



STRATEGIC ENROLLMENT MANAGEMENT PLAN
SONOMA STATE UNIVERSITY
2023 - 2027



NOVEMBER 2022

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EXECUTIVE SUMMARY

Sonoma State University (SSU) is a small-to medium-sized University and the only public liberal arts campus in California. The campus is in a rebuilding phase after several difficult years of enrollment decline, in the wake of devastating fires, the ongoing pandemic, and declining state and national enrollment trends. While SSU is currently third in the CSU in 4-year graduation rates and second in the CSU in 2-year transfer graduation rates, our enrollment began to decline in 2018. At the same time, the Pell Equity Gap for 6-year graduation rates has declined from 10.9 points to 4.2 points since 2016 and the equity gap for underrepresented students has dropped to .6 points. As a federally designated Hispanic-Serving Institution (HSI) since 2017, SSU has also steadily increased its Hispanic/Latinx population, such that as of Fall 2022, SSU's Hispanic/Latinx undergraduate population is equivalent to its White undergraduate population at 41%, and the campus continues to diversify in general.

Still, our general enrollment decline presents challenges that threaten to impact the campus in devastating ways, both financial and academic. Consequently, this Strategic Enrollment Management Plan (Increase) is our guide to restoring more robust enrollment, while retaining the vibrancy of our academic programs. With input from senior administrative campus leadership, faculty, staff, students, and external consultants, SSU has developed a plan that provides a recruitment pathway to increased applications, deposits, and yield and a retention plan to maximize overall enrollment and graduation rates with a constant focus on equity, inclusion, and belonging. That pathway is delineated with strategies and initiatives in support of four primary objectives:

- Increase New Student Enrollment
 - Deploying Recruiting Scholarships and Graduate Tuition Waivers
 - Diversifying SSU's Recruitment Approach
 - Increasing Yield
 - Developing Campaign for Top Sending High Schools
 - Ending Impaction for Most Majors
 - Creating an Academic Master Plan
 - Expanding Guaranteed Admission Initiatives
 - Leverage K-16 Collaborative Grant
 - Increasing Graduate Student and PBAC Enrollment

- Increase Undergraduate Retention and Graduation
 - Increasing Undergraduate Retention
 - Re-engaging and Re-enrolling Students
 - Leveraging Summer Session for Enrollment
 - Ensure Equitable Access to Digital Degree Roadmaps
 - Eliminate Administrative Barriers to Graduation
 - Promoting Equitable Learning Practices and Reducing DFW Rates

- Enhance Marketing and Communication Strategies
 - Developing and Implementing a Marketing Plan
 - Improving the SSU Website
 - Developing a Culture of Cultivation
 - Employing Digital Marketing, College Board Acquisitions, and Social Media
 - Leveraging Campus Tours

- Leverage Technology to Increase Lead Generation, Deposits, and Yield
 - Implementing New Customer Relationship Management System
 - Increasing Efficiency of Admissions Processing
 - Fund and Implement a Student Portal
 - Maximize Utilization of Text Messaging Platform

The campus has also been deploying a variety of structures to support enrollment and retention in a diverse, equitable, and inclusive environment, including the Strategic Management Task Force, the Graduation Initiative Group, the Orientation Task Force, the newly forming Yield Task Force, and the newly forming Retention Working Group. Also key are groups and initiatives managed by the Office of Diversity, Equity, and Inclusion.

With these objectives, strategies, and initiatives, we are poised to reap the benefits of work already being done across the campus to increase enrollment.

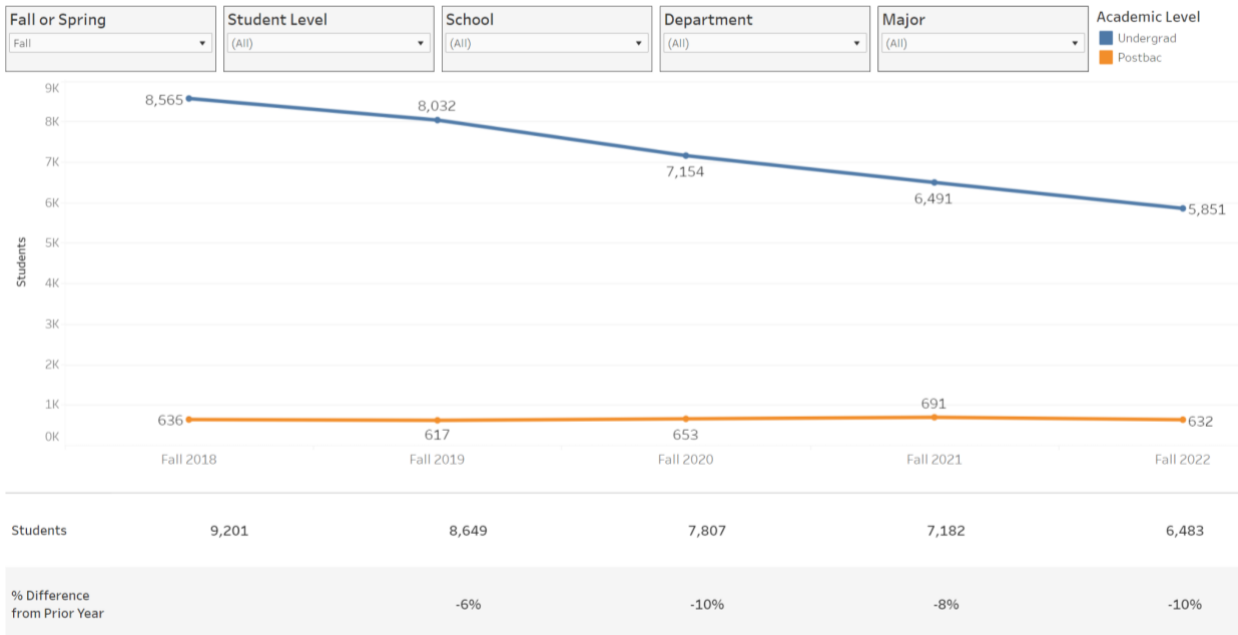
I. INTRODUCTION

Sonoma State University (SSU) is a small-to medium-sized public liberal arts and sciences university serving the North Bay Region of California since 1961. We are one of the 23 campuses of the California State University System (CSU), and the only public liberal arts campus in California, as signified by our membership in the [Council of Public Liberal Arts Colleges](#) (COPLAC). SSU’s Mission Statement reads:

Sonoma State is a regionally serving public university committed to educational access and excellence. Guided by our core values and driven by a commitment to the liberal arts and sciences, Sonoma State delivers high-quality education through innovative programs that leverage the economic, cultural, and natural resources of the North Bay.

In Fall 2022, SSU had an enrollment headcount of 6,483 (FTES 5,851), which continued a downward trend that began in Fall 2018 (for the 5-year trend, see **Figure 1: Enrollment Trend by Term**).¹ This Strategic Enrollment Management Plan (SEM Plan) provides a recruitment pathway to increased applications, deposits, and yield and a retention plan to maximize overall enrollment and graduation rates with a constant focus on equity, inclusion, and belonging.

Figure 1: Enrollment Trend by Term



Source: Tableau

¹ For a five-year overview of the enrollment funnel from applications to enrollment from 2017 to 2022, see **Appendix 1: Five-Year Data Overview, 2017-2022**.

As the University moves to stabilize enrollment and increase new student enrollment and retention of continuing students, we have developed a five-year plan for enrollment, with the following metrics: applications, deposits, yield percentage, enrollment, fall-to-fall retention, as well as graduation targets and equity gap reductions (See **Figure 2: Enrollment and Retention Targets, 2023-2027**).

Figure 2: Enrollment and Retention Targets, 2023-2027

Measure	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
FTFY							
Applications	9,369	9,752	11,000	11,500	12,000	13,000	15,000
Admits	8,781	9,132	9,900	10,350	10,800	11,700	13,500
Deposits	1,020	1,191	1,386	1,656	1,836	2,457	3,105
Enrolled	791	949	1,188	1,346	1,620	1,989	2,430
Yield Rate	9%	10%	12%	13%	15%	17%	18%
Transfer							
Applications	4,181	3,825	3,800	3,800	3,800	3,800	3,800
Admits	3,226	2,981	2,964	2,964	2,964	2,964	2,964
Deposits	1,147	989	978	978	978	1,126	1,245
Enrolled	829	698	771	800	889	948	978
Yield Rate	26%	23%	26%	27%	30%	32%	33%
	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY 27-28
Budgeted Headcount	6,927	6,271	6,120	6,821	7,844	8,678	9,447
Budgeted FTES	6,570	5,916	5,480	6,108	7,024	7,810	8,502
GI 2025 metrics for FTFY							
1-year retention rate	83%	76%	78%	79%	80%	81%	82%
4-year graduation rate (target by 2025)	42%	39%	43%	48%	54%	54%	54%
4-year graduation rate (likely trajectory)	42%	39%	43%	48%	50%	52%	54%
6-year graduation rate (target by 2025)	60%	60%	65%	70%	75%	75%	75%
6-year graduation rate (likely trajectory)	60%	60%	65%	66%	67%	68%	70%

Source: Institutional Effectiveness and Strategic Enrollment

In addition to setting specific targets, SSU is creating a five-year progress tracking summary for 2023-2027 spelled out in **Appendix 2: SEM Plan 2023-2027 Progress Tracking Summary**. This summary, in the form of a spreadsheet, will track progress on strategies and initiatives related to the four objectives identified in Section III below and provide a basis for biannual accountability reports to the campus and Chancellor’s Office. The strategies, initiatives, and metrics listed in the summary align with the enrollment targets identified in **Figure 2** and the Multi-Year Budget Plan developed by SSU’s Office of the Budget.

The Challenge of Yield

One of the primary factors in the enrollment management challenge SSU faces is yield. There were minimal communication plans designed to increase yield prior to Fall 2019, and in fact, yield began to decline in that same time frame, prior to the pandemic.

Pandemic yield rates were very low, but for the Fall 2022 cohort, there is some reversal of that trend, although it is not yet at earlier rates. Maximum yield rates for FTFY never exceeded 15%, however, so yield has been an ongoing challenge for Sonoma State for many years (see **Figure 3: Six Year Trends in Yield Rates for Undergraduate Admits**). Also of concern is the decline in transfer yield over time, which the campus will analyze and develop strategies to address. For more on yield, see **Appendix 3: Applications and Yield Trends by Region**.

Figure 3: Six Year Trends in Yield Rates for Undergraduate Admits²

Admit Type	F 17	F 18	F 19	F 20	F 21	F 22
FTFY	14.0%	13.5%	11.0%	7.5%	8.0%	9.5%
Transfer	46.4%	32.0%	34.6%	33.4%	27.2%	23.3%
UG combined	17.8%	16.5%	14.2%	11.2%	12.7%	12.8%

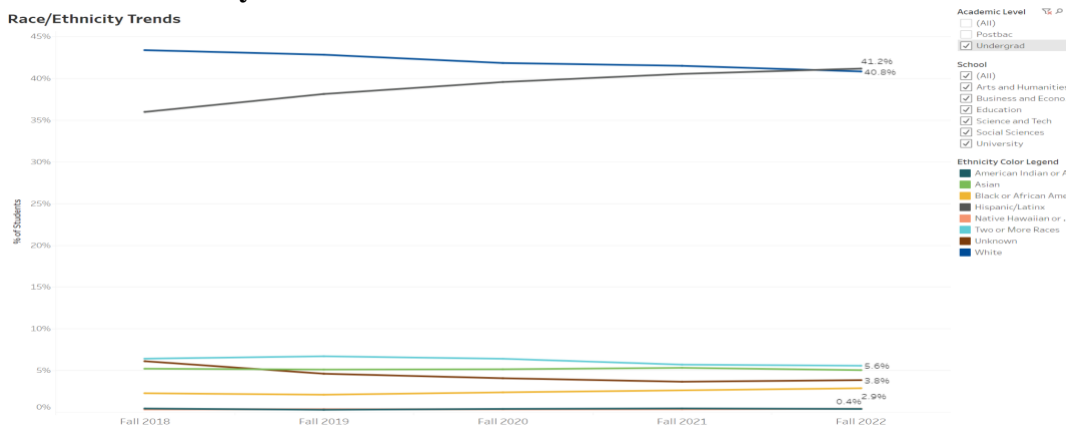
Source: Tableau

The Promise of Diversity

Despite the challenges of enrollment, SSU is proud to be serving an increasingly diverse student population. The campus became a federally designated Hispanic-Serving Institution (HSI) in 2017 and has increased its Hispanic/Latinx population steadily from 2017 to 2022. As of Fall 2022, SSU’s Hispanic/Latinx undergraduate population is equivalent to its White undergraduate population at 41% (**Figure 4: Race/Ethnicity Trends**).

The campus continues to build enrollment from other races and at the undergraduate level is currently at 5.6% Two or More Races, 5% Asian, 2.9% Black, .4% Native Hawaiian or Other Pacific Islander, and .4% American Indian or Alaska Native, with 3.8% Unknown.

Figure 4: Race/Ethnicity Trends



Source: Tableau

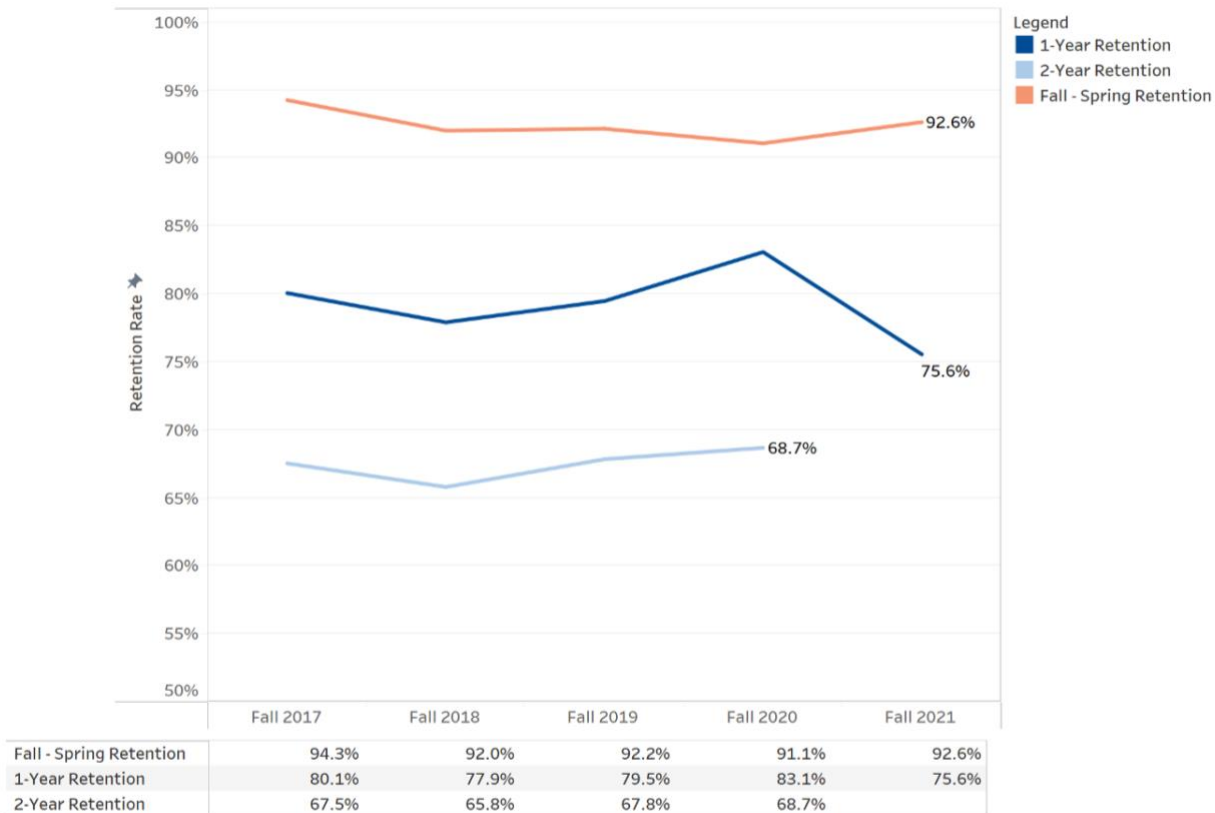
² Note that the yield percentages in Figure 2 calculate yield on all admits, including redirects. For comparison, FTFY F22 yield excluding redirects was 10.4%.

Retention

FTFY retention rates have been quite strong at SSU, compared to peer institutions, remaining strong during the pandemic. Fall-to-Spring retention is up overall, and for subpopulations including first-generation and traditionally underrepresented (URM) student populations. However, the Fall-to-Spring retention rates in 2020 and 2021 did not improve *as much* for first-generation and URM students as those of their peers, so this is an area of focus for our retention efforts.

Also of concern is a drop in the one-year retention rate for our FTFY Fall 2021 cohort (**Figure 5: FTFY Retention Trends by Starting Cohort**). We have disaggregated the data by various student characteristics, and are further analyzing the factors associated with attrition in order to inform our retention strategies. We have also initiated two re-enrollment campaigns for students who have stopped out in recent years (described below).

Figure 5: FTFY Retention Trends by Starting Cohort



Source: Tableau

Graduation Initiative 2025

SSU has been successful in its student success initiatives as part of the CSU’s Graduation Initiative 2025 (GI 2025). As of Fall 2022, SSU is third in the CSU in 4-year graduation rates and second in the CSU in 2-year transfer graduation rates. SSU’s 4-year graduation rate reached a high of 42.3% for the 2017-2022 cohort, although we dropped this past year to 39%. Our 2-year transfer graduation rate reached a high of 62.4% for the 2018-2020 cohort, but in the most recent year, the graduation rate fell

to 53.6%, a more concerning drop. We are renewing efforts to retain and graduate students in a timely manner and recover the ground lost during the years of the pandemic.

SSU has also made significant progress on equity gaps through its GI 2025 efforts. SSU's Pell Equity Gap for 6-year graduation rates has declined from 10.9 points to 4.2 points since 2016, far below the overall CSU gap of 10.8 points for 2022. Particularly notable is our progress on the equity gap for underrepresented students, which has dropped to .6 points. For transfer students, equity gaps decreased for URM and first-generation students. SSU is committed to the complete elimination of equity gaps through inclusive learning practices, lowering administrative barriers, and reducing DFW rates.

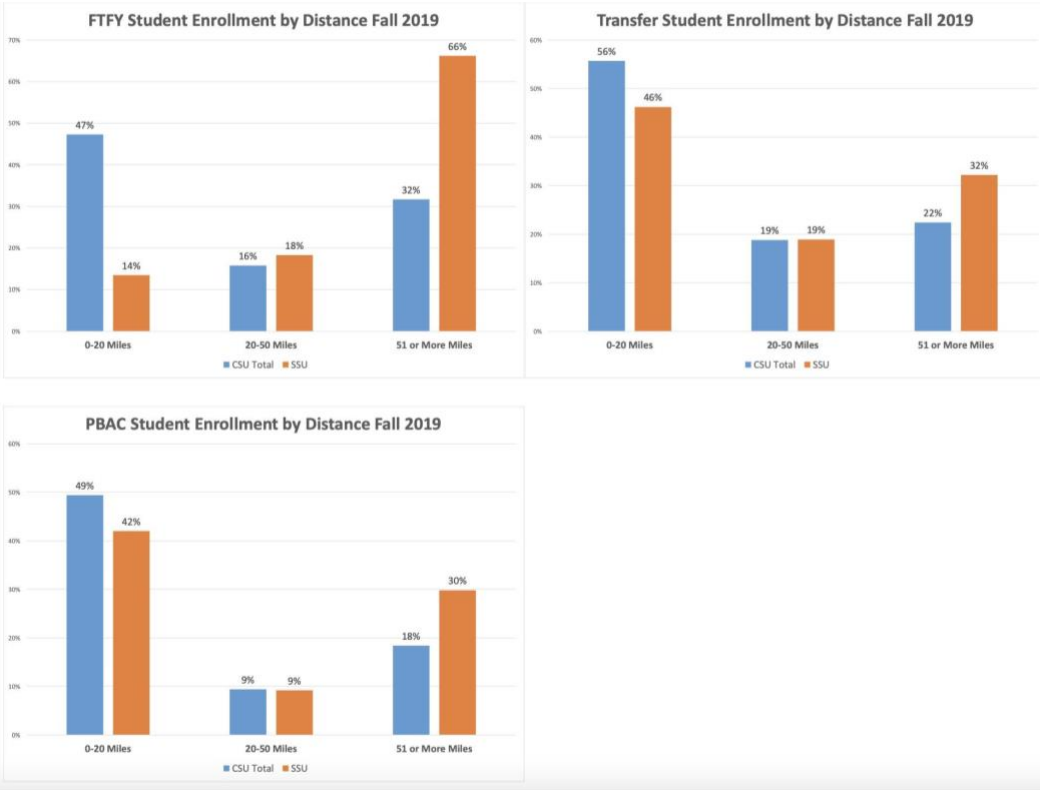
II. HIGHER EDUCATION CONTEXTS FOR ENROLLMENT MANAGEMENT

SSU is an exemplar of the demographic, economic, and pandemic-related changes in higher education occurring in California and across the nation. In September 2022, the [National Student Clearinghouse Research Center](#) reported that enrollment in U.S. higher education fell for the fifth consecutive semester, with a 4.2% decline since 2020, when the COVID-19 pandemic began. Campuses saw a slowing of the decline in Fall 2022, but the decline has continued and likely will continue over the next 8-10 years. In California, the [Department of Finance](#) projects declines of over 54,000 high school graduates between 2024 and 2031. The Public Policy Institute of California predicts that most California 9th graders will not obtain a bachelor's degree (*Future of California and Higher Education*; PPIC presentation to Joint CAA-SAC Meeting 10-12-2022). This projection is, in part, based on the percentages of students who are college prepared. According to the 2022 Sonoma County Education Report Card (see **Appendix 4: 2022 Sonoma County Education Report Card**), only 33.8% of high school students are college prepared or approaching college preparedness. The percentages are more alarming when disaggregated by race and ethnicity. To address these challenges, the Education Trust-West has identified a [Policy Agenda for Racial Equity in California Education Systems in 2023](#) with four recommendations for higher education, including increasing awareness of dual enrollment; implementing the state's new financial aid application completion requirement; ensuring enrollment in transfer-level coursework with adequate support instead of remedial courses; and enhancing access to childcare, including campus-based care, for parenting and pregnant students.

Enrollment for four-year colleges is additionally impacted by the decline in students going to California community colleges, where enrollment has dropped by a staggering 300,000 from Fall 2020 to Fall 2022, with larger declines in enrollment for Black, Latinx, and Asian populations, based on an October 2022 PPIC Policy Brief, [The Effects of COVID-19 on Transfer-Intending Students in California's Community Colleges](#). The same brief indicates that persistence and successful course completion also slowed among community college students during the pandemic. Competition will only increase for college-ready high school seniors, as well as for transfer-ready community college students, as college readiness declines and California becomes a bigger exporter of college students, according to the *Sacramento Bee* ("[Record Number of College Students Leaving California for College](#)").

SSU’s enrollment has been in serious decline since Fall 2019, with a dramatic decline in Fall 2020 that continued in Fall 2021. A key factor in those declines was geographical proximity to the campus. SSU University differs from most other campuses in the CSU system in that most of the first-time first-year (FTFY) students (66%) came from outside the Sonoma County region prior to the COVID-19 pandemic (Fall 2019 and before). With the fires of 2017 (Tubbs) and 2019 (Kincade), then the ensuing pandemic, during which students and families could not visit campus, and without the proper adjustments in strategies at SSU, the impact to the campus was a decline in enrollment. Figure 5 below provides a comparison of SSU vs. the rest of the CSU prior to the pandemic (Fall 2019), illustrating the high proportion of new students who came from over fifty miles from campus. The difference is particularly striking for new FTFY. Across the CSU system, less than a third of new FTFY came from over 50 miles from campus. At SSU, two-thirds came from more than 50 miles away (**Figure 6: SSU vs. CSU: Percent Out of Region**).

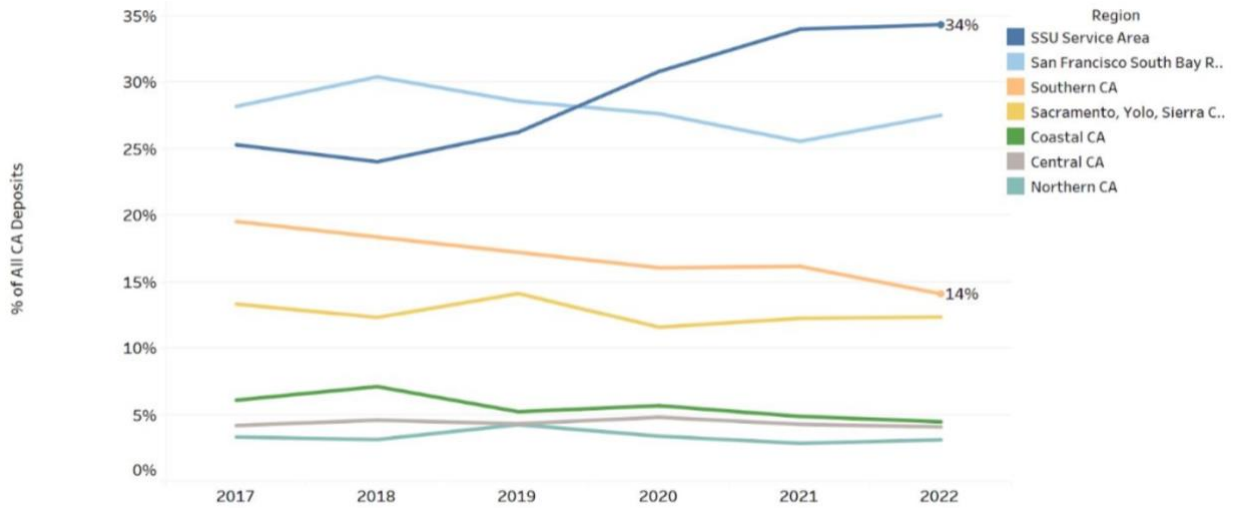
Figure 6: SSU vs. CSU: Percent Out of Region



Source: Strategic Enrollment

During the pandemic (Fall 2020 and Fall 2021), FTFY deposits from regions farther from campus plummeted, while those from the local area grew to 34% of all in-state deposits. **Figure 7: Trends in FTFY Deposits by California Region** below demonstrates the changing trends by California region.

Figure 7: Trends in FTFY Deposits by California Region



Region	2017	2018	2019	2020	2021	2022
SSU Service Area	465	429	407	282	286	353
San Francisco South Bay Region	518	543	443	253	215	283
Southern CA	359	328	267	147	136	145
Sacramento, Yolo, Sierra Counties	245	220	219	106	103	127
Coastal CA	112	127	81	52	41	46
Central CA	77	82	67	44	36	42
Northern CA	61	56	66	31	24	32
Grand Total	1,837	1,785	1,550	915	841	1,028

Source: Tableau

Recruitment challenges at SSU before and during the pandemic have been exacerbated in the last few years by our success in graduating students. Enrollment has been shrinking at both the entry and exit levels. We are graduating more students than we are bringing in, and we have one more large graduating class for the 2022-23 academic year. Once that class has graduated with the subsequent impact on enrollment in Fall 2023, we should begin to see a gradual increase in enrollment, with entering classes growing in comparison to the last three years, particularly at the FTFY level.

SSU is prepared to meet the challenging enrollment environment we face. With the objectives, strategies, and initiatives discussed in sections III and IV, we are poised to reap the benefits of work already being done across the campus to increase enrollment. With particular focus on increasing enrollment, increasing retention and graduation, enhancing marketing and communication strategies, and leveraging technology to increase lead generation, deposits, and yield, we can grow enrollment at the FTFY, transfer, and graduate/PBAC levels.

III. STRATEGIC ENROLLMENT MANAGEMENT ACTION PLAN

Reckoning with the larger context of national-, state-, system-, and campus-level enrollment management trends outlined above, the campus has created a five-year Action Plan for enrollment growth. The Action Plan has been developed over the last two years by the Senior Associate Vice President for Enrollment Management (Senior AVP), Dr. Elias Lopez, under the supervision of Provost and Vice President for Academic Affairs, Dr. Karen Moranski, and aided by the Office of the Provost, the Division of Student Affairs, and the Office of Institutional Effectiveness. During his tenure as Senior AVP for Strategic Enrollment (October 2020-October 2022), Dr. Lopez rebuilt the Strategic Enrollment Team by hiring multiple new recruiters, a new Director of Outreach, a new University Registrar, and a new Welcome Center Manager. As of late Fall 2022, the position of Interim Director of Strategic Enrollment Communications was in the process of being hired.

In addition, in the past 18 months, the Strategic Enrollment team has sought the expertise of five consultants to review their practices and make recommendations:

- Brent Gage, American Association of Collegiate Registrars and Admissions Officers (AACRAO) SEM Consultant and AVP of Enrollment Services at University of Iowa, assisted with the development of SSU's first Strategic Enrollment Management plan and then advised on SSU's communication plan and marketing strategies. All of Mr. Gage's recommendations have been implemented.
- At (former) President Sakaki's recommendation, the SE team worked with the former AVP of Enrollment Management at Fresno State, Bernie Vinovski, to review all admissions and recruiting strategies. All of Mr. Vinovski's recommendations have been implemented, including College Board name purchases and changes to financial aid communications.
- AVP Lopez invited AVC April Grommo from the Chancellor's Office to provide recommendations on best practices across the CSU. As a result, we have initiated an RFP process for a new Customer Relationship Management (CRM) system.
- In October 2022, Interim President Ming-Tung (Mike) Lee brought in Vice President for Student Affairs Ed Mills from Sacramento State University to review Strategic Enrollment processes and organizational structure. For his report, see **Appendix 5: Mills Review of SSU Strategic Enrollment**.

SSU's Office of Strategic Enrollment has since developed an Enrollment Action Plan focused on four primary objectives:

- 1. Increase New Student Enrollment**
- 2. Increase Undergraduate Retention and Graduation**
- 3. Enhance Marketing and Communication Strategies**

4. Leverage Technology to Increase Lead Generation, Deposits, and Yield

Specific strategies and initiatives are outlined below in Section IV and will be posted on the [Strategic Enrollment Management website](#). Progress on action plans will be tracked and reported on a biannual basis in March and October and reported to the Chancellor's Office. Goals may also be added or changed by the SEM Task Force, based on direction from the Chancellor's Office or campus leaders. The SEM Task Force will review on a regular basis reported data related to headcount/FTES, conversion, yield, retention, equity gaps, graduation rates, and other metrics associated with our objectives and action plans.

To that end, the Office of Strategic Enrollment has engaged Ruffalo Noel Levitz to conduct predictive analyses and estimate yield rates of our Fall 2023 admits, and assign propensity scores to individuals. In spring and summer 2023, the Yield Working Group will match conversion strategies with those admits who were identified as being most likely to enroll. With this data-informed approach, Strategic Enrollment and campus partners can focus resources on those most likely to enroll. The goal of the Enrollment Action Plan associated with this SEM plan is to stabilize and then increase enrollment over the period from 2023 to 2027.

IV. STRATEGIES AND INITIATIVES

SSU's Enrollment Action Plan involves a set of strategies and initiatives designed to meet the objectives in Section III above.

1. Increase New Student Enrollment

SSU seeks to develop an enhanced prospect pipeline for new First Year Students (FTFY), create additional pathways and opportunities for Transfer students, and increase graduate student and PBAC enrollment. As of November 7, SSU has 35% or 1,471 more in-progress applications for Fall 2023 than the same time last year, a good sign that outreach efforts and campus tours are generating more interest. Completed applications as of the same day were, however, behind by 6.71% (193), so the Strategic Enrollment team is continuing to text and email students who have begun the application process. The team is also reaching out to set up virtual application appointments to help with completion of CalStateApply applications.

Strategies for reaching our recruiting objective include:

- **Deploying Recruiting Scholarships and Graduate Tuition Waivers:** For the last two recruitment cycles, SSU has invested \$400,000 a year in new student scholarships for FTFY and Transfer students. That investment of another \$400,000 will continue for the Fall 2023 cohort of prospective students. These awards are given upon admission with verified transcripts and do not involve extra application steps from students.

At the conclusion of the 2021 admission-enrollment cycle, SSU analyzed the impact of the effort. Analyses revealed that compared to their peers, those who received scholarship offers

had higher yield for FTFY (by 1 percentage point) and transfers (by 16 percentage points), higher yield for the San Francisco/South Bay and the greater Sacramento area (by 3 percentage points each), higher yield for traditionally underrepresented students (by 3 percentage points for FTFY and 17 percentage points for transfers), and contributed to strong yield for applicants with mid-range academic profiles.

Strategic Enrollment and Financial Aid offered Presidential Scholarships (\$2000 over two semesters) to 104 students for Spring 2023 and saw an increase in deposits as the November 1 deposit deadline approached, which is helping us meet our deposit target of 400 headcount. With the success of the recruiting scholarship program, we are now implementing comparable scholarships for out of state and international students for Fall 2023.

In order to grow the number of scholarships we offer incoming students, and reduce tuition discounting, the Provost's Office has partnered with University Advancement to develop a more robust recruitment scholarship initiative. University Advancement has committed to making scholarships a key fundraising priority for the foreseeable future. To that end, a development officer has been assigned specifically to work with new donors to cultivate their interest in unrestricted, undergraduate scholarships. The campus intent is to grow a scholarship endowment that is unrestricted, and which will be deployed to meet our highest needs as they evolve over time.

SSU has also revamped its approach to graduate student tuition waivers. Proportionally, SSU now provides more tuition waivers to graduate students than any other CSU. The tuition waivers are tied to graduate research and teaching opportunities. We provide notice of the waivers in the fall of each year so the waivers can be used for recruiting purposes. For the last two years, we have provided 30 waivers to teaching assistants in Biology and English and to graduate assistants in History, English, Cultural Resources Management, Public Administration, the Center for Environmental Inquiry, and the Learning and Academic Resources Center.

- **Diversifying SSU's Recruitment Approach:** Prior to the pandemic, about 55% of our students were coming from outside the region. By contrast, many other CSUs are more localized with about 30% of students coming from outside of the 60-mile radius. The pandemic and the hyperlocal student enrollment patterns had a substantial impact on our total enrollment and our yield from outside our region (see **Figures 6 and 7** above). SSU is revamping its efforts to increase enrollment from across the state and out of state. Our Outreach team will represent SSU at upwards of 200 college recruitment fairs. See **Appendix 6: Summary of High School and College Fairs** for more information.

We are scaling up an aggressive outreach campaign in Southern California – including the counties of Los Angeles, San Diego and Orange – where SSU has historically had recruitment success. The state-wide campaign also includes a new focus on the Central Valley and the Sacramento region.

Our diversified recruitment approach also includes out-of-state outreach in metro regions such as Denver, Seattle, Phoenix, and Portland, areas where students can take advantage of our Western Undergraduate Exchange (WUE) membership for lower tuition rates. We also have restructured our recruitment efforts for international students, reinitiating trips abroad and working with international recruiting agents. The School of Extended and International Education, in collaboration with the Office of Strategic Enrollment, hired an International Admissions Specialist to shepherd international students through the process of acquiring transcript, testing, and visa requirements. The campus is also allocating \$50,000 for scholarships for international students.

At the graduate and PBAC levels, we are working to standardize timelines, marketing strategies, and application processes to increase graduate enrollment. We are starting one new online graduate program in Early Childhood Studies, converting our M.A. in Educational Leadership to online and hybrid modes, and exploring other new online and hybrid programs.

- **Increasing Yield:** Our target is an 18% yield for FTFY and a 33% yield for FTT by 2027. Key to increasing yield is revising our Orientation program for FTFY and FTT students, through a joint committee co-chaired by the Senior AVP for Strategic Enrollment and the Dean of Students. In summer 2022, the campus piloted a new structure for Orientation, ensuring that students would be registered for classes in June and July. Extended advising (one hour) was offered to every student. The second phase of Orientation for FTFY involved Welcome Week, a schedule of just-in-time programming to prepare students for the fall semester. The change in structure provided more advising and reduced expenses for students. The revision of Transfer Orientation will be piloted on December 2, 2022. To maximize course registration, new transfer students are registering at the same time as continuing students, which allows campus partners to do targeted outreach to students who do not register in November. Review of the pilot programs is underway, with additional changes planned for Summer and Fall 2023. We have reduced fees considerably over the past three years (from \$255 to \$105), and we continue to explore ways to reduce fees further.

In addition, the SSU University Alumni Association has begun partnering with Strategic Enrollment to deploy alumni ambassadors to serve prospective and admitted students. The program will continue to grow, not only to expand the association's service to Strategic Enrollment, but to build on our "alum since day one" culture. In Fall 2022, University Advancement and Student Affairs launched a Parent and Family Association with great success. We anticipate using these newly engaged parents as hosts and ambassadors in their regions to represent SSU among their peer parents. Universities across the nation have seen great success in growing yield by effectively using parent volunteers in this capacity.

- **Developing Campaign for Top Sending High Schools:** The Strategic Enrollment team has completed analysis and determined that there are 96 top feeder high schools with an average of 30 or more applications in the last five years. The high schools are in the counties of Alameda, Contra Costa, El Dorado, Los Angeles, Marin, Mendocino, Monterey, Napa, Placer,

Sacramento, San Benito, San Diego, San Francisco, San Luis Obispo, San Mateo, Santa Clara, Solano, Sonoma, and Yolo (See **Appendix 7: List of Top Sending High Schools**). Strategic Enrollment has developed a communication plan for the counselors in the corresponding high schools (targeting 552 staff at the 96 schools) and has set up virtual application support/advising to the students at these schools. As a follow up, Recruiters will visit these high schools in the spring.

- **Ending Impaction for Most Majors:** SSU ended impaction for most high-enrolled programs, including Business, Biology, Early Childhood Studies, and Kinesiology in 2021. In Business, Biology, and Kinesiology, we have seen a significant increase in enrollment as a result (see **Figure 7: New Student Enrollment in Formerly Impacted Programs**). We plan to end impaction for more programs over the next year.

Figure 7: New Student Enrollment in Formerly Impacted Programs

Major	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Business	322	211	235	289
Early Childhood Studies	100	81	61	66
Biology	132	62	80	132
Kinesiology	51	67	65	76

Source: Strategic Enrollment

- **Creating an Academic Master Plan:** SSU is creating an Academic Master Plan (AMP), beginning November 7, 2022 and ending in Spring 2024 (See **Appendix 8: Academic Master Plan Summary and Timeline**). The AMP will define a vision and plan for academics at SSU that meets the strategic priorities and core values identified in the campus’ [Strategic Plan 2025](#). It will also align our organizational structure, our academic programs, our spaces and technologies, and our services to the needs of our current campus enrollment, which is both smaller and more diverse. The plan includes program evaluation.
- **Expanding Guaranteed Admission Initiatives:** SSU is developing guaranteed admissions for our local region as a way to solidify our recruitment of local service area students. A guaranteed admission program allows us to develop a pipeline for local students earlier in their high school career. Guaranteed admissions processes also work for transfer students. Strategic Enrollment leaders have been reaching out to community college Presidents and high school Superintendents to meet regarding Guaranteed Admissions.

For Sonoma County high schools, below is the list of current initiatives (as of November 14):

1. Petaluma Joint Union HS: President Lee has met with Petaluma USD, and Senior Associate Vice President For Enrollment Management (Senior AVP) has followed up with Petaluma officials. Follow-up meeting regarding logistics will be held 11/7/22
2. Santa Rosa HS: Senior AVP reached out on 11/4/22
3. West Sonoma County Union HS: Senior AVP reached out on 11/4/22
4. Sonoma Valley Unified HS: Senior AVP reached out on 11/4/22
5. Windsor Unified HS: Senior AVP met with superintendent on 11/7/22
6. Cotati-Rohnert Park HS: Senior AVP reached out on 11/4/22

For community colleges, below is the list of current initiatives:

1. LA CC District: Meeting Chancellor and 9 Community College Presidents 01/13/22
 2. Solano Community College: President Celia Esposito-Noy visiting SSU on 11/8/22
 3. Napa Valley: Senior AVP is currently exchanging emails with President
 4. Mendocino College: Senior AVP is currently exchanging emails with President
 5. College of Marin: Dean Alamillo (School of Education) and Senior AVP working with Vice President
 6. Santa Rosa Junior College: Senior AVP reached out on 11/8/22
- **Leverage K-16 Collaborative Grant:** The Regional K-16 Education Collaborative brings together educational institutions throughout the Redwood Coast region (Lake, Humboldt, Del Norte, and Mendocino Counties) to support the development of pathways from cradle to career in Education and Health Care. SSU is hiring a co-director for the project who will support the activities of the director, support students from the Community Economic Resilience Fund (CERF) region in their degree pathways, and provide institutional and student data as needed. SSU will also work with Humboldt to collaborate on growing teacher residencies, collaborate on development of a virtual regional hub for dual enrollment, expand opportunities for internet access in underserved communities in the region, and work with UC Davis, Mendocino College, College of the Redwoods, and county Departments of Education to develop clear and structured pathways to careers in Education and Health Care.
 - **Increasing Graduate Student and PBAC Enrollment:** The School of Education (SOE) expanded their teacher residencies by applying for CTC capacity and implementation grants. Currently, SSU is in partnership with Santa Rosa City Schools and the Napa School District, providing residents stipends and three-year teaching contracts after graduation. These residencies increase STEM and bilingual teacher candidates. In 2022, SSU launched the Petaluma Regional Residency on Diversity, Equity, and inclusion. The residencies create cohorts for students at school sites and ensure quality preparation in partnership with school districts. This fall, we are expanding our work by developing an Early Childhood credential and teacher residency focused on linguistic justice. This residency and credential will launch in 2024 with Rohnert Park/Cotati schools and the Roseland district. In addition to increasing these

opportunities, the SOE is strengthening teacher pathways with our neighboring community colleges. The College of Marin (COM) and SSU launched a strategic plan in fall 2022 to improve the teacher pathway in Marin County by working collaboratively to explore dual enrollment, advising frameworks, and enrollment pathways. In spring 2023, the SOE will launch an online Master of Arts (MA) in Early Childhood Education. An online format for this MA will provide statewide access to a graduate program for early childhood professionals. The MA in Education redesign provides current and prospective students a streamlined pathway in the program.

Graduate Studies has just on-boarded a new Graduate Studies Administrative Analyst. While this was a replacement hire, the position was updated to elevate the marketing and outreach components of the position. This position will work closely with our Graduate Faculty Coordinators across the University to capture and promote our individual graduate programs.

Graduate Studies is poised to begin 4+1, blended bachelor's and master's programs beginning with Engineering. We anticipate the Chancellor's Office policy that will allow for blended programs to be released in early spring.

2. Increase Undergraduate Retention and Graduation

SSU seeks to increase retention at every level, make progress towards GI 2025 targets, and reduce equity gaps. Our strategies include:

- **Increasing Undergraduate Retention:** As indicated earlier in this document, SSU's Fall-to-Fall retention rate dropped for the Fall 2021 cohort after increasing for the Fall 2019 and Fall 2020 cohorts. Our Graduation Initiative Group will sponsor a Retention Task Force to specifically analyze and develop recommendations for addressing retention, with a specific focus on Fall-to-Fall and Second-to-Third Year rates. The Task Force will disaggregate the data by race/ethnicity, income level, major, and special populations (EOP, foster youth, DACA students, etc.).
- **Re-engaging and Re-enrolling Students:** SSU has conducted two campaigns to re-engage and re-enroll students. In early Fall 2022, SSU staff created a campaign specifically for students who entered in Fall 2019 (Cohort 2019). These calls targeted undeclared students - those who had not yet registered by their appointed registration time - and students behind on unit accumulation necessary for a timely graduation. A faculty Reinstatement Coordinator outreached to all students who had been academically disqualified in spring or fall 2021 and provided individual advising and shepherding through the reinstatement process. That campaign brought in 18 students who had stopped out, and we have now hired a staff Reinstatement Coordinator housed in the Registrar's Office and working in collaboration with our University Standards Subcommittee in the Academic Senate. SSU is now engaged in a broader campaign, called ["Let's Finish What You Started,"](#) aimed at 1,660 students who have

stopped out in the last decade.

- **Leveraging Summer Session for Enrollment:** SSU is moving away from previous student messaging around “15 to Finish” to “30 in a year” and this past year awarded \$161,000 in needs-based scholarships to support students in intersession and summer courses. SSU has created a preliminary plan to move Summer Term courses state-side, and is piloting the first courses in Summer 2023, with a plan to move all course work to stateside by Summer 2024 (see **Appendix 9: Moving Summer Session from Self-Support to Stateside**).
- **Ensure Equitable Access to Digital Degree Roadmaps:** The implementation of our new digital degree planner is underway and the request for proposals is in progress in coordination with the Chancellor’s Office. The Office of Academic Programs is working closely with departments to update 2- and 4-year plans.
- **Eliminate Administrative Barriers to Graduation:** SSU continues to focus on eliminating barriers by focusing on holds. We have surveyed campus departments to better understand the holds process, e.g., how are holds generated, which holds are by executive order, how students are notified about holds, and how are holds subsequently removed. This initiative also included increasing the financial threshold that triggers registration holds from \$300 to \$1,000, working to develop a holds policy for campus, and revising communication to students to make payment plans more transparent.
- **Promoting Equitable Learning Practices and Reducing DFW Rates:** SSU continues to analyze high DFW (D, F, and Withdrawal) rates and high equity gap classes using the CSU Dashboard; create learning communities inclusive of tutors and faculty; enhance embedded tutoring; and strengthen connections between the Center for Teaching & Educational Technology (CTET) and the Learning Resource Center (LARC). SSU leaders are participating in the CSU [Middle Leadership Academy](#) to work on reducing DFW rates.

3. **Enhance Marketing and Communication Strategies**

- **Developing and Implementing a Marketing Plan:** SSU will improve and strengthen its marketing campaigns, web presence, and community engagement to increase enrollment, improve student experiences, and share the University’s resources and successes with the broader community. The university has initiated a procurement process to obtain the services of a professional consulting firm that is experienced in strategic marketing and enrollment management in the post-secondary education sector. An RFP committee will be reviewing proposals in November 2022 and will work with the consulting firm to develop a marketing plan during the 2022-2023 academic year. SSU will also leverage the marketing plan developed at the system level.
- **Improving the SSU Website www.sonoma.edu:** Our marketing and advertising efforts funnel students to our website, which is outdated in its design and navigation. We are in the midst of planning a redesign of the SSU website to ensure that the first impression and navigation

experience for prospective students and families is inspiring, informative, and action-oriented. We are partnering with UC Davis as consultants for improving our website. Our goal is to have a new and improved SSU website by Fall 2023.

- **Implementing a new interactive map and virtual campus tour:** The interactive map and virtual campus tour will be live in Spring 2023 and will allow prospective students and families to see the campus virtually—the buildings, the learning spaces, the residence halls, the University Library, and more.
- **Developing a Culture of Cultivation:** In developing and improving our approach to strategic recruitment, we have intentionally changed the tone of our messaging to cultivate a welcoming and celebratory experience for all. Adopting the donor cultivation practices from advancement, we have rewritten all of the admissions letters and financial aid letters, changing the tone from that of box-checking bureaucracy to being more personalized and underscoring the excitement of students beginning a life journey toward graduation.

This attitude is reinforced through our in-person events, such as Sonoma Summer Visit Days, Fall Preview Day, our Early Admission program, and Decision Day. We saw the positive results from our most recent Decision Day in April 2022. It proved to be our most successful yet with close to 200 deposits secured. Seawolf Saturday (Mini Decision Day for Spring) took place in October, the first time we have held such an event for Spring admits, serving 20 students and 30 family members.

To help spread a culture of ambassadorship, we have enlisted faculty and alumni to be engaged participants in our recruitment activities. Staff in Outreach have trained more than 30 faculty and 100 alumni to visit high schools and community colleges. Faculty have opened their classroom doors to welcome prospective students. In addition, alumni call admitted students to encourage attendance at events such as Seawolf Decision Day.

- **Employing Digital Marketing, College Board Acquisitions, and Social Media:** Strategic Enrollment's marketing strategies are informed by the development of a campus marketing campaign, which is being designed to increase awareness of SSU for prospective students and their families and the community at large. Interim President Lee has facilitated campus efforts to develop that marketing plan during the 2022-23 academic year, and an RFP process is under way.

The Office of Strategic Enrollment is building a more targeted pool of prospective students. For fall 2022, Outreach acquired 30,000 names of prospective students from the College Board. We have partnered with Bay Area Digital and launched digital re-targeting campaigns to the 30,000+ names (25,000 In-State and 11,000 Out-of-State WUE). Our results have proven successful, as our response rates have been 4.8-5.5 times above the national average, according to the metrics. The response rates have influenced and increased our RSVPs for our on-campus, in-person Summer Visit Day events in July and August. Because of the success of this strategy

we are now purchasing an additional 20,000 names from the College Board for Fall 2023.

Our digital marketing campaigns include a “Get into the Sonoma State of Mind” campaign, and they promote our "Sonoma Summer Visit Day" events. We send postcards, recruitment brochures (electronic and paper), and use geofencing and digital ads directing prospects to our website, social media channels, and in some cases invitations to upcoming events on campus. We have also produced promotional videos for social media and developed recruiting brochures in both English and Spanish.

- **Leveraging Campus Tours:** A key strategy for moving beyond digital marketing is getting visitors on campus. SSU has had a record number of campus tours already this year, with buses of 100+ students that come on our campus to learn about SSU for the first time.

Accomplishments include the following:

- We re-opened the Welcome Center in June 2021 and had just over 100 visitors receiving an in-person tour during that first month.
- From July 2021 through June 2022, we provided a campus tour to more than 1,860 prospective students (not including student's guests). This number does not include un-registered walk-ins or tours that we offered for special events.
- From July 2021 through June 2022, we provided campus tours to approximately 70 schools, academic programs and organizations.

For more details, see **Appendix 10: Summary of Campus Tours**.

4. Leverage Technology to Increase Lead Generation and Yield

- **Implementing New Customer Relationship Management System:** Through analysis of data in Outreach and in consultation with the Chancellor’s Office, SSU has recognized the campus’ need for a more robust Customer Relationship Management (CRM) software system. Our team is currently in a procurement process with a preferred vendor used by other CSUs and with a reputation for meeting professional expectations for higher education.

A new, functional CRM will provide the following benefits:

- It will centralize our platform and Student Portal for efficient and streamlined Strategic Communication Campaigns to our Prospects, Applicants, Admits, and Enrolls.
 - It will support the conversion of Admitted students to sign up for Orientation, Housing, Advisement, and Registration, which will improve yield rates and mitigate summer melt for FTFY and Transfer students.
 - It will provide analytics for our Outreach Staff to be more data-informed and strategic in the recruitment of FTFY and Transfer students.
- **Increasing Efficiency of Admissions Processing:** We have increased efficiency in Admissions processing with the target of admitting 80% of undergraduates by the end of January each year.

Significant progress has been made already. In Fall 2022, we admitted 10,200 applicants by the end of January compared to Fall 2021, when we admitted 5,500 in the same time period. To get to the 80% target, the Strategic Enrollment team has been implementing the following strategies:

- Working with impacted programs to admit students by January 2
 - Re-organizing work load for Admissions staff and increased efficiency of decision workflows
 - Creating new student workflows that are more user friendly to students who apply
 - Moving to admitting with self-reported data
 - Increasing efficiency of transfer credit processing through collaboration with the National Clearinghouse
- **Fund and Implement a Student Portal:** SSU is trying to reallocate resources to build a student portal so students can access admission and financial aid information in one centralized location rather than having to click through our websites without a clear pathway.
 - **Maximize Utilization of Text Messaging Platform:** In late 2021, we procured a text messaging platform, SignalVine. This platform has been an effective tool for communicating to prospective students by allowing us to communicate directly and efficiently to our desired demographic right to their mobile phones. Students are also able to text us with their questions, making it a very accessible communication tool for sharing information.

V. STRUCTURES TO SUPPORT ENROLLMENT MANAGEMENT

SSU is deploying a variety of structures to support enrollment and retention in a diverse, equitable, and inclusive environment. Those structures include the Strategic Management Task Force, the Graduation Initiative Group, the Orientation Task Force, the newly forming Yield Task Force, and the newly forming Retention Working Group. Also key are groups and initiatives managed by the Office of Diversity, Equity, and Inclusion.

Strategic Management Task Force

Chaired by Provost and Vice President for Academic Affairs

Members by Title: Vice President, Student Affairs
Vice President, Administration and Finance
Senior Associate Vice President for Strategic Enrollment
Associate Vice President, Institutional Effectiveness
Associate Vice President, University Budget, Resource Planning and Analysis

Staff: Executive Assistant, Office of the Provost

Graduation Initiative Group

Co-Chaired by Associate Vice President for Academic Affairs and Assistant Vice

President for Student Affairs, Assessment and Strategic Operations

Members by Title: Degree Audit and Catalog Analyst
Associate Vice President, Institutional Effectiveness
Dean, School of Education
Student Success Coordinator
Associated Students President
Dean, School of Science and Technology
Associate Vice President, Student Affairs
University Registrar
Director, Financial Aid
Senior Associate Vice President for Strategic Enrollment
Chair of the Faculty
Faculty Representative

Staff: Operations Analyst, Academic Programs

Retention Working Group (managed by Graduation Initiative Group)

Membership and Staff to be determined by Graduation Initiative Group
Start date: January 2023

Orientation Task Force

Co-Chaired by Senior Associate Vice President for Strategic Enrollment and Dean of Students

Members by Title: Associate Vice President, Student Affairs
Director, Admissions
Director, Welcome Center
Director, Student Involvement
Managing Director of EA Operations and Management
Associate Dean, Academic Programs

Yield Task Force

Membership and Staff to be determined by Senior Associate Vice President for Strategic Enrollment and Vice President, Student Affairs
Start date: December 2023

VI. CLOSING SUMMARY

SSU is in a rebuilding phase after several difficult years of enrollment decline. Our most important foci in the building of enrollment, as identified in a recent consultancy with Vice President for Student Affairs Ed Mills from Sacramento State, are *marketing*, *yield*, *technology*, and *communication*. In the rebuilding process, the campus must use this Strategic Enrollment Management Plan as a blueprint, adjusting it as necessary to meet the changes in enrollment patterns expected in Northern California, the state, and the nation.

SSU must increase lead generation both in its own six-county service region and across the state, as well as increase visibility out of state and internationally. During the pandemic, SSU demonstrated it could build enrollment in the North Bay, and it must increase applications, deposits, and enrollments from the local catchment area. In addition, we must continue expanding into the I-80 corridor, the Central Valley, San Francisco/South Bay, and Southern California. We must also increase graduate and PBAC enrollment by 1) increasing marketing for our current programs and 2) exploring state workforce demand and building degrees that meet that need.

We must build on current and newly forming partnerships with high schools and community colleges to create pathways and guaranteed admissions agreements that will ensure a smooth transition from high school or community college to SSU. We must also partner with our P-12 and community college partners to increase readiness for baccalaureate degree completion.

SSU must also push forward with retention and graduation initiatives, finding new ways to support students in degree completion, including assistance with the cost of college, with mental and physical health and wellness, with academic support, and intentional advising. As an HSI, SSU needs to continue building programs that create a sense of belonging and community, disaggregating data to understand how to lower administrative barriers, and ending equity gaps.

To increase enrollment through recruitment of new students and persistence of current students, SSU must continue to make intentional investments, using tuition discounting, housing scholarships, staffing in critical areas, and programming. We must diversify revenue streams through continued use of GI 2025 base and one-time funds and through application for federal, state, CSU, and foundation grants. The campus has fully committed to increasing enrollment and graduating all our students in a timely fashion, and we believe our efforts will help us make significant progress in meeting our enrollment goals.

Appendix 1: Five-Year Data Overview, 2017-2022

Appendix I: 5-Year Data Overview

Career	Admission Type	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Spring 17	Spring 18	Spring 19	Spring 20	Spring 21	Spring 22	
UGRD	First Time	Applicants	15,717	14,480	15,093	13,359	10,599	10,855	14	31	6	10	62	71
		Admitted	12,903	13,012	13,784	11,898	9,940	10,157	10	16	4	10	45	46
		Deposited	1,869	1,814	1,579	931	870	1,037	2	8	4	10	21	20
	Transfer	Enrolled	1,806	1,758	1,514	889	795	968	2	7	3	10	10	17
		Applicants	4,622	4,177	5,104	4,940	4,837	4,305	1,285	1,192	850	960	1,178	703
		Admitted	1,711	2,516	2,220	2,044	3,245	3,221	728	650	570	651	702	600
		Deposited	835	879	833	760	1,023	868	430	370	319	376	370	288
		Enrolled	799	808	772	688	887	755	391	335	293	341	310	237
		PBAC	First Time	Applicants	623	627	575	649	811	607	142	143	113	98
Admitted	321			362	319	382	418	314	118	116	88	82	128	85
Deposited	265			284	262	307	322	246	109	107	86	76	111	74
Transfer	Enrolled		254	262	254	293	315	233	95	97	79	70	102	69
	Applicants		254	151	186	146	150	140	31	19	16	14	7	21
	Admitted		139	82	88	81	76	87	25	16	16	11	5	21
	Deposited		116	72	76	69	60	77	19	13	14	11	5	17
	Enrolled		110	69	70	65	56	68	16	12	11	10	5	14
	Grand Total		Applicants	21,216	19,435	20,958	19,094	16,397	15,907	1,472	1,385	985	1,082	1,396
Admitted		15,074	15,972	16,411	14,405	13,679	13,779	881	798	678	754	880	752	
Deposited		3,085	3,049	2,750	2,067	2,275	2,228	560	498	423	473	507	399	
Enrolled		2,969	2,897	2,610	1,935	2,053	2,024	504	451	386	431	427	337	

Data as of 10/04/2022

Appendix 2: SEM Plan 2023-2027 Progress Tracking Summary

SEM Action Plan Objective	Strategy	Metric 1	Metric 2
I. Increase New Student Enrollment	1a. Deploy Recruiting Scholarships for new FTFY	# scholarship offers	\$ offered
	1b. Deploy Recruiting Scholarships for in-State Transfers	# scholarship offers	\$ offered
	1c. Deploy recruiting scholarships for WUE and international	# scholarship offers	\$ offered
	2a. Diversify recruitment approach with expanded outreach in state (high schools and community colleges)	# events	# inquiries
	2b. Diversify recruitment with expanded outreach to WUE states	# events	# inquiries
	2c. Diversify recruitment with expanded outreach and recruitment for international students	# events	# inquiries
	3. Continue revamping Orientation (to improve yield)	# advising appointments (FTFY and transfers)	# new FTFY/transfers registered for courses
	4. Developing Campaign for Top Sending High Schools	# applications from target HS	# enrolled from target HS
	5. Lift impaction for most majors	programs with lifted impaction	admits to formerly impacted programs
	6. Develop and implement a comprehensive Academic Master Plan		
7. Expand guaranteed admission initiatives for local high schools and community colleges	Agreements for HS students	Agreements for transfer students	

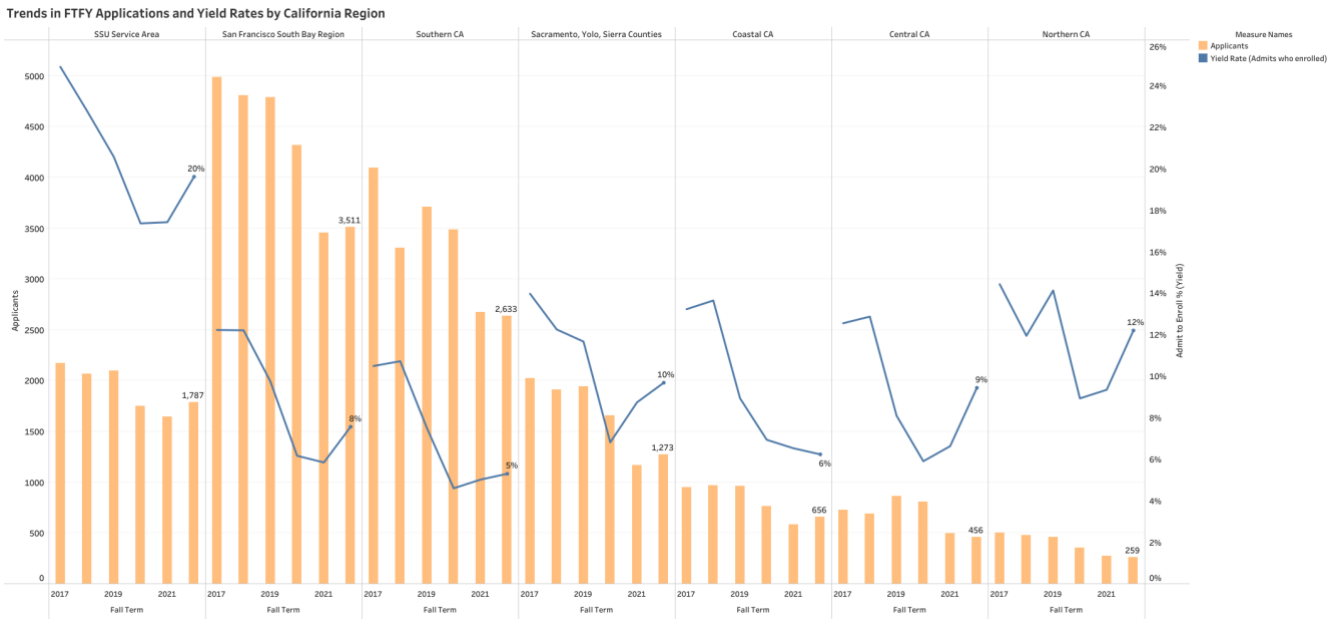
SEM Action Plan Objective	Strategy	Metric 1	Metric 2
	8. Leverage Redwood Coast Regional K-16 Collaborative		
	9. Increase pbac/grad enrollment through improved teacher pathways and new credential /degree programs		
II. Increase Undergraduate Retention and Graduation	1. Increase retention with special focus on 1-year retention and equity gaps	1-year retention rate	equity gaps in retention
	2. Re-engaging and Re-enrolling Underserved Students (GI 2025 Equity Priority 1)	# reinstated	
	3a. Move summer session from self-support to stateside to support FTES and student progress	# courses	enrollment in relevant courses
	3b. Expanding Credit Opportunities with Summer/Intersession funds (GI 2025 Equity Priority 2)	# courses	enrollment in relevant courses
	4. Ensure Equitable Access to Digital Degree Roadmaps (GI 2025 Equity Priority 3)		
	5. Eliminate Administrative Barriers to Graduation (GI 2025 Equity Priority 4)		
	6. Promoting Equitable Learning Practices and reducing DFW rates (GI 2025 Equity Priority 5)	Courses with intervention/redesign	DFW rate
III. Enhance Marketing and	1. Campus marketing plan		

SEM Action Plan Objective	Strategy	Metric 1	Metric 2
Communication Strategies	2. Website redesign	# new page templates	# priority pages redesigned
	3. Develop a "Culture of cultivation"		
	4. Enhanced and expanded digital marketing efforts	# redesigned materials	# social media campaigns
	5. Leverage campus tours	# visitors	# inquiries
	6. Leverage CSU system-wide marketing efforts for campus impact		

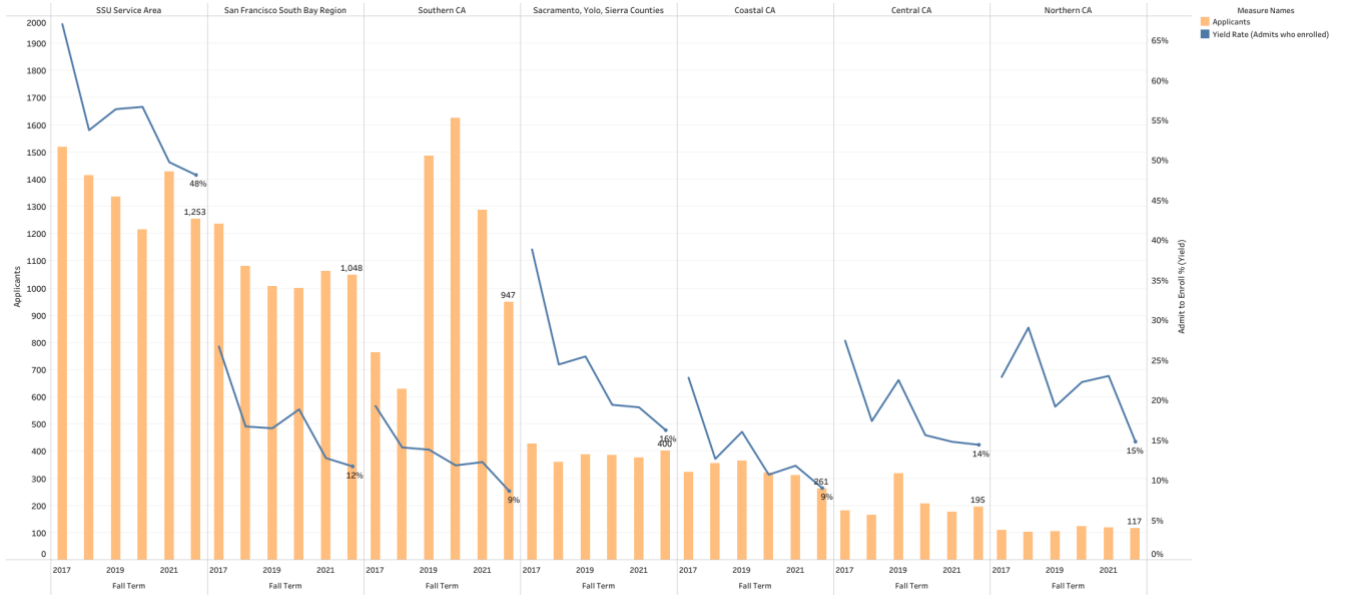
IV. Leverage Technology	1. Implement a new CRM and train campus partners to use it effectively		
	2. Increase timely and efficient admissions processing	admissions decisions for 80% of applicants by end of Jan each year	
	3. Fund and implement a student portal		
	4. Maximize utilization of text messaging platform (SignalVine)		

Appendix 3: Applications and Yield Trends by Region

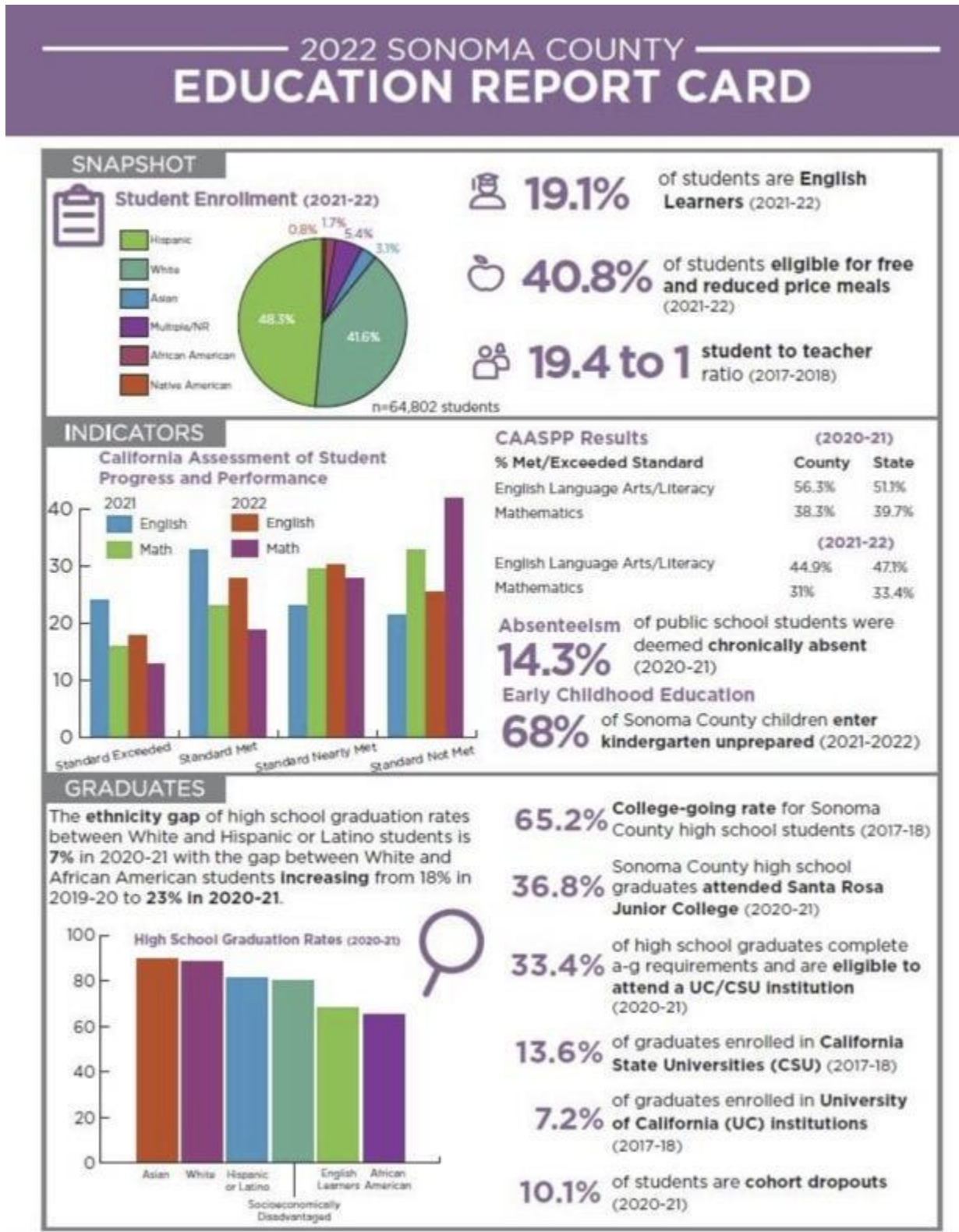
See below for information relative to numbers of applications and yield by region. Applications for FTFY demonstrate mixed patterns for Fall 2022 while yield rates are generally improving over pandemic lows. Applications and yield rates for FTT represent a troubling downward trend.



Trends in Transfer Applications and Yield Rates by California Region



Appendix 4: 2022 Sonoma County Education Report Card



Appendix 5: Mills Review of SSU Strategic Enrollment

**Produced by Ed Mills, Vice President of Student Affairs, Sacramento State University
Submitted October 22, 2022 to Interim President Ming-Tung (Mike) Lee, Sonoma State University**

Rebranding and Rebuilding Enrollment for Sonoma State University

After several years of declining enrollment, Sonoma State University (SSU) has embarked on a comprehensive initiative to rebrand the university, rebuild enrollment, and rise above current challenges to position the university to meet and exceed future goals. To support this initiative, SSU has:

1. Created a collective understanding of the challenges and generated support from the faculty, staff, and students
2. Invested in a new position to lead the new marketing and branding efforts
3. Assembled a strong enrollment management leadership team
4. Developed an updated strategic enrollment management plan
5. Considered potential changes to the current organizational structure to increase efficiency and effectiveness

After careful review of SSU's initiatives and having conducted interviews with many members of the campus community, I believe the university is on the right track and will start to see enrollment gains in fall 2023. With a persistent focus, the gains for 2023 will continue and the university should be able to meet and exceed their funded resident FTES target within three to four enrollment cycles.

To ensure that the initiative continues to be successful, I offer the following recommendations and observations from my recent visit for SSU's consideration.

University Branding and Messaging

Every group interviewed at SSU brought up the lack of an effective and unifying brand for the university. Several departments are using "A Sonoma State of Mind" in their materials. This phrase is easily adapted to the different ways that the campus community (especially students) describe the campus and their experiences at SSU. The new Director of Marketing will need to work with the campus community to refine branding messages, create brand collateral, and develop a comprehensive marketing campaign (digital, physical, advertising, etc.). SSU will need to invest in this marketing campaign to rebrand the university's identity with K-12, community college, and returning student markets throughout the state (and in targeted ways for out-of-state (WUE) and international prospects). Additionally, an intentional review and revision of the institution's web site and results for Google and other online prospect search tools is needed.

Strategic Enrollment Management

In August, 2022, SSU created a Preliminary Enrollment and Retention Plan. The plan details the decline in new student enrollment (most notable after 2018) and offers a series of recommended actions to rebuild enrollment. The combination of declines in student enrollment and increasing graduation rates substantially reduced the university's overall enrollment.

The preliminary plan and associated actions are already starting to show promise. The use of recruitment scholarships and recent enhancements to the university's campus tour programs show considerable promise. To ensure that these efforts continue to be effective, there are some additional areas for consideration. These include:

1. Re-evaluating New Student Orientation

Challenges with Summer Melt (losing students during the conversion from deposit to enrolled during the summer) was a common theme during campus interviews. Notable feedback included challenges in communication among enrollment departments with new student orientation, logistical issues during orientation with advising appointment management, competing priorities in the organization of the orientation model (converting deposits to enrollments vs. orienting and welcoming new students to the university).

University leadership is in the final stages of creating a three-year calendar to ensure that all departments have key dates and can plan accordingly. It is not clear whether a draft of the calendar was shared with all departments as several reported not having the information needed for the upcoming spring orientation. A finalized calendar, distributed to key campus stakeholders, will address some of the coordination challenges. In addition, I would recommend that weekly (or bi-weekly) enrollment coordination meetings be re-established including all departments (in Academic Affairs and Student Affairs) involved in helping new students transition to the university from outreach to orientation through enrollment.

I would recommend that SSU consider organizing New Student Orientation as two distinct functions.

- Advising and Enrollment – Converting deposited students to enrolled students and addressing related administrative functions (e.g. financial aid, registration, housing assignments, etc.). This program (in-person, virtual or in a combination) would occur in early summer and closely align with the enrollment management departments.
- Orientation and Welcoming – This program would occur in late summer (or just before the start of the term) and would connect the student to campus life, clubs and organizations, academic opportunities, academic and personal support services, and build identity and affinity to the university. This program (preferably in-person), would closely align with Student Affairs.

2. Enrollment Systems

SSU is in the final stages of identifying a new Customer Relationship Management (CRM) system. This system will be critical for identifying, tracking, and communicating with prospective, admitted, and deposited students. The system may also be used for retention activities, such as early alert. Designing and implementing a new CRM is not a small task and must be given sufficient investment in time and resources to be effective. There is often a desire to rush this process when enrollment needs are great. However, rushed implementations are rarely effective and nearly always require re-work. I encourage SSU to create a methodical timeline matching the staff resources available and to include student and faculty input for this critical project.

I would also recommend that SSU create a phased approach to implementing the CRM. Initial focus on prospect management and communication will complement recruitment and conversion activities already underway. Using a project management framework to develop the phased approach, identify key milestones and metrics, and make effective use of consultants or other experts will help ensure that the system is used to its full extent.

3. Partnerships admission guarantees, Dual Admission (Early College) Relationship Manager

Several of my interviews on-campus reflected on the lost opportunities for SSU with local (and regional) high schools and community colleges. It appears that the challenges SSU faced in the past five-six years left little time for leadership to focus on cultivating and maintaining productive partnerships. The campus leadership has started to meet with local K-12 and community college partners. This is a critical and time-consuming activity.

While I applaud the efforts made to date, I would encourage SSU to make one more critical investment to hire a partnership and relationship manager. It will be very difficult for the current AVP to cultivate and sustain numerous partnerships in the region while effectively addressing SEM activities and CRM implementation. An individual whose sole focus is cultivating and enhancing partnerships with SSU's partner organizations will reap considerable benefit for the university. Areas of focus would include:

- Creating Admissions Guarantees with feeder institutions
- Working with Academic Affairs and Academic Departments on Dual Admission and Early College Programs
- Creating partnerships with K-12 districts and community colleges outside the region
- Creating partnerships with K-12 and community colleges in WUE states

4. Resources and Regional Alliances

Given the budget challenges associated with sustained enrollment declines, SSU faculty, staff and management resources are stretched thin. I applaud SSU for recent investments in Outreach and Campus Tours, creating a new position to focus on marketing and branding, and making the decision to purchase a new CRM system. I am also inspired by the commitment of the faculty and their willingness to partner with enrollment staff on outreach activities. In addition, the student leaders I met with all expressed willingness to help with outreach activities. All of these actions and investments will provide a return on investment as new student enrollment begins to increase each year.

However, more investments will be required in outreach and recruitment to build new prospect markets and rebuild enrollment pipelines throughout the state and in WUE states. To address emerging resource needs, I encourage SSU to consider the following:

- Continue to partner with faculty for outreach and recruitment activities
- Consider increasing partnerships with current students and alumni to expand outreach and recruitment resources
- Add at least two additional recruiters when financially possible – At least one of the recruiters may need to be a remote employee recruiting outside the region
- Work with partner CSU's to form a regional alliance to expand prospecting and recruiting outside the region and in WUE states

Retention and Opportunity Gaps

While on-campus I did not have the opportunity to explore areas of challenge and opportunity to increase student retention. The preliminary enrollment management plan begins to outline several actions SSU is working on that are related to retention and student success. The retention and Closing the Gap sections of the preliminary plan will need to be expanded as the university continues to make progress toward enrollment and student success goals. I encourage SSU to add an external review focused on retention and closing opportunity gaps. A few observations related to enrollment that did emerge during my interviews included the need to:

1. Examine disaggregated data related to retention, progress to degree, and student success
2. Review the processes (including application for re-admission) and support systems for returning students – especially for students who have experienced academic difficulty
3. Work with faculty and current students from historically underserved groups to identify and outline areas of concern and opportunities for improvement
4. Consider online programs for students who are not able to physically access the campus to earn or complete their degree

5. Explore the feasibility of a second-year on campus living requirement by examining the student success outcomes of students living on- and off-campus.

Conclusions

SSU is on-track to reverse recent enrollment declines the university has experienced. The enrollment team is strong and focused on the right activities to grow enrollment. Sustained focus on the activities outlined in the preliminary enrollment plan and investment in the areas outlined in this report will result in increased enrollment.

Appendix 6: Summary of High School and College Fairs

The Outreach team has created a list of 329 possible college fairs and recruiting events for the 2022-2023 academic year (see the list below). Of these, they plan to attend a total of 254 such events between September and December. A total of 84 of these events are in Southern California (LA, Orange, Riverside, San Bernardino, and San Diego). One of Strategic Enrollment's goals is to diversify our recruiting by region, so recruiters are also traveling to events in the Central Valley, Bay Area, Sacramento Area, Central Coast, and Northern California. Note that one of the events listed is a Counselor Conference hosted at SSU where we had 94 high school and community college counselors attended.

Attending Recruiting Event	Count
Attending: CSU High School Conference	5
Fresno	1
LA	1
Sacramento	1
San Diego	1
Santa Clara	1
Attending: High School Visits	41
Monterey	1
LA	8
Marin	1
Monterey	4
Napa	4
Napa	5
Orange	3
San Diego	1
San Francisco	2
San Mateo	1
Santa Clara	1
Sonoma	4
Tulare	1
Ventura	4
(b blank)	1
Attending: College Fairs	167
Alameda	9
Colorado	1
Contra Costa	9
Fresno	3
Hawaii	1
LA	21
Lake	1
Marin	2
Mendocino	2
Merced	2
Monterey	5
Napa	1
Orange	12
Orange	1
Placer	1
Riverside	8
Sacramento	9
San Bernardino	2
San Diego	10
San Francisco	2
San Joaquin	3
San Mateo	4
Santa Clara	10
Santa Cruz	1
SB	2
Shasta	1
SLO	4
Solano	4
Sonoma	6
Stanislaus	4
Tulare	2
Ventura	4
Yolo	2
(b blank)	18
Pending Staff Confirmation	36
Colorado	1
Contra Costa	1
LA	3
Nevada	2
Orange	8
Phoenix, AZ	1
Placer	2
San Diego	3
San Mateo	1
Sonoma	1
(b blank)	13
Pending: We Will Assign a Staff	4
LA	1
Orange	1
San Benito	1
San Bernardino	1
SSU Counselor Conference	1
(b blank)	1
Grand Total	254

Not Attending	Count
Not Attending to Lack of Staffing	75
Alameda	2
Alumni?	1
Arizona	1
Brockton, MA	1
Butte	2
El Dorado	1
Fresno	1
Humboldt	2
Imperial	1
Kern	2
LA	27
Lassen	1
Mendocino	1
Nevada	1
Orange	4
Plumas/Sierra	1
Riverside	6
Sacramento	1
San Bernardino	7
San Diego	5
Shasta	1
Sierra Nevada	1
Siskiyou	1
Yuba	1
(blank)	3

Appendix 7: List of Top Sending High Schools

We have identified 96 high schools from which SSU receives 30 or more applications a year (based on a 5-year average). The Recruiting team will be following up with each of these schools listed below.

County	District	School Type	City	School Name
Alameda	Alameda City Unified	Public	Alameda	Alameda High School
	Berkeley Unified	Public	Berkeley	Berkeley High School
	Castro Valley Unified	Public	Castro Valley	Castro Valley High School
	Dublin Unified	Public	Dublin	Dublin High School
	Livermore Valley Joint Unified	Public	Livermore	Granada High School
	Livermore Valley Joint Unified	Public	Livermore	Livermore High School
	Oakland Unified	Public	Oakland	Oakland Technical High School
	Pleasanton Unified	Public	Pleasanton	Amador Valley High School
	Pleasanton Unified	Public	Pleasanton	Foothill High School
	San Leandro Unified	Public	San Leandro	San Leandro High School
	(blank)	Private	Oakland	Bishop O'Dowd High School
Contra Costa	Acalanes Union High	Public	Walnut Creek	Las Lomas High School
	Liberty Union High	Public	Brentwood	Liberty High School
	Liberty Union High	Public	Brentwood	Heritage High School
	Liberty Union High	Public	Oakley	Freedom High School
	Mt. Diablo Unified	Charter/Other	Concord	Clayton Valley High School
	Mt. Diablo Unified	Public	Pleasant Hill	College Park High School
	Mt. Diablo Unified	Public	Walnut Creek	Northgate High School
	Pittsburg Unified	Public	Pittsburg	Pittsburg Senior High School
	San Ramon Valley Unified	Public	Danville	San Ramon Valley High School
	San Ramon Valley Unified	Public	Danville	Monte Vista High School
	San Ramon Valley Unified	Public	San Ramon	Dougherty Valley High School
	San Ramon Valley Unified	Public	San Ramon	California High School
	West Contra Costa Unified	Public	Richmond	Richmond High School
	(blank)	Charter/Other	Oakland	Leadership Public Schools-Richmond
El Dorado	El Dorado Union High	Public	El Dorado Hills	Oak Ridge High School
Los Angeles	Redondo Beach Unified	Public	Redondo Beach	Redondo Union High School
Marin	Novato Unified	Public	Novato	Novato High School
	Novato Unified	Public	Novato	San Marin High School
	San Rafael City High	Public	San Rafael	San Rafael High School
	San Rafael City High	Public	San Rafael	Terra Linda High School
	Tamalpais Union High School District	Public	Larkspur	Redwood High School
Mendocino	Ukiah Unified	Public	Ukiah	Ukiah High School
Monterey	Salinas Union High	Public	Salinas	Salinas High School
Napa	Napa Valley Unified	Public	American Canyon	American Canyon High School
	Napa Valley Unified	Public	Napa	Napa High School
	Napa Valley Unified	Public	Napa	Vintage High School
Placer	Roseville Joint Union High	Public	Granite Bay	Granite Bay High School
Sacramento	Elk Grove Unified	Public	Elk Grove	Franklin High School
	Elk Grove Unified	Public	Elk Grove	Pleasant Grove High School
	Folsom-Cordova Unified	Public	Folsom	Folsom High School
	Folsom-Cordova Unified	Public	Folsom	Vista Del Lago High School
	San Juan Unified	Public	Fair Oaks	Bella Vista High School
	San Juan Unified	Public	Sacramento	Rio Americano High School
	(blank)	Private	Sacramento	Christian Brothers High School
	(blank)	Private	Sacramento	St. Francis High School

County	District	School Type	City	School Name
San Benito	San Benito High	Public	Hollister	San Benito High School
San Diego	San Dieguito Union High	Public	Encinitas	San Dieguito High School Academy
	San Marcos Unified	Public	San Marcos	San Marcos High School
San Francisco	San Francisco Unified	Public	San Francisco	Abraham Lincoln High School
	San Francisco Unified	Public	San Francisco	Galileo High School
	San Francisco Unified	Public	San Francisco	George Washington High School
	San Francisco Unified	Public	San Francisco	Lowell High School
	San Francisco Unified	Public	San Francisco	Mission High School
	(blank)	Private	San Francisco	Sacred Heart Cathedral Preparatory
	(blank)	Private	San Francisco	St. Ignatius College Preparatory
San Luis Obispo	Lucia Mar Unified	Public	Arroyo Grande	Arroyo Grande High School
	San Luis Coastal Unified	Public	San Luis Obispo	San Luis Obispo High School
San Mateo	Cabrillo Unified	Public	Half Moon Bay	Half Moon Bay High School
	San Mateo Union High	Public	Burlingame	Burlingame High School
	San Mateo Union High	Public	San Bruno	Capuchino High School
	San Mateo Union High	Public	San Mateo	Aragon High School
	San Mateo Union High	Public	San Mateo	Hillsdale High School
	San Mateo Union High	Public	San Mateo	San Mateo High School
	Sequoia Union High School District	Public	Atherton	Menlo-Atherton High School
	Sequoia Union High School District	Public	Belmont	Carlmont High School
	Sequoia Union High School District	Public	Redwood City	Sequoia High School
	Sequoia Union High School District	Public	Woodside	Woodside High School
Santa Clara	Campbell Union High	Public	San Jose	Leigh High School
	Freemont Union High	Public	Cupertino	Homestead High School
	Gilroy Unified	Public	Gilroy	Christopher High School
	Los Gatos-Saratoga Joint Union High	Public	Los Gatos	Los Gatos High School
	Morgan Hill Unified	Public	Morgan Hill	Ann Sobrato High School
	Mountain View-Los Altos Union High	Public	Los Altos	Los Altos High School
	Mountain View-Los Altos Union High	Public	Mountain View	Mountain View High School
	San Jose Unified	Public	San Jose	Willow Glen High School
	(blank)	Private	Mountain View	St. Francis High School
	(blank)	Private	San Jose	Archbishop Mitty High School
	(blank)	Private	San Jose	Bellarmino College Prep School
Solano	Benicia Unified	Public	Benicia	Benicia High School
	Dixon Unified	Public	Dixon	Dixon High School
	Travis Unified	Public	Fairfield	Vanden High School
	Vacaville Unified	Public	Vacaville	Vacaville High School
Sonoma	Cotati-Rohnert Park Unified	Public	Rohnert Park	Rancho Cotate High School
	Petaluma Joint Union High	Public	Petaluma	Casa Grande High School
	Petaluma Joint Union High	Public	Petaluma	Petaluma High School
	Roseland Elementary	Charter/Other	Santa Rosa	Roseland Charter
	Santa Rosa High	Public	Santa Rosa	Elsie Allen High School
	Santa Rosa High	Public	Santa Rosa	Montgomery High School
	Santa Rosa High	Public	Santa Rosa	Piner High School
	Santa Rosa High	Public	Santa Rosa	Maria Carrillo High School
	Sonoma Valley Unified	Public	Sonoma	Sonoma Valley High School
	West Sonoma County Union High	Public	Sebastopol	Analy High School
	Windsor Unified	Public	Windsor	Windsor High School
	(blank)	Private	Santa Rosa	Cardinal Newman High School
Yolo	Davis Joint Unified	Public	Davis	Davis Senior High School

Appendix 8: Academic Master Plan Summary and Timeline

What is an Academic Master Plan?

An Academic Master Plan (AMP) is a visioning process that is based on the University's [mission](#), [strategic priorities](#), and [core values](#), and communicates how the academic enterprise will meet the changing needs of students as well as the workforce needs of California. The AMP will be informed by the academic identity of SSU as a public liberal arts and sciences university, and creates a framework for aligning our resources with the academic mission. As part of the process three structures will govern and create the AMP: an Executive Committee to provide materials and guide the process, a Steering Committee to integrate information and draft the plan, and several working groups to consider options, look at data, and provide recommendations.

How does the Academic Master Plan relate to budget reductions?

Considering the budget impact from the AMP is essential. As part of the campus reductions, Academic Affairs must reduce its budget by \$9,700,000 over the next two years. For the 2023-24 year, a reduction of \$5,700,000 has been planned through voluntary separation of employees and reduction to the instruction budget. The AMP process will inform our efforts to meet the reduction target of the remaining \$4,000,000 in 2024-25. We will make reductions in three areas: 1) administrative and academic reorganization; 2) strategic course scheduling, space utilization and technology; and 3) current and new program evaluation.

What are the objectives for each working group?

Liberal Arts Identity

Objective: Create a clear identity statement that defines SSU as a public liberal arts and sciences university and how that identity can be leveraged to improve enrollment and retention of students, and to prioritize resource allocation within the university. This identity must include what makes SSU a unique educational experience in the CSU and how it contributes to the education of first generation and underrepresented minority students.

Strategic Scheduling

Objective: Develop scheduling guidelines and tools that prioritize student retention and graduation rates while maximizing faculty teaching load and course fill-rate to achieve multi-year planning and reduce redundancies in the schedule.

Current and New Programs

Objectives: Evaluate the program portfolio and how a public liberal arts and sciences identity could drive investment in current and new programs. Use market and student demand data to evaluate program offerings to meet student needs and increase enrollment opportunities. As part of this portfolio, evaluate the following:

- Recommend academic program/department/school reorganizations to maximize interdisciplinarity, strategic scheduling, and space utilization.
- Explore how certificates and degree programs (including both self-support and state supported programs) stack to create enrollment pathways to encourage prospective students to enroll in multiple offerings.

- Determine how to manage experiential educational practices to increase student impact while utilizing faculty time wisely.

Learning Spaces and Technology

Objective: Create a set of standard expectations for learning spaces and technology. Identify gaps between the identified standards and current learning spaces. Develop a plan to bring sub-standard spaces up to standard, complete with a sustainable financial plan and timeline.

Academic Support Services

Objective: Identify the required academic support services to enhance the student educational experience at a public liberal arts university. Examine how academic support services can help with student retention and graduation rates. Explore the possibility of shared services amongst Academic Support Services and how doing so could increase collaboration between areas.

Timeline

Jan-May 2023: On-campus Meetings and Outreach for Working Groups 1-3

- Town halls and meetings to discuss the driving questions and get feedback on the vision for the future of academics at SSU.
- Each working group is tasked with an area of focus and specific driving questions.

May-Aug 2023: Analysis of Stakeholder Responses and Plenary Session Part 1

- Steering and Executive Committees meet for qualitative data analysis from working group reports. A plenary session will be held with all AMP participants, allowing discussions and action steps to be identified for inclusion in the Academic Master Plan.

Aug-Nov 2023: On-campus Meetings and Outreach for Working Groups 4-5

- Town halls/meetings to discuss the driving questions and get feedback on the vision for the future of academics at SSU.
- Working groups use previous work to inform their work. Each working group is tasked with an area of focus and specific driving questions.

Nov 2023-Jan 2024: Analysis of Stakeholder Responses and Plenary Session Part 2

- Steering and Executive Committees meet for qualitative data analysis from working group reports. A plenary session will be held with all AMP participants, allowing discussions and action steps to be identified for inclusion in the Academic Master Plan.

Jan-Mar 2024: Drafting the Plan Framework

- The Executive Committee will draft the framework for the AMP. The Steering Committee will draft the AMP based on that framework.

April 2024 and beyond: Implementation of the Academic Master Plan

- The AMP provides guidance to the university with regards to academic programming. Many of the action items from the Academic Master Plan will require formal consultation and consideration by faculty governance structures in place

Appendix 9: Moving Summer Session from Self-Support to Stateside

October 20, 2022

To: Mike Lee, President, Karen Moranski, Provost and Vice President of Academic Affairs, and Monir Ahmed, Vice President of Administration and Finance

From: Stacey J. Bosick, AVP for Academic Affairs

RE: Moving Summer Session from Self-Support to Stateside

Rationale. This report provides an overview of Summer Session at SSU for the purpose of evaluating moving Summer Session from self-support to stateside. SSU currently offers summer courses through our self-support School of Extended and International Education (SEIE). This report only includes enrollments in academic credit courses and excludes courses that are part of fully self-supported academic programs (e.g. the Executive MBA program). The chief reason for investigating moving the summer session to stateside is that summer enrollments would count towards our FTES target and therefore increase our stateside enrollment numbers.

Enrollment. The table below displays Summer Session FTE History over the past five years (2018 through 2022), where 15 units is considered FT. General Enrollment represents the bulk of these courses (e.g. AMCS 392, ARTH 210), which are typically 3 or 4 units, and overwhelmingly serve our stateside matriculated students. Supervisions include internships and special studies courses. Early Start and Summer Bridge are also included in the table for reference but enrollment is limited to target populations.

Summer Session FTE History (2018-2022)						
	General Enrollment*	Supervisions	Summer Session Total	Early Start	Summer Bridge	Total with Early Start and Summer Bridge
2018	457	24	481	36	-	518
2019	413	29	441	25	-	467
2020	555	9	564	3	-	567
2021	481	14	495	23	45	563
2022	420	13	433	6	30	469

* excludes special programs for non-matriculated students and self-support degree programs

Tuition. Students currently pay \$350 per undergraduate unit and \$400 per graduate unit during summer intersession, so a 3-unit undergraduate course costs \$1,050, including fees. In recent years, SEIE has offered \$500 scholarships (in the form of discounted tuition) based on students' financial need (See table below). Because this funding comes from SEIE surplus, and SEIE is suffering from low

enrollment and budget shortfalls across its offerings, scholarships for Summer Session are expected to be reduced in Summer 2023.

Summer Scholarships Awarded (2018 - 2022)					
Students' Estimated Family Contribution (EFC)	2018	2019	2020	2021	2022
\$0	95	52	128	123	100
\$1-2499	49	36	89	61	52
\$2500-4999	18	24	51	49	51
\$5000-7499	25	16	31	41	27
Total Scholarships at \$500/ea.	187	128	299	274	230
Total Cost	\$95,518	\$66,019	\$151,520	\$139,021	\$117,022

The CSU’s Policy on [Optional Summer Term State University Fee Schedules](#) allows campuses to choose between two fee structures for stateside summer session (or a hybrid structure). In the first option, campuses can charge tuition in the same manner we do for Fall and Spring, a set fee for 1-6 units (part time) and a set fee for 7+ units (full time). In this model, students would be charged a minimum of \$1,665 in tuition (for 1-6 units) plus up to \$1,159 in campus-based mandatory fees (for a total of \$2,824).³ Each campus-based mandatory fee would need to be assessed and an amount determined based upon services provided.

Tuition Comparison (based on AY 2022-2023 rates)		
	SEIE (fees incl.)	Stateside - Option 1 (\$1,159 in fees included)
3 Units	\$1,050	\$2,824
6 Units	\$2,100	\$2,824
9 Units	\$3,150	\$4,030
12 Units	\$4,200	\$4,030

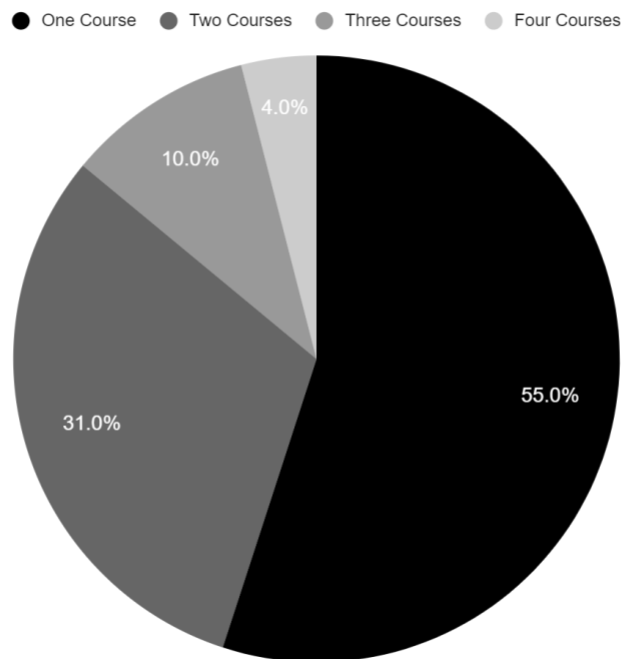
Stateside offered a summer session in 2007-2009 using this tuition structure.

Alternatively, stateside could charge by unit, as SEIE currently does, which would likely be less expensive for students who are only taking a single summer course. As displayed in the chart below,

³ <https://seawolfservices.sonoma.edu/fees/2022-23>

in 2022, 55% of summer session students were enrolled in only one course.

Number of courses in which summer session students were enrolled (Summer 2022)



Given the large number of students taking only one course, it would be worthwhile considering implementing a hybrid course tuition and fee structure, as in place at Cal Poly Pomona. There, students pay per unit up to 6 units. Students enrolling in 7 or greater units pay full-time tuition.

A more robust financial analysis is currently in process with A&H, which will more fully inform the tuition model, as well as the pros and cons of moving summer session stateside.

Financial Aid. Students who have been admitted to a degree program are able to use their existing Free Application for Federal Student Aid (FAFSA) to qualify for summer financial aid. Financial Aid considers summer to be a “trailer”, meaning it ends or trails the academic year. Whether or not we operate summer session stateside or through self-support (SEIE) will not change how we administer financial aid; the exception to this is the State University Grant (SUG). Only stateside enrolled students are eligible for SUG.

Budget Implications to SEIE. Summer Session represents 28% of SEIE’s total budget. Based on a 5-year average, FY 2017-2021, Summer Session:

- generates \$2.3M in annual fee revenue in SEIE
- contributes 25% or \$586K toward CSU Cost Recovery and SSU Cost Allocation Plan

Scheduling. Historically, the schedule of summer offerings has been left to faculty to independently negotiate with SEIE. Starting in 2021, SEIE began requiring academic school deans to approve faculty

applications in order to support schoolwide conversations about strategic scheduling and promote equitable summer salary opportunities across faculty.

If moved stateside, additional workload would come to school administrative managers (AMs) to manage scheduling and monitor enrollment.

Summer Session Course Enrollments (2020-2022)

	2020	2021	2022
# of classes	103	109	100
Mean Enrollment	22.6	18.4	18.6
Median Enrollment	21	17	17
Enrollment Range	7-60	6-60	5-60
< 11	11	18	22
11-15	19	27	19
16-20	18	30	22
21-25	19	16	17
26-30	21	11	13
31-40	10	4	4
40-60	5	3	3

Note that SEIE runs courses with lower enrollment than would be allowable on the stateside. On the stateside, 3-unit courses with fewer than nine students and 4-unit courses with fewer than 12 students are typically canceled.

Workload. Faculty teaching in the summer earn extra pay. We have explored the question of whether faculty would prefer to earn extra pay or spread their 24-WTU teaching obligations over three semesters per year (teaching on load). It is expected that most faculty would prefer to earn extra pay from summer teaching rather than spreading their teaching load year around. Moreover, this is consistent with how SSU and other CSUs have interpreted [CFA Bargaining Agreement Article 21](#). Humboldt and Sacramento State are the only campuses that are contractually allowed to utilize summer teaching as part of the regular annual workload due to long-standing agreements made at those campuses that have been included in the Collective Bargaining Agreement.

As evidenced in the table below, between 63 and 76 unique faculty members teach in summer session.

Summer Session Unique Faculty	
	Total
2018	74
2019	64
2020	63
2021	76
2022	64

Other CSUs. Other campuses offering stateside summer courses include:

- Fresno
- SF State
- Dominguez Hills
- Pomona
- Bakersfield
- CSUN
- Chico
- San Diego
- Sacramento (in planning stages)

Implementation. The process of moving Summer Session to the stateside would involve multiple offices on campus including:

- Financial Aid Office
- Registrar's Office
- Student Finance
- School of Extended and International Education
- IT
- Academic Programs
- Student Fee Advisory Committee

Engagement with these offices regarding stateside summer courses began in May 2022 because a stateside master's program in Early Childhood Education was approved to be implemented in 2023. The program includes summer courses.

At that time, the initial issues raised by campus partners needing to be addressed included:

- The State University Grant would be offered to the stateside students, which increases student access to financial aid for summer courses; Financial Aid would need to process those additional grants.
- Budget formulas for summer fees would need to be created; fees would be less for students on stateside.

- A decision regarding whether students can enroll, however rare it would be, in both self-support and state-support during the same summer session and related tuition, finance, and fees issues.
- Alignment of SEIE and stateside registration dates.
- Development of policies including deadlines to withdraw, submit grades, apply for financial aid.
- Increased need for post-enrollment requisite checking (PERC). (When a student is enrolled in a summer class that clears a requisite for a fall class, but then drops or fails the summer class.)
- Calculation of student standing and readiness for graduation.
- Holding “meet and confers” with CFA regarding faculty contracting. Most campuses pay additional salary rather than teaching on-load.
- Shifting responsibility for the administration of summer term (term set up, registration, online and in person student support, end of term processing, etc...) will require additional staffing resources in the Office of the Registrar.

Suggested Timeline.

Fall 2022 - Collaborate with campus partners to resolve implementation issues and allow the MA in Early Childhood Education to run in Summer 2023

December 1, 2022 - SEIE begins scheduling, advertising, and hiring instructors for Summer Session 2023.

Spring 2023 -

- Final testing for the implementation of summer stateside courses for the MA in ECE program only.
- Analyze full financial implications of moving summer session stateside.
- Consider staff restructuring in light of VSIP that would allow full summer session to be implemented in Summer 2024

Fall 2023 - Collaboration to implement a full stateside summer session in 2024; develop marketing

Spring 2024 - Registration for stateside summer 2024.

Summer 2024 - Launch.

Unique Summer Session Courses Offered Offered in the Last Three Summers

School	Sub	Cat#	Class	Su 20	Su 21	Su 22	3 Year Total
AH	AMCS	260	Ethn in Arts, Culture, & Med			3	3
AH	AMCS	360	Ethnic Literature	1	1		2
AH	AMCS	392	Ethnic Images in Film &Media	3	3	4	10
AH	ARTH	210	Intro to Art History	2	1	1	4
AH	ARTH	211	Intro to Art History		1	1	2
AH	ARTS	220	Beginning Painting	1			1
AH	ARTS	105	Media Art Fundamentals		1		1
AH	CALS	220	Latina/o Arts and Humanities			1	1
AH	CALS	393	Chicano/Latino Cinema	3	3	2	8
AH	CALS	432	Latinas/os and Globalization		1	2	3
AH	CALS	451	Latina/o Humanisms	3	1	1	5
AH	COMS	240	Intro to Public Relations	1	1		2

AH	COMS	265	Radio and Audio Production			1	1
AH	COMS	275	21st Century Television As Art	2	2	2	6
AH	COMS	301	Media Theory and Research	1	1	0	2
AH	COMS	302	Media Ethics		1	1	2
AH	COMS	385	Media Lab: Radio (KSUN)	1	1		2
AH	COMS	402	Senior Seminar	1	1	1	3
AH	COMS	125	Oral Presentation & Media		1	1	2
AH	COMS	328	America at the Movies		1	1	2
AH	ENGL	314	Modern World Lit in English		1	1	2
AH	ENGL	315	California Ethnic Literature	1			1
AH	ENGL	375	Advanced Composition	1	1		2
AH	ENGL	491	Seminar in Teaching Composition	1	1	1	3
AH	LIBS	308	The Practice of Culture		1		1

AH	LIBS	320A	Anthropology of Humor		1	1	2
AH	LIBS	320C	Unblocking Creativity			1	1
AH	LIBS	320D	Anthropology of Humor	1	1	1	3
AH	MUS	343	History of Country Music	1	1	1	3
AH	NAMS	346	Phil Sys&Sacred Mvmnts	1	1	1	3
AH	PHIL	101	Critical Thinking	1	2	1	4
AH	PHIL	102	Introduction to Logic		1		1
AH	PHIL	201	Buddhism, Phil & Culture	1	1	1	3
AH	PHIL	302	Ethics and Value Theory:	1	1	1	3
AH	PHIL	275	Race, Racism, Law, and Society		1	1	2
AH	THAR	125	Intro to Acting		1		1
AH	THAR	374	Theatre of the World		1	1	2

BE	BUS	316	Production Operations Mgt	2	2	1	5
BE	BUS	319	Intro to MIS	1	2	1	4
BE	BUS	320	Bus Data Analysis & Interpret	2	2	1	5
BE	BUS	340	Survey of Hum Resrce Mgt	1		1	2
BE	BUS	344	Organizational Behavior	1	1	1	3
BE	BUS	350	Management	1	1	1	3
BE	BUS	360	Intro to Marketing	2	2	2	6
BE	BUS	364	Sports Marketing			1	1
BE	BUS	365	Intro Hospitality & Event Mgmt			1	1
BE	BUS	367	Consumer Behavior	1	1	1	3
BE	BUS	368	International Marketing			1	1
BE	BUS	370	Intro Managerial Finance	2	2	1	5
BE	BUS	393	Intro to Int'l Business	1		1	2

BE	BUS	435	Cost Accounting	1	1		2
BE	BUS	451	Entrepreneurship / Small Bus Mgt	1	1	1	3
BE	BUS	452	Leadership	1	1	1	3
BE	BUS	453	Small Business Analysis		1		1
BE	BUS	469	Marketing Management	1	1	1	3
BE	BUS	472	Investments			1	1
BE	BUS	473	International Finance			1	1
BE	BUS	476	Risk Manag. and Insurance	1			1
BE	BUS	491	Seminar Mgmt Strat & Policy	2	2	2	6
BE	BUS	516	Operations Management		1	1	2
BE	BUS	554	Social Entrepr:Theory&Practice	1			1
BE	BUS	560	Seminar in Marketing Mgmt	1	1	1	3

BE	BUS	591	Sem in Strategic Mgmt	1	1	1	3
BE	BUS	230B	Managerial Accounting	1	1	2	4
BE	BUS	330A	Intermediate Accounting			1	1
BE	BUS	330B	Intermediate Accounting	1	1	1	3
BE	BUS	464W	Prod, Oper & Distrib (Wine)	1			1
BE	ECON	204	Intro to Macroeconomics		1		1
BE	ECON	375	Money and Banking		1		1
BE	ECON	426	Sem in Hist of Econ Thought	1	1	1	3
ED	EDEC	420	Child Dev Fam, Sch&Comm		1		1
ED	EDMS	419	Ident & Agency for Soc Just Cl	2	2	3	7
ED	EDSP	522A	Family Prtnrshp in ECSpEd			1	1
ED	EDSP	522B	Early Intervention Fldwk			1	1

ED	EDSP	523A	Assmt & Instr in ECSpEd	1			1
ED	EDSP	523B	Preschool Sts w Disab FldWk	1			1
ED	EDSS	418	Learning & Dev in Adolescents	2	2	2	6
ED	EDUC	417	School and Society	2	4	3	9
SS	ANTH	200	Intro to Linguistic Anthro	1	2		3
SS	ANTH	201	Intro to Biological Anthro	1			1
SS	ANTH	240	Living in our Globalized World	1			1
SS	ANTH	318	Human Dev: Sex & Life Cycle	1	1	2	4
SS	CCJS	370	Seminar in Research Methods	1		1	2
SS	CCJS	405	Rights of the Accused		1		1
SS	CCJS	480	White Collar Crime	1			1
SS	CCJS	375	Curr Iss in Crimin & Crim Just			1	1

SS	HIST	252	History U.S. Since 1865	1	1	1	3
SS	POLS	200	American Political System	2	2	2	6
SS	POLS	550	Planning and Evaluation		1	0	1
SS	POLS	315	Modern Political Ideologies		1	2	3
SS	POLS	422	Rights of the Accused		1		1
SS	PSY	302	Life Span Development	2	2	2	6
SS	PSY	322	Myth, Dream and Symbol		1	1	2
SS	PSY	362	Human Sexuality	1	1		2
SS	PSY	425	Psychopathology	1	1	2	4
SS	PSY	447	Learning and Behavior			1	1
SS	PSY	461	Personality	1			1
SS	SOCI	317	Emotions and Adult Life	1	1		2
SS	SOCI	326	Social Psychology	1		1	2

SS	SOCI	431	Sociology of Religion	1	1		2
SS	WGS	300	Gender, Race & Representation	2	2	2	6
SS	WGS	335	Reproductive Politics		1		1
SS	WGS	375	Gender, Race and Class	2	2	2	6
ST	ASTR	100	Descriptive Astronomy	1			1
ST	ASTR	231	Intro to Observ Astronomy		1		1
ST	ASTR	305	Frontiers in Astronomy		1		1
ST	ASTR	350	Cosmology	1			1
ST	BIOL	110	Biological Inquiry	1			1
ST	BIOL	224	Human Physiology	1	1		2
ST	BIOL	308	Environmental Toxicology	2	2	1	5
ST	CS	385	Introduction to Data Science		1		1

ST	ES	104	Oral Communications Info Age		1		1
ST	KIN	305	Psych Bases of Human Movmnt	1	1	1	3
ST	KIN	311	Medical Terminology	1			1
ST	KIN	350	Biomechanics	1	1	1	3
ST	KIN	360	Physiology of Exercise	1	1		2
ST	KIN	400	Elementary School PE		1		1
ST	KIN	410	Lifespan Motor Development		1		1
ST	MATH	165	Elementary Applied Statistics		1		1
ST	NURS	290	Introduction to Nutrition		1	1	2
ST	NURS	480	Health, Sexuality, and Society		1	1	2
ST	NURS	490	The Sexual Imperative: Hist,Me	1		1	2

Appendix 10: Summary of Campus Tours

SSU has one of the most beautiful campuses in the CSU, and one of the primary goals in our recruitment efforts is to encourage students and their families to visit our campus. Our Welcome Center Manager has completely revamped our approach to create a sense of belonging once they arrive on campus. Below is a summary of the efforts since June of 2022. The team has scheduled 60 school visits for a potential of 2,859 students and 431 family visits for Summer and Fall 2022.

Family Campus Tour Schedule:

- Tuesdays @ 2:00 PM
- Wednesdays, Thursdays and Fridays @ 11:30 AM and 2:00 PM
- Saturdays @ 10:00 AM and 11:30 AM

Prospective students can register for a campus tour all the way up until the day before the scheduled tour time. We also accommodate walk-in guests.

Family Stats (Summer and Fall 2022)

June: 91 people attended a campus tour
July: 173 people attended a campus tour
August: 44 people attended a campus tour
September: 105 people attended a campus tour
October - 198 families registered
November (as of today) - 107 families registered

Summary of School Field Trips

60 School Field Trips scheduled for Fall 2022 (Sept.-Dec.), with a potential for 2,859 students visiting SSU this semester.

Group Tours/Field Trips (scheduled for Sept.-Dec.)

- 9/9 SRJC Petaluma for 30 students
- 9/10 Mountain View HS for 50 students
- 9/20 New Tech HS for 70 students
- 9/20 Mount Diablo HS for 30 students
- 9/21 Arise HS for 25 students
- 9/27 Sierra Vista Middle School for 40 students
- 9/29 Elsie Allen HS for 20 students
- 9/30 South San Francisco HS for 50 students
- 9/30 Mendocino College DREAM Center for 35 students
- 9/30 Mount Eden HS for 20 students
- 10/3 Fortuna Union HS for 29 students

- 10/3 Granite Hills HS for 50 students
- 10/4 Dixon HS for 45 students
- 10/5 Sequoia HS for 100 students
- 10/6 Salinas HS for 50 students
- 10/11 Pathway Travels for 40 students
- 10/12 Clayton Valley Charter HS for 50 students
- 10/13 Summit Public Schools for 50 students
- 10/13 ICA Cristo Rey Academy for 77 students
- 10/14 Roseland Accelerate Middle Schools for 180 students
- 10/14 SRJC Puerta for 20 students
- 10/15 EOP Student Leadership Conference Group for 55 guests
- 10/17 Montgomery High School for TBD students
- 10/17 Windsor Middle School for 28 students
- 10/17 for Valor Academy HS for 70 students
- 10/17 Pittsburg Unified School District for 80 students
- 10/18 Rancho Campana HS for 26 students
- 10/18 Windsor HS for 55 students
- 10/18 Ukiah HS for 48 students
- 10/20 Ygnacio Valley HS for 65 students
- 10/20 San Rafael and Terra Linda High Schools for TBD students
- 10/20 Aveson Global Leadership Academy for 30 students
- 10/20 Casa Roble HS for 35 students
- 10/24 Windsor HS for 50 students
- 10/24 Fremont HS for 50 students
- 10/25 Windsor HS for 50 students
- 10/25 Venicia Middle School for 35 students
- 10/26 De La Salle HS for 50 students
- 10/27 Arroyo HS for 50 students
- 10/28 Porterville College for 30 students
- 11/1 Capuchino HS for 48 students
- 11/3 Winton Middle School for 50 students
- 10/4 Cesar Chavez Language Academy for 60 students
- 11/8 Paloma Valley HS for 44 students
- 11/8 Santa Clara HS for 65 students
- 11/9 Heritage HS for 48 students
- 11/9 Seawolf Senior Migrant Day for 50 students
- 11/10 Liberty HS for 60 students
- 11/10 Redwood Academy for 30 students
- 11/14 Thurgood Marshall Academic HS for 96 students
- 11/15 Benicia HS for 50 students
- 11/15 Berkeley HS for 30 students
- 11/15 Envision Academy for 50 students

- 11/16 Sequoia HS for 50 students
- 11/17 Vaca Pena Middle School for 60 students
- 11/18 West Valley College for 20 students
- 11/18 Pittsburg HS for 80 students
- 11/19 Improve Your Tomorrow for 30 students
- 11/30 Calistoga Unified School District for TBD students
- 11/2 Elite HS for 120 students