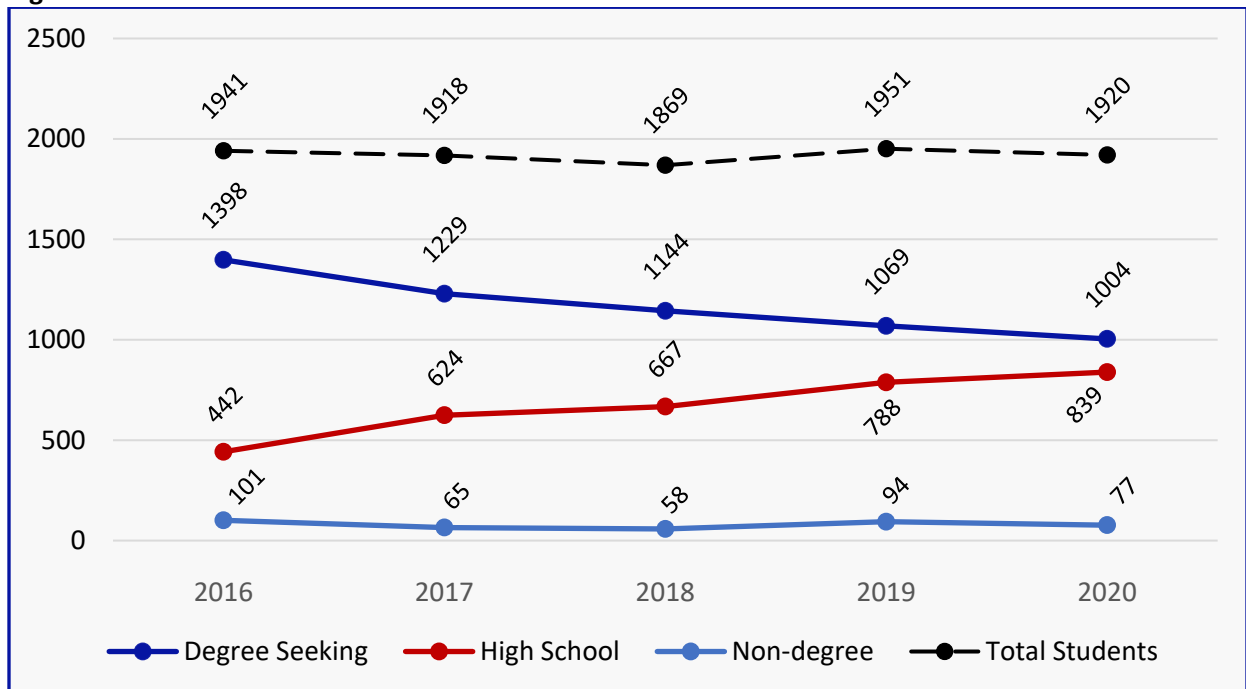


Missouri State University-West Plains Enrollment Management Plan 2021-2024

Current Status

Enrollment on the West Plains campus has held relatively flat since Fall 2016. Enrollment experienced incremental decreases each year, saw an increase in Fall 2019 before another small decline in Fall 2020. Several reasons have contributed to declining enrollment: Enrolling a smaller percentage of the seven county service area graduates, growth in dual credit population and offerings, student preparedness, unsteady retention of current students, stabilized employment numbers, and encroaching competition. Student headcount from 2016 through 2020 is noted in Figure 1.

Figure 1 - Enrollment Fall Census



A closer look at the demographics represented by the student population indicates a declining enrollment number in some specific populations: non-traditional students (see Figure 2), male students (see Figure 3), and seven-county service area (see Figure 4). Traditionally underserved, under-represented student enrollment continues to be an area for improvement (Figure 5). Under-represented student populations include those specified by IPEDS reporting as International (all races and ethnicities), American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or More Races.

Figure 2 – Enrollment traditional, non-traditional, dual credit

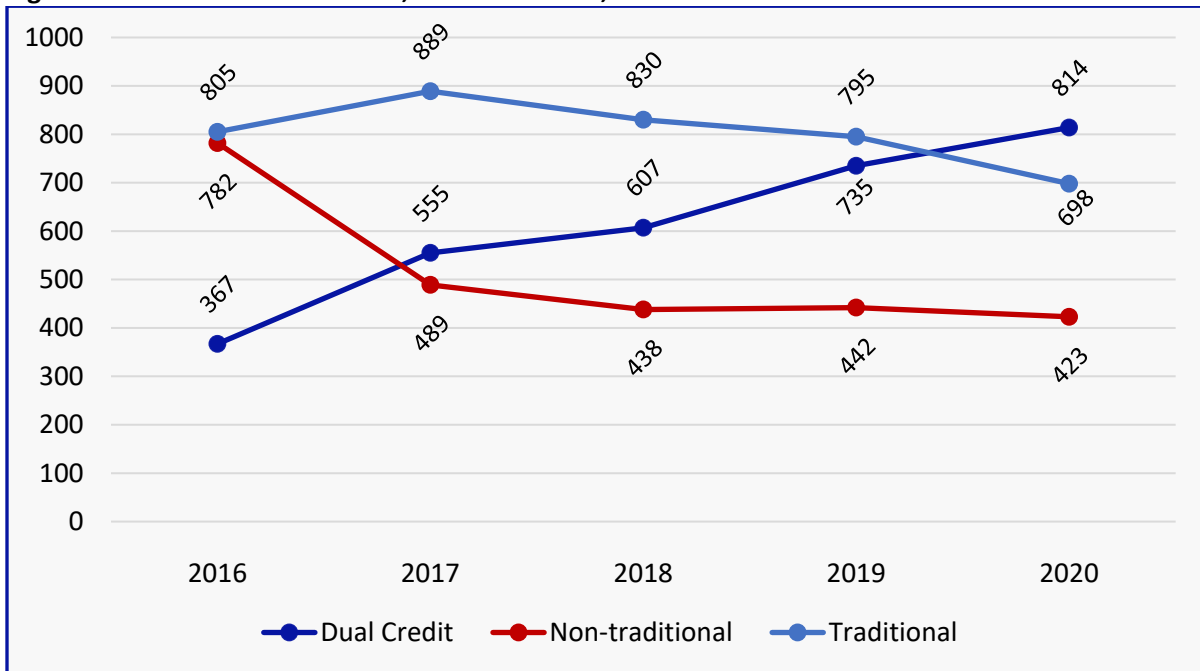


Figure 3 – Enrollment by gender

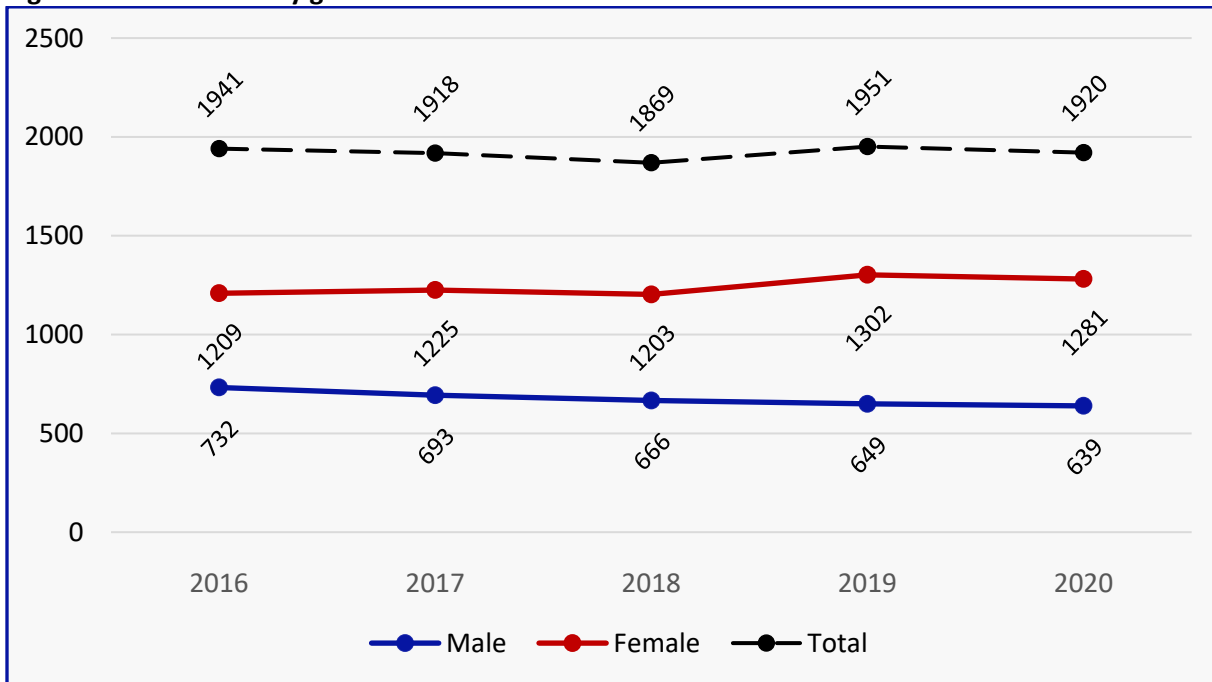


Figure 4 - Freshmen Enrollment by High School Location

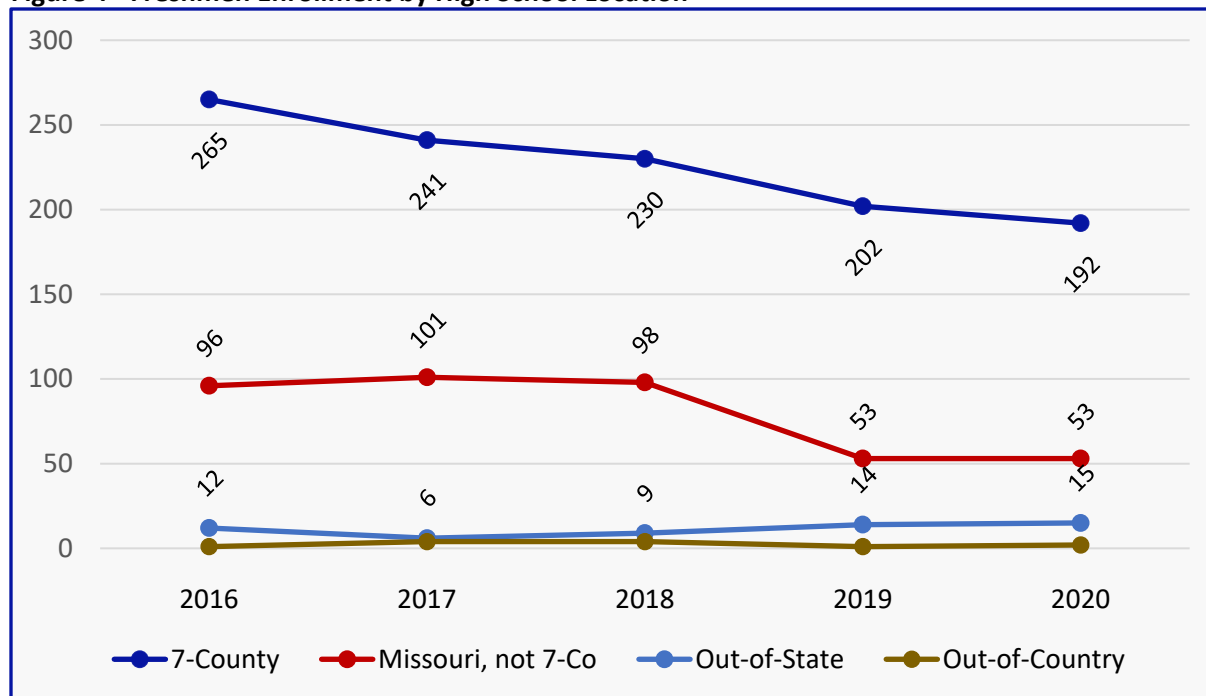


Figure 5 – Under-Represented Credit Student Enrollment at Fall Census

| Fall Term | Minority | Unk | White | Total |
|-----------|----------|-----|-------|-------|
| 2016 | 203 | 47 | 1692 | 1942 |
| 2017 | 207 | 36 | 1675 | 1918 |
| 2018 | 180 | 39 | 1650 | 1869 |
| 2019 | 194 | 73 | 1684 | 1951 |
| 2020 | 183 | 63 | 1674 | 1920 |

Figure 6 provides the 10 review of 12th grade high school enrollment for the seven-county service area. High school enrollment in the seven-county area served by the West Plains campus will see an increase for the next four years, based on Missouri Department of Elementary and Secondary Education enrollment data by grade (see Figure 7) before it plateaus and begins to decline. While recruitment efforts have often included school districts in both the St. Louis and Kansas City areas, the highest percentage of enrollment for the West Plains campus primarily has been from the seven-county service area (see Figure 8). A review of the number of seven-county service area students enrolling at Missouri State - West Plains after high school graduation indicates a reduction in the percentage of these students from 19.1% in 2016 to 14.6% in 2020 (see Figure 4).

Figure 6 - 10 Year Seven-County 12 Grade Enrollment

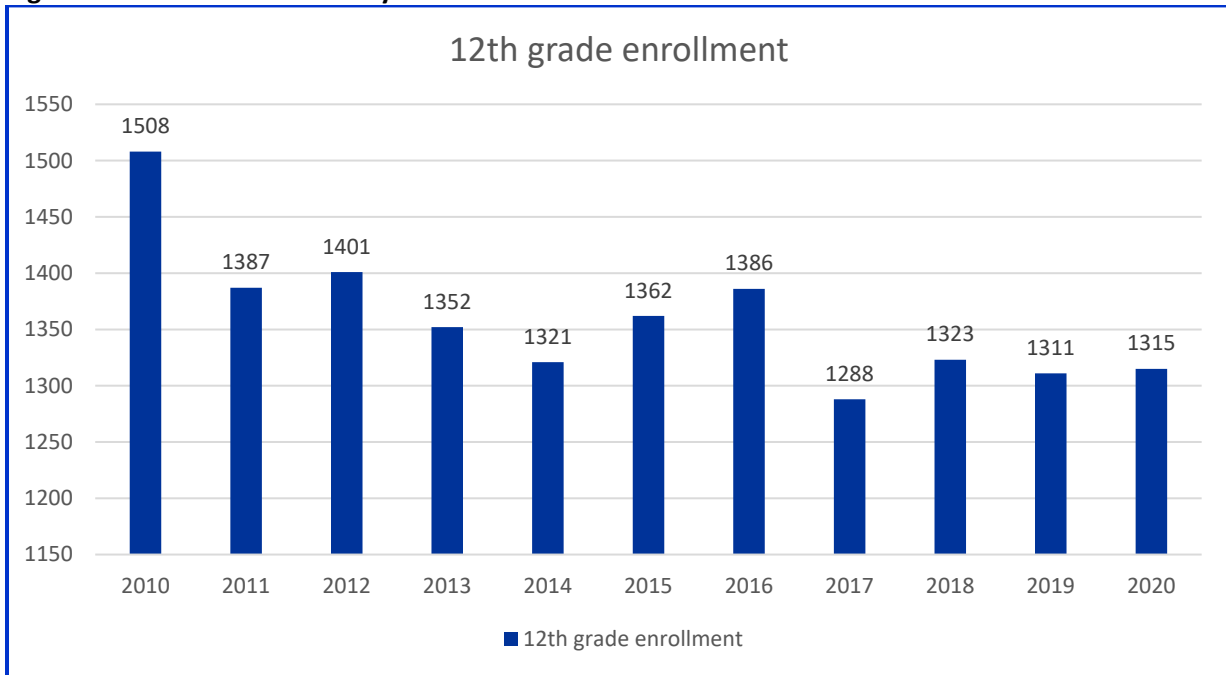


Figure 7 - DESE Enrollment for Seven-County Area by Grade

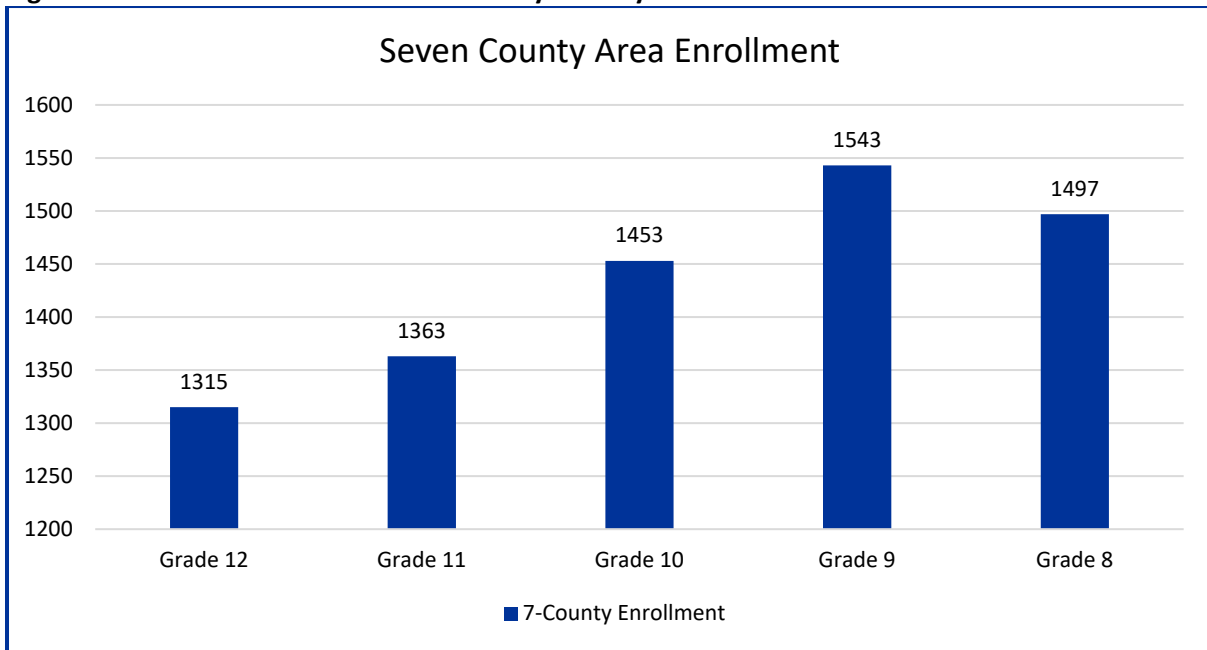
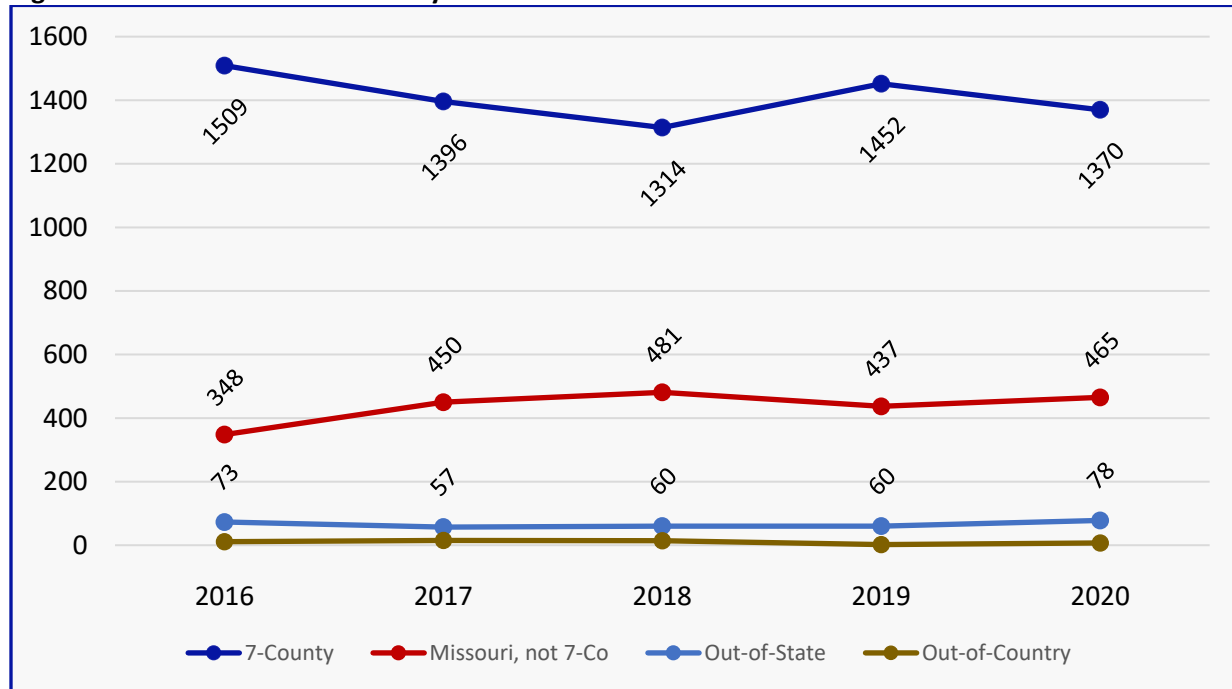


Figure 8 - All Student Enrollment by Location



The dual credit program at Missouri State – West Plains has grown by 34.4% in the past five years, which has aided in the overall headcount for the campus. However, expansion of dual credit enrollment and offerings by both Missouri State – West Plains and other institutions throughout the state may also be contributing to fewer numbers of students enrolling after high school graduation. Figure 9 indicates the number of Dual Credit students enrolled in at least one course through Missouri State – West Plains and their post-graduation enrollment. Figure 10 provides the number of Dual Credit students in the seven-county service area enrolling at West Plains. Figure 11 is the percentage information of the seven county Dual Credit student enrollment at West Plains. Beginning in Fall 2017 there were additional Dual Credit course delivery opportunities outside of the seven-county service area therefore information provided includes additional years for a more complete historical view of dual credit.

Figure 9 - Dual Credit Students Enrolling as First-Time students at West Plains

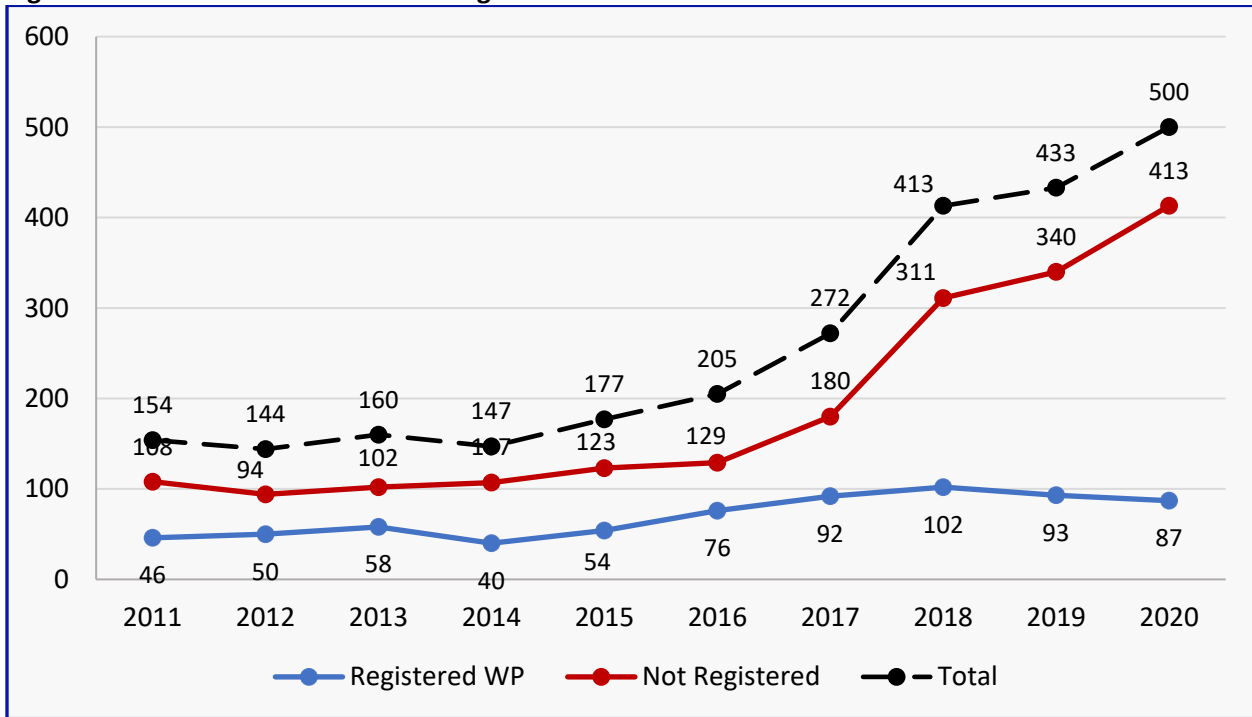


Figure 10 – 7 County Dual Credit Enrolling as First-Time students at West Plains

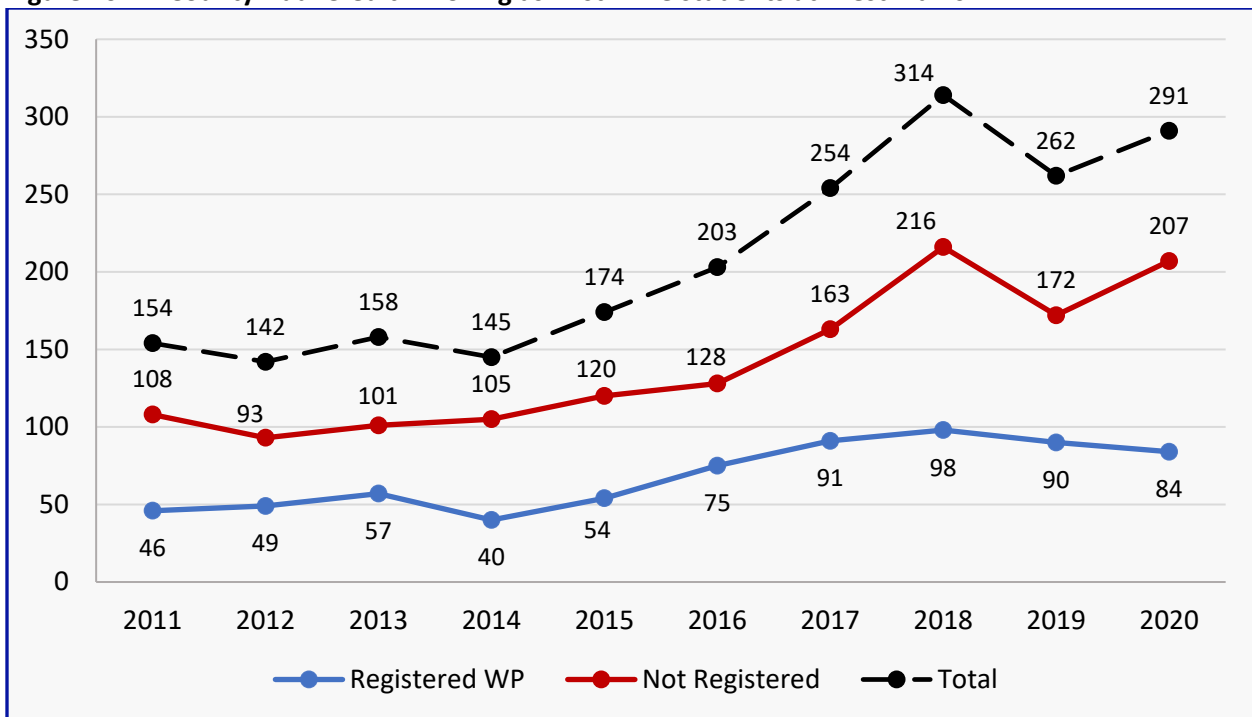
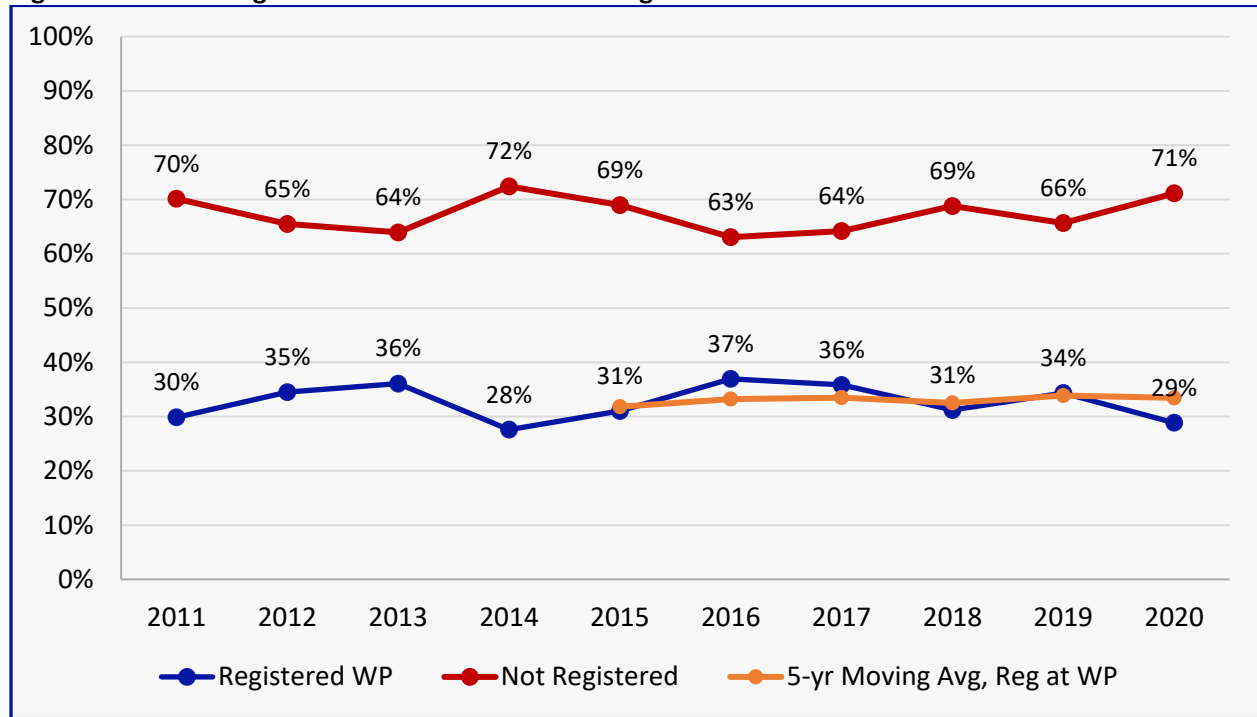


Figure 11 - Percentage Dual Credit Students Enrolling as First-Time Students at West Plains



The Fall-to-Fall retention for first-time, full-time college students has been inconsistent for several years. Environmental factors (flood) could have impacted the Fall 2016 to Fall 2017 retention. In a five-year period, fall to fall retention has been as high as 56.0% and as low as 50.1%. The five-year retention information for First Generation students was closer to the overall retention number than experienced in previous years indicating improvement for that sub-group. Figure 12 provides retention of first time, full time from 2010 through 2020. The Fall 2019 percentage represents the first-time, full-time students who returned for Fall 2020. Figure 13 provides retention information for the under-represented student population as defined by the IPEDS reporting categories.

Figure 12 - Retention Percentage Fall to Fall

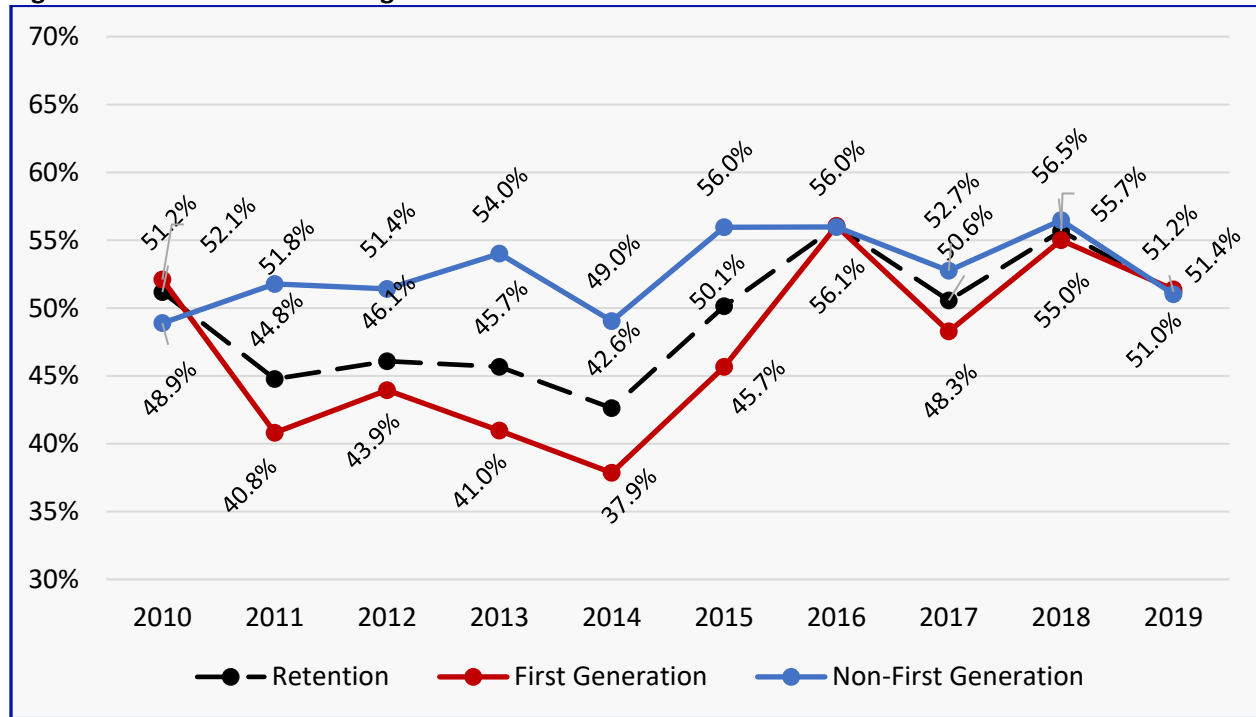


Figure 13 - Full-Time, First-Time Under-Represented Student Fall-to-Fall Retention

| Entry Fall | Return Fall | Full-time, First-time | Return or Grad | Retention Rate |
|------------|-------------|-----------------------|----------------|----------------|
| 2016 | 2017 | 68 | 37 | 54.4% |
| 2017 | 2018 | 57 | 30 | 52.6% |
| 2018 | 2019 | 54 | 22 | 40.7% |
| 2019 | 2020 | 42 | 16 | 38.1% |

It was important to also review persistence information for all students taking credit courses. Persistence data includes students who enroll part time and any non-degree seeking students whereas retention information only includes first-time, full-time students. Figure 14 provides persistence of students from Fall to Spring. Figure 15 provides persistence of students from Fall to Fall. Similar retention reporting, the Fall 2019 information represents those students enrolled in Fall 2019 who returned for Spring 2020 and then Fall 2020.

Figure 14 - Fall to Spring Persistence Credit Students

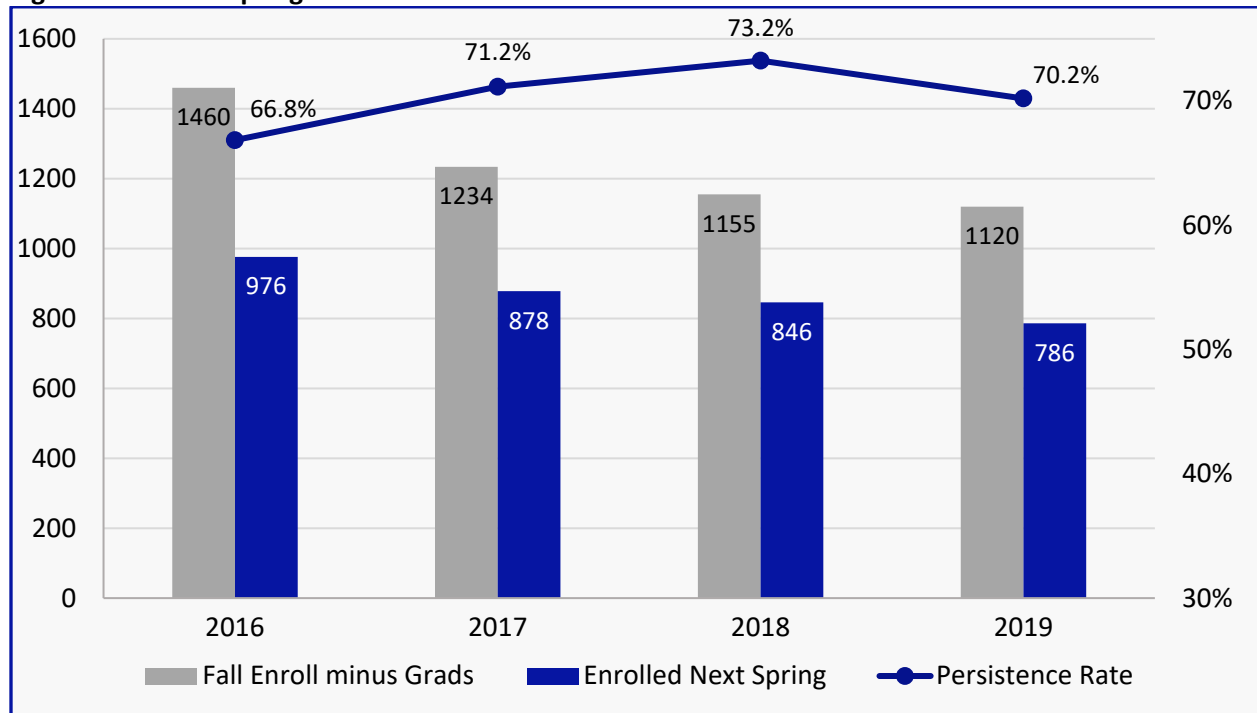
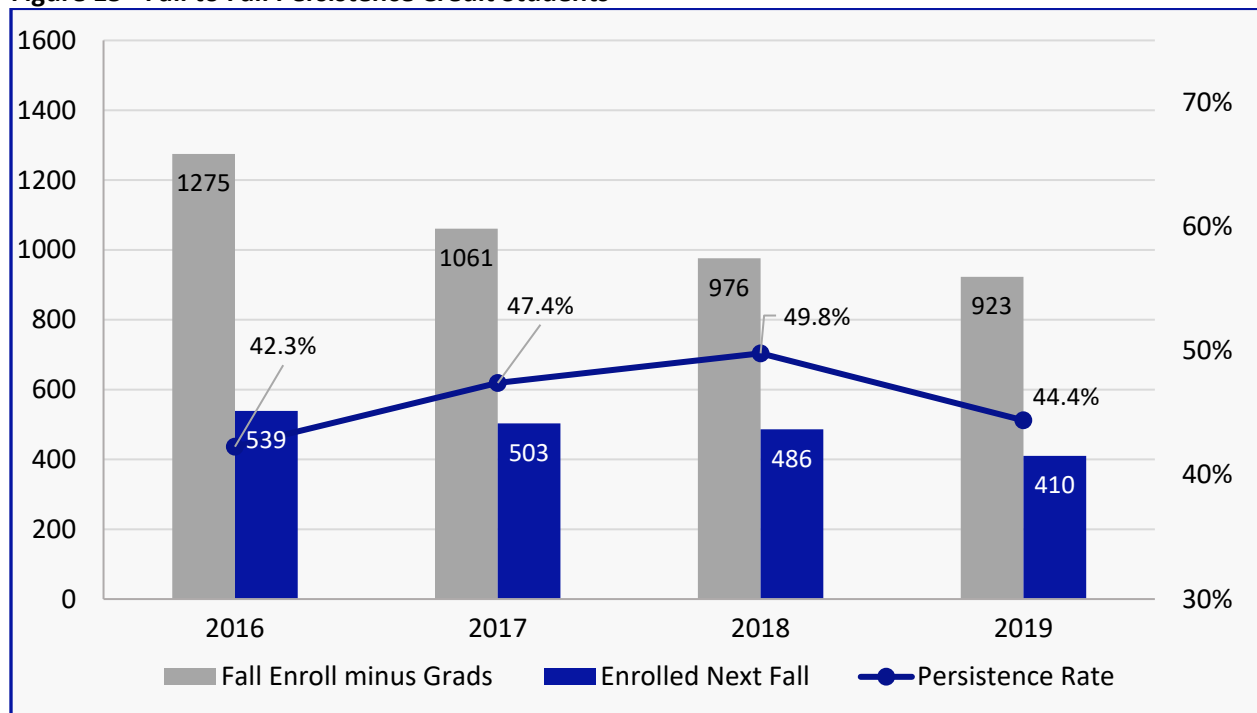


Figure 15 - Fall to Fall Persistence Credit Students



Planning Overview

The university system recognized the need to develop a strategic enrollment management plan and Springfield completed that development process in Fall 2020. The West Plains campus began in Fall 2020 to develop a plan focusing on enrollment growth from 2021 – 2024. A three-year plan cycle was selected based on the shorter educational lifecycle of students in West Plains.

The Enrollment Management (EM) Team was developed as a cross functional group with key individuals assigned to lead in the development of initiatives in collaboration with those individuals/departments responsible for the areas under discussion. The team utilized the Guiding Principles outlined in the Springfield SEM plan and adopted those principles to assist in the development of the EM plan with a few modifications to best capture the needs of the student population on the West Plains campus. The Chancellor and West Plains Administrative Council endorsed the establishment of these guiding principles.

- Improve enrollment short term
- Grow enrollment in targeted areas
- Stabilize retention
- Facilitate successful degree completion and transfer
- Broaden access to underserved populations
- Identify new and emerging academic programming that meets student and workforce demands
- Equip students for successful career outcomes and transfer opportunities
- Employ actions and modify processes that eliminate barriers that impair student success
- Raise the profile of the University
- Develop a culture of enrollment growth through relationship building among faculty, staff, and students

The EM Team determined five areas for the development of strategies: Recruitment, Retention, Underserved Populations, Graduation/Completion, and Academic Programming. Each team member chaired an expanded working group of 8 – 10 campus members to discuss and determine the needs in these areas. These discussions then led to the development of strategies and initiatives for the EM Plan.

Enrollment Goals

The EM team used the data reviewed above to determine opportunities and areas of concerns for enrollment growth. This information was used to create enrollment goals for Fall 2024. Data from fall 2020 for goals one, two, and three and 2020-2021 for goal four will be used as the baseline for goal completion.

1. By 2024, with a focus on targeted program growth and student populations of male, non-traditional, and first-generation, increase overall headcount enrollment by 4% and increase FTE enrollment by 3%
2. By 2024, increase the first to second year first-time full-time student retention rate by 5%, with a focus on improving retention by 10% for under-represented, and 3% for first-generation and Pell eligible student sub-groups.
3. By 2024, increase overall graduation/transfer rate by 3% and increase graduation/transfer rate of Pell eligible students by 3%.

4. By 2024, establish new academic programs designed to create a destination program with at least 50% enrollment capacity by year one of program.

With goals in place to guide focus, the EM Team began to develop the key areas and strategies needed to reach these goals. The plan was designed to address enrollment decline in specific demographic populations and the opportunities for growth in relation to the recruitment and retention of students. Several key areas were identified in the development of action items to meet the goals specified:

- Academic advising/coaching (Goal 2, Goal 3)
- Academic programs/pathways (Goal 1, Goal 2, Goal 4)
- Access to resources (Goal 1, Goal 2, Goal 3)
- Career/Transfer counseling (Goal 1, Goal 2, Goal 3)
- Communication (All Goals)
- Connection to campus/Involvement (Goal 2, Goal 3)
- Outreach (Goal 1, Goal 2)
- Process improvement (Goal 1, Goal 2, Goal 3)

The EM Team then used the information discussed in the expanded working teams to develop several strategies to address the issues identified in these key areas. Strategies identified include:

- Academic advising/coaching
 - Develop academic coaching framework
 - Adjust processes from transactional to holistic
 - Adherence to best practices for academic advising
- Academic programs/pathways
 - Development of Advanced Fabrication and Welding Program
 - Development of Autism Transition Program
 - Completion of academic pathways for all degrees
- Access to resources
 - Identify and remove barriers for students accessing and navigating platforms (Email, Blackboard, MyGrizzlyDen, Degree Works)
 - Create student initiated early alert function
 - Re-branding and marketing of available resources
- Career/Transfer Counseling
 - Development of Career Development/Services department
 - Develop annual career/transfer events
 - Focus on transition of students to Springfield programs/outreach program and into workforce
- Communication
 - Development of branding guidance
 - Increase in student input and monthly communication plan
 - Utilize student life cycle information to develop messaging at critical points
- Connection to campus/Involvement
 - Focus on Grizzly Strong/Grizzly Pride
 - Develop support programs for student needs and connection
 - Staffing to provide continual support for historically underrepresented, underserved and under-resourced students.

- Outreach
 - Develop showcase opportunities for programs/departments
 - Campus wide collaboration to increase exposure in high schools
 - Marketing to highlight career focused programs
- Process improvement
 - STAR Orientation adjustments
 - Expand use of system admit
 - Review external facing information for ease of understanding

Tracking, Measuring, and Implementing Strategies

The EM plan is a living document. Each year the initiatives will be measured and assessed to make decisions for implementation of the next years' initiatives. The broad topic ideas provided in the previous section will have several initiatives identified for completion during each year of the plan. Committee members will work collaboratively with the campus community to ensure successful implementation of these initiatives.

Key data used to determine the impact of the EM Plan will include a review of key performance indicators, overall enrollment information, retention data and graduation data. These key data will be reviewed for new academic programs established.