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*Working Document*

Enrollment Management Plan

***Introduction***

The Enrollment Management Initiative presented here represents the collaborative efforts, communications, energies and enrollment goals of Penn State Worthington Scranton. The enrollment management plan charge was administered by Dr. Mary-Beth Krogh-Jespersen. A subsequent Enrollment Management Council (EMC) was established by the co-chairs. The EMC reviewed the overall campus strategic plan and the enrollment management initiative was created in conjunction with the campus strategic goals.   
 The members of the Enrollment Management Council are as follows:

* Chancellor-Dr. Mary-Beth Krogh-Jespersen
* Director of Academic Affairs – Dr. Charles Patrick
* Director of Enrollment Management – Sandra Feather (co-chair)
* Director of Student Affairs: Dr. Michelle Schutt (co-chair)
* Director of Business Services – Gene Grogan
* Director of Continuing Education – John Drake
* Director of Finance – Kim Bogdan
* Director of Instructional Technology – Marilee Mulvey
* Coordinator of Community relations and Communication – Amy Gruzesky
* Academic Affairs
  + Academic Advising – Carissa Gearhart
  + Learning Center /Health Service – Eileen Giovagnoli
  + Program Coordinators
    - Business – David Burnis
    - English – Paul Perrone
    - HDFS – Dr. Janet Melnick
    - IST – Dr. Deb Smarkusky
    - LAS – Paul Perrone
    - Liberal Arts – Ms. Sharon Toman
    - Nursing – Verna Saleski
    - Science – Dr. Meg Hatch
  + College Representatives
    - College of Agriculture – Dr. Meg Hatch
    - College of Arts and Architecture – Sharon Toman
    - Smeal College of Business – David Burnis
    - College of Communication – Dr. Philip Mosley
    - College of Earth & Mineral – David McDowell
    - College of Education – Dr. Patricia Hinchey
    - College of Engineering – Dr. Majid Chatsaz
    - College of Health and Human Service – Gina Gray
    - College of IST – Dr. Deb Smarkusky
    - College of Liberal Arts – Dr. Todd Adams
    - Eberly College of Science – Dr. Phuoug Pham
  + Registrar – Allison Burns
* Student and Enrollment Services – Michele Nicoteri
  + Admissions – Chris Lewis
  + Athletics – Jeff Mallas
  + Career Services – Jonathan Tobin
  + Financial Aid – Mary Beth Benedict
  + Student Activities – Matthew Neid

***Executive Summary***

Penn State Worthington Scranton is dedicated to supporting a diverse, inclusive, global, student-centered university mirrored in its campus student population.

By incorporating sound fiscal philosophies as well as collegial Penn State Worthington Scranton strategic planning, the enrollment management initiative promotes the beliefs, values, vision and mission of the institution through ongoing assessments.

This enrollment management initiative incorporates policies, procedures and strategies across campus constituents which are designed to support and achieve the enrollment goals.

This framework will serve as the enrollment management plan foundation for current and future enrollment projections and tracking.

***Table of Contents***

1. Executive Summary
2. Enrollment Management at Penn State Worthington Scranton
3. Enrollment Management Foundation
4. Strategic Campus Guiding Principles
5. Description of Model
6. Three Ring Diagram

IV. Description of Diagram

VI. Enrollment Models

1. Enrollment Goals
2. Key Performance Indicators
3. Strategies
4. Conclusion

***Enrollment Management at Penn State Worthington Scranton***

In recent years, Penn State Worthington Scranton has experienced significant changes in demographics, state financial support and associated enrollment trends. As a result, the campus constructed a plan of action which included the following:

* Secured knowledgeable personnel to deal with enrollment management
* Conducted an environmental study to determine future targeted audiences
* Structured an outreach plan designed to attract a diversified student population
* Created a marketing council for the purpose of promoting enrollment objectives, educating the campus community regarding strategic approaches and developing overall program outcomes resulting in a student centered university.
* Showed that recruitment efforts lead to robust enrollment.

Timeline of Planned Enrollment Management Initiatives

Oct 2007 Presentation of EMI to EMC  
Nov 2007 Implementation of EMI – Recruitment Phase   
May 2008 EMI outcomes report  
Sept 2008 07-08 Outcomes report presented to EMC  
Oct 2008 Review of Data sets to identify retention issues  
Nov 2008 Timeline and implementation plan for Student Persistence Phase established  
Dec 2008 Survey subcommittees established  
March 2009 Results of surveys reviewed by EMC  
May 2009 Draft of Student Persistence goals established  
July 2009 Complete revised EMP  
Aug 2009 Educate campus community on EMP projections and tracking  
Oct 2009 Reviewed EMP with Chancellor, Cabinet & Enrollment Management Council  
Jan 2010 Presented to Faculty Senate  
Feb 2010 Town Hall Meeting with Q & A  
May 2010 Presented to Campus Advisory Board  
June 2010 Marketing Phase of EMP  
Sept 2010 Present Marketing Phase to the EMC  
Nov 2010 Establish charges for working groups of EMC  
Sept 2011 Identify key elements and assess  
Jan 2012 Development of co-curricular programming  
July 2012 Retention focus for academic year|  
June 2013 Student Engagement Plan

***Penn State Worthington Scranton (PSWS)  
Enrollment Management Foundation***

The Enrollment Management Plan is a means to educate the campus. In supporting the University’s enrollment plan, there are three critical and powerful forces affecting Penn State’s enrollment management programs across all campuses of the University. These forces include declining demographics within the Commonwealth of Pennsylvania, Penn State’s relatively high tuition, and sharply increased competition from other colleges and universities throughout the Commonwealth as well as in neighboring states. Taken together, these forces are affecting Penn State recruitment, admissions and enrollment results at every campus and within every college of the University. In particular, low income, multicultural and adult students face increasingly challenging issues in access and an affordability, and these barriers hold the potential to unfavorably affect enrollments of these student groups across all college and campuses of the University. (PSU Enrollment Management and Administrative Strategic Plan 2005-2008 and 2008 to 2013)

Thus, the guiding principles of the Campus Enrollment Management Plan encompass strategies designed to shape the size, characteristics, and services to its student population.

In the broadest terms, enrollment management is a complex network of resources focused on two major themes: one, activities and initiatives designed to recruit and enroll talented, diverse, and dedicated students to each of the University’s undergraduate campuses; and two, activities and initiatives designed to provide academic support and services, including financial services, to enroll students so that they may continue to make progress and succeed in their chosen academic program and graduate from Penn State.

Penn State’s commitment to diversity, in all its forms, is significant. Providing students with experiences that mirror the nation’s diversity is critically important, but nonetheless, a profound challenge. In particular, Penn State’s interest in fostering ethnic diversity brings specific challenges given the demographics of Pennsylvania and of the northeastern United States. The recent migration of the Hispanic community to Northeastern Pennsylvania provides us with an opportunity to serve our new citizens in a way which will have a positive far reaching effect on their future as well as all of Northeastern Pennsylvania.

Demographics, competition and cost all contribute to the challenging environment in which Penn State’s future enrollments will be managed. It no longer suffices to simply describe the processes by which a prospective student applies, enrolls, and completes a degree at Penn State. It is critically important that the **value of a Penn State experience and degree** be communicated to prospective students and family members. Penn State staff members must be able to articulate such a message in an informed manner.

The role of marketing council’s support of activities and initiatives is the promotion of preplanned events and initiatives designed to attract and support globally desired outcomes. The council and its blueprint are represented by campus-wide constituents representing all units efforts.

In the summer of 2007, at the Cabinet retreat guiding principles were created to address the powerful forces impacting the campus. The Enrollment Management Initiative of PSWS adopted the guiding principles within the framework of the University’s strategic plan.

Campus Strategic Guiding Principles for Building a Sense of Community:

Creating a Campus Community

Building a Leadership Team

Understanding a Student –Centered University

In the spring of 2008, the enrollment management council reviewed multiple surveys and identified trends that affect student persistence. From those results, phase II of the enrollment management plan was developed to focus on retention strategies. Because these factors span the entire campus, strategic enrollment management requires participation from stakeholders across the institution.

In summer of 2009, the enrollment management co-chairs reviewed the campus strategic plan and established enrollment goals based on the campus initiatives. The ability of our campus to recruit and retain students is not the result of one factor, but instead a combination of factors related to the quality and availability of the programs and services offered by the institution. Students chose PSWS based on a number of factors, including the reputation and the quality of the programs and services. Major factors affect student success at an institution: the campus climate, teaching quality, and the quality and availability of appropriate support programs and services.

In the Fall 2009, enrollment management co-chairs presented and solicited feedback of the working document to the Chancellor, Cabinet and Enrollment Management Council.

Summer of 2010, the enrollment management co-chairs developed the marketing phase of the Enrollment Management Plan. In addition, the co-chairs and the Enrollment Management Council (EMC) reviewed numerous surveys ie: Student Satisfaction Surveys, Marketing and NSSE and established trends and goals for the retention phase of the enrollment management plan.

Fall 2011, the EMC will identify key elements of the plan, develop, implement and assess those areas.

***Overview of Strategic Enrollment Management Plan***

The Enrollment Management Plan is presented in a three ring diagram approach to represent its dynamic and fluid process. The plan was prepared as a data driven yearly document representing its changing nature as new assessments are examined and responses to the environment necessitate changes to the plan. The outcomes of the data analysis will help formulate strategies to achieve the enrollment management goals.

We considered the three nationally known elements of an Enrollment Management Plan including Recruitment, Retention and Marketing.

These three elements applied to our campus guiding principles and integrated into the Enrollment Management Plan lead to a diagram description below.

***Key Elements of the Three Ring Diagram***

Student Persistence and Advancement SSAdvancement Advancement

Community Outreach, Marketing and Recruitment

Academic Planning & Facility Development

The campus has developed a series of strategies designed to realize its desired objectives regarding enrollment management. These strategies will offer a road map which will lead to increased enrollment, student persistence, community involvement supporting a student centered Penn State University. Since enrollment efforts involve everyone, these strategies are intended to improve existing programs, to maintain and/or increase program goals and exceed the retention goals.

**Penn State University Enrollment Management Process**

It is important that all campus participants have a meaningful understanding of their roles in enrollment management and have a commitment to ensure the success and stability of the campus. Hence, a solid campus enrollment management plan must show the importance of academic integrity, budget responsibility and a diversity student population.

**Penn State Projection Model**

The first step in the process is to understand The Penn State University enrollment model focused on Freshman Baccalaureate admissions projections. The campus reviews historical data assembled by the Central Enrollment Management Group (CEMG), marketing strategies and outcomes of our enrollment management plan followed by submission of our projections to the Central Enrollment Management Group (CEMG). The proposed projections(s) are reviewed by the Central Enrollment Management Group (CEMG) and submitted to Provost for final review and approval.

***Penn State Parameters***

The campus definitions of recruitment, retention and marketing as per Penn State University are as follows:

Recruitment

* Activities and initiatives designed to enroll talented, diverse and dedicated students to Penn State
* Student academic profile which is an Evaluation Index(EI) combined of the GPA between 2.96 and 3.41 and SAT scores between 1470 and 1710

Retention

* Initiatives designed to provide academic support and services, including financial services to enroll student so they progress and succeed in their academic program. With a retention rate of 85% year to year.

Marketing

* Illustrating the brand depicting the value of, the experience of and the answer to the question as to “why” Penn State in an informed manner.

**Enrollment Management Linked to Budget**

Secondly, a review of the Penn State Worthington Scranton enrollment goals incorporate all existing available funding resources for recruitment, retention and marketing efforts afforded to the campus. The resources are strategically dispersed to support desired levels of enrollment with each academic program. Academic Affairs and Program Coordinators operate within the program budget model to establish their annual program goals. The admissions and enrollment planning report represents the actual full time equivalent (FTE) in the associate and baccalaureate programs at PSWS based on the total enrollment including the number of graduates, change of assignment, withdraws and dismissals.

**Framework to Foster Diversity**

Finally, on the campus, we are committed to provide for students of all diverse backgrounds support in their needs of co-curricular and specialized programs. Our campus follows the “Framework to Foster Diversity at Penn State” which is an initiative to foster a more diverse and welcoming community. The focus is on three of the seven challenges of diversity identified as: developing an understanding, creating a welcoming campus climate and recruiting and retaining a diverse student body.

To sustain the success of the campus we must utilize the enrollment management projections and planning for available future campus endeavors. It is critical to understand how enrollment management is linked to the budget model.

website: www.ws.psu.edu/FacultyStaff/16532.htm

**Marketing**

Our Marketing is a function with a set of processes for creating, communicating and delivering important messages to students designed for managing our students in ways that benefit Penn State Worthington Scranton (PSWS) and its stakeholders. Penn State Worthington Scranton marketing is an on-going, continuous process based on solid foundation of research data, student surveys, competitive analysis, and the external and internal operating environment.

The purpose of our marketing decisions is to increase visibility of Penn State Worthington Scranton through coordinated efforts and consistent messaging, to enhance our reputation and increase enrollment growth. We utilize four business parameters of product, place, promotion and price when tailoring the marketing goals and strategies. The marketing efforts focus on recruiting new students, retaining current students, communicating with the Penn State community and forging relationships with donors, alumni and business partners.

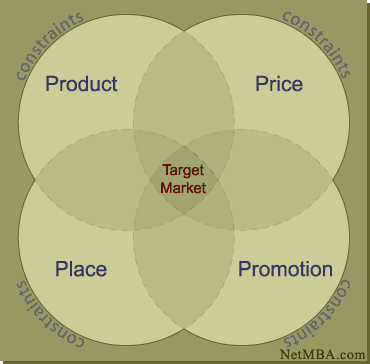
Penn State Worthington Scranton defines its educational product based on our mission and vision as a student–centered campus of Penn State University located in Northeast Pennsylvania devoted to expanding minds, enhancing lives, empowering the community, embracing change and ensuring success. The campus is actively committed to meeting the changing needs of the NEPA diverse community.

The place in which PSWS students can obtain their education is varied amongst multiple delivery systems which include: classroom, blended, hybrid, on-line, web based and videoconference.

In order to achieve our mission, PSWS is committed to promoting through marketing its message, tailored to the audiences we want to reach and in the medium that is most appropriate. The method of communication to specific student populations with the message needed to create a desired behavior such as applying to Penn State must motivate the student.

It is especially critical with limited resources that the messages be targeted to an action.

PSWS is one of the commonwealth campuses within Penn State University that   
 prides itself on being one of the most efficient universities in the nation and remains  
 committed to maintaining excellent quality and value for the price of an education.   
 The campus maintains access and affordability, sustaining the importance of investing in the “For the Future Campaign” to identify new sources of student aid.



***Enrollment Projection Model***

**University Enrollment Projection Model**

There are three categories of student data reviewed when projecting enrollments for the new academic year shown below. These projections will then be utilized to track enrollment and develop strategies to accomplish the goals.

The yearly Enrollment Projection Model is presented in two versions in this report. The first is a graphic version that gives a visual representation of new enrollment, current and expected enrollment, graduates, change of assignments, withdraws and dismissals. The second version is a historical spreadsheet table that represents the same information as the graphic version. Both the graphic and table are utilized for projecting goals and tracking progress throughout the enrollment cycle.

Stop out

Re-enroll students



**Penn State Budget Model**

**General Funds**   
The general funds budget, representing approximately one-half of Penn State's total operating budget, covers the core of the University's teaching, research, and service efforts. General funds also encompass academic and administrative support and maintenance of the physical plant. Income to support the general funds budget comes from: tuition and fees paid by the student; state appropriations; and other income including facilities administration, investment income, and sales and services of departments.

**Typical Profit and Loss Statement**

Profit = Revenue – Expenses

In Fund Accounting for Non-Profits we use a Statement of Activities

Increase in Net Assets = Revenue – Expenses

Increase in Net Assets = (Tuition + State Appropriation) – (Educational and General)

E&G (Educational and General)

* Instructional
* Research
* Public Service
* Academic Support
* Student Services
* Institutional Support
* Student Aid
* Physical Plant

3 Ways to increase net assets:

1. Increase revenue by increasing tuition or the state appropriation.
2. Increase revenue by increasing enrollment
3. Reduce Expenses. Currently the Finance & Business unit has an F&B Expenditure Team that looks at ways the University can save $$.

The University through the Budget Office does all three to meet the funding needs of the University.

Campus is given recruitment numbers- Incoming Freshmen BACC. The University uses this to help project their funding.

At the campus we can increase our funding by increasing enrollment, managing retention, reducing expenses.

**Backdrop to the Establishment of the**

**Penn State Worthington Scranton Enrollment Management Plan**

Historically, the campus was focused on the first two years of a four year degree.

As a result of the changing missions, processes were establish for developing faculty and adding the facility to support the new four year degrees.

* Hired of a Director of Student and Enrollment Services
* Hired an Associate Director of Enrollment Management and Admissions
* Established procedures and processes for admissions recruitment
* Charged to develop Enrollment Management Council
* Derived from the Enrollment Management Council discovery process and survey assessment results, the follow were concluded:
  + Recognized strengths and weaknesses
  + Learned collaboration and team work among faculty and staff is positive
  + Set enrollment goals by a data driven approach
  + Measured outcomes of the student needs assessment
  + Understood the budget climate
  + Focused development of appropriate programs for community needs
  + Developed a student leadership focus.
  + Educated campus on the process of enrollment management projections and tracking
  + Student Engagement Plan

***Penn State Worthington Scranton***

***Enrollment Management Plan Goals***

The key goals are as follows, with the next several pages outlining the details of strategies and key performance indicators.

1. Educate the campus community regarding enrollment management, enrollment management projections and enrollment management tracking.
2. Maintain a progressive well established strategic approach for developing new credit and non-credit programs to enhance the offerings and increase enrollments
3. Demonstrated the characteristics of a student centered university.
4. Continue to measure key performances and provide additional resources to determine student success.
5. Develop, implement and assess a comprehensive marketing model.

**Goal 1**

Educate the campus community regarding enrollment management, enrollment management projections and enrollment management tracking.

**Objective**

Expand the knowledge base of the campus regarding enrollment management concepts and clarify the role of its stakeholders. Strengthen the collaboration between Academic Affairs and Student and Enrollment Services in delivering a holistic approach within the student development process. Each student will understand the relevancy of the support services offered in relation to their academic success. All stakeholders of the PSWS campus community will play an active role in contributing to the value of each student’s academic success.

**Rationale and Strategies**

1. Campus stakeholders will understand recruitment and persistence efforts.

* Identify roles and responsibilities of campus stakeholders regarding recruitment and retention efforts by Directors to their respective staffs and program coordinators to faculty
* Familiarize one’s self with the existing campus units policies and procedures
* Identify and assess unit efforts and outcomes regarding EM initiatives
* Generate monthly usage reports regarding services and share with campus
* √ Create a Communication Plan and enhance communicate designed to enlighten pre and post matriculated students regarding available academic and student support services for both on campus and on-line distant learners.
* Communicate current campus enrollment status and initiative outcomes via mid-semester “Town Hall” meetings. Seek feedback regarding initiatives.
* Continue weekly electronic enrollment updates to the campus community
* Share EM issues through the faculty senate forum

1. Provide academic services for students and enhance participation in professional development of faculty

* Create advisor coordinator position
* √ Deliver ongoing professional development opportunities for all stakeholders for the purpose of educating advisors on the latest curriculum revisions
* Foster early communication by academic advisors regarding academic planning meetings
* √ Implement an ongoing tracking mechanism to insure consistent communication between the advisor and advisee
* Utilize available technology having a direct effect on advisement procedures
* √ Collaborate between Academic Affairs and Student/Enrollment Services on a campus academic advising commit to develop an academic early alert program
* Provide at-risk students with information regarding campus resources

1. The Student Success Center will foster interconnectiveness between academic program and student support service.

* Create a portion of the Student Success Center to house a Leadership Development Incubator
* Enact a centralized advising system utilizing the newly developed Student Success Center
* √ Conduct open houses for FYE classes highlighting Student Success Center opportunities.
* Utilize multiple communication medias to inform students of available support services
* Utilize academic club and student organization advisors to promote student participation. Encourage students and faculty to participate in and utilize undergraduate research to support the leadership development model
* √ Incorporate student support services presentations in all FTCAP and FYE sessions.
* Conduct ongoing faculty/staff workshops enlightening participants of service offerings, objectives, and procedures.
* √ Design, develop and deliver on–line orientation and support services
* √ Utilize a portion of SAF funding towards supporting faculty, staff, and student linkages between in class theory and the out of classroom experience.

**Indicator Measurements**

Freshman BAC Report

Enrollment Tracking Report

Student Persistence Report

Sched/Reg Report

EIS Report (Fall and Spring Official Enrollment)

Conversion Reports

Monthly Program Coordinator

Meeting Reports

BAC Program Reports

Student service usage survey results

Identified outcomes resulting from service usage

Incorporate services presentations at all FTCAP and FYE sessions

Link FYE curriculum project with career exploration component

Faculty hosted advising sessions highlighting service component  
Leadership Develop Program participation  
SAF funding for designed initiatives

Level of faculty/staff participation

Student Success Center Leadership Incubator usage

Student Satisfaction Survey

Orientation Survey

Persistence Survey

Academic Quality of Student

**Goal 2**

Maintain a progressive well established strategic approach for developing new credit and non-credit programs to enhance the offerings and increase diverse enrollments utilizing available campus resources to better serve our students and their communities.

**Objective**

Refine campus wide processes by identifying roles, responsibilities, deadlines and desired

outcomes resulting in increased satisfied students and increasing the prospective student

pool. To ensure prospective students have a broad understanding as to how the campus can help them achieve their educational goals and provide them with the most comprehensive support system as well as the ultimate out of classroom experience

**Rationale and Strategies**

A. Develop consistent, effective mechanism designed to reduce redundancy in

* Processes and afford a smoother transition to the university environment.
* Continue to re-engineer and streamline inefficient processes
* Provide systems to support and ensure academic information is easily and accessible to serve our students
* √ Provide on-line functions for advanced standing student to better access their transfer credits

B. Provide and secure scholarship opportunities fostering student recruitment and

retention. The significance of serving the above named entities requires

alternative approaches as well as creative strategies designed to meet the needs

of the changing populous.

* Collaborate across the campus to assist in the development of unrestricted scholarships
* Meet with program coordinators raise a level of awareness of the challenges that low economic students have in accomplishing their educational goals
* Assist programs coordinators in utilizing scholarships to recruit for their programs
* Gather and track retention data for high risk financial problem students

C. Target identifiable student populations inclusive of multi-cultural, adult learner,

learning disabled, Lesbian, Gay, Bi-Sexual, Transgender Alliance (LGBTA),

economically disadvantaged and physically challenged.

* Increase EM Council awareness and sensitivity to diverse student populations in order to provide student support services
* Expand diverse student enrollments for the purpose of supporting the “Framework to Foster Diversity”
* Develop a realistic percentage growth of a diverse student population
* Increase recruitment efforts to target multicultural, adult and STEM students
* Provide admissions strategic plan to monitor diversity recruitment efforts
* Develop and communicate campus-wide unit specific action calendar.

**Indicator Measurements:**

Program enrollment growth

Student satisfaction survey

Budget allotments

Technology utilization

Design and implement unrestricted fund raising activities and results

Scholarships awarded to underrepresented groups

Professional development summaries

**Goal 3**

Demonstrate the characteristics of a student centered university.

**Objective**

Re-emphasize the student success initiatives from the strategic plan for the purpose of

enhancing pre-identified efforts. Meet specific desired outcomes tailored to student

identified career paths.

**Rationale and Strategies**

A. Promote the concept of “student success” included in the 2005-2008 strategic plan

* √ Incorporate student support services presentations in all FTCAP and FYE sessions.
* √ Incorporate a peer mentoring program to ease the transition from high school to college
* Develop and implement activities designed to address student perception issues
* Identify the existing out of classroom experiences which can be considered for academic credit
* Engage faculty and staff in development activities designed to strengthen customer service and support skills
* √ Provide support service marketing during orientation and FYE classes
* √ Utilize a portion of SAT funding towards supporting faculty, staff and student linkages between in class theory and the out of classroom experience
* √ Continue to efficiently utilize FTCAP to create a post student first year experience
* √ Improve career services to assess the job placement activities as related to PSWS program offering
* Expand resources availability for the purpose of maximizing services to our students and their communities

B. Address ever changing demographics for the purpose of offering a comprehensive

network of delivery systems designed to meet the identified career paths.

* Develop stronger cooperation between academic colleges and University college
* Encourage opportunities across units to better serve student
* √ Continue two plus two partnership programs with PSU
* √ Continuing Education and Academic Affairs conduct career needs assessment to determine identified programs desired for the service area
* Involve Program Coordinators in assessment if the job market correlates with current academic offerings
* Provide faculty and staff with relevant information for at-risk students
* Use existing PSU offerings and delivery systems to expand the PSWS curriculum for the needs of our regional students
* Provide development of EM Council to reinforce delivery of quality service to students

**Indicator Measurements:**

Student satisfaction survey

Infrastructure to include technology, system of accountability and internal communication

Retention rates

Enrollments

Campus climate perception

Conversion rates

Student Satisfaction Survey  
Student Exit Survey  
Faculty/Staff Professional Development  
Persistence Rates  
NSSE Student Engagement Results

**Goal 4**

Continue to measure key performances and provide additional resources to determine student success.

**Objective**

These key performance indicators (KPI) were chosen to serve as measurable objectives which monitor student success, academic performance, community involvement, financial support and student satisfaction. The KPIs allow the enrollment management council to extract data from existing sources as well as provide documentable evidence of data outcomes.

**Rationale and Strategies**

1. √ Gathering data, analyze and improve data management to facilitate effective and efficient recruitment and retention initiatives. The following key performance indicators were identified and defined as measurable objectives for our guiding principles. These KPIs relate at the two and four degrees, non-degrees, graduate and retention percentage:

**Indicator Measurements**

Enrollment Tracking

Academic quality of student (profile)

Student Diversity

Retention rates

Graduation rates

Student satisfaction survey results

Faculty & Staff satisfaction

Faculty & Staff professional development

External and Internal community perception of campus (campus image)

Infrastructure which includes financial resources, space utilization, technology and system of accountability

TLTAC results

Budget processes

NSSE student engagement survey results  
Orientation survey results

Retention survey results

**Goal 5**

Develop, implement and assess a comprehensive marketing model.

**Objective**

Strengthen Penn State Worthington Scranton’s position as an integral part of Pennsylvania’s land grant University dedicated to supporting the citizens of Northeast Pennsylvania and devoted to a community of scholars, students and professionals.

**Rationale and Strategies**

A. Ensure a clear branding message for Penn State Worthington Scranton,

consistent with Penn State University and educate all campus constituents.

Strategy 1. Communicate effectively with the internal campus community

(current students, faculty, staff) to build awareness of events,

activities, courses, programs and services for the purpose of

investing in students and student participation.

Strategy 2. Communicate effectively with the external community (businesses,

donors, alumni, media, prospective students and family) to build

awareness of events, activities, programs and services.

B. Use all appropriate media to convey our message that is consistent with the

images of Penn State University.

Strategy 1. Keep current with technology and updating technical skills within

realistic budgets, available human resources and emerging

technologies.

Strategy 2. Utilize a balance of personal and e-communication to enhance the

PSWS brand

C. Increase enrollment and improve access through target marketing and

promotion.

Strategy 1. Use target marketing to increase enrollment in the four year

programs on the campus.

Strategy 2. Utilize annual scheduling to market events and reduce duplication

of events on the same day.

D. Evaluate the effectiveness of our marketing strategies through various means

of assessment.

Strategy 1 Support marketing decisions with evidence and available existing

data.

Strategy 2 Continue to identify markets to support our strategic plan.

**Indicator Measurements**

Marketing survey

Student focused groups

Competitive analysis

Track bounce rate of visitors on webpages

Track traffic source keywords

Student satisfaction survey

***Conclusion***

The PSWS strategic plan provides a mission, vision and goals for the campus. Within this framework, the enrollment management initiative outlines specific strategies which support on-going enrollment and retention efforts. Marketing strategies are employed to utilize and maximize existing, as well as planned, resource needs for the future while supporting recruitment and retention efforts.

Annual assessment will focus on measurements of key performance indicators and subsequent adjustments will be made accordingly. A comprehensive summary will be provided to the campus.

The success of our students is contingent upon the teamwork of the campuses’ employment force. Our dedication to student centeredness depends on the willingness to be diligent and loyal to our desired enrollment outcomes. Our commitment will mirror our student desire to persist and be successful. They are the center of everything we do. The student centered philosophy of Penn State Worthington Scranton will stand head and shoulders above all else. Our students deserve no less.

**Appendix 1**

***Key Data Driven Reports***

UAO Freshman BAC Admissions projections

UAO Campus/College Admissions and Enrollment Planning report

PSWS Enrollment by ACRONYM (Majors)

UAO Date Distribution

Weekly Enrollment Report

Conversion Reports - EIS

EIS Fall Official Enrollment Report

UAO Retention and Graduation Reports

**Appendix 2**

Protocol for Enrollment Projection, Planning & Tracking Model

August

Projection/Planning Goals

**Data Reports**

New Students - DEM

UPark approved freshman BAC admissions planning report

EIS official census data report

Returning Students - Registrar

ERS admissions/ enrollment planning report

Not Re-Enrolling Student - Registrar

EIS fall & spring degree conferred (graduated) report

EIS fall & spring change of assignment from WS (COA) report

ERS fall & spring withdrawal report

EDDS academic drops (dismissals) report

ARIRI (ISIS) administrative cancels report

Continuing education non-degree certificate report- DCE

**Department Names**

Director of Enrollment/Admissions

Registrar

DCE

Student Persistence Report

**Data Report**

Stop Out, Withdrawals & Dismissals - Registrar

**Department Names**

SES

Academic Affairs

Program Coordinator

September

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

October

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Fall Census Report

**Data Report**

EIS – Fall Official Enrollment - Registrar

**Department Name**

Registrar

November

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

December

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

January

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

Conversion Report

**Data Report**

UAO offer to paids report - DEM

**Department Name**

Associate Director of Enrollment

Conversion Report

**Data Report**

Expects with holds report - Registrar

**Department Names**

Bursar

SES

Registrar

February

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Associate Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

Spring Census Report

**Data Report**

EIS – Spring Official Enrollment - Registrar

**Department Name**

Registrar

March

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

Fall Sch/Reg

**Data Report**

Expects – no hold report

**Department Name**

SES

DAA

Academic Affairs

Program Coordinators

Summer Sch/Reg

**Data Report**

Weekly enrollment report

**Department Name**

Registrar

May

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

New Students

**Data Report**

Paid to FTCAP report - DUS

**Department Names**

DUS

Admissions

June

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Associate Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

New Students

**Data Report**

Paid to FTCAP report - DUS

**Department Names**

DUS

July

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

New Students

**Data Report**

Paid to FTCAP report - DUS

**Department Names**

DUS

Admissions

August

Enrollment Tracking Report

**Data Reports**

UAO data distribution report - DEM

Weekly enrollment report - Registrar

**Department Names**

Director of Enrollment/Admissions

Registrar

Spring Sch/Reg Report

**Data Report**

Expects – no hold report – Registrar  
 Sch to Reg report - DFO

**Department Name**

SES

Academic Affairs call team

Program Coordinator

New Students

**Data Report**

Paid to FTCAP report - DUS

**Department Names**

DUS

Admissions

**Appendix 3**

Source: University Park Communication Department

Penn State University Social Media Guidelines

**Why do we need guidelines for social media?**This document outlines for Penn State marketing and communications employees guidelines for communicating online. Social media has moved quickly to the mainstream and chances are great that you or your employees will use these online tools for personal or professional purposes.   
Social media guidelines set employer expectations, while empowering employees to tweet or blog. In addition, guidelines educate staff on issues and items to avoid in both personal and professional status updates.   
Employees in communications and marketing positions at Penn State must be aware that when representing Penn State, we need to comply with uniform policies and present one clear message. These guidelines apply to employees when they are participating in social media for work and during personal online activities that may give the appearance that they are still speaking for Penn State.   
This document provides guidelines gleaned from first-hand experiences using social media for Penn State. We hope that you will find the information useful.   
  
**What is social media?**Blogs, social networks and Web sites such as Wikipedia, Facebook, Flickr, Second Life, Twitter, MySpace and VouTube (to name a few) are examples of social media and provide exciting new channels for us to share knowledge and connect with others.   
Because social media channels are still new to many people, we’ve assembled these “best practice” guidelines from respected online and industry sources to help you use these forums effectively, protect your personal and professional reputation, add quality to Penn State and follow University policies.   
**The purpose of social media**Social media offers us the opportunity to engage in conversations with those who care about Penn State and to hear directly from them. Social media has helped to initiate new conversations, respond to feedback and maintain an active dialogue with friends, fans and others.   
Involvement by University marketing and public relations departments in social media can help grow our brand, strengthen our connection between the University and the publics we serve and make us aware of what people really think about Penn State.

**SOCIAL MEDIA AT PENN STATE 3   
*General Guidelines*1. Be responsible** in **your communications.**The keys **to** success in social media are honesty, thoughtfulness and awareness of your audience. Make sure your communications are in good taste. Be sensitive about (inking to content. Redirecting to another site may imply an endorsement.   
Above all, exercise good judgment and common sense. Do not use profanity, slurs or derogatory comments. Be civil.   
There’s no such thing as a “private” social media site. Remember that what you post has a longer shelf life than you do. Archival systems save information even if you delete a post. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed.   
  
2. **Be transparent and authentic. Be yourself.**Be honest about your identity. If you are authorized by your supervisor to represent Penn State in social media, say so. If you choose to post about Penn State on your personal time, please identify yourself as a Penn State faculty or staff member when appropriate. Never hide your identity for the purpose of promoting Penn State through social media.

Never pretend to be someone else and post about Penn State. There have been several high-profile and embarrassing cases of company executives anonymously posting about their own organizations.   
The essence of community is the idea that it exists so that you can support others and they, in turn, can support you. Learn to balance personal and professional information, and the important role that transparency plays in building community.   
A good resource about transparency in online communities is the Slog Council’s “Disclosure Best Practices Toolkit” at http://blogcouncil.org/disclosure/.   
  
**3. Be accurate.**Make sure you have all of the facts before you post. It’s better to verify information with a source first rather than post a correction or retraction later. Cite and link to your sources whenever possible; after all, that’s how you build community.   
If you make an error, correct it quickly and visibly. This will earn you respect in the online community.

**4 SOCIAL MEDIA AT PENN STATE   
  
4. Respect copyrights and fair use.***Always* give people proper credit for their work, and make sure you have the right to use something before you publish. Only those authorized by Penn State may use the University’s marks or logos, so be sure you do not include Penn State brand symbols in your personal postings.   
  
*5.* **Remember to protect confidential & proprietary information.**Being transparent doesn’t mean giving out the Colonel’s special 11 herbs and spices used in KFC chicken. Online postings and conversations are not private. Do not post confidential or proprietary information about Penn State, its students, its alumni or your fellow employees. Use good ethical judgment. Follow University policies and federal requirements, such as FERPA.   
  
**6. Productivity matters** — **respect University time and property.**University computers and your work time are to be used for University-related business. It’s appropriate to post at work if you have been instructed to do so or your comments are directly related to accomplishing established work goals, such as seeking sources for information or working with others to resolve a problem. Maintain your personal sites on your own time using non-Penn State computers.   
  
*7.* **Endorsements**Do not use Penn State’s name to promote or endorse any product, cause or political party or candidate.   
Also, linking to other sites is usually a good thing, but it’s important to consider the associations you want to share with potential applicants, donors and research funding agencies. Do you want to link to your favorite bagel or bicycle shop or would linking to the National Science Foundation, the NCAA, NASA or the American Medical Association make more sense and add more prestige to your site?   
  
**8. Monitoring comments**Most people who maintain social media sites welcome comments—it builds credibility and community. However, you can set your site so that you can review and approve comments before they appear. If you choose to delete comments, you should have a

SOCIAl. MEDIA AT PENN STATE   
   
policy on unacceptable posts that is easy for viewers to see, such as: The following comments are subject to editing or rejection:   
• Comments including blatant profanity, racist, sexist, or derogatory content   
• Product advertisements   
• Political support   
• Comments that are off topic or SPAM   
• Comments that are personal attacks on an individual   
In general, if the content is positive or negative and in context to the conversation, then we approve the content, regardless of whether it’s favorable or unfavorable to Penn State.

**9. Be relevant.**Facebook, VouTube and other social media sites are meant to be interactive, current and engaging. If you find your site is not relevant, has few posts or receives little traffic, it would probably be best to kill the site and use your energies on other communications endeavors.   
  
**10. Add value.**Social media will more likely pay dividends for you if you add value to your followers, readers, fans and users. If it contributes directly or indirectly to the improvement of Penn State; if it allows the general public to learn more about Penn State; or if it builds a sense of community and helps fans and friends feel more connected to Penn State, then it is adding value.   
If your Penn State-focused Facebook, MySpace, VouTube, Flickr or Twitter platforms offer links, you are encouraged to tie them into the University’s core branded sites, which have a broader appeal, large followings and constant updates. These sites include:   
http://www.facebook.com/pennstate   
http://www.youtube.com/pennstate   
http://twitter.com/pennstatelive   
http://twitter.comfl,enn state   
June **20, 2010-**

**Appendix 4**Source – CEMG report

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHEDULE 1: CAMPUS/COLLEGE ADMISSIONS AND ENROLLMENT PLANNING** | | | | | |
| **Enrollment Planning** | **History** | | **P r o j e c t i o n s** | | |
| **New 1st Year Students:** | **Fall 08** | **Fall 09** | Fall 2010 | Fall 2011 | Fall 2012 |
| Baccalaureate (Freshman Admits) | 291 | 309 | 355 | 350 | 360 |
| Associate | 38 | 41 | 50 | 50 | 50 |
| Provisional | 43 | 23 | 50 | 40 | 40 |
| Graduate | 0 | 0 | 0 | 0 | 0 |
| **New Advanced Standing Students:** |  |  |  |  |  |
| Baccalaureate | 43 | 34 | 50 | 50 | 50 |
| Associate | 23 | 19 | 20 | 20 | 20 |
| **Continuing Students:** |  |  |  |  |  |
| Baccalaureate | 622 | 622 | 625 | 630 | 630 |
| Associate | 205 | 199 | 200 | 200 | 200 |
| Provisional | 28 | 33 | 30 | 40 | 40 |
| Graduate | 0 | 0 | 0 | 0 | 0 |
| **Nondegree Students** | 86 | 108 | 125 | 150 | 150 |
| **Total Campus Enrollment** | 1379 | 1388 | 1505 | 1530 | 1540 |
|  |  |  |  |  |  |
| Full-Time Equivalent (FTE) | 1225.5 | 1213.0 | 1345.0 | 1370.0 | 1380.0 |
| FTE/Total Campus Enrollment (Ratio) | 0.89 | 0.87 | 0.89 | 0.90 | 0.90 |
|  |  |  |  |  |  |
| **Admissions Planning** |  |  |  |  |  |
| Freshman Baccalaureate Admissions Target (Su/Fa) | 320 | 340 | 350 | 350 | 360 |
| Actual/Estimate Paid Accepts (Su/Fa) | 310 | 346 | 320 | 320 | 325 |
|  |  |  |  |  |  |
| **Change of Assignment** |  |  |  |  |  |
| Target Change of Assignment to UP | 189 | 189 | 160 | 160 | 160 |
| Actual/Estimate (Fa/Sp) Change of Assignment to UP | 128 | 146 | 150 | 150 | 150 |
| Change of Assignment to Other Penn State Campuses (except UP) | 27 | 21 | 25 | 25 | 25 |
| Change of Assignment from UP to Your Campus | 14 | 15 | 20 | 20 | 20 |
| Change of Assignment from All Other Campuses (except UP) to Your Campus | 22 | 39 | 20 | 20 | 20 |
|  |  |  |  |  |  |
| **Enrollment Indicators** |  |  |  |  |  |
| **Upper Division Enrollment (1)** | 300 | 294 | 300 | 300 | 300 |
| Your College | 199 | 195 | 200 | 200 | 200 |
| On Behalf of Another College | 78 | 73 | 75 | 75 | 75 |
| Approved Exceptions | 13 | 8 | 10 | 10 | 10 |
| Remaining Common Year/DUS | 10 | 18 | 15 | 15 | 15 |
|  |  |  |  |  |  |
| Campus Baccalaureate Graduates (Fall/Spring/Summer) | 142 | 122 | 140 | 140 | 150 |
| Campus Associate Graduates (Fall/Spring/Summer) | 74 | 72 | 80 | 80 | 70 |
| PROJECTIONS IN RED |  |  |  |  |  |
| 1) Upper Division Enrollment - the total number of baccalaureate degree candidates with a semester classification of 05 and higher. There are four mutually exclusive subtotals provided. |  |  |  |  |  |
| Your College - the number of students at this campus enrolled in a major authorized by your academic college. |  |  |  |  |  |
| On Behalf of Another College - the number of students at this campus enrolled in a major of another college, where the program is designated to be offered at this campus (for example, IST). |  |  |  |  |  |
| Approved Exceptions - the number of students at this campus enrolled in a major of another college, where the student has been given special permission to enroll at this campus. |  |  |  |  |  |
| Example: a junior who has been given permission to remain for one additional semester; a senior who has been given permission to finish their last semester at the campus. |  |  |  |  |  |
| Remaining Common Year/DUS - the number of students at this campus who have yet to enter a degree granting major. |  |  |  |  |  |

**Appendix 5**Source – UAO admissions reports

***Admissions Statistics***

***Freshman Baccalaureate Fall 2010 Applications, Offers and Paid by Campus***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Campus | APPS  FA 09 | APPS  FA10 | APPS  10-09 | OFFERS  FA 09 | OFFERS  FA 10 | OFFERS  10-09 | PAIDS  FA 09 | PAIDS  FA 10 | PAIDS  10-09 |
| Abington |  |  |  |  |  |  |  |  |  |
| Altoona |  |  |  |  |  |  |  |  |  |
| Beaver |  |  |  |  |  |  |  |  |  |
| Berks |  |  |  |  |  |  |  |  |  |
| Brandywine |  |  |  |  |  |  |  |  |  |
| Dubois |  |  |  |  |  |  |  |  |  |
| Erie |  |  |  |  |  |  |  |  |  |
| Fayette |  |  |  |  |  |  |  |  |  |
| Greater Allegheny |  |  |  |  |  |  |  |  |  |
| Harrisburg |  |  |  |  |  |  |  |  |  |
| Hazleton |  |  |  |  |  |  |  |  |  |
| Lehigh Valley |  |  |  |  |  |  |  |  |  |
| Mont Alto |  |  |  |  |  |  |  |  |  |
| New Kensington |  |  |  |  |  |  |  |  |  |
| Schuylkill |  |  |  |  |  |  |  |  |  |
| Shenango |  |  |  |  |  |  |  |  |  |
| University Park |  |  |  |  |  |  |  |  |  |
| Wilkes-Barre |  |  |  |  |  |  |  |  |  |
| **Worthington Scranton** |  |  |  |  |  |  |  |  |  |
| York |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

***Admissions Statistics***

***Total Associate & Baccalaureate Fall 2010 Applications, Offers and Paid by Campus***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Campus | APPS  FA 09 | APPS  FA10 | APPS  10-09 | OFFERS  FA 09 | OFFERS  FA 10 | OFFERS  10-09 | PAIDS  FA 09 | PAIDS  FA 10 | PAIDS  10-09 |
| Abington |  |  |  |  |  |  |  |  |  |
| Altoona |  |  |  |  |  |  |  |  |  |
| Beaver |  |  |  |  |  |  |  |  |  |
| Berks |  |  |  |  |  |  |  |  |  |
| Brandywine |  |  |  |  |  |  |  |  |  |
| Dubois |  |  |  |  |  |  |  |  |  |
| Erie |  |  |  |  |  |  |  |  |  |
| Fayette |  |  |  |  |  |  |  |  |  |
| Greater Allegheny |  |  |  |  |  |  |  |  |  |
| Harrisburg |  |  |  |  |  |  |  |  |  |
| Hazleton |  |  |  |  |  |  |  |  |  |
| Lehigh Valley |  |  |  |  |  |  |  |  |  |
| Mont Alto |  |  |  |  |  |  |  |  |  |
| New Kensington |  |  |  |  |  |  |  |  |  |
| Schuylkill |  |  |  |  |  |  |  |  |  |
| Shenango |  |  |  |  |  |  |  |  |  |
| University Park |  |  |  |  |  |  |  |  |  |
| Wilkes-Barre |  |  |  |  |  |  |  |  |  |
| **Worthington Scranton** |  |  |  |  |  |  |  |  |  |
| York |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

***Admissions Statistics***

***Worthington Scranton Fall 2010 By Major Applications, Offers and Paid by Campus***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Campus | APPS  FA 09 | APPS  FA10 | APPS  10-09 | OFFERS  FA 09 | OFFERS  FA 10 | OFFERS  10-09 | PAIDS  FA 09 | PAIDS  FA 10 | PAIDS  10-09 |
| 2 AET/BLET |  |  |  |  |  |  |  |  |  |
| 2 IST |  |  |  |  |  |  |  |  |  |
| 2 BACC |  |  |  |  |  |  |  |  |  |
| 2 FSCC |  |  |  |  |  |  |  |  |  |
| 2 NURS |  |  |  |  |  |  |  |  |  |
| 2LACC |  |  |  |  |  |  |  |  |  |
| AG |  |  |  |  |  |  |  |  |  |
| BA (smeal) |  |  |  |  |  |  |  |  |  |
| BC |  |  |  |  |  |  |  |  |  |
| BL |  |  |  |  |  |  |  |  |  |
| CA |  |  |  |  |  |  |  |  |  |
| CC |  |  |  |  |  |  |  |  |  |
| COMM |  |  |  |  |  |  |  |  |  |
| DUS |  |  |  |  |  |  |  |  |  |
| ED |  |  |  |  |  |  |  |  |  |
| EMSC |  |  |  |  |  |  |  |  |  |
| ENGR |  |  |  |  |  |  |  |  |  |
| HHD |  |  |  |  |  |  |  |  |  |
| INFST |  |  |  |  |  |  |  |  |  |
| LA |  |  |  |  |  |  |  |  |  |
| NURS |  |  |  |  |  |  |  |  |  |
| SCIEN |  |  |  |  |  |  |  |  |  |
| **PROV** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**Appendix 6**

Source: Registrar’s Office

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Weekly Enrollment Report** | | | | | |
|  | | | | | |
|  | **CURRENT YEAR** |  | **PREVIOUS YEAR** |  | **DIFFERENCE** |
| **COMPLETE & INCOMPLETE REGISTRATIONS STUDENT CATEGORY** |  |  |  |  |  |
| Associate |  |  |  |  |  |
| Baccalaurate |  |  |  |  |  |
| Provisional |  |  |  |  |  |
| UG Non-Degree |  |  |  |  |  |
| Graduate |  |  |  |  |  |
| Graduate Non-Degree |  |  |  |  |  |
| **TOTAL HEADCOUNT** |  |  |  |  |  |
|  |  |  |  |  |  |
| **TOTAL FTE** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Undergraduate Summary** |  |  |  |  |  |
| Scheduled (Incomplete Registrations) |  |  |  |  |  |
| **Registered (Complete Registrations)** |  |  |  |  |  |
| Withdrawn |  |  |  |  |  |
|  |  |  |  |  |  |
| **Graduate Summary** |  |  |  |  |  |
| Scheduled (Incomplete Registrations) |  |  |  |  |  |
| **Registered (Complete Registrations)** |  |  |  |  |  |
| Withdrawn |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |
| **Complete & Incomplete Registrations NEW ADMITS** |  |  |  |  |  |
| Associate |  |  |  |  |  |
| Baccalaurate |  |  |  |  |  |
| Advanced Standing |  |  |  |  |  |
| Re-enroll |  |  |  |  |  |
| Provisional |  |  |  |  |  |
| Grad |  |  |  |  |  |
| **TOTAL NEW ADMITS** |  |  |  |  |  |

**Appendix 7**  
Source: ISIS: ariri

|  |  |  |
| --- | --- | --- |
| **Sch to Reg Report**  **Date:** | | |
| Campus | Worthington Scranton | |
| Semester | Fall 2010 | |
| Registration Status | Count |  |
| Expect to Enroll |  |  |
| Incomplete Registrations |  |  |
| Complete Registrations |  |  |
|  |  |  |

**Appendix 8**

**Penn State Worthington Scranton**

**Marketing Council Overview**

Penn State Worthington Scranton’s Marketing Council was formed to promote the campus to prospective students, both traditional and non-traditional, throughout its seven-county coverage area, with the goal of increasing both enrollment and community awareness of PSWS.

It is currently made up of representatives from Admissions, Community Relations, Continuing Education, Enrollment Services, Information Technology and the Registrar’s Office.

The Council carries out its mission by gathering input from all areas of the campus and then developing and carrying out strategic marketing initiatives/programs that convey a concise and consistent message.

In 2008, members made a conscious, strategic decision to develop uniform and/or complementary materials that would convey a clear, concise message and brand for Penn State Worthington Scranton.

This was done by ensuring that all marketing materials, including the home page, contained the same graphics/images and messages across the board, and that these uniform images/messages were used on a variety of venues (print ads, billboards, brochures, postcards, homepage etc).

Also, more advertising venues were added: more radio commercials were contracted on several stations to ensure full coverage of the service area; television ads were done; internet advertising was contracted with various local media outlets; and the number of print ads was increased to include the Scranton Times as well as local community publications throughout the region.

Over the past three years, this strategy has paid off: attendance at open houses has consistently increased; council members have received feedback from students, staff, faculty and others (prospective students included) who have seen/ heard our ads.

This occurred, despite having no budget increase, and in fact, a budget decrease over the past two years.

It should also be noted that in many of the advertisements, we stressed that Worthington Scranton was “your Big 10 University close to home” in keeping with the charge in the campus’ strategic plan, which states “We will continue to stress the connection to the Penn State brand and the University’s national reputation in open houses and promotional materials….” (p. 8)

Also, Goal 4 of the Strategic Plan states that PSWS should: Align missions, programs and services with available fiscal resources to better serve our students and their communities.

One strategy under that goal is to “recruit prospective students aggressively from the traditional and adult student populations. (p. 28)

The Council carried through on that goal by marketing the campus and creating a strong presence in many different mediums in order to market PSWS in a variety of ways, to different student populations. This strategy is also consistent with marketing principles, since research shows that individuals respond differently to marketing tactics/messages, and the average consumer needs to see a message a minimum of SIX times, before they retain/remember the information/message.

Over the past three years, the Council has built upon the marketing foundation that was established in previous years, and expanded it to incorporate more venues (several radio stations, numerous billboard locations throughout a majority of the counties in our coverage area, on several television stations, and strategically placed print ads).

*(See Budget and Advertising Venue charts on page 3.)*

It should also be noted that prior to 2007-2008, marketing efforts at PSWS were primarily event-driven. That has now shifted. In addition to marketing various events – open houses, program information nights, etc. – more regularly placed advertising is done to promote the campus, its curriculum, its degree offerings, etc.

With each year, the Council is continually determining the success of past and current efforts and initiatives and evaluating new opportunities that arise, while still staying true to the value of a consistent message and images.

Advanced planning allowed for the Council and the Web Team to better utilize the home page as a marketing tool and every advertisement that is run, contains the web address, so the public can utilize the webpage as an information resource, as well as use it to register online for various events.

The Council believes that this has provided an ideal foundation and springboard for where we want to go from here.

As the campus moves forward, the Council will not only continue to maintain the strong media presence we have established throughout our coverage area, but continue to look for new opportunities that will help us to brand the campus and market PSWS strategically – namely by stressing the existing opportunities, access to PSU resources and our affordability.

**Advertising Venues (current)**

**Billboards:**

Lamar – Lackawanna and Wyoming counties

Adams – Wayne and Pike counties

**Print:**

The Scranton Times (weekday, weekend, special sections)

The Abington Journal

The Moscow Villager

The Carbondale News

The Wayne Independent

The News Eagle

Pike County Dispatch

La Voz Latina

High school sports and event programs (on an as requested/pertinent basis)

**Radio:**

WKRZ – 98.5 – All of Northeast PA; large portion of the Poconos

Froggy – 101 FM – Lackawanna, Luzerne, Monroe counties)

105 The River – Lackawanna, Luzerne, Wayne counties; parts of Susquehanna, Pike, and Monroe)

Fox Sports Radio – (Lackawanna and Wayne; also parts of Wyoming, Luzerne, Pike, Monroe counties)

95.3 DNH (Wayne and Pike counties)

Friday Night Lights – 97 BHT

Online radio streaming ads – 97 BHT, Magic 93, 97.9X, JR 93.7

**Television:**

WNEP TV 16

Fox – High School Sports Shows

Spots during any Penn State Bowl game (with PSWB and PSH)

**APPENDIX 9**Student Persistence Plan 2010

**Penn State Worthington Scranton**

**Student Retention Plan**

**2009-10**

**Goal 1. Create a Communication Plan** designed to enlighten pre and post matriculation students regarding available academic and student support services for both on campus and online distance learners.

**Rationale.** Ensure all members of the PSWS campus community understand each have an active role and responsibility regarding student persistence both on campus and online. All stakeholders have the responsibility to promote student success.

**Activities:**

* Multiple communication media informing all students of available support services.
* Early communication by academic advisors regarding academic planning meetings
* Early communication from Career Services regarding career exploration opportunities
* Utilize student leadership beginning with FTCAP and Orientation promoting an ongoing sense of campus belonging throughout their academic tenure
* Design, develop, and deliver online orientation and support services

**Goal 2. Develop a comprehensive academic advising system** designed to foster short and long range academic planning.

**Rationale.** Student maintains focus and preparation towards long range educational goals.

**Activities:**

* Identify appropriate faculty interest regarding advisory assignments
* Design and deliver ongoing professional development opportunities for advisors
* Create a recognition system rewarding effective academic advisors and service
* Create and deliver opportunities for pre-selected academic refresher courses such as Math and English.
* Design an evaluation system assessing advisement effectiveness.

**Goal 3. Enhance the Orientation program** while developing the academic early alert program.

**Rationale. Reduce attrition levels** resulting from lack of motivation, knowledge, and skills.

**Activities:**

* Incorporate orientation points of emphasis within the FYE classes utilizing support staff presentations focusing on such topics as time management, study skills, and career exploration.
* Creation of peer mentoring program and explore options of compensation or recognition.
* Explore alternative delivery models for orientation and FTCAP thereby providing a positive initial campus experience and reducing multiple initial visits to the campus

**Goal 4. Creation of campus constituency/student bonds**

**Rationale.** Multiple positive campus experiences and professional relationships will result in fostering a collegial and productive academic, social, and civic experience. This will result in a positive student centered environment leading to mirroring a positive perception of our campus

**Activities:**

* Utilize academic club and student organization advisors to promote student participation in the Student Leadership Development Program
* Dedicate a portion of the SAF towards supporting faculty, staff, and student linkages between in class theory and the out of classroom experiences

**Goal 5. Monitor student perception** of campus policies and procedures related to identified academic and social needs.

**Rationale.** Maintain a student centered campus reducing reasons for leaving and/or barriers for not returning.

Activities:

* Design an internal campus student satisfaction instrument such as surveys, focus groups, exit interviews, etc.
* Develop strategies for addressing student perception issues
* Develop and implement customer service strategies and subsequent professional development activities.