SUL ROSS STATE UNIVERSITY

Strategic Enrollment Management Plan

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Lisa B. Harris, PhD
Vice President of Enrollment Management

Matt M. Moore, EdD
Executive Director of Enrollment Management
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INTRODUCTION

Strategic Enrollment Management planning flows from the mission of the University and connects the Academic Plan, the Strategic Plan, and the resources of the institution. It considers the current state of the institution, a changing environment toward institutional goals, and resources available to achieve those identified imperatives. Because the enrollment of a university is at the forefront of its financial health, the Strategic Enrollment Management Plan (SEM Plan) is a vital component of its operational objectives. At its best, the process employed in creating a SEM Plan is data-infused, iterative, and engages campus communities in the development of goals, strategies, and initiatives to achieve optimal enrollment. When components of this process are not possible, the SEM Plan can still take an evaluative assessment of the University and devise strategies which will impact the institution positively. This SEM Plan is derived from the campus community, available data, and an independent assessment of Sul Ross State University.

Sul Ross’s SEM Plan includes strategies for the Alpine and middle Rio Grande campuses, both together and separately. It is aspirational and practical, straightforward, clear-sighted, and realistic. It moves the institution towards growth in its mission, targets recruiting and retention for stability and growth, and enhances the image and visibility of Sul Ross State University in Alpine, Del Rio, Eagle Pass, and Uvalde.

EXECUTIVE SUMMARY AND PROJECT OVERVIEW

Assessments for this SEM Plan began in summer and fall 2018 and continued in Alpine in 2019. Also during this timeframe, data was collected and involved multiple offices/personnel for their input. A stratified sample of institutional representatives met to outline enrollment management goals and offer suggestions/themes to be included in the final SEM Plan presented to the president and TSUS¹. While this process will continue as strategies and initiatives are implemented and evaluated, the collected data and assessments to date led to the development of the Goals and Strategies outlined in this report.

As stated in the Strategic Plan “Strategies for the Second Century”, Sul Ross State University has “served as a (US Department of Education defined) ‘frontier institution’ tightly bound to its people, its place, and its culture, and reinforces our mission for the under-served of our border area.”² That mission is readily reflected in the profile of our
4-year undergraduate cohort at the Alpine campus, which serves primarily the Trans-Pecos region of Texas. SRSU’s off-site campuses, located in Del Rio, Eagle Pass, and Uvalde, represent approximately 1/3 of the university enrollment. Through these campuses, Sul Ross State University serves the middle Rio Grande region of Texas.

Enrollment has fluctuated since 2014 at all campuses, ranging from a total of approximately 3,085 to 2,316. Fall 2019 enrollment is in decline, with the fall reaching that low total of 2,316. The majority of loss is found in upper division and graduate students. In Fall 2019, SRSU Del Rio, Eagle Pass, and Uvalde enrolled 821 students and Alpine enrolled 1,651 students.\(^3\)
Below are assumptions when writing the SEM Plan and should be taken into consideration during implementation:

1. Institutions are naturally resistant to change – especially change to existing procedures or practices. Many of the recommended Goals and Strategies within this Plan contrast deep cultural norms at Sul Ross State University campuses. Nothing short of intentional, deliberate attention or directives will make this plan successful.

2. Enrollment goals and strategies to support them are initial starting points for positively affecting change at SRSU. The Goals and Strategies presented in this Plan are relevant, deliverable, and flexible to accommodate more sophisticated approaches in our future methodologies.

3. This SEM Plan is written as a companion document to the SEM Assessment Report for the middle Rio Grande campuses as well as several other reports (previously presented) regarding the Alpine campus. Additionally, this Plan endeavors to answer some of the questions and issues raised in those assessments (and others) and to draw attention to areas needing further evaluation/consideration as the Plan is presented and discussed.
A common tendency of many institutions is to philosophize about the mission and vision of a University in its SEM Plan – often outlining ways in which it does not always live up to their tenants. The mission and vision of Sul Ross State University constitutes the public trust and expectations of our constituents. If we are espousing a before market promise in our recruitment efforts or in conversations about enrollment occurring in the community but we do not follow through on the after-market delivery of those promises made, our constituents will quickly conclude we are less than genuine. The essence of a successful and sustainable enrollment is a good relationship with our community.

The following excerpts are taken from the Strategic Plan of SRSU²

**Who We Are**

Sul Ross State University is a public, comprehensive, Master’s degree granting, multi-campus university, providing on-site and distance education in the Big Bend and the US-Mexico border regions of Texas.

**Vision**

Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance.

**Mission**

Rooted in the distinctive surroundings and history of the Big Bend and the US-Mexico border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life changing education through quality teaching, research, cultural awareness, creativity, and service.

**Values**

' Excellence
' Ethics and Integrity
' Diversity and Inclusiveness
' Growth and Exploration
' Leadership and Service
' Personal Connection
' Effective Communication
SITUATIONAL ANALYSIS

National Trends

Historically, there have been three higher education enrollment contractions. We are currently in the midst of the most significant enrollment contraction in the past 75 years.

**Total Fall Enrollment: 1947-2017**

Additionally, there are national indicators this contraction will continue for the foreseeable future.

*The National Student Clearinghouse reports on-going enrollment declines through spring 2019*

*Figure 1: Percent Change from Previous Year, Enrollment by Sector (Title IV Degree-Granting Institutions)*

© 2019 National Student Clearinghouse. Current Term Enrollment Estimates Spring 2019. Reprinted with permission. This material may not be posted, published, or distributed without permission from National Student Clearinghouse.
As a result, national indicators have issued revised enrollment forecasts:

**NCES has substantially reduced their enrollment forecast**

![Graph showing revised enrollment forecasts](image)


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**Birth rates drive projections**

![Graph showing birth rates](image)

*Figure 2. Live births and general fertility rates: United States, 1970–2015

National Vital Statistics System*
Future indicators point to flat or declining recruitment pools in the next decade.

**Total U.S. public and private high school graduates**

The net result is a very slow compounded growth rate by historical standards. The following are implications to be considered as a result of slower growth:

1. Institutions relying on enrollment growth to fund expansion will have to adapt to slower rates of growth.
2. Decision-makers should level-set growth expectations in light of market data.
3. Institutions should localize growth projections.
4. Tracking and managing market share will become increasingly important.
5. Understanding the segments that make-up new student enrollments becomes increasingly important.
Regional Trends

As a regional institution, the State of Texas and Sul Ross are impacted by national data trends. The following are national data for comparison with the State of Texas:

Projected change in high school graduates

Public and non-public, 2019-20 to 2024-25

Projected change in high school graduates

Students of color, 2019-20 to 2029-30
As a designated Hispanic Serving Institution, it is important to note national trends in prospective student demographics and college readiness as they are also applicable to this region. The following are some basic descriptors also included in this data:

- Almost 70% of prospective students stated their choice of academic program of study was the primary determining factor for their choice of institutional attendance.

- At 67%, prospective students considered affordability as a primary determining factor of college choice.

- More than half of parents and guardians of prospective students felt access and affordability were the primary determining factors of college choice.

- The primary communication hub to prospects is the institutional homepage.

- Prospects overwhelmingly prefer quick communication with the majority sending over 50 text messages each day.

- National ACT scores have dropped for all ethnic groups except Asians.

- Financial assistance (need) for specific ethnic groups has risen as federal and state support has not kept up with inflation and tuition increases.

- Institutions have increasingly employed discounting through institutional scholarships as a means to positively impact enrollment.
Average ACT composite scores by race: 2017 versus 2018

Hispanic and African American families have median incomes that are approximately 61 percent of white families.
Average inflation-adjusted sticker and net price: Four-year publics

Source: 2018 Trends in Student Aid. Copyright © 2018, the College Board. www.collegeboard.org
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Public first-year student discounting
Public four-year institutions

© 2019 Discounting Report for Four-Year Private and Public Institutions
ProFessional Services LLC
Local Trends

Population growth within the SRSU service region is a strong indicator for potential enrollment growth. As stated in the SEM Assessment⁴, the publication Knocking at the College Door - State Profile for Texas projects the rate of high school graduates to grow until 2025; it will level off at the higher end of the growth trend, with most of the growth coming from within the Hispanic communities of the state - the primary student population SRSU serves. White graduates are expected to decrease from 36% to 30% of public-school students, reverting the number of white public-school students back to 2012-13 population levels. The estimated increase in high school graduates is derived from predominantly Hispanic identifying students in Texas, a prediction from 2012 to 2032 of 58,200 students.⁵

On the surface, these statewide predictions indicate a potentially larger/stronger pool from which to recruit students to SRSU. It is important to note, however, these expected increases are most often concentrated out of the primary service region for SRSU and in larger, metropolitan cities. The SRSU primary service region, The Trans Pecos in Texas, consists of nine counties: Brewster, Culberson, El Paso, Hudspeth, Jeff Davis, Pecos, Presidio, Reeves, and Terrell - and contrasts these population predictions. Brewster County, the largest in the SRSU service region, has a land area of 6,193 square miles, yet it has a population density of only 1.4 persons per square mile. Even more remote is Terrell County, bordering both the Pecos River and the Rio Grande, which is the least-populated county in the Trans-Pecos region. “The Trans-Pecos is one of the least populated regions of the state, where only three percent of Texans (850,000) live west of the Pecos River. However, >90% of the Trans-Pecos residents live in the county of El Paso, leaving only 80,000 residents distributed across its other eight rural counties.”⁶

Reviewing population demographics of the middle Rio Grande region and the defined counties of service (Dimmit, Edwards, Frio, Kinney, LaSalle, Maverick, Medina, Real, Uvalde, Val Verde, Zavala), there has been moderate growth since the 2000 Census with an optimistic view of an increase in the coming years.⁶ Again, this population is primarily Hispanic, first generation college goers, and many of them are working adults.

In the 2018 report “Trends in Land Ownership Along Texas Borderlands” produced by the Texas A&M Natural Resources Institute (NRI) in collaboration with the SRSU Borderlands Research Institute (BRI), other aspects of population growth along the borderlands of Texas-Mexico are discussed. Specifically, this report evaluates changes in population density and examines how land ownership patterns and use have changed over the last few centuries within Texas borderland counties due to specific drivers of change. It identifies regions where more rapid transformations have occurred and where similar changes may be expected to occur in the future. This study further outlines how the majority of land is privately owned (96% says the report) and with an increase in population and urban centers across the borderlands, land use is and will continue to change in this region.⁷
Sul Ross exists to serve students from underrepresented populations from the borderlands of Texas. Unfortunately, we are severely challenged by our location. In a study published in the Journal of College Admissions (2009), Mattern and Wyatt state the national median distance students disburse from home for higher education is 94 miles and the median distance for students in the state of Texas shrinks even smaller to 74 miles (n=53,197 for Texas students). Compounded, they also found students living in a household making a median household income of <$100,000, first generation students, and students of African-American and Hispanic descent tended to shrink the mileage even further (<74 miles).  

All counties within 74 miles of SRSU Alpine are quite different from the average county used to compromise this study. The United States Census Bureau reported the average national population per square mile is 87.4 people; all counties surrounding SRSU within the SRSU service region fall at <5 people per square mile. Additionally, the national median family income is $55,322 while the surrounding counties in our service region show an average $39,867 per household, as well as all counties above the national average of people in poverty (>12.7%). Furthermore, the national average for a person holding a bachelor’s degree in a household is 30.3%, whereas these surrounding counties have an average of only 20.7%. A Strategic Enrollment Management Plan must recognize population demographics and trends impacting enrollment direction and a potential recruitment base. Also noteworthy are immediate regional employment trends impacting populations (unavailable at the time of the
publication of this document). With the discovery of a large oil-rich region within the Permian Basin and the Trans Pecos region (both within the SRSU service region), there has been an accompanying high demand for entry-level, semi-skilled labor. As previously mentioned, the lack of population in the SRSU service region has resulted in very high paying, entry level and service industry positions, drawing prospects out of our potential recruitment pool.

**Predominant Themes from Assessment**

Over the past year, an evaluation of the enrollment management enterprise at SRSU Alpine, Del Rio, Eagle Pass, and Uvalde was conducted. While there are many factors impacting enrollment, four predominant themes surfaced in our analysis: Advising, Program/Course Availability, Financial Aid, and Collaboration.  

**Advising**

Advising is directly correlated to student satisfaction and retention. Advising for incoming freshmen in Alpine is centralized in the Academic Support Center and continues through a student’s first year. Once a student has earned 30 credits, advising is transferred to faculty and/or administrators within the student’s declared program of study. Advising for upper division students in Del Rio, Eagle Pass, and Uvalde is distributed to faculty within a students’ major. While most programs of study are built within the automated Degree Audit System available to all students via their student portal, some programs of study have not yet been converted or do not utilize the automated Degree Audit System, opting for paper degree plans. Common complaints among students and advising revolve around the availability of their advisor, their advisor’s lack of specific knowledge of their proposed program of study, and published information sources with varying criteria to satisfy degree requirements (leading to confusion about what courses to take). Administrators echoed these concerns across all campuses. Some results include but are not limited to: students enrolling in courses not needed for their particular program of study, students missing/failing to enroll in needed coursework only offered periodically but required for their degree, high volumes of substitutions and waivers of degree requirements (possibly creating accreditation issues), and overall frustration. Transparency in our advising, consistency in our messaging, and perceived clarity in our academic requirements is an area needing significant review and improvement.

**Persistence - Program/Course Availability**

Also mentioned was frustration among students, staff, and administrators regarding course availability negating consistent progression toward degrees across all campuses. While there is evidence accommodations have been made for individual cases, particularly at the upper division level, there appears to be a dominant perception among students their progression toward degree has been or will be severely impacted by course availability. Student persistence toward degree is a new metric being developed in higher education circles and is
directly correlated to course availability and a transparent progression path toward degree. From conversations, we are not creating or following best practices in this area and it is affecting our enrollment.

The Financial Aid Equation

A common theme is the need for improvement in the financial aid enterprise for all campuses. In particular, it has been difficult to retain staff and a financial aid presence on the middle Rio Grande campuses. An unfortunate result on these campuses is student confusion and communication breakdown regarding associated processes and responsibilities. This SEM Plan specifically highlights financial aid because without a seamless, transparent, supportive experience regarding their educational funding/support, students readily abandon their educational pursuits. Financial Aid is a primary enrollment driver, particularly at the Del Rio, Eagle Pass, and Uvalde campuses.

Collaboration

The enrollment management structure at all SRSU campuses rests in the division with a VP of Enrollment Management. Recruitment operations typically work separately but occasionally work together on behalf of SRSU. There is healthy collaboration and respect among staff. Financial Aid is delivered at all locations with the authority from the Department of Education for granting aid emanating with the Director of Financial Aid in Alpine. Other services are separate but questions freely flow through the campuses and access by phone or video meeting is prevalent. Travel between locations occurs frequently, ensuring the development of collegiality/trust and to maintain high levels of productivity. Collaboration and collegiality between and among SRSU Enrollment Management staff is positive.
ENROLLMENT GOALS

At Sul Ross State University there are foundational, best-practice imperatives incorporated into these Enrollment Goals. It should be recognized that success toward these Goals rests within Sul Ross State University’s ability to make foundational changes toward best practices. Related, these Goals are primarily short term and will require future refinement, development, and elaboration as progress is made.

Enrollment Goal 1:

Increase total number of students by 25% from 2477 in fall 2019 to 3100 in fall 2022; Alpine from 1651 in fall 2019 to 2070 and Middle Rio Grande from 821 in fall 2019 to 1030.

Strategy 1: Develop next generation marketing and recruitment plans:

i. Develop the Pathways Admissions Program with SWTJC.
ii. Focus on new markets at high schools with Early College Programs and dual enrollment programs.
iii. Institute territory management for the Alpine campus Enrollment Specialists.

Strategy 2: Develop a specific graduate recruitment strategy:

i. Designate a central responsibility for graduate recruitment.
ii. Involve departmental faculty in identifying candidates.
iii. Reach out to alumni who may want to come back for another degree.

Strategy 3: Target recruiting for ready-to-grow majors well-suited for emerging areas of need in the local economy:

i. Adult learners and degree completers need a particular way to attend college and we should pursue those avenues.
ii. Perform a comprehensive program review at SRSU. Enhance existing programs of study, expire low completer/low interest programs of study, and add new programs of study that meet market-demand and result in increased market-share.
iii. Embrace micro-credentialing through certificate programs, certifications, continuing education, or professional licensure.
**Strategy 4:** Explore opportunities to recruit students in the border cities of Mexico, starting with cities more familiar to our area and branching out after successful student enrollment and relationships are established:

i. The Mexican state of Chihuahua is a prime recruiting region for us, particularly the cities Ojinaga and Chihuahua City.

ii. The Mexican state of Coahuila is a prime recruiting region for us, particularly the cities of Piedras Negras and Ciudad Acuna.

**Strategy 5:** Explore delivery methods and opening of new on-line courses:

i. Consider additional locations for teaching centers for students located in our regional service area.

ii. Enhance on-line course offerings.

iii. Improve on-line platform delivery and improve on-line performance issues.

**Strategy 6:** Use the operations and delivery of financial aid to optimize students’ ability to enroll and pay for college:

i. Include new scholarships or grants designed for recruitment of prospective students and retention of current students.

ii. Focus on improving the student experience, especially in the timely completion of need-based aid requirements.

iii. Design grants for students who are near graduation and have a small account balance that can be removed with a grant.

**Strategy 7:** Address student retention by:

i. Grow the Academic Support Center at Alpine.

ii. Assign a retention manager for the University.

iii. Begin to work through a student-centered advising model that works across all campuses. Consider professional advising beyond the freshman year.

iv. When possible, automate transfer articulation.

v. Identify ‘Gateway Courses’, particularly at the upper-division level, and provide academic support services to improve completion. Some strategies include but are not limited to:
   a. Identify courses with high percentages of earned grades > 2SD below the mean.
   b. Consider format changes (e.g., 3 credit course offered 5x per week, etc.).
   c. Consider required laboratory components (a ‘0-credit’ lab 2x per week for support services such as tutoring, study skills, etc.)
Enrollment Goal 2:

Improve the number of students graduating from SRSU.
Strategy 1: Work with Institutional Research on a model to determine appropriate retention goals:

i. Traditional cohort
ii. Transfer cohort
iii. Graduate cohort

Strategy 2: Review course offering model and course closing procedure for alignment of student behavior and ability to graduate in a timely manner:

i. When possible, standardize the curriculum to offer coursework in a rotation conducive to projected demand.
ii. Work with Academic Affairs to reduce all substitutions and waivers, especially within the major.
iii. Examine opportunities for cross listing of all courses across all campus locations.

Strategy 3: Enhance student course enrollments:

i. Investigate class limits and locations of classes
ii. Set deadlines for course descriptions and mode of delivery before class registrations open for transparency and student choice

Strategy 4: Examine business processes, implement best practices and remove barriers to success:

i. Ensure the on-line platform is optimum for students and faculty.
ii. Examine all administrative processes for optimum connectivity.

Strategy 5: Consider factors beyond academic issues, like childcare or operating hours, to enhance serving the needs of our students.

Enrollment Goal 3:

Create and implement an encompassing marketing and communication campaign designed to connect with and attract prospective students and to enhance the reputation of Sul Ross State University.

Strategy 1: Purchase a Customer Relations Management system to significantly change the methodology of contacting a prospective student and building a relationship with them.

i. RFP is being finalized and was vetted by a committee of stakeholders.
ii. Anticipate purchasing system and beginning implementation on the recruitment and admissions modules in spring 2020.
**Strategy 2:** Design campaigns which showcase a message and an identity that will bring recognition value to our campaigns.

i. Creative team in Enrollment Management will drive the campaigns.
ii. All forms of media will be employed—i.e., print, social, media, etc.
iii. Research trends in communication styles for students that are relevant to their changing preferences.
iv. Coordinate corollary communication pieces from across the campus community for unique messages but harmonized “look and feel.”

**Strategy 3:** Re-design of the University Website.
DERIVED THEMES/SUGGESTIONS

During the spring 2019, faculty, staff, and students were given a survey of themes previously collected from meetings with the campus community. The summary of those themes and suggestions are listed below in order of importance. They serve as the foundation for the Goals and Strategies of the SEM Plan.

1. Students have routinely discussed their reasons for leaving SRSU or stopping out of SRSU for a semester or longer. Though anecdotally relayed, most of these reasons revolve around the inability to take a class and misadvising. There are many stated examples of classes not offered certain semesters or offered in a sequential manner prohibiting students from progressing toward graduation without significant delays. And, there are many examples indicating students have been advised to enroll in non-applicable courses to their program of study.

2. Marketing programs of study at SRSU by admissions/student services staff has been inconsistent for “a while” according to accounts of faculty in meetings held about this subject. Is there a plan in place to have the right kind of approach for staff and the right kind of recruitment materials for distribution in whatever fashion is needed to attain maximum outreach? Are we still using Pathways with SWTJC at the middle Rio Grande campuses?

3. There is an appearance if not a lack of service from the “front line” areas. Do we need to retrain staff on who we are, who the students are we serve, how we include them in the process, and how do we serve them to ensure they enroll and stay with us until graduation?

4. Some faculty does not believe the two-year course rotation is working at the middle Rio Grande campuses. Is it time to review this practice/policy given our students have told us they are having difficulty finding coursework applicable toward their progression towards graduation? Additionally, should this same examination occur in Alpine and insure there is alignment with courses taught at all other campuses?

5. Location of courses is an issue. For example, if 80% of students taught are in the same place and is different from where the professor is located, does the professor need to move? If the professor is unable or unwilling to move a class are instructional alternatives considered? Should more cross listing with all campuses occur instead of treating courses as separate listings within different course schedules?
The following themes collected from meetings received one or two votes and are worth considering as a part of those themes above or separately.

1. Faculty and staff lack the best tools to contact students by phone or text. What is available for them to use to gain better access to our students? Is there something we currently have but are not using?

2. The degree plan continues to be used in a variety of ways with students, i.e., some are online, some are in paper format, some are nonexistent or being developed in the Degree Works System for all students, as reported in meetings with students, faculty, and staff. Is the process of closing this loop to have all degree plans in the Degree Works system for all students going well or do we need to revise our timetable and methodology?

3. In one meeting, a long discussion of course delivery and course format was discussed. Is this the right time to evaluate the way our students best receive the knowledge we are attempting to impart to them?

4. Much of the advising effort, especially for new students during orientation, is centered on registering for class. Is this the model of advising we want to employ or do we want to have a model where there is more time available to work with students to be able to address more of their longer-term goals than registering for classes in a succeeding semester?

5. Faculty are not as involved with the face to face recruitment process as they desire, as expressed in several meetings across all campuses. Would making connections into SWTJC for our faculty to teach classes be a desirable way to involve faculty at the middle Rio Grande campuses? How is the best way to involve faculty on the Alpine campus?

6. Developing niche programs is a thoughtful recruitment objective for some departments at SRSU. Have we identified enough of these programs for us to begin the work of including them in a strategic recruitment plan? The following Programs were mentioned in a couple meetings: Applied Behavioral Analysis, Computer Science, Graphic Design, a credential in Business not now offered, Engineering, and some form of credential tied to the energy industry emerging around our campuses.

   There are a number of competitor colleges who routinely host financial aid workshops at local high schools, community colleges, or a local community center in our service area. SRSU would likely benefit from such a venture and while we are currently providing this service when invited, perhaps we should strategically plan to deliver more of these workshops in key market areas.

7. Are we leveraging the small amount of scholarship monies to our best advantage?
The remaining themes were discussed in at least one of the many assessment meetings. They echo previously presented concerns. They are as follows:

1. The policy or practice to hire and use adjuncts varies from department to department. Would a review of this practice and an analysis of their use at these campuses be beneficial to forming a consistent use policy for this method of attaining faculty for needed courses or sections of courses?

2. Do we have a path for faculty to join the success skills course offered by SWTJC?

**NEXT STEPS**

As previously stated, the recommended steps of this SEM Plan are designed to be flexible and evolve into new or more detailed Goals and Strategies over time.

To that end, the following next steps are advised:

1. The SEM Plan’s Goals and Strategies will be enacted by the VPEM. It is the responsibility of the VPEM to shepherd the implementation and assess its progress, revising targets when appropriate or necessary. The VPEM, in close partnership with the Executive VP and Provost, will monitor and share with the president and executive leadership regular updates and an annual progress report.

2. The Executive Committee will clarify the institutional mission, values, and vision, clearly describing SRSU’s commitment to being a Hispanic Serving Institution while working toward the Goals of the SEM Plan.

3. Engage in change management activities to grow both trust and collaboration among all divisions. We have discussed bringing training of some kind to campus, and maybe we need other ways to make sure our staff are supported while we change culture.

4. Learn and demonstrate the highest quality service delivery model. This process affords opportunities to bring to campus expert customer service training. One possibility is to create a model customer service program with a form of reward system or ownership system once the training is completed.

5. Examine all business processes at SRSU to enhance efficiency, productivity, and service delivery. It is readily apparent these processes discourage initial enrollment and encourage enrolled students to seek other educational opportunities from competitor institutions who better understand their importance. If we analyze our processes in the eyes of our constituents, we will forever change our methodology for the better.

6. Enhance communication methods internally and externally. Accuracy, transparency, and consistency should be the hallmarks of our branding and marketing efforts.
References

1. Institutional Representatives from Strategic Assessment (see Appendix).
3. Compiled by Executive Director for Enrollment Management at SRSU. Not official statistics (See Appendix).
4. SRSU SEM Assessment (see Appendix).
5. Knocking at the College Door – State Profile in Texas.

Appendix

Click here for electronic Appendix.