28						
% Enrollment	100.0%	83.5%	77.5%	69.2%	6.3%						
% Dropout	0.0%	16.5%	21.0%	23.7%	26.6%						
% Graduate	0.0%	0.0%	1.6%	7.1%	67.2%						
Fall 2014	380	321	287	253							
% Enrollment	100.0%	84.5%	75.5%	66.6%							
% Dropout	0.0%	15.5%	22.6%	24.7%							
% Graduate	0.0%	0.0%	1.8%	8.7%							
Fall 2015	421	338	321								
% Enrollment	100.0%	80.3%	76.2%								
% Dropout	0.0%	19.7%	22.8%								
% Graduate	0.0%	0.0%	1.0%								
Fall 2016	429	369									
% Enrollment	100.0%	86.0%									
% Dropout	0.0%	14.0%									
% Graduate	0.0%	0.0%									
Fall 2017	372										
% Enrollment	100.0%										
% Dropout	0.0%										
% Graduate	0.0%										



Figure 16: Six-Year Retention Table – First-Year Students, Hispanic – Fall 2017

	Six-Year Retention Table First-Year Students									
	4 . 5 !!	2 15 11			cul E II	7.1 5 11				
	1st Fall	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall			
Fall 2011	44	37	32	30	6	0	0			
% Enrollment	100.0%	84.1%	72.7%	68.2%	13.6%	0.0%	0.0%			
% Dropout	0.0%	15.9%	20.5%	25.0%	31.8%	27.3%	27.3%			
% Graduate	0.0%	0.0%	6.8%	6.8%	54.5%	72.7%	72.7%			
Fall 2012	52	47	38	34	3	0				
% Enrollment	100.0%	90.4%	73.1%	65.4%	5.8%	0.0%				
% Dropout	0.0%	9.6%	25.0%	28.8%	36.5%	34.6%				
% Graduate	0.0%	0.0%	1.9%	5.8%	57.7%	65.4%				
Fall 2013	56	42	36	28	2					
% Enrollment	100.0%	75.0%	64.3%	50.0%	3.6%					
% Dropout	0.0%	25.0%	30.4%	35.7%	35.7%					
% Graduate	0.0%	0.0%	5.4%	14.3%	60.7%					
Fall 2014	58	47	41	37						
% Enrollment	100.0%	81.0%	70.7%	63.8%						
% Dropout	0.0%	19.0%	25.9%	24.1%						
% Graduate	0.0%	0.0%	3.4%	12.1%						
Fall 2015	54	41	33							
% Enrollment	100.0%	75.9%	61.1%							
% Dropout	0.0%	24.1%	35.2%							
% Graduate	0.0%	0.0%	3.7%							
Fall 2016	57	45								
% Enrollment	100.0%	78.9%								
% Dropout	0.0%	21.1%								
% Graduate	0.0%	0.0%								
Fall 2017	67									
% Enrollment	100.0%									
% Dropout	0.0%			l						
% Graduate	0.0%									

Figure 17 below shows the retention rates as well as the 4- and 6-year graduation rates for PLU and our peers and competitors as calculated by the National Center for Education Statistics. For each metric, PLU is in the bottom half of this list.

Figure 17: PLU and Peers – Retention Fall 2016 Cohorts – 4- and 6-Year Graduation Rates Fall 2011 Cohorts

	All	Students	
School	Retention	4-Year Graduation	6-Year Graduation
UW - Seattle	94%/76%	65%	84%
Gonzaga	94%/100%	78%	87%
Whitworth	85%/67%	65%	75%
UofP	85%/50%	47%	66%
Seattle U	84%/50%	64%	75%
St. Martin's	76%/50%	47%	59%
UWT	76%/44%	40%	58%
Willamette	86%	66%	73%
UPS	86%	72%	78%
Cal Lutheran	85%	62%	71%
PLU	83%	58%	70%
Linfield	81%	65%	78%
SPU	79%	54%	69%
Pacific	79%	55%	64%



Undergraduate Nursing Enrollment

Undergraduate nursing students represent an important and significant portion of total undergraduate enrollment at PLU. However, current nursing admission policy puts pressure on the university's overall retention rate as well as particular academic departments within the Natural Sciences who teach these students along with their own majors. For this reason, undergraduate nursing enrollment deserves unique attention within the SEM Plan. At present, undergraduate nursing students are admitted to the School of Nursing in three basic ways. First-year students who apply by the deadline can be considered for conditional admission. Students who are conditionally admitted do not need to apply separately to the School of Nursing during their first year. As long as they maintain the requisite grade point average throughout their first year, they are essentially guaranteed admission to the nursing program as second year students. Students who are not conditionally admitted but who are otherwise admissible to the university must apply for admission to the School of Nursing during their first year at PLU. The acceptance rate for students in this category is low. Finally, the School of Nursing directly admits 20 – 40 transfer students each semester. In total, the School of Nursing admits approximately 96 students per year, or 48 per semester.

The group that most significantly impacts retention is the second group mentioned above – students who are not conditionally admitted to the School of Nursing but who are otherwise admissible to the University. According to Figure 19 below, the first fall to second fall retention rate for this group is 68.4%, nearly 14 percentage points below that of the overall cohort. By the time senior year arrives, only slightly more than half of them remain. Once they are denied admission to PLU's School of Nursing, many of them withdraw from the institution to pursue their nursing education goals elsewhere.

Figure 19: Average Retention and Persistence Rates - Fall 2013 through Fall 2018

Category	1 st Fall	1 st Spring	2 nd Fall	2 nd Spring	3 rd Fall	3 rd Spring	4 th Fall	4 th Spring	5 th Fall
Con. Admit	100.0%	96.0%	88.5%	87.9%	84.4%	80.6%	77.6%	80.6%	19.4%
Non-Con. Admit	100.0%	89.7%	68.4%	62.5%	58.2%	55.3%	54.2%	54.0%	14.3%
Non-Nursing	100.0%	95.0%	83.8%	80.6%	75.9%	73.1%	66.9%	63.0%	7.8%
All	100.0%	94.5%	82.3%	79.1%	74.5%	71.7%	66.1%	63.0%	9.0%

To address the retention challenge posed by nursing students who are not conditionally admitted, PLU could immediately move to a direct admission model as students who are directly or conditionally admitted have much higher retention and persistence rates. However, such a move would result in fewer undergraduate students and a significant decline in net tuition revenue. For instance, PLU enrolled 171 nursing students for fall 2018 – 32 conditional admits, 103 non-conditional admits, and 36 transfer students. If we enroll another 20-40 transfer nursing students for spring, then we will have

enrolled between 191 and 211 nursing students for the 2018-19 academic year. A direct admission model allows for only 96 students, which would have meant approximately 100 fewer students for 2018-19 resulting in a revenue loss of roughly \$1.5m. These figures represent one academic year only and do not account for the multi-year impact of such a change in admission policy. Within several years, there would no longer be <u>any</u> denied nursing students on campus pursuing other majors. While SEMAC comprehends the ethical dilemma presented by admitting nursing students in excess of our capacity, it is a longstanding admission policy that is difficult to change without significantly impacting total enrollment, net tuition revenue, and ultimately, our ability to function as an institution.

To overcome the challenge of moving to a direct admission model, there are several strategies to consider. First, PLU could continue to explore its ability to increase capacity and admit more undergraduate students into its School of Nursing. Second, PLU could consider creating new academic programs, specifically in the Health Sciences. New programs could generate new enrollment which could, in turn, help replace the enrollment lost from moving to a direct admission model. Similarly, if PLU does not move to a direct admission model, new academic programs could serve as alternative academic homes for students not admitted to the School of Nursing. The strategy to consider creating new academic programs is discussed in more detail later in the SEM plan.

Athletic Enrollment

Like nursing students, athletes constitute a significant portion of undergraduate enrollment at PLU. About 1 in 5 students on the PLU campus is a student athlete. PLU's athletic coaches function as an extension of enrollment management, working not only to recruit new student athletes but also to support the success of current student athletes. Given the Department of Athletics' impact on enrollment and net tuition revenue, it makes sense to call specific attention to student athletes in the SEM Plan and reflect on the resources needed to help ensure the success of PLU's athletic program into the future.

PLU's athletic teams have experienced great success over the years. Recent accomplishments include Northwest Conference Championships in Men's Golf (2018), Women's Rowing (2018), Men's and Women's Soccer (2017), Women's Softball (2012), Baseball (2018), and Women's Swimming and Volleyball (2017). However, it is important to emphasize that these successes were achieved in spite of years of flat investments in our facilities and coaching staff. It is no secret to the PLU community that our athletic, wellness, and recreational facilities are in need of renovation, and in some cases, new structures and equipment altogether. The state of our facilities is evident to prospective students and

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¹ It is important to note that PLU's Office of Admission does not actively recruit nursing students. We do not purchase the names of prospective nursing students from testing agencies; nor do we include them in our marketing campaigns. Nursing students are not offered the PLU Pledge. Low-achieving intended nursing students are denied if they apply after January 15th, and students not conditionally admitted are sent a letter explaining that their chances of gaining admission to the School of Nursing as first-year applicants are very low. Nevertheless, because of PLU's nursing reputation and the occupational demand for nursing, nursing students continue to apply and enroll in high numbers.



families as well. In the summer of 2018, CredoHigherEd surveyed the parents of students who had been admitted to PLU for fall 2018. While many found the campus itself appealing, comments about the facilities were less enthusiastic, including descriptors such as "mediocre," "run-down," and "disappointing." While other schools in the Northwest Conference have made significant and strategic investments in their athletic and wellness facilities, PLU has not invested to the same degree, and the condition of our athletic facilities is beginning to impact our ability to recruit and retain student athletes. For instance, over the past three years, yield of athletes has been lower than non-athletes by almost 2 percentage points.

PLU's population of student athletes would also benefit from strategic investments in the coaching staff. Currently, PLU has six part-time coaches. As a result, coaches in these sports have a limited amount of time for recruitment and the level of student engagement necessary to help ensure team retention and retention at PLU overall. As student athletes disengage and leave teams, coaches must make up for these losses through additional recruiting, which takes time away from coaching and student engagement and keeps their teams young and less experienced. In light of this dilemma, PLU should consider allocating the resources necessary to provide all 19 varsity sports with full-time coaches. Strategies around coaching and facilities are discussed in more detail later in the SEM Plan.

Strategies and Action Plans

Tuition, Financial Aid, and Pricing

<u>Strategy 1</u>: To develop a more refined and nuanced awarding matrix for incoming first year and transfer students that not only maximizes student enrollment and net tuition revenue but also reflects PLU's mission and initiative to create a more diverse and inclusive campus.

Action Steps:

- Review and analyze yield rates across the cells of the current awarding matrix for first-year and transfer students
- 2. Explore and model more possibilities for AIS and need-based ranges in a revised awarding matrix
- 3. Explore and model layered awarding matrixes for transfer students driven by dependency status and credits needed for degree completion
- 4. Explore and model differentiated awarding matrixes for in-state and out-of-state students

Timeline:

 Significant progress towards implementing this strategy will be achieved in time to recruit the fall 2019 entering class.

Implementers:

- Dean of Enrollment Management and Student Financial Services
- Manager of Institutional Enrollment and Budget Planning
- Senior Associate Director of Student Financial Services
- Director of Admission

Resources/Cost:

• Time and personnel

Estimated Enrollment Impact:

 The goal of this strategy is not to grow enrollment but rather to reduce PLU's annual financial aid expenditures. Some preliminary modeling on an awarding matrix with 10 AIS scores and steady enrollment reveals financial aid savings of \$400,000 on the fall 2019 first-year incoming class.

<u>Strategy 2</u>: To develop a more nuanced gift aid policy that is explicitly attuned to demographics for continuing students and better ensures student persistence and success.

Action Steps:

- 1. Analyze retention and persistence data to identify which populations might benefit from additional gift assistance
- 2. Review withdrawal forms to identify any financial patterns among students who declare they are leaving PLU for financial reasons; consider revision of the withdrawal form itself
- 3. Locate potential donors
- 4. Calculate the retention and persistence rates needed to pay for additional gift aid

Timeline:

- Student Financial Services and Advancement have already made some progress on this strategy
 with the securing and awarding of the JFR Foundation Scholarship for independent students and
 students with non-creditworthy parents.
- Additional populations could be identified in fall 2018 so that requests for funding could be made in spring 2019 and funds could be awarded in advance of fall 2019.

Implementers:

- Dean of Enrollment Management and Student Financial Services
- Manager of Institutional Enrollment and Budget Planning
- Senior Associate Director of Student Financial Services
- Executive Director of the Center for Student Success

Resources/Cost:

- Time, personnel from Student Financial Services and Advancement
- The cost of the additional gift aid depends on the size of the populations identified and the structure of the award. For the JFR Foundation Scholarship, SFS identified a population of about 30 students per cohort. The award increases each year, leading to a cost of \$200,000 \$300,000 within 4 years. Retaining 10-20 more students pays for this cost.

Estimated Enrollment Impact

• The impact on enrollment for this strategy comes in the form of increased retention and persistence. For the cohort that received the first awards of the JFR Foundation Scholarship in fall 2017, retention increased from the mid 60 percent range to the low 90 percent range.

<u>Strategy 3</u>: To develop an approach to our admission policies and practices that addresses the academic and financial challenges of AIS1 students while minimizing the impact on new student enrollment.

Action Steps:

- 1. Review admission policies
- 2. Examine AIS 1 students who have persisted to graduation to determine what factors aided in their success
- 3. Examine test scores vs GPAs as an indicator of potential success
- 4. Examine where aid assigned to AIS1 students could be reassigned to other groups to aid in retention
- 5. Identify AIS1 students whose likelihood of persisting would increase with additional gift aid

Timeline:

- Work on this strategy is already underway. AIS 1 students with an SAT of 1000 or higher were offered \$5,000 in merit-based aid for fall 2018.
- Over the next 3 years of the plan, we can make incremental changes to our admission and financial aid policies as we continue to refine our analysis of AIS 1 students and who among them is most likely to be successful at PLU.

Implementers:

- Dean of Enrollment Management and Student Financial Services
- Manager of Institutional Enrollment and Budget Planning

- Senior Associate Director of Student Financial Services
- Director of Admission

Resources/Cost:

- Time and personnel
- The cost of the fall 2018 change to the admission and financial aid policy for AIS 1 students was minimal. Few AIS 1 students enroll, and the merit scholarship was only \$5,000.
- Costs could increase in the future depending on how this strategy is implemented. We could
 increase gift aid for AIS 1 students to better recruit and retain them, or we could reduce the
 number of AIS 1 students who are admitted, leading to lower net tuition revenue but possibly
 higher retention and persistence.

Estimated Enrollment Impact:

• The enrollment impact depends on the direction we choose for implementing this strategy. Reducing the number of AIS 1 admissions will obviously reduce enrollment, particularly among the entering class. On the other hand, holding the number of admissions steady while increasing gift aid could potentially lead to better recruitment and retention. SEMAC and the university as a whole need to decide over the next 1-3 years how they wish to treat this particular population of students, as they often have fewer financial resources and are less well academically prepared.

<u>Strategy 4</u>: To better facilitate giving opportunities for donors, develop and operationalize a procedure for identifying high-priority scholarship needs, securing funding, and tracking impact.

Action Steps:

- 1. Review current practices
- 2. Reach out to peer institutions for ideas about best practices
- 3. Align articulation of needs and impact with mission and other areas of strategic focus, such as diversity and inclusion, student-faculty research, global education, etc.

Timeline:

• Implementation of such a strategy could be completed within one year.

Implementers

- Vice President of Advancement
- Executive Director of Donor Relations
- Assistant Director of Student Financial Services
- Controller

Resources/Cost:

Time and personnel

Estimated Enrollment Impact:

- Proactively identifying scholarship needs could lead to more effective recruitment and retention of students.
- In addition, donor-backed scholarships would alleviate pressure on the budget.

<u>Strategy 5</u>: To develop an approach to setting tuition and fees that directly addresses the unsustainability of the current pricing model.

Action Steps:

- 1. Research current alternative models, assessing how those models may impact PLU's financial aid strategy and operational budget
- 2. Examine current relationship with financial aid consulting firm

Timeline:

Fall 2020 is the earliest date PLU could responsibly implement a new pricing model.

Implementers:

- Budget Advisory Committee (Craig Chamberlain, David Ward)
- Dean of Enrollment Management and Student Financial Services
- Director of Admission
- Associate Vice President of Marketing and Communication
- Controller
- Norris Peterson from Department of Economics

Resources/Cost:

• Time and personnel

Estimated Enrollment Impact:

• Reducing tuition and revising our overall pricing model should generate market visibility and have a positive impact on recruitment. If marketed well, a unique pricing model that reduces sticker shock could improve recruitment in the long term.

<u>Strategy 6</u>: To develop a financial aid and campus housing strategy that incentivizes first- and second-year students to live on campus and participate in the campus experience.

Action Steps:

- 1. Collect data disaggregated by race on why students choose to not live on campus
- 2. Determine the cost of housing & feeding a student
- 3. Rethink how we use adjacent properties that we own
- 4. Explore donor interest in giving to housing incentive or remodeling houses for students

Timeline:

- Work on implementing this strategy has already begun. For the past two recruitment cycles, Residential Life has been offering a 50% housing discount to Pell-eligible AIS 1s and 2s who live within 25 miles of campus.
- Expansion of such a discount based on further data collection could be implemented within 1-2 years.
- Housing renovations would take longer, perhaps extending beyond the timeframe of this plan

Implementers:

- Associate Vice President for Campus Life
- Director of Institutional Research

- Dean of Enrollment Management and Student Financial Services
- Vice President of Advancement
- Associate Vice President of Facilities Management

Resources/Cost:

- Time, personnel, donations
- The cost depends on the eventual scope of this strategy. Greater financial aid incentives and housing renovations are costly, but improved retention could help recover some of the cost.

Estimated Enrollment Impact:

• The evidence is clear that students who live on campus retain at higher rates than those who live at home. Incentivizing students to live on campus could have a positive impact on retention and persistence.

<u>Strategy 7</u>: To develop a need-based aid policy for international students that supplements existing merit aid, better supports international students, facilitates their enrollment, and maximizes net tuition revenue.

Action Steps:

- 1. Schedule visits to Parkland with agents who are recruiting for PLU
- 2. Develop a need-based aid application for international students
- 3. Develop an awarding matrix for international students that parallels that of domestic students
- 4. Determine additional resources needed to support an increase in international enrollment

Timeline:

A need-based aid application has been identified, but the rest of these action steps will take 2-3
years to complete.

Implementers:

- Director of International Admission
- Associate Provost of Graduate Programs and Continuing Education
- Dean of Enrollment Management and Student Financial Services
- Manager of Institutional Enrollment and Budget Planning
- Senior Associate Director of Student Financial Services

Resources/Cost:

- Time, personnel, minimal budget for bringing agents on campus
- The cost will come in the form of additional gift aid for international students. Additional students will help cover the cost.

Estimated Enrollment Impact:

Each year, a number of admitted international students ask for additional gift aid due to a lack
of affordability. Furthermore, yield rates from countries with high rates of poverty are
extremely low. Need-based aid could improve recruitment efforts of international students
from a variety of locations.

Academic Programming and Design

<u>Strategy 1</u>: Optimize academic program offerings during summer months to assist undergraduate students in timely degree completion, remain competitive with peers (and to prevent students from transferring in credits from lower-cost alternatives), and generate modest additional revenue.

Situational Analysis:

One of the primary purposes of summer school is assisting undergraduate students in their timely degree completion. To remain competitive with peers (and to prevent students from transferring in credits from lower-cost alternatives), summer school is not a revenue generator, at least as it is currently structured. With investments in PLUTO classes or courses with appeal to non-PLU students, we may identify additional revenue generation as a goal in future years.

Of the top 20 most enrolled summer courses from 2012 to 2017: 13 carry a Gen Ed element, from Natural Sciences (NS and SM elements), Religion (RG and RC elements), Sociology (A, SO elements), and Elementary Spanish. Thirty-five percent of summer enrollment is in NSCI courses.

Price is a major obstacle to summer school enrollment, both because PLU gift aid is not available during summer months and because, historically, Pell Grants have not been available year-round. Data from 2012-2017 reveal that 8:30AM - 11:20 AM is the most popular summer course time; faculty who teach summer school report that students select those courses because it leaves the rest of the day available for paid employment (the time slot that is appealing to faculty for similar reasons) (see <u>Appendix F</u>).

Action Steps:

- 1. Survey students to understand summer enrollment choices around issues of time, money, and course offerings
- 2. Identify courses that PLU students are transferring in from summer enrollment elsewhere
- 3. Consider opportunities to enhance offerings in popular fields, including fields that draw non-matriculated students (post-bac, preparation for graduate school)
- 4. Provide increased opportunities for faculty to be trained through the PLUTO Institute
- 5. Develop intentional marketing plan to promote summer school offerings
- 6. Maximize morning or evening offerings, including counseling deans/chairs on best practices for scheduling summer courses
- 7. Increase financial access to summer school by exploring borrower-based loans and year-round
- 8. Consider pre-college residency programs for high school students (debate/forensics, musical theatre, yearbook)

Timeline:

• While some steps can be accomplished within one year, it will likely take three years to complete all action steps.

Implementers

- Provost
- Associate Provost of Undergraduate Programs
- Associate Programs of Graduate Programs and Continuing Education
- Director of Institutional Research

- Academic Deans
- Associate Director of Student Financial Services

Resources/Cost:

- Time, personnel
- Financial resources for faculty training, marketing, and additional course offerings
- .5 FTE Summer Sessions Coordinator position starting FY2019-20 at \$26,600 salary and benefits

Estimated Enrollment Impact:

Additional summer course offerings in high interest areas and increased federal student aid
could lead to higher enrollment from PLU and non-matriculated students. Positive impacts
include additional tuition revenue and timelier degree completion.

<u>Strategy 2</u>: Establish a process for wider input from faculty, administrators, staff, and students for existing committees to consider new academic programs and reconfigurations/rebranding of existing curriculum.

Action Steps and Timeline:

- 1. Research how faculty at other institutions receive input from campus stakeholders on developing new academic programs or reconfiguring existing programs
- 2. Gather and assess data on retention within academic programs by race to find strengths and weaknesses so as to inform where resources should be moved
- 3. Track how students move between majors, looking at how and why they move from intended major to declared major

Timeline:

 A process for the faculty to receive wider input about academic programs could be established within two years.

Implementers:

- Provost
- Associate Provost of Undergraduate Programs
- Associate Provost of Graduate Programs and Continuing Education
- Chair of the Faculty

Resources/Cost:

• Time and Personnel

Estimated Enrollment Impact:

 This strategy would create a formalized process for faculty, staff, students, and other stakeholders to submit proposals for new academic programs or changes to existing programs. Proposals from those with expert knowledge on market demand could lead to enrollment increases in the future across all student types. <u>Strategy 3</u>: Consider creation of new academic programs, paying specific attention to race, gender, and our changing demographics.

Action Steps:

- 1. Continue to review peer CIP code graduation data for potential growth
 - Initial research reveals growth potential in Computer Science, Engineering, Mass
 Communication (undergrad and grad), Counselor Education (grad), Specialty Health Fields
 (continuing education or certificates Sonography) and Health Services Administration
- 2. Map curricula to assess overlap and affinities
 - There might be places where PLU can bundle existing courses, or with the addition of some new courses, offer Public Health or other types of Health Sciences related degrees as well as concentrations in Criminal Justice, Marine Biology or other programs that are frequently asked about by prospective first-year and transfer students
- 3. Explore new graduate and continuing education programs, both on campus and online
 - Communication
 - Kinesiology
 - Counselor Education
 - Brewing Science
 - Data Science (Statistics)
 - Health Care Leadership
 - Sports Management
 - Biomedical Research (undergraduate)
- 4. Explore accelerated one-year graduate programs
- 5. Consult with campus partners from academic areas as well as our recruiters from Undergraduate Admission, GPCE, Athletics, etc.
- 6. Explore 3-3 and 4-1 programs (e.g., Law)

Timeline:

• Given the process of creating and approving new academic programs, timelines could vary considerably based on faculty interest and enthusiasm for certain fields and disciplines.

Implementers:

- Provost
- Associate Provost of Undergraduate Programs
- Associate Provost of Graduate Programs and Continuing Education
- Director of Institutional Research
- Academic Deans and Chairs

Resources/Cost:

- At present, the resources would mainly be in staff and faculty time.
- As programs are developed and reach the point of proposal, there would be concrete information on additional costs to provide instruction and the curriculum for each program.

Estimated Enrollment Impact:

 New academic programs could assist in recruitment of undergraduate and graduate students as well as retention of undergraduate students, especially in the Health Sciences. Strategy 4: Explore possibilities around individualized majors, pre-majors and General Studies major

Actions Steps:

- 1. Bolster awareness of and infrastructure to offer, recruit, and support students interested in Individualized Majors, particularly first generation students and students of color.
- 2. Consider Jterm PLU Success course for students interested in Individualized Majors.
- 3. Develop ways for individualized majors to have meaningful interactions with faculty and a community of students (an academic home).
- 4. Consider academic interest area pre-majors, such as Humanities, Social Sciences, Natural Sciences, Health Sciences, or Creative Arts.
- 5. Consider feasibility and desirability of majors in Liberal Arts or General Studies, particularly as a recruitment tool for adult learners and transfer students.

Timeline:

• The Provost's Academic Council will begin working on these action steps in Fall 2018.

Implementers:

• Provost's Academic Council

Resources/Cost:

- At present, mainly staff and faculty time
- There might be some cost to implementing this strategy if it results in additional course offerings or faculty time.

Estimated Enrollment Impact:

- Individualized majors and pre-majors could have a positive impact on retention, especially for students who become interested in an area with no established major at PLU.
- A degree program in liberal arts or general studies could be a useful recruitment tool for adult learners and transfer students.

Recruitment, Marketing, and Outreach

Strategy 1: Establish a sustainable number of international students (Undergraduate and Graduate)

Situational Analysis:

We recognize that international students provide an important perspective to the university. Their presence on the PLU campus enlivens one of the university's points of distinction and enhances global frameworks. Based on data from Fall 10th day, the number of international students from 2007-17 has varied widely (See <u>Appendix G</u>). The recommendation is to stabilize international student recruitment at 140 students or 4.0% of total headcount.

Action Steps and Timeline:

- 1. AY2018-19 Establish an English language training program to help students meet admission requirements. The Fall 10th day numbers report indicate that when PLU has an ESL program on campus, international student enrollment increases.
- 2. AY2018-19 Undergo a recruitment plan assessment. Based on international student data from the annual report from <u>IIE's Open Doors</u>, which lists the top countries sending students to the

U.S. for study and the top majors selected, International Admission develops annual recruitment and marketing plans in collaboration with GPCE, Admission, Student Financial Services, and key stakeholders (e.g., BUSA). The primary sources for generating enrollment numbers have been a) online (e.g., university website), b) direct recruitment (domestic and international), c) agents, and d) partnership development (e.g., articulation agreements with universities). In AY2018-19, it is recommended that International Admission assess, using agreed upon metrics, the effectiveness of the annual recruitment and marketing plan as well as the agent relationships.

- AY2018-19 Renew conversations with the PLU Wang Center for Global Education about opportunities to coordinate resources in countries with a strong PLU presence. Identify other possible pipelines from PLU global partnerships (e.g. ELCA, Global Education Committee, etc.)
- 4. AY2018-19 Identify and coordinate student support services to assist international students with academic and student life success.
- 5. AY2019-20 Develop and offer short-term continuing education programs to international students, faculty and professionals in order to generate revenue and possible pipelines for matriculation.

Implementers:

- Associate Provost of Graduate Programs and Continuing Education
- Graduate Programs and Continuing Education, International Student Center, Admission, Center
 for Student Success, Marketing & Communications, Wang Center for Global Education, Global
 Education Committee, and PLU's partner institution, EC Higher Education, who is delivering the
 International Pathway Program (i.e., English Language Learners program.)

Resources/Cost:

- International Student Coordinator (1 FTE) at \$53,200 salary and benefits, \$10,000 S&P. This individual will be housed in International Student Center under the Director of International Admission. He/she will act as the key liaison between PLU and EC Higher Education, providing support and advice to the IPP students regarding academic and student life resources and steps to matriculate to PLU Start summer 2019.
- Increased S&P budget to support the new position
- Financial Aid international scholarships (i.e., tuition discounts and cash grants based on LCM revenue share)
- Increased allocation to cover agent commissions

Estimated Enrollment Impact:

• The strategy itself calls for enrollment growth to 140 international students over three years.

Strategy 2: Increase enrollment capacity of existing graduation programs.

There is capacity for enrollment growth in varying degrees and contingent upon varying resources across all programs. For example, the MBA program could add one, possibly two cohorts if provided additional faculty and S&P resources. All the other programs could absorb modest increases in headcount.

Action Steps and Timeline:

- 1. AY2018-19 Identify target enrollments with increases for each program.
- 2. Develop pipelines with partner institutions:
 - o AY2018-19 Create UG-GR pipelines to reach prospective and current students.

- AY2018-19 Establish an English language training program to help students meet admission requirements.
- AY2018-19 Add two to three partnerships (MOUs) with Washington state community colleges for BAS-MAE/MBA/MSF/MSMR pathways. PLU has current partnerships with Grays Harbor College and Highline College.
- AY2018-19 and AY2019-20 Sign 2-3 international articulation agreements (e.g., 2+2+1, 4+1) with Chinese universities. Negotiations for these agreements are currently taking place.
- AY 2018-19 Increase advertising to PLU continuing education students in areas of education, nursing, and business.
- AY2019-20 Sign 1-2 international agreements with partner institutions to recruit specific cohorts for the MSF and MSMR programs.
- 3. AY2018-19 Explore 3+1 accelerated programs.
- 4. AY2018-21 Increase inquiries and inquiry to application conversion rates via improved SEO, program website redesign, and increased digital marketing.
- 5. AY2018-20 Increase MBA program by one cohort.

Implementers:

 Associate Provost of Graduate Programs and Continuing Education, Graduate Admission, Graduate Council (i.e., graduate program directors), Admission, Marketing and Communications, Advancement, PLU's partner institution, EC Higher Education

Resources/Cost:

- \$53,200 salary and benefits for a 1 FTE Graduate Admission Counselor
- \$30,000 to \$50,000 increased Services and Purchases allocation for marketing
- 1 to 2 FTE faculty for the School of Business
- Increased Services and Purchases for School of Business

Estimated Enrollment Impact:

Implementation of this strategy will positively impact graduate student enrollment.

Strategy 3: Add 2-3 graduate programs.

In order to reach the graduate enrollment goals outlined in the table below, PLU will need to add 2-3 new programs with 20 to 25 students in each new program on an annual basis. Potential new program areas are being considered in the School of Arts and Communication, the School of Education and Kinesiology, the Division of Natural Sciences, and the Division of Social Sciences.

Action Steps and Timeline

- AY2018-19 Research markets for possible programs.
- AY2018-19 Match PLU schools and divisions and their faculty to the potential programs.
- AY2019-20 Submit proposal for 1 new graduate program to Faculty Assembly.
- AY2020-21 Submit proposals for 2 new graduate programs to Faculty Assembly.

Implementers:

 Deans, Department Chairs, Faculty, Associate Provost for Graduate Programs and Continuing Education, Graduate Admission, Marketing and Communications, Advancement, PLU's partner institution, EC Higher Education

Resources and Costs

- New FTE faculty lines for each new graduate program (number of FTE TBD)
- Additional Services and Purchases allocation for each new program (amount TBD)

Estimated Enrollment Impact:

• Implementation of this strategy will positively impact graduate student enrollment. Enrollment projected to be 20-25 new students for each program on an annual basis.

<u>Strategy 4</u>: Clarify the key emphases we want to make about PLU to prospective (and current) community members including students, faculty and staff.

Continue to engage campus community in discussions designed to refine and practice delivering our key messages and points of distinction.

- To what extent are we still emphasizing the pathways to distinction from PLU 2010 (Study Away, Vocation, and Student-Faculty Research), and how do we measure student engagement with them?
- How will the conversation about our academic identity, general education program, and emerging Diversity Statement relate to the pathways?
- We have added new emphases to our marketing and recruiting: Lutheran Higher Education, Diversity Justice and Sustainability, and "key experiences." How do these relate to the pathways?
- Considering PLU's general success in recruiting and retaining first-generation students, how can we improve key emphases for other student populations?

Action Steps and Timeline:

- 1. AY 2019-20 Create space for authentic community conversation about PLU's identity and messaging priorities.
- 2. AY 2019-20 Research and assess how students of color engage with the pathways to distinction. How many students of color participate in student/faculty research and study away? Create strategies to address gaps and/or sustain strengths.
- 3. AY 2020-21 Develop key points where students, faculty and staff are introduced to and reminded of our unique institutional messaging (e.g. New Student Orientation, New Employee Orientation, etc.)
- 4. AY 2020-21 Strengthen/create opportunities throughout the recruitment process for students of color to engage with campus in SOC cohorts (eg SOC overnights, SOC advising days, Deans/Chairs /Faculty meetings with SOC with intended majors in department).

Implementers:

- Associate Vice President for Marketing and Communications
- Associate Vice President of Human Resources, Vice President for Student Life, Long Range Planning Committee

Resources/Cost:

Time and personnel

Estimated Enrollment Impact:

 Refining our messaging around academic identity and Lutheran higher education will assist our recruiters in discussing PLU with prospective students. <u>Strategy 5</u>: Coordinate management of PLU external relations (e.g., ELCA, institutional relationships with local, regional, and national entities) and establish strategic portfolio of pipeline partnerships and programs to support PLU mission.

Action Steps and Timeline:

- 1. AY2018 Complete assessment of PLU's financial relationships with external community organizations.
- 2. AY2018-19 Clarify staff resources needed and organizational structure to support the staff position(s).
- 3. AY2018-19 Establish and fund PLU External Relations Council.
- 4. AY2018-19 Join the Hispanic Association of Colleges & Universities.

Implementers:

• President's Council

Resources/Cost:

- Time and personnel
- Potential financial cost if new partnerships are identified.

Estimated Enrollment Impact:

 A more strategic approach to managing our external relations could create greater visibility and good will in our primary recruitment territories.

<u>Strategy 6</u>: Increase broad participation in undergraduate and graduate recruitment efforts with alumni relationships.

Based on surveys conducted by the Center for Graduate Programs and Continuing Education and analysis of their inquiry pool, the three top sources for generating graduate inquiries are a) friends and family, b) alumni referrals, and c) online [e.g., grad website, digital marketing, etc.]. PLU has an opportunity to engage alumni, regents, and members of the local community who are employers to help shape graduate programs and encourage their spheres of influence to enroll.

Action Steps and Timeline:

- 1. AY2018- 20 Develop key "pathways of communication" across the lifecycle of prospective student, undergraduate, graduate, and alumni.
- 2. AY2018-19 Complete a survey of alumni at key periods of life to evaluate outcomes (e.g. six months after graduation, one year after graduation, five years after graduation, etc.)
- 3. AY2019 Develop incentives for faculty participation in recruitment and alumni relations.
- 4. AY2020 Open and maintain shared database of alumni information for faculty to continue developing relationships such as:
 - o % of alumni return to their home communities
 - % earn postgraduate degrees*
 - % work in for-profits*
 - % work for non-profits*
 - o % work in government
 - % work in K-12 education**
 - % working and attending graduate school

- o % serve in leadership roles outside of employment
- o % volunteer in their communities
- % studied away in undergraduate
- o % completed an internship
 - *Listing of names, salary level (if applicable), and collect data on what key PLU experiences, faculty, programs helped them get that graduate school acceptance or employment position.
 - ** What alumni are in the high schools in Washington and states PLU travels to (teachers, administrators, district employees).

Implementers:

- Alumni and Student Connections
- Director of Admission, Associate Vice President for Marketing & Communications, Vice President for Advancement, Provost

Resources/Cost:

Course releases to recruit at high schools, college fairs, etc

Estimated Enrollment Impact:

 Effectively using alumni and faculty as recruiters could have a positive impact on overall enrollment.

<u>Strategy 7</u>: Translate key recruitment and financial aid pages of the PLU website into Spanish to better respond to the changing demographic of PLU's undergraduate students and families.

Action Steps and Timeline:

1. AY 2018-19 – Continue work with translations.com to convert key pages into Spanish.

Implementers:

- Associate Vice President of Marketing and Communication
- Associate Director of Admission
- Director of Admission
- Dean of Enrollment Management and Student Financial Services

Resources/Cost:

Approximately \$3,000 for third party contract with translations.com

Estimated Enrollment Impact:

 Translating key admission and financial aid pages into Spanish will allow for more effective recruitment of Hispanic students and communicate to them and their families that PLU is a place that will care for them and welcome them.

Advising, Momentum, and Academic Success

<u>Strategy 1</u>: Revise current advising model so that all incoming first-year students are assigned a Student Success Advisor within the Center for Student Success (CSS) with the goals of providing a consistent experience for all incoming students, making students ready to declare a major or area of academic



interest by the end of their first year, empowering them to build and monitor their own degree planning, and ensuring they are all aware of the university-wide supports in place for them.

Action Steps and Timeline:

- 1. This new vision for academic advising was crafted by a CSS planning committee over the course of the 2017-18 academic year
- 2. In Spring 2018, an Executive Director was named, and as of August 1, 2018, three new Student Success Advisors were hired.
- 3. All first year students have been assigned an advisor, and advisors continue to undergo training.
- 4. AY 2018-19: Advisors will have four one-on-one meetings with each student through the end of April two in the fall semester, one in Jterm, and one in the spring.

Implementers:

• Center for Student Success

Resources/Cost:

• Time and personnel

Estimated Enrollment Impact:

• This new model would provide students with a solid and consistent set of learning outcomes that should assist in helping their momentum and persistence.

<u>Strategy 2</u>: Develop a spring Declaration Day that provides departments with a ceremonial way to welcome new majors into their academic home.

At PLU University Conference 2018, Dr. Vince Tinto remarked that students will stay at a place where they feel valued and where they feel they belong. Declaration Day is a formal process and celebration that intentionally connects students to an academic home at the university prior to starting their second year.

Action Steps:

- 1. Plan event, including time, location, invitees, and celebratory process for declaring a major or area of academic interest.
- 2. Present details of the event and process to SEMAC, Provost's Academic Council, and department chairs for feedback.

Timeline:

PLU's inaugural Declaration Day is tentatively scheduled for April 26, 2019.

Implementers:

- Provost
- Center for Student Success leadership
- Academic Deans & Chairs

Resources/Cost:

- Personnel to organize
- Cost to provide marketing, fanfare, etc.

Estimated Enrollment Impact:

 Declaration Day is intended to help students find a sense of academic belonging and strengthen their connection to their department, which in turn could increase persistence beyond the second year.

<u>Strategy 3</u>: Develop an advising syllabus to help guide students in their understanding of the advising process and their role in the process, with a focus on having students ready to engage with faculty advisors by second year.

Action Steps and Timeline:

- 1. AY 2018-19 Develop advising syllabi appropriate for first year and entering transfer students
- 2. AY 2018-19 Train professional advisors on the use of the syllabus
- 3. AY 2019-20 Train faculty on the implementation of an advising syllabus for continuing students with check-points, benchmarks, reviews, etc.

Implementers:

Center for Student Success staff

Resources/Cost:

• Time for development and training, possible professional development opportunities via webinar, etc.

Estimated Enrollment Impact:

 The use of an advising syllabus will serve as one step in strengthening the advising process by helping students increase their understanding of their role and improve their agency in taking on responsibility for planning their next steps. Ultimately, an advising syllabus should positively impact retention, persistence, and graduation rates.

<u>Strategy 4</u>: Require a review of the CAPP report and creation of a two-year plan for graduation at point when students reach 60 credits.

Action Steps and Timeline:

1. AY 2018-19 – Craft a policy and procedure implementing new strategy.

Implementers:

- ARTS Committee
- Office of the Registrar
- Center for Student Success staff
- Faculty advisors

Resources/Cost:

Time and personnel

Estimated Enrollment Impact:

This strategy should have a positive impact on the four-year graduation rate.



<u>Strategy 5</u>: Revise PLUS 100 course offerings to create a deep sense of belonging among specific student populations, including incoming first-year, first-generation students who are AIS 1, 2, 3, students of color, incoming football players, and commuters.

Action Steps and Timeline:

- 1. AY 2018-19 Student populations were registered for PLUS 100 at New Student Orientation.
- AY 2018-19 Review course evaluations after Fall 2018 and solicit other forms of student feedback, including information gleaned from the Diverse Learning Environment Survey of fall 2018.
- 3. AY 2018-19 Measure fall to spring persistence of student populations enrolled in PLUS 100 and measure against previous cohorts of the same populations.

Implementers:

- Associate Provost of Undergraduate Programs
- Vice President of Student Life
- Director of Residential Programs

Resources/Cost:

• Time, personnel, faculty, classroom space.

Estimated Enrollment Impact:

- PLUS 100 and previous versions of the course have positively impacted retention and persistence for specific student populations.
- A more targeted version of PLUS 100 could further improve retention and persistence for these student populations.

<u>Strategy 6</u>: Develop two-year course cycles and advising guides that allow for ease and simplicity in degree planning.

Action Steps and Timeline:

- 2. AY 2018-19 Update two-year course cycles based on class schedule information for the 2018-19 academic year.
- 3. AY 2018-19 In Fall 2018, contact chairs and program directors to forecast 2019-20.
- 4. AY 2019-20 Create a process for two-year course cycles and advising guides to be regularly updated.
- 5. AY 2019-20 Develop online tools that students can easily access and use independently in conjunction with degree planning.

Implementers:

- Manager of Institutional Enrollment and Budget Planning
- Associate Provost for Undergraduate Programs
- Provost
- Academic Scheduling and Catalog Manager
- Department Chairs and Program Directors
- Center for Student Success staff

Resources/Cost:

• Time and personnel

Estimated Enrollment Impact:

• Clear pathways for academic progression have been shown to assist with recruitment and retention of students.

Strategy 7: Fully utilize course planning feature in Banner 9 for students and the university.

In Banner 9, registration plans can be created years in advance, information can be used by students and advisors to aid in advising meetings, plans can be used for quickly registering at a student's appointment time, and data underlying the plans can be assessed for gauging future course demand.

Action Steps and Timeline:

- 1. AY 2018-19 Explore and develop ways to introduce new students to the planning feature, possibly requiring the creation of one or more plans during the student's first year.
- AY 2018-19 Make planning with the tool a regular part of advising check-ins.
- 3. AY 2018-19 Develop reports to access plan data.
- 4. AY 2019-20 Integrate data into two-year course cycle update process.

Person(s) Responsible:

- Office of the Registrar
- Center for Student Success staff
- Information & Technology Services staff
- Provost's Academic Council
- Department Chairs

Resources/Cost:

• Time and personnel

Estimated Enrollment Impact:

- This will be an important feature in the effort to put useful information and tools in the hands of students and advisors for degree planning.
- It will also provide new and valuable insights into future course needs.
- This tool could lead to improved graduation rates and increased satisfaction with the registration process and university responsiveness to student course demand.

Student Experience and Wellbeing

This set of strategic initiatives is informed by institutional and national data that affirms the central importance of equity as a lens for viewing and evaluating learning contexts, learning communities, and culturally responsive resources. These initiatives simultaneously recognize that student experience, learning, and wellbeing are influenced by multiple variables that interact in complex ways and that are influenced by students' prior histories, identities, access to resources and that, ultimately, affect conditions for effective learning and sense of belonging. Student experience and wellbeing is framed by first impressions of PLU and continues to be formed as students engage with the university through purposeful and spontaneous touch points. These strategic initiatives are aligned with institutional



research and assessment findings, participant observation, and the stories of students' lived experience of PLU that have been entrusted to us as a SEMAC working group.

The expected impact of these investments in student well-being and experience is multifold and includes expected outcomes of increased student satisfaction (as assessed through multiple measures, including student-athlete annual interviews and exit surveys, Student Satisfaction inventory, and others), quality of student experience (as compared to professional standards, including CAS, and benchmarks established by institutional peers and co-applicant schools), student wellbeing (as measured by the Healthy Minds survey), and overall student success (as measured by student retention, persistence, and graduation rates across student demographics). The impact of these investments also can be recognized in the ways that they demonstrate responsiveness to student feedback, student data, and students as active partners in learning.

The following initiatives emerge from and are aligned with findings associated with PLU's NSSE data and peer comparisons, analysis of Student Care Network data to date, 2017 Campus Climate and Healthy Minds surveys and peer comparisons, Northwest Conference peer data related to facilities and program staffing, program review assessment data, and national trend data related to student wellness and experience. These initiatives also are supported by research completed when planning for Capital Campaign Priorities. Those strategic initiatives with the greatest synergy and urgency are outlined below.

Learning Context and Learning Community:

Strategy 1: PLU is missing some of the important conditions for learning and belonging found in intentionally designed "3rd places/spaces", which are defined by their distinctiveness from first and second places/spaces. According to the Oxford Reference: First and second spaces are two different, and possibly conflicting, spatial groupings where people interact physically and socially: such as home (everyday knowledge) and school (academic knowledge). Third spaces are the in-between, or hybrid, spaces, where the first and second spaces work together to generate a new third place. These places/spaces, by their design, purposefully encourage and facilitate gathering, grounding, expansion and extension of learning, connection and sense of belonging. This initiative affirms and reinforces this need where and how it already has been articulated by the university (e.g., in the two year PC strategic priorities and on-going student and prospective student feedback) in some form and adds urgency to the recommendation that the creation of third spaces occur in the short, rather than the long term. This initiative also confirms the need for third spaces to be equipped with the furniture and other resources that communicate and are congruent with the valuing of these spaces as important to student experience.

Of specific note for this strategic initiative are third spaces designed with and for commuter students that need to be expanded to include convenient and easily accessible space on lower campus. This space or spaces needs to address storage, study, and sustenance for commuter students who otherwise choose to go off campus or home and then may miss later classes (2018 survey of Commuter Students)

Action Plan and Timeline:

Spring 2018 – Completed campus heat map and time sample observations to document spaces
most frequently used by students, and current gaps in gathering places/purposefully designed
third spaces, including the identification of possible campus third spaces, with attention to
lower campus as an area of potential growth, designed with and for commuter students.

- 2. Spring/Summer 2018 Shared findings with and requested feedback (e.g., about priority spaces, furniture expectations and preferences) from student groups and campus community through multiple mediums, including meetings and tabling.
- 3. Fall 2018 Create proposal for priority third space resources to include cost estimates for furnishing identified spaces, timelines for delivery and set up, and replacement plans based on anticipated wear and tear.
- 4. Fall 2018 Publish third space implementation timeline and plans as collaboration between Student Life, ASPLU, Finance and Administration, and building partners.
- 5. Fall 2018 and beyond Implement plans according to timeline

Implementers:

- Vice President for Student Life
- Executive Director for Campus Restaurants and Conference Services, individual building leadership (i.e. Athletics Director, Diversity Center, and other affected campus units)
- Vice President of Administrative Services

Resources/Cost:

• Determined in action step 4.

Estimated Enrollment Impact:

- Third spaces facilitate casual, comfortable dialogue between students and peers, faculty and administration.
- Students who have access to spaces in between classes are more likely to stay engaged in the community instead of going to their car, or going home after class.

<u>Strategy 2</u>: Attention to the resourcing and location of the current identity-based and engagement centers (e.g., dCenter, CGE, CCES) is critical to responding to the coordinated and intersectional support, learning, and campus climate challenges/needs that are communicated through some of the NSSE findings for first year students.

Action Plan and Timeline:

- AY 2018-19 Co-schedule and complete coordinated program reviews for the identity-based and engagement centers with a focus on critical questions associated with center resourcing, including staffing and budget, location, and related potential for enhanced impact. (Confirm cross-divisional program review schedule in fall 2018).
- Summer 2019 Create coordinated responses to, action plans, and implementation timelines
 for program review recommendations and investments related to center staffing, resourcing,
 and locations.

Implementers:

- Provost
- Vice President for Student Life
- Vice President of Administrative Services
- Dean for Inclusive Excellence, AVP for DJS, Center Directors

Resources:

Determined in action step 1.

Estimated Enrollment Impact:

 Reported increases their sense of belonging, sense of community and retention of students utilizing the centers.

<u>Strategy 3a</u>: Recruitment and retention both will be enhanced by investments in facilities that promote and visibly value student wellbeing. Moving from a fitness center model to a recreation and wellness center model also will position PLU competitively among peers, most who have already made an investment in this transition between facility types and approaches. This investment also would allow dedicated space for athletics that is necessary to a high quality and high impact student athlete experience.

Action Plan and Timeline:

- 1. Spring 2018 Building renovation blueprints for Athletics facilities developed and shared with key stakeholders, including student-athletes, for feedback
- 2. Spring 2018 Project proposal(s) reintroduced to Board of Regents for approval as exploratory "silent phase" capital campaign priorities
- 3. Fall 2018 Project funding and renovation timelines formalized and confirmed
- 4. AY 2018-19 Project start date and timelines publicized (fall 2018-spring 2019)
- 5. Olson renovations completed
- 6. Fall 2019 Building concept drawings for campus recreation and wellness center developed and shared with students and stakeholders for feedback
- 7. Spring 2020 Project proposals shared with Board of Regents for feedback and approval
- 8. Fall 2020 Project funding confirmed and project timelines formalized and publicized
- 9. Campus recreation and wellness center project completed

Accountability Partners:

- Director for Athletics and Recreation
- Vice President for Student Life
- Vice President of Administrative Services
- Vice President for Advancement
- Associate Vice President for Facilities Management

Resources/Cost:

 Currently, needed resources are articulated through estimates for building renovations that are available through Facilities and design and construction of new buildings that are available through Facilities and the Campaign Task Force/Advancement

Estimated Enrollment Impact:

 Prospective students who reference athletic and recreation facilities as a reason to come to (rather than not come to) PLU. Student satisfaction with facilities as measured by utilization of spaces and user feedback. Student-Athlete satisfaction as measured by comments and ratings regarding athletic facilities during annual team interviews and individual assessments.

<u>Strategy 3b</u>: Recognizing that effective recruiting and team development requires ongoing attentiveness and communication, availability, and regular engagement with students, develop a staffing plan in Athletics that prioritizes having a full-time dedicated coach for all 19 Varsity sports programs at PLU.

Action Plan and Timeline:

1. Fall 2018 – Develop a financial and organizational plan to transition remaining P-T coaches in Varsity sports that include Women's volleyball and Men's soccer to F-T status.

Implementers:

- Director for Athletics and Recreation
- Vice President for Student Life
- Vice President for Administrative Services
- Vice President for Advancement
- Associate Vice President for Facilities Management

Resources/Cost:

Salary and benefits equivalent to 1.0 FTE (Moving two .5 coach positions to 1.0 FTE)

Estimated Enrollment Impact:

- Coaches who are at 1.0 FTE are able to be more actively present in recruiting new studentathletes, are able to be more timely in follow up and follow through, and also are able to be more consistently engaged with student-athletes on their teams.
- At heart, this also is an issue of equity in experience, with student-athletes on the two teams
 with part-time coaches having an experience that is not comparable with the experience of their
 peers with full-time coaches.

Culturally Responsive Resources

Strategy 4: Student employment frequently plays a role in belonging, financial wellbeing, and access to leadership learning and work experience for students, particularly commuter and first year students at PLU. Resources to support maximum access to and utilization of student employment opportunities, including compensated experiential learning opportunities and leadership roles, continue to be a priority for student experience and require greater attention to reach, impact, and equity of access and outcomes.

Action Plan and Timelines:

- AY 2018-19 Conduct a comprehensive analysis of student employment expenditures, percent
 of students seeking on-campus employment vs available opportunities, frequency of postings,
 types of student jobs available, and distribution of jobs by sponsoring departments. Identify
 opportunities for maximizing utilization of student employment budgets and number of
 students served and make recommendations for addressing student employer and student
 employee opportunity gaps (by student demographics, need, work study award, division and/or
 departments).
- 2. AY 2018-19 Participate in NASPA national survey of student employment to identify gaps in PLU's student employment program, to develop an initial set of strategic priorities for student employment, and to secure comparative peer data from other institutions.
- 3. AY 2018-19 Continue to work with ICW to broaden usage of state work-study dollars for students who attend religiously affiliated colleges and universities.

Implementers:

Vice President for Advancement

- AVP for Alumni and Student Connections
- Dean of Enrollment Management and Student Financial Services
- Vice President of Administrative Services
- Provost
- Vice President for Student Life

Resources/Cost:

• To be determined through analysis

Estimated Enrollment Impact:

 Evidence shows that students who participate in work-study – particularly meaningful work experience – have higher rates of retention and persistence than students who do not participate.

<u>Strategy 5:</u> Campus capacity for prioritizing and responding to student wellbeing, specifically increasing mental health concerns (Healthy Minds findings, Counseling Center program review, Residential Life program review, NSEE findings) needs to be expanded to include intentional and structural partnerships with faculty, staff, and community organizations with recognized expertise and experience in culturally responsive practice and, simultaneously, the broader campus needs to be equipped with first contact/first relationship skills in Mental Health First Aid and trauma informed care.

Counseling Center staffing and capacity to respond to increased demand for access and culturally responsive approaches to care remains an investment priority for the university as a part of prioritizing student wellbeing as an essential aspect of student learning, persistence, and experience.

Action Plan and Timeline:

- 1. Fall 2017 Completed Counseling Center program review
- 2. Spring 2018 Created action plan for implementing priority recommendations and hired dedicated Counseling Center director
- 3. Spring/Summer 2018 and beyond Integrate PLU JED campus strategic plan priorities and action steps with priorities and action steps identified in Counseling Center program review with particular attention to cross-referenced priorities, including investing in and expanding collaboration with campus and community partners with mental health expertise and experience to increase campus capacity to meet demand and identifying and implementing strategies for training first contact/first relationship faculty, staff, and peers in Mental Health First Aid to increase campus capacity.
 - Mental Health First Aid training initiated with close to 75 staff and faculty trained by August 2018.
- 4. Spring 2018 and beyond Advance priorities according to integrated timeline for implementation and assessment of impact

Implementers:

- Vice President for Student Life
- PLU JED campus team
- Director Health Center
- Director Counseling Center

Resources/Cost:

 Resources and cost beyond new Counseling Center director and initial staff and faculty training will be determined upon further analysis of priorities.

Estimated Enrollment Impact:

- The Mental Health America studies show that youth mental health is worsening. Rates of youth with severe depression increased from 5.9% in 2012 to 8.2% in 2015. Even with severe depression, 76% of youth are left with no or insufficient treatment. Thus with the improvements to counseling center, PLU can begin the process of narrowing the gap between diagnosis of mental health concerns and treatment of mental health concerns.
- Studies also show that students of color often face historical and cultural barriers when trying to access mental health services. These biases are deeply rooted in issues such as access to care, distrust, and perceptions of weakness in those seeking help. The National Alliance on Mental Illness lists hurdles that typically prevent black Americans from seeking and receiving quality care, which include lack of information and misunderstanding about mental health; faith, spirituality, and community; and a reluctance and inability to access mental health services. By providing culturally responsive practices, PLU will decrease this stigma for students of color, in addition to adhering to commitments to the wellbeing of all students.

<u>Strategy 6</u>: Expansion of the Student Care Network to provide an effective mechanism for review, direct feedback about students' experience and intentional incorporation of student feedback in improvement of SCN impact and outcomes.

Action Plan and Timelines:

- 1. AY 2019-20 Reach out to the Student Care Network Committee with recommendations from this working group.
- 2. AY 2019-20 Plan for meeting to discuss implementation of review and response mechanism.

Implementers:

- Executive Director of the Center for Student Success
- Dean of Students
- Provost
- Vice President for Student Life
- Student Care Network Committee
- Student Rights and Responsibilities Office

Resources/Cost:

The resources required will be determined based on action plan.

Estimated Enrollment Impact:

- A review mechanism will allow students with various perspectives and experiences with the Student Care Network (SCN) to provide critical review and feedback, in order to improve outcomes associated with engagement with the SCN.
- Students who choose not to respond to SCN requests have an option to reveal why, which will allow the SCN to collect data on decision not to attend.
- The Student Care Network has been successful in reducing student conduct cases and improving persistence. Improvement to the SCN should only enhance its positive impact.



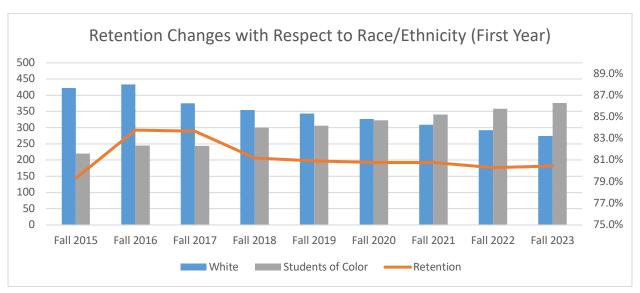
Enrollment Projections and Goals

Given the continued demographic challenges associated with the nation's population of graduating high school seniors, PLU's ultimate goal for undergraduate students over the next five years should be to maintain steady enrollment. Although Washington State is expected to experience moderate growth and this plan includes strategies that one would think should lead to higher incoming classes, we cannot discount the increased competition we will face from institutions located in areas with a declining number of higher school graduates. Furthermore, if implemented effectively, the strategies intended to generate new student enrollment will serve as a cushion for the sharp decline in high school graduates that is projected to begin in 2025-26.

<u>Goal 1</u>: PLU will continue to enroll 640 – 650 first year students and 160 – 170 transfer students through fall 2023.

PLU should anticipate that the number of students of color will continue to increase while the number of white students will continue to decrease at the undergraduate level. If we do not continue to address retention, particularly for students of color, our retention rate will falter along with total undergraduate enrollment as the proportion of students of color grows (see Figure 20 below). PLU must improve its first fall to second fall retention rate as well as its second fall to third fall persistence rate in order to maintain steady undergraduate enrollment.

Figure 20: Actual and Projected Retention of First-Year Students as a Function of Changing Proportion of Students of Color (Fall 2015 – Fall 2023)



<u>Goal 2a:</u> PLU will achieve a first fall to second fall retention rate of 87% and a second fall to third fall persistence rate of 76% by fall 2023.

<u>Goal 2b:</u> By fall 2023, PLU will achieve a first fall to second fall retention rate for all racial and ethnic groups that is equal to at least 90% of the retention rate of White students. By fall 2023, PLU will achieve a 4-year graduation rate for all racial and ethnic groups that is equal to at least 80% of the 4-year graduation rate of White students.

Figure 21: Retention and Four-Year Graduation Rate Goals by Race and Ethnicity

Group	Avg Retention	Fall 2023 Retention Goal	Avg 4yr Grad Rate	4yr Grad Rate Goal by Fall 2023
American Indian or Alaska Native	58.3%	81.1%	50.0%	56.8%
Asian	80.1%	86.1%	52.9%	57.1%
Black or African American	74.0%	81.1%	33.3%	56.8%
Hispanic	79.8%	85.8%	58.2%	62.3%
Native Hawaiian/Pacific Islander	65.8%	81.1%	30.0%	56.8%
Race/Ethnicity Unknown	78.6%	84.6%	40.0%	56.8%
Two or more races	77.5%	83.5%	59.5%	63.5%
White	84.1%	90.1%	67.2%	71.0%
All	80.5%	86.9%	60.2%	64.3%

<u>Goal 3:</u> PLU will increase graduate student enrollment by 95 students over the next five years with the addition of another MBA cohort, 2-3 new graduate programs, and a higher number of inquiries and applications.

<u>Goal 4:</u> PLU will achieve 40% of total undergraduate enrollment for students who identify as men by fall 2023.

<u>Goal 5:</u> PLU will maximize roster capacity for all 19 varsity athletic teams by fall 2023 – first through improved team retention and secondly through improved recruitment and yield.

<u>Goal 6:</u> PLU will increase net tuition revenue annually to support salary parity, deferred maintenance, reserves, and investment in new programs.

The tables below indicate what happens to total enrollment if we achieve goals 1 and 3 but fail to improve retention. In model 1, total undergraduate enrollment declines by 65 students over five years, and in model 2, the decline exceeds 120 students. Total headcount remains relatively stable due to the projected growth in graduate students.

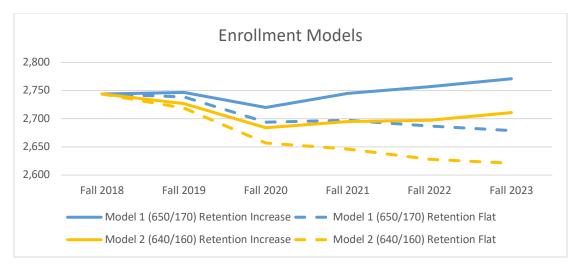
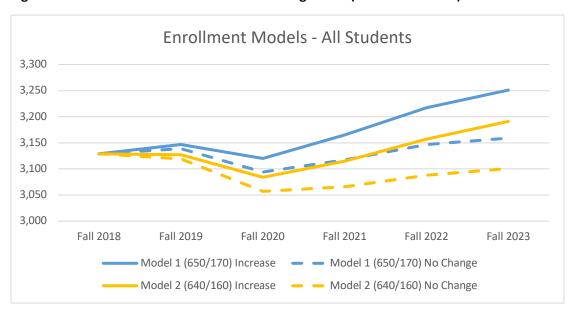


Figure 24: Potential Enrollment Scenarios through 2023 (Undergraduates Only)

Figure 25: Potential Enrollment Scenarios through 2023 (Total Enrollment)

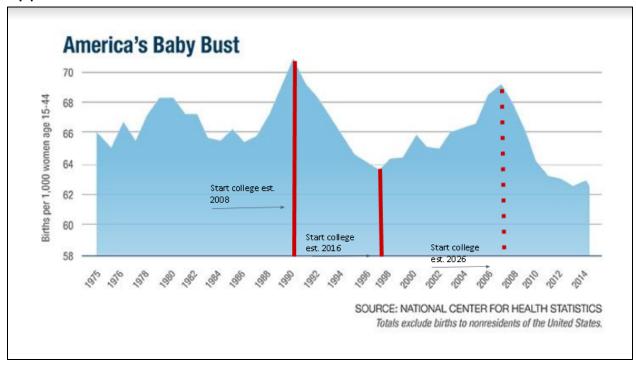


Whether we improve retention or not, it is important to note that PLU will likely experience a decline in total enrollment in the 2020-21 academic year. The Fall 2015 and 2016 cohorts were both large cohorts (643 and 678, respectively), and most of these students will have graduated or left PLU by Fall 2020. The fall 2017 cohort was small by comparison (619), and as such, its size will likely impact overall headcount in the 2020-21 academic year.

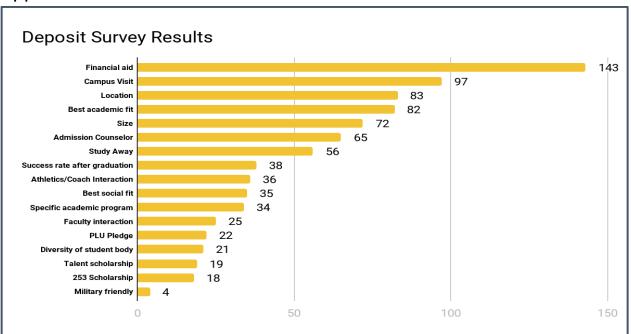
In short, PLU must improve retention and persistence rates, especially as the racial and ethnic makeup of the undergraduate population continues to change. With a stagnant number of high school graduates projected for the foreseeable future, improving retention and persistence is the key to stabilizing undergraduate enrollment at PLU.

Even more critical to PLU's overall enrollment health and financial wellbeing is growing graduate student enrollment. In the best undergraduate enrollment scenario, increased graduate enrollment puts total headcount at 3,251 while providing the university with significant financial cushion. In the worst-case scenario, increased graduate enrollment keeps total headcount relatively stable while mitigating any financial loss associated with a decline in the number of undergraduate students.

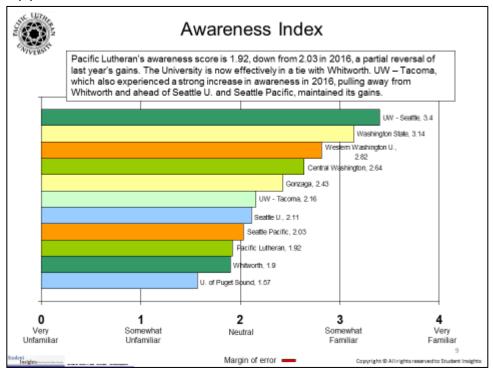
Appendix A

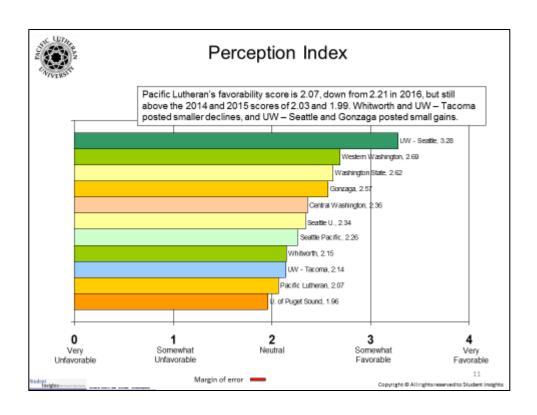


Appendix B



Appendix C





Appendix D
Six-Year Retention Table – First-Year Students, Asian – Fall 2017

			Six-Year Ret											
	1st Fall	2nd Fall												
Fall 2011	56	37	29	27	5	1	1							
% Enrollment	100.0%	66.1%	51.8%	48.2%	8.9%	1.8%	1.8%							
% Dropout	0.0%	33.9%	48.2%	50.0%	55.4%	55.4%	53.6%							
% Graduate	0.0%	0.0%	0.0%	1.8%	35.7%	42.9%	44.6%							
Fall 2012	48	40	31	29	8	1								
% Enrollment	100.0%	83.3%	64.6%	60.4%	16.7%	2.1%								
% Dropout	0.0%	16.7%	31.3%	31.3%	33.3%	35.4%								
% Graduate	0.0%	0.0%	4.2%	8.3%	50.0%	62.5%								
Fall 2013	49	41	39	32	4									
% Enrollment	100.0%	83.7%	79.6%	65.3%	8.2%									
% Dropout	0.0%	16.3%	20.4%	28.6%	30.6%									
% Graduate	0.0%	0.0%	0.0%	6.1%	61.2%									
Fall 2014	48	43	38	34										
% Enrollment	100.0%	89.6%	79.2%	70.8%										
% Dropout	0.0%	10.4%	16.7%	16.7%										
% Graduate	0.0%	0.0%	4.2%	12.5%										
Fall 2015	61	52	44											
% Enrollment	100.0%	85.2%	72.1%											
% Dropout	0.0%	14.8%	26.2%											
% Graduate	0.0%	0.0%	1.6%											
Fall 2016	73	57												
% Enrollment	100.0%	78.1%												
% Dropout	0.0%	21.9%												
% Graduate	0.0%	0.0%												
Fall 2017	72													
% Enrollment	100.0%													
% Dropout	0.0%													
% Graduate	0.0%													



Appendix E
Six-Year Retention Table – First-Year Students, Black or African American – Fall 2017

			Six-Year Ret	ention Table			
	1st Fall	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall
Fall 2011	22	17	11	10	2	2	0
% Enrollment	100.0%	77.3%	50.0%	45.5%	9.1%	9.1%	0.0%
% Dropout	0.0%	22.7%	45.5%	50.0%	50.0%	45.5%	50.0%
% Graduate	0.0%	0.0%	4.5%	4.5%	40.9%	45.5%	50.0%
Fall 2012	13	9	7	7	0	0	
% Enrollment	100.0%	69.2%	53.8%	53.8%	0.0%	0.0%	
% Dropout	0.0%	30.8%	46.2%	46.2%	46.2%	46.2%	
% Graduate	0.0%	0.0%	0.0%	0.0%	53.8%	53.8%	
Fall 2013	29	21	13	10	2		
% Enrollment	100.0%	72.4%	44.8%	34.5%	6.9%		
% Dropout	0.0%	27.6%	51.7%	58.6%	65.5%		
% Graduate	0.0%	0.0%	3.4%	6.9%	27.6%		
Fall 2014	16	11	6	6			
% Enrollment	100.0%	68.8%	37.5%	37.5%			
% Dropout	0.0%	31.3%	62.5%	62.5%			
% Graduate	0.0%	0.0%	0.0%	0.0%			
Fall 2015	17	11	9				
% Enrollment	100.0%	64.7%	52.9%				
% Dropout	0.0%	35.3%	47.1%				
% Graduate	0.0%	0.0%	0.0%				
Fall 2016	27	23					
% Enrollment	100.0%	85.2%					
% Dropout	0.0%	14.8%					
% Graduate	0.0%	0.0%					
Fall 2017	20						
% Enrollment	100.0%						
% Dropout	0.0%						
% Graduate	0.0%						

Appendix F
PLU Summer Courses Taken By Division

	DIVISION														
TERM	??	BUSA	HUMA	NSCI	NURS	SEMS	SOAC	SPAC	SSCI	NSCI					
201232	4	5	123	169	5	130	116	3	35	29%					
201342	3		116	142	3	78	82	1	41	30%					
201452	2	6	87	208		120	61	2	41	39%					
201562		10	90	251	1	92	62	25	75	41%					
201672	1	59	87	182		43	58	17	83	34%					
Grand			_					•	•						
Total	10	80	503	952	9	463	379	48	275	35%					

PLU Summer Courses Taken By Time and Term

TERM	AM								PM								
	630	800	830	900	1000	1040	1130	1200	1230	1300	1330	1430	1730	1800	NO TIME		
201232		43	253	15	21		92	7		41		11		56	51		
201342	1	35	203		8	1	103			21	5	11		42	36		
201452		13	243	15	7		93		2	30	30	19	11	23	41		
201562		56	151	26	8		113		42	25		17	13	21	134		
201672		32	187	16			61		33				9	16	176		
Grand Total	1	179	1037	72	44	1	462	7	77	117	35	58	33	158	438		



Appendix G

Pacific Lutheran University Office of Institutional Research

FALL 10TH DAY INTERNATIONAL STUDENT CITIZENSHIP 2007 through 2017 Includes Full-Time and Part-Time, Matriculated and Non-Matriculated Students

Г	Fall 2017		7 Fall 20		Fall 2	Fall 2015		Fall 2014		Fall 2013		Fall 2012		Fall 2011		Fall 2010		2009	9 Fall 2008		08 Fall 2	
COUNTRY/REGION	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	1 %
Albania		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Argentina		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	1	0.5%	1	0.5%	0	0.09
Armenia		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	- 1	0.5%	0	0.0%
Bahrain		0.0%		0.0%	0	0.0%	0	0.0%	1	0.6%	1	0.7%	1	0.7%	1	0.5%	0	0.0%	0	0.0%	0	0.0%
Belize		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bhutan		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Brazil		0.0%		0.0%	3	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Cambodia	2	1.9%		0.0%	1	0.7%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%
Canada	-	0.0%	1	1.0%	2	1.3%	3	1.9%	3	1.9%	2	1.3%	2	1.4%	2	1.0%	2	1.1%	4	2.1%	1	0.6%
China, People's Republic Of	27	25.7%	23	23.7%	32	21.2%	34	21.0%	33	20.8%	42	28.0%	46	32.9%	71	35.1%	83	44.6%	64	33.0%	42	23.5
Columbia		0.0%	20	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%
-		0.0%	_	0.0%	1	0.7%	4	0.6%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Congo	1	1.0%		1.0%	11	7.3%	14	8.6%	25	15.7%	11	7.3%	6	4.3%	6	3.0%	3		8	4.1%	2	1.19
Denmark Dominica	- 1	0.0%	1	1.0%	0	0.0%	14	0.6%		0.6%	0	0.0%	1	0.7%	0	0.0%	0	1.6%	0	0.0%		0.09
			'	-			-		1	_	_		_	_		_		_	_	_	0	
Ecuador		0.0%	_	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Egypt		0.0%	_	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethiopia		0.0%		0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Finland		0.0%	_	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.4%	1	0.5%	1	0.5%	1	0.5%	3	1.79
France	2	1.9%	2	2.1%	2	1.3%	3	1.9%	2	1.3%	2	1.3%	2	1.4%	2	1.0%	1	0.5%	2	1.0%	3	1.7%
Germany		0.0%		0.0%	1	0.7%	1	0.6%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Haiti		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%	0	0.09
Hong Kong	2	1.9%	2	2.1%	1	0.7%	3	1.9%	1	0.6%	1	0.7%	1	0.7%	2	1.0%	2	1.1%	- 1	0.5%	1	0.6%
India	1	1.0%	1	1.0%	1	0.7%	0	0.0%	2	1.3%	2	1.3%	1	0.7%	7	3.5%	6	3.2%	4	2.1%	4	2.2%
Indonesia		0.0%		0.0%	0	0.0%	1	0.6%	1	0.6%	0	0.0%	- 1	0.7%	2	1.0%	1	0.5%	- 1	0.5%	1	0.6%
Iran		0.0%	1	1.0%	1	0.7%	1	0.6%	1	0.6%	1	0.7%	- 1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Iraq		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	1	0.5%	0	0.0%	0	0.0%	0	0.0%
Israel		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Italy		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Japan	2	1.9%	2	2.1%	3	2.0%	3	1.9%	7	4.4%	7	4.7%	10	7.1%	13	6.4%	16	8.6%	14	7.2%	20	11.29
Jordan		0.0%	-	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	1	0.5%	0	0.0%	0	0.0%
Kenya	- 1	1.0%		0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Korea, Republic of (South)	6	5.7%	5	5.2%	3	2.0%	1	0.6%	3	1.9%	3	2.0%	6	4.3%	10	5.0%	14	7.5%	15	7.7%	20	11.29
Kuwait		0.0%		0.0%	0	0.0%	Ö	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Lebanon		0.0%	-	0.0%	4	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Liberia		0.0%	-	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	1		4		1		4	_	_	-	0		0		0			-	0		0	_
Malaysia	1	1.0%	1	1.0%		0.7%	1	0.6%	0	0.0%		0.0%	_	0.0%		0.0%	0	0.0%		0.0%		0.0%
Mexico		0.0%	_	0.0%	1	0.7%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Mongolia		0.0%	_	0.0%	0	0.0%	1	0.6%	1	0.6%	2	1.3%	2	1.4%	1	0.5%	1	0.5%	0	0.0%	0	0.0%
Morocco		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%
Myanmar	1	1.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Namibia		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	2.0%	0	0.0%	1	0.5%	2	1.1%
Nepal		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nigeria		0.0%		0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Norway	23	21.9%	27	27.8%	55	36.4%	58	35.8%	49	30.8%	47	31.3%	30	21.4%	45	22.3%	26	14.0%	48	24.7%	45	25.19
Pakistan		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Palestine		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Peru		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%
Philippines		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Poland	1	1.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Russia		0.0%		0.0%	0	0.0%	1	0.6%	1	0.6%	1	0.7%	- 1	0.7%	1	0.5%	1	0.5%	1	0.5%	1	0.6%
Saudi Arabia	14	13.3%	11	11.3%	13	8.6%	6	3.7%	1	0.6%	1	0.7%	- 1	0.7%	2	1.0%	3	1.6%	- 1	0.5%	1	0.6%
Senegal	1	1.0%		0.0%	1	0.7%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Singapore		0.0%		0.0%	1	0.7%	1	0.6%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
South Africa		0.0%	1	1.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	1	0.5%	1	0.5%	0	0.0%
Spain		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	1	0.5%	0	0.0%	0	0.0%
Sri Lanka		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	Ö	0.0%	0	0.0%	0	0.0%	0	0.0%
Sweden	1	1.0%	-1	1.0%	1	0.7%	A	2.5%	2	1.3%	3	2.0%	3	2.1%	2	1.0%	0	0.0%	10	5.294	13	7.3%
Taiwan	1	1.0%	4	1.0%	3	2.0%	2	1.2%	4	2.5%	5	3.3%	6	4.3%	7	3.5%	4	2.2%	3	1.5%	6	3.4%
	1	0.0%	<u> </u>	0.0%	0	0.0%	_	0.0%	0	0.0%	0	0.0%	0	0.0%	_	0.5%	0	0.0%	0	0.0%		0.0%
Tanzania, United Republic of Thailand	1		4	_		_	0	0.0%	2	_		0.0%	1	_	2	_	1	_	2	_	0	0.6%
	1	1.0%	1	1.0%	1	0.7%	1			1.3%	0	_		0.7%	_	1.0%		0.5%		1.0%	- 1	_
Trinidad and Tobago		0.0%	—	0.0%	0	0.0%	1	0.6%	1	0.6%	1	0.7%	3	2.1%	4	2.0%	4	2.2%	5	2.6%	6	3.4%
Turkey		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Uganda		0.0%	—	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.4%	2	1.0%	2	1.1%	0	0.0%	0	0.0%
United Arab Emirates		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Venezuela		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vietnam	10	9.5%	7	7.2%	9	6.0%	15	9.3%	13	8.2%	12	8.0%	10	7.1%	7	3.5%	6	3.2%	4	2.1%	5	2.8%
Yemen		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		0.0%		0.0%	0	0.0%	1	0.6%	1	0.6%	0	0.0%	0	0.0%	1	0.5%	1	0.5%	- 1	0.5%	0	0.0%
Zimbabwe								_		_		_								$\overline{}$	_	_
Zimbabwe	7	6.7%	7	7.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	1	0.5%	0	0.0%
	7		7 97	7.2%	0 151	0.0%	162	0.0%	0 159	0.0%	0 150	0.0%	140	0.0%	202	0.0%	186	0.5%	194	0.5%	0 179	0.0%

