

This study was made possible by a grant from IREX (the International Research and Exchanges Board) with funds provided by the Carnegie Corporation of New York.

The statements made and views expressed are solely the responsibility of the author.

**EDUCATIONAL MARKETING IN THE UNIVERSITY OF
WYOMING
CASE STUDY
VERA LEVICHEVA
SAMARA STATE UNIVERSITY
RUSSIAN FEDERATION**

EACH STUDENT - A PERSON

Acknowledgements

There are several people and organizations without help of whom this study could not be written.

First and foremost, I would like to thank the following people:

Jay N. Fromkin, Director, University Public Relations;

Lewis Bagby, Director International Programs Office;

Sara Axelson, Associate Vice President for Enrollment Management, Director of Admissions;

William A. Gern, Vice President for Research;

Maggi Maier Murdock, Associate Vice President for Academic Affairs and Dean, Outreach School;

Garth Massey, Director, International Studies Program, Professor of Sociology;

Beth M. McCuskey, Director of Residence Life and Dining;

Berlinda White, Coordinator of Marketing, Graduate School;

Robin Hill, Instructional Computing Coordinator, the Ellbogen Center for Teaching and Learning; Patrick Wolfenbarger, Web Designer, University Public Relations;

Taby F. Marlatt, Director, Marketing & Development, Dean's Office, Outreach School;
Oliver Walter, Dean, College of Arts and Sciences
Robert O. Kelly, Dean, College of Health Science

My special thanks go to those people who provide my visit to USA and my residence in Laramie:

Natalia Petrova, Program Officer, Academic Programs, IREX/Moscow
Olga Chernova, Junior Program Officer, Educational Programs Division, IREX/Moscow
Ruben Doboin, Senior Program Officer, Education Program Division, IREX
Tova Pertman, Program Associate, Education Programs Division, IREX
Shawn Bunning, Project Coordinator, International Programs, UW
Patti Flores, Office Associate, International Programs, UW
Sheila Nyhus, A&S Adviser, International Programs, UW

I would also like to thank all people whom I met here, in Wyoming, who say: "Yes, I am eager to help!"

Preface

The following case studies represent the process of strategic analysis of the system of educational marketing in the United States of America on the example of the University of Wyoming. Data for these case studies was collected in October-November, 2004. The ultimate goal is to absorb the methods and approaches used by the team of Educational Marketing Group of the UW and apply them in process of developing successful grounds for the newly established Marketing of Educational Services Department in Samara State University.

Introduction

Nowadays there are dramatic changes in the economic sphere in Russia, an important part of which is the establishment and rapid progress of new markets. Though one of the most recent, the market of educational service gradually becomes one of the most crucial constituents that contribute to the successful development of the system of educational services as a whole. This service sphere is marked with rather a complex character since education is considered to be the hardest area to supply. However, it follows the rules and patterns existing in the classic marketing theory: there is a division within the production and the service sphere itself even though the main principles of the marketing activity are the same in both areas. This understanding is based on the fact that any production company when it offers any goods to customers actually offers a satisfaction of a human need. It is goods properties and not goods themselves that are important to customers. Modern educational institutions should not forget about this maxim and use educational marketing and marketing policy to increase the ability to compete since the ultimate goal of every university and college is to offer the greatest quality of education possible to satisfy the needs of prospect students. The university administration should not, however, forget that the fulfillments of the "customers" requirements is constructed not only by the deep satisfaction with the offered quality of education but also by the approval of the suggested conditions in which the process of studying takes place and the range of

extracurricular activities. It is also important to be always engaged in the process of assessment of the educational market since there is a great necessity for marketing policy to be grounded on the latest achievements; otherwise, we will face the risk of the rivals to use our incompetence that may result in a hopeless retreat and even an ousting out of the business.

The close examination of the University of Wyoming's educational marketing policy provided me with the great opportunity to see how it combines the functions of internal and external educational marketing and the levels on which we see the affects of its operation.

I. General Information

The University of Wyoming is the state's only provider of baccalaureate and graduate education, research, and outreach services.

University of Wyoming combines major-university benefits and small- school advantages, with more than 180 courses of study at the undergraduate, graduate, and professional levels; an outstanding faculty; and world-class research facilities- all set against the idyllic backdrop of southeastern Wyoming's rugged mountains and high plains.

The main campus is located in Laramie, approximately two hours north of Denver. The university also maintains the UW/Casper College Center, nine outreach education centers in each of the state's 23 counties and on the Wind River Indian Reservation.

The University of Wyoming is a nationally recognized public research university focused on students who seek personalized learning in Rocky Mountain environment .UW is the perfect size: big enough for great opportunities, small enough for students to become involved and to make a difference.

The vitality of the University is both a barometer and harbinger of the vitality of the state of Wyoming. The University of Wyoming is unique among all institutions of higher learning in the United States in that it is the only baccalaureate and graduate degree-granting institution in the state. Nowhere is any single institution of higher learning more important to its state.

University of Wyoming President Philip Dubois, Ph.D., requested that Educational Marketing Group, Inc. (EMG) assist in the development of an Integrated Marketing Communications (IMC) plan. The University of Wyoming (UW) is committed to developing an effective Integrated Marketing Communications (IMC) program in order to achieve the following goals:

- 1. Increase enrollment, especially of high-performing high school graduates from Wyoming and surrounding states*
- 2. Improve the UW image among student prospects, influencers, parents, internal constituencies, and political leaders in Wyoming*
- 3. Provide image support for a \$100 million capital campaign*
- 4. Increase the willingness to recommend the University among the Wyoming public and other selected audiences*

As the first step in IMC program development, EMG conducted a Situational Analysis during August and September 2000. EMG President Bob Brock and Vice President Marlene Brock conducted interviews August 28-30, 2000 on the Laramie campus. EMG conducted personal interviews and group discussions with more than 135 faculty, staff, students, student prospects, and alumni (interview lists attached) in order to assess UW's resources, systems, procedures and readiness to implement an integrated marketing communications process.

EMG reviewed sample materials, marketing studies, the UW Self-Study Accreditation Report, organizational charts, budgets, and other data supplied by the University of Wyoming. EMG reviewed demographic data from the University and external agencies including the Western Interstate Commission on Higher Education (WICHE), the National Center for Educational Statistics (NCES), the Department of Education (DOE), and other organizations.

EMG and UW staff members compiled data and sample materials from peers and competitors as comparisons. EMG also used proprietary information to develop benchmarks on resource allocations.

Based on its evaluation of the above materials and data, EMG has determined the following:

1. *UW currently employs 20.5 FTE and invests about \$1.09 million in central institutional communications and marketing functions.*
2. *UW's level of public awareness is relatively strong statewide, yet its public image does not appear to reflect strong perceptions of unique quality.*
3. *UW has not yet developed a consistent marketing approach or position.*
4. *UW has many institutional strengths and competitive advantages that can become the foundation for a premier, nationally recognized brand identity.*
5. *Strong leadership and a widespread desire among stakeholders to develop a higher level of prominence and performance provide a window of opportunity to advance the University.*

II. Target audiences

University of Wyoming has many different target audiences, including:

- *High school seniors from Wyoming*
- *High school seniors from contiguous states*
- *College-bound high school sophomores and juniors*
- *Wyoming community college and four-year college transfers*
- *Influencers for student prospects*
- *Working adult prospects*
- *Current students*
- *Alumni*
- *Faculty and staff*
- *Donors and funding agencies*

- *Federal research agencies and funding groups*
- *Trustees and advisory board members*
- *Business leaders in Laramie, Cheyenne, and other centers*
- *Opinion leaders and VIPs in Laramie, Cheyenne, and other centers*
- *Wyoming Legislators*

However, it is important to acknowledge that UW’s single most important target audience is the in-state high school graduating senior. This segment accounts for the majority of the institution’s overall enrollment, and will continue to do so despite projected declines in that population during the next 10 years.

III. Communications structure and systems

According to data provided by the University, UW’s institutional communications efforts are produced and managed by approximately 20.5 FTE in three departments of the University. This figure does not include 8 additional FTE housed in three distributed units: the College of Agriculture (4 FTE), Athletics (3 FTE), and Outreach Programs (1 FTE). These positions devote most or all of their efforts to unit-focused communications, and should not be considered part of UW’s central communications effort.

Additionally, many other individuals throughout the University perform part-time marketing and communications functions for their respective units. These individuals have other departmental responsibilities and conduct limited communications functions on a part-time basis. Therefore, these unit-based personnel should not be considered part of UW’s central communications resources.

Figure I: UW Central Communications, Marketing, Publications Staffing				
Position	Reporting Unit		Function	FTE
Director	University	Public	Director of institutional	1
Publications Manager	University	Public	Publications manager	1
News Service Manager	University	Public	News writer, senior editor	1
Photography Manager	University	Public	Photography	1
Web Master	University	Public	Web management	1
Public Affairs Editor	University	Public	Magazine editor, writer	1
Public Affairs Designer	University	Public	Production coordinator	1
Public Affairs Coordinator	University	Public	Writer, electronic media	2
Public Affairs Coordinator	University	Public	Publications manager	2
Photographer	University	Public	Photographer	1
Office Associate	University	Public	Office Support	1
Senior Office Assistant	University	Public	Office Support	2
Web design (new position)	University	Public	Web design/programming	1
Director of	Foundation		Development/Campaign	1
Director of Constituent	Foundation		Development/Campaign Publications	1
Development Writer	Foundation		Development publications	1
Graphic Designer	U. Printing &		Publications layout	1.5
Total FTE				20.5

The 20.5 FTE that are devoted to producing communications on behalf of the entire institution are housed in three units – University Public Relations, University Printing and UW’s communications efforts are quite strongly centralized compared to many public research universities. This should become an important advantage as UW moves toward an integrated marketing approach. Thus the integrated marketing process should be relatively seamless and should not require major restructuring.

However, three concerns emerge regarding UW’s current communications efforts:

1. Staffing and budget resources are very small compared to many peers and competitors, and do not appear to be adequate to sustain an effective integrated marketing initiative.
2. UW has relied on media relations as a principal communications tactic. While media relations is effective in maintaining visibility and supporting credibility, it is less effective in several areas that are important for UW’s marketing success: establishing a clear brand identity and expanding UW’s marketing reach.
3. There is widespread University interest in developing an integrated marketing approach, but this enthusiasm is tempered by a lack of confidence that UW has the current capacity to develop and launch an effective IMC campaign.

IV. University Public Relations

University Public Relations (UPR) is UW’s primary communications unit. It consists of 16 FTE, and directs UW’s public affairs, media relations, issues management, events planning, community relations, marketing, and major publications programs.

This central unit is compact, streamlined and well organized. It encompasses most major institutional communications functions, and therefore is able to provide an outstanding mechanism for coordination and collaboration of the integrated marketing process.

Moreover, University Public Relations “flat” work group structure is an excellent model for an integrated marketing process because it encourages creative collaboration and flexibility in staff assignments. Consolidation of all communications professionals into a single creative services unit positions the University to achieve a collaborative process quickly.

The University Public Relations publications work group, which consists of 3 FTE including a Publications Manager and two Public Affairs Coordinators who act as project managers.

About 10 years ago, UW eliminated its internal publications pre-press functions, leaving only the University Printing and Graphics unit in Auxiliary Enterprises to produce xerographic materials and low-impact, proforma publications.

Today all of the University’s institutional design and layout functions are outsourced, primarily to two local freelance designers who were formerly on the UW staff. It is common for colleges and universities to outsource some major publications each year, but the practice of outsourcing nearly all institutional design functions is relatively rare.

The UPR publications group processes about 200 projects per year. Some of these are small department publications that reach limited external audiences. But major

marketing publications, which have significant impact on UW's public image, are also included in this number.

Sample publications supplied for EMG's review were uniformly of high quality. They showed strong and consistent use of the institutional word mark, with laudable efforts to create a "family approach" in departmental brochures. All review samples were well executed and generally supported the image of academic and institutional excellence.

UPR is also responsible for producing *UWyo*, the University magazine, a stunning high-quality four-color publication and an important image-development tool for alumni, development and business and opinion leaders.

The UPR staff expressed the need for additional internal design capability. Indeed, the absence of an in-house design staff presents difficult challenges in maintaining a strong image-development marketing campaign. Normally, the staff Art Director takes a leadership role in the central marketing team. This position usually designs major marketing materials and supervises others' work to ensure visual consistency and that various publications are coordinated in a coherent "publications family."

At most institutions, the internal design staff is charged with shaping and managing the institution's visual image through day-to-day decisions on photography, design elements, color palette, and other brand executions. A strong internal design team results in a consistent look, feel, and attitude – a strong brand identity – portrayed throughout all of the institution's public materials.

On the other hand, it is possible to develop a consistent visual identity using freelance designers, and a number of institutions are exploring outsourcing as a cost-effective way to achieve consistent high-quality design.

For UW, the challenges presented by the absence of an internal design team are exacerbated by the fact that there are few freelance design professionals in Laramie on which to draw. One potential solution is to increase the use of telecommunications in order to access design talent from areas outside of Laramie.

V. NEWS SERVICE

The UW News Service is another work group within UPR. It has 4 FTE including a News Manager and two writers. In addition, two other writers/editors in the UPR unit assist with media relations in addition to other duties. The UPR Director also does some media relations and heads the University's issues-management effort. UPR also produces several syndicated radio and TV programs for statewide distribution.

UPR has for many years employed a traditional news-media approach as a primary communications vehicle. While this model is operationally cost-efficient, it requires relatively large staffing levels compared to marketing-driven processes.

The News unit produces and distributes a large number of news releases. Without question, the UW News team has an excellent track record for media placements. Placement rates in recent years are quite high, and the University has been very successful in achieving a high level of media attention in a state known particularly for its lack of news outlets and infrastructure. The News unit also has been exceptionally careful to match its efforts to University priorities through a strategic planning calendar that outlines upcoming institutional opportunities.

However, the number of releases being issued is of concern. Some current releases regarding kudos, events and internal announcements are not likely to impact audience behaviors. While an aggressive media relations program is essential in establishing credibility and bolstering public support, media-relations efforts should be integrated with marketing tactics. The ultimate goal should be not only to improve awareness, but to develop positive attitude about UW and impact audience behaviors. To incorporate new marketing tactics, the News staff will likely have to reduce its current emphasis on media relations.

UPR staff members are cross-trained in different communication areas and are comfortable performing various communications functions. For example, the UW magazine editor also writes news releases, as does the web master. From an organizational viewpoint, therefore, UW is positioned quite well to incorporate an effective IMC process. UPR is the logical and appropriate unit to coordinate and lead an integrated marketing initiative.

UPR will need to take the initiative in developing and launching an internal marketing effort, offering continuous reinforcement among internal departments that University-wide input and cooperation is critical to successful integrated marketing.

VI. University Printing and Graphics

University Printing and Graphics (UPG) produces department publications and provides printing and copy services for the University. This unit reports to the Business Manager for Auxiliary Enterprises, which, in turn, reports to the Vice President for Administration and Finance.

UPG consists of 14 FTE, including press and copier operators and administrative services. Only 1.5 FTE in this unit are devoted to the creation of communications materials through publications design.

UPG produces about 900-1,000 publications per year. The majority of these projects are proforma publications that require only basic layout services at most, such as forms, reports, academic materials and documents, letterhead, envelopes and business cards.

About 200-250 UPG projects per year, however, consist of marketing pieces that require more sophisticated designs and reach larger external audiences. To some degree, these 250 marketing publications help shape the University's public image. Yet these publications are produced unilaterally and in relative isolation, without the benefit of strategic planning or a system to ensure consistency of design approach and key messages.

UPG uses an internal cost-recovery system for design, layout and printing (design is charged at \$33 per hour). In FY1999-2000, UPG had design charge-backs of approximately \$75,000, and printing cost-recovery charges of about \$425,000. These funds were used to support salaries, equipment, maintenance, overhead and other costs.

Internal charge-back systems are effective for many colleges and universities. They are intended to improve speed and convenience for departments that need publications, while reducing overall expenditures by limiting the use of external vendors for printing services.

But charge-backs should be used as cost-recovery systems rather than internal profit centers. The goal should be equitable distribution of the costs of producing publications, based on how much printing is consumed by each department. Internal charge-back systems should provide greater convenience and lower costs than external vendors. This is possible because internal printing units receive subsidies for rent, overhead and administrative costs.

UPG, on the other hand, appears to be striving for internal growth. Its goal may be focused too strongly on increasing the unit's income rather than on maximizing quality and service at the lowest cost.

Internal publishing units are most effective when they operate in a "modified free market environment" in which departments are free to obtain services from an approved list of external vendors. It may be more difficult in Laramie to find such local designers due to the city's low number of contract professionals, but telecommunications links with design professionals in other cities may help this situation.

VII. Admissions and Development

The Admissions and Development units are central to the IMC process and need to be examined together with the central creative services unit.

Admissions employs 19,5 FTE including the Associate Vice President for Enrollment Management, and has an overall operating budget of about \$700,000. This unit reports to the Vice President for Student Affairs.

According to internal interviews, the UW Admissions office has been chronically under-funded and under-staffed. Until recently, there appears to have been a lack of attention to basic recruiting tactics, which has severely hampered effectiveness. The situation has improved significantly in the past 12 months with seasoned, proactive leadership, increased funding, and the establishment of well-designed tactics and improved systems.

Of particular note:

- Increased investment in advertising and direct mail tactics
- Creation of effective campus visit programs for student prospects
- Increased activity in Nebraska and Colorado, including hiring a recruiter in Denver
- Increase in off-campus presentations to enhance UW's presence in high-potential market areas
- Establishing clear and effective communications flow models

However, due to the lack of marketing resources, Admissions staff has taken on additional responsibility for communications and marketing functions, including writing and editing the viewbook, search mailer and other promotional copy; making and supervising advertising buys; and supervising a variety of communications and marketing activities.

In at least some of these cases, those performing such functions have little direct experience in marketing communications. More importantly, the need to perform communications functions diverts attention and energy away from vital recruitment

functions. With limited Admissions resources, this appears to be a dilution of critical job focus.

Admissions input and leadership should be integral in all strategic and tactical marketing planning to address questions such as:

- *Where are the marketing opportunities and how can UW capitalize on them?*
- *What are the key messages UW should focus on?*
- *How can the marketing process best support UW's recruitment goals?*
- *How can UW's marketing tactics motivate prospects to form relationships with UW?*

Numerous studies in recent years show that establishing personal, on-campus contact with prospects is the single most effective recruitment tactic. UW's integrated marketing approach should be specifically built around the concept of improving relationship marketing opportunities. Marketing and advertising should be designed to increase the quality and number of one-to-one relationships with the target audiences.

The recruiting staff is central to this effort since they are the University's sales force. Even the best marketing programs cannot be successful if the frontline sales force is under-staffed or has inadequate resources.

Increasing enrollment at the University of Wyoming is critical to the well being of the University, the state and to those citizens who seek a baccalaureate or higher degree. Let us examine various reasons why the University of Wyoming should increase enrollment.

Why Increase Enrollment?

The University has a direct financial benefit from increased enrollment. Each additional student means additional revenue to the University through tuition, fees, books and supplies. The additional costs to the University of increased enrollment are projected to be minimal as the University has capacity to absorb new students within the current physical and personnel infrastructure, thus generating additional revenues to support our educational programs.

In the so-called "new economy," the skill level and education of the workforce is essential to prosperity. Often working in consort with the state's seven community colleges, the University is a key to developing highly trained and highly educated participants in the new economy. Unfortunately, too few Wyoming residents choose to pursue their education beyond high school. Based on the data available, it appears only about one-half of Wyoming high school students go on to a post-secondary institution immediately upon graduation. Nationally, that number is closer to two-thirds. The state will not reach its full potential unless more individuals choose to reach their full potential.

There is no doubt that, in almost all instances, a higher level of education means a higher quality of life. A person who earns a baccalaureate degree will earn, on average, 75 percent more than a person with only a high school diploma. Further, a person with a bachelor's degree has only a quarter of the chance of being unemployed than does a person who ended their education after high school. Advanced education also increases

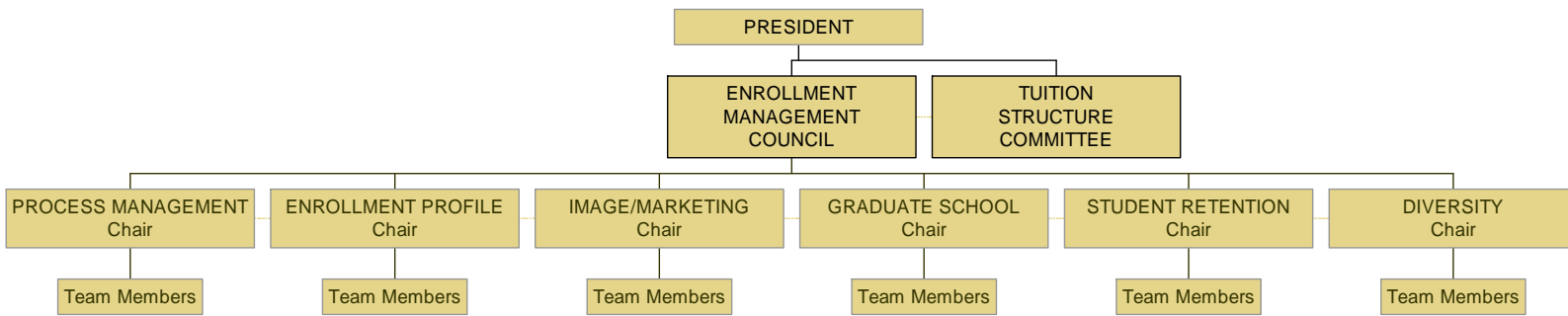
citizen participation with college graduates being 50 percent more likely to vote than high school graduates.

As important, however, is how increased enrollment creates a vigorous and vibrant campus climate. This is especially true when this increase in numbers is also accompanied by an increase in diversity of the student and faculty population. Increased enrollment signifies that the University is achieving its goals of academic quality, student experience, research and other contributions to the broader community and for the overall value of the institution.

The University has a direct financial benefit from increased enrollment. Each additional student means additional revenue to the University through tuition, fees, books and supplies. The additional costs to the University of increased enrollment are projected to be minimal as the University has capacity to absorb new students within the current physical and personnel infrastructure, thus generating additional revenues to support our educational programs.

The Enrollment Management Council established six teams with specific charges to carefully focus on a variety of aspects of enrollment management. The teams include: Enrollment Profile; Image/Marketing; Process Management; Student Retention; Ethnic and Cultural Diversity; and Graduate and Professional.

ENROLLMENT MANAGEMENT PLANNING MODEL



Goals

The Enrollment Management Council appointed by President Philip Dubois has developed three concrete goals for increased enrollment at the University. They are:

1. Increase the University's total enrollment to 13,000. Initially suggested by President Dubois based on past peak enrollment enjoyed by UW in the late 1980's, the EMC has concluded this is a realistic goal to achieve by the fall of 2005.

2. Ensure that 1,400 of these 13,000 students represent ethnic minorities. This would be 11 percent of the total student body and corresponds to the percentage representation of ethnic minorities in Wyoming's total population.
3. Achieve this enrollment increase in part by increasing Outreach enrollment by 500 students. The EMC has concluded, based on improved technologies, statewide demand and geographic distance that make attending class in Laramie difficult for many, that Outreach is a fertile ground for increased enrollment.

General Approach To Increasing Enrollment

The EMC has identified several necessary strategies/philosophies for the University to achieve its enrollment goals.

1. Retention of current students and recruitment of new students both play critical roles in achieving institutional enrollment goals. Retention gains must not, and need not, be at the expense of academic rigor.
2. Recruitment and retention of students is at least a small part of every UW faculty and staff's job, and the University's rewards system must somehow recognize this fact for those who do this task especially well.
3. The University must support and sustain strong undergraduate and graduate student recruitment efforts under the direction of the Office of Admissions and the Graduate School respectively.
4. UW must better position itself in the higher education marketplace. This may include enhancing the institution's overall academic reputation, judging itself against peer institutions or simply by responding to student demand or the needs of the economy.
5. The University must be at the forefront in utilizing new technologies or techniques in the recruitment and retention of students.
6. There must be consistency and constancy of effort in recruitment and retention. Programs should be evaluated and analyzed to determine what works and what doesn't, and successful programs should be maintained even when faculty or staff personnel change.

Charges to Enrollment Management Teams

Image Marketing Team

- Develop a marketing plan to project the desired image to attract and retain resident and nonresident students.
- Prepare and disseminate a consistent promotional message.
- Institute integrated marketing practices throughout the University.

- Provide an ongoing assessment of the impact of the marketing plan.
- Assess market research needs.
- Determine how the University can segment to appropriate markets.
- Decide which types of media we should use and what will be most cost effective.
- Determine how efforts can be implemented expediently.
- Explore how we can enhance our academic reputation.
- Use the Executive Deans Council as a sounding board.
- Study World Wide Web as a promotional tool and determine the parameters for each UW site.

Process Management Team

- Examine student enrollment processes.
 - What are the issues?
 - Evaluate mandated and optional interactions.
 - Are we customer oriented?
 - Are students continually forwarded to other offices?
- Identify and fix “red tape issues” for ease of student enrollment.
- Develop effective communication sequence for all students.
- Study timeliness of mailing sequence.
- Develop a flow chart for all communication to new and continuing students.
- Develop a flowchart for enrollment process.
- Develop a guide on what students need to do prior to matriculation.
- Catalog campus recruitment efforts.
- Analyze the effectiveness of the database to serve the University’s needs related to processes.
- Assess current effectiveness of materials.
- Gather appropriate quantitative and qualitative research.
- Recommend budget needs.
- Analyze the efficiency of enrollment processes. Are we user-friendly?
- Institute tracking means for all recruiting efforts.

Student Retention

- Review Baseline Data and previous retention efforts.
- Define institutional retention philosophy and goals, identify key performance indicators.
- Develop immediate and long-term initiatives to increase retention with corresponding budget requests/ projections.
- Study effectiveness of Academic Advising.
- Expand Freshman Year Experience Programs.
- Review Academic, Social, and Personal Support programs for high risk students (e.g., Academic Success Center concept).
- Develop Summer Orientation and Welcome Week Programs with a goal of adding an academic component and increasing student participation.
- Develop assessment strategies to evaluate retention initiatives.

- Identify and implement methods to foster an environment that builds a “grass-roots” investment in the institutional retention goals.

Ethnic/Cultural Diversity Team

The following items address recruiting and retaining a diverse student body of under-represented population, defined to include ethnic minority, international, gender, persons with disabilities, and non-traditional students.

- Research the successes of comparator institutions in recruiting and retaining a diverse student body and develop recommendations for strategies and resources for implementing similar efforts at UW.
- Provide leadership for the coordination and expansion of efforts to attract under-represented students to UW by developing:
 - a. Enrollment targets for individual populations at UW.
 - b. Coordinated recruitment plans, including resources, to meet the targets for diverse populations.
 - c. Assessment methods to measure outcomes.
 - d. Early outreach strategies for younger under-represented students and their parents.
 - e. Strategies for recruiting under-represented students completing degrees at Wyoming community colleges, specifically ethnic minority and international students.
- Develop and recommend strategies and resources for obtaining increased scholarship support and/or financial aid support for under-represented students.
- Develop and integrate retention strategies and resources for under-represented students into the larger UW retention efforts.
- Develop processes to ensure communication and information dissemination to the campus community on the importance of diversity to the campus and the need for a campus culture that is open to diversity. Diversity issues will be conveyed to Enrollment Management Teams, Colleges and Departments, Student Affairs, and the Laramie community.
- Recommend processes and standards concerning diversity issues in the development of on-line and printed resources, e.g. web pages, to enhance communication and information dissemination both internally and externally to UW.

Graduate/Professional School Team

- Establish the goals and action plan for the desired graduate enrollment at the University.
- Study institutional infrastructure for graduate education.
- Provide leadership and direction for the recruiting activities of departments.
- Study our high success and low success programs. Determine where there might be demand for additional graduate programs or new opportunities for student growth.
- Develop an assessment program for all recruiting strategies.
- Study recruiting process issues related to graduate education.

Enrollment Profile Team

- Catalog the student statistical data that we currently possess.
- Create a statistical database permitting us to identify variables important in recruitment and retention of students. Recommend what data should be gathered on a regular basis.
- Examine course scheduling to facilitate course availability to students.
- Examine space utilization-classroom availability.
- Compile student surveys related to student recruitment and retention.
- Identify opportunities for student recruitment

The following reports represent the work completed in their first year of effort.

Team Reports

Image and Marketing Team

The Image and Marketing Team accomplished the following things in its first year:

1. The team gathered all recent (since 1992) data on the current image of the University among current and prospective students, the general public and policymakers from recent surveys, focus groups, etc.
2. The team concluded that we do not really know very much about how UW is perceived by our target audiences. It appears attitudes are generally positive, but knowledge about the University is shallow. Most importantly, it is not clear what would be the most effective means of moving those attitudes in an even more positive direction.
3. The team concluded that UW is not clear about what its image is or ought to be. In developing an image statement the team discovered many of its comments regarding the attributes of UW were generic, and that UW is struggling to determine what makes it truly distinctive from its market competitors -- and that it also is not entirely clear who our true competitors are.
4. The team tapped a variety of private consultants for advice in preparation for developing a request for proposals for the development of an integrated marketing campaign.
5. An experimental mass media campaign utilizing radio, television and direct mail was undertaken in the spring. The campaign, developed by Nourzads and The Media Department and Brimmer Communications and Flitner Communications, received much favorable comment for its energy, humor and perceived appeal to our 16-19-year-old target group. The campaign faced several obstacles, including difficulty in obtaining easy-to-remember "800" response phone numbers and web site addresses (so that responses to the advertising could be measured separately from other inquiries). Further, the timing of the campaign - with the tagline "UW - a 180 From

Other Degrees" - meant that its full benefit cannot be measured until enrollment for fall 2001. The team concluded the \$100,000 campaign was generally successful certainly at raising UW's overall profile - and that the direct mail piece which generated some 400 responses compared to 100 for the radio ads was the most successful element of the campaign. The conclusion is that UW should continue to experiment with mass media, but hard results are difficult to measure.

6. Having received five responses to its RFP for development of an integrated marketing program, the team selected the Educational Marketing Group of Denver to conduct the project. President Dubois has allocated \$90,000 for this expected six month-long effort that will include extensive cooperation with UW staff as UW seeks to develop a comprehensive message and "look" for its various marketing, publication, media and other efforts. It is hoped that this project can be concluded by January 2001.
7. The team recommended and President Dubois endorsed a substantial upgrade of UW's web site capabilities. Funds will be made available to hire two additional staff (nearly tripling the number of personnel currently assigned to develop UW's web site).
8. The team intends to continue work with the City of Laramie and Laramie Area Chamber of Commerce to develop joint marketing efforts with the local community. This could include several ideas forwarded by a group of UW Staff Fellows.
9. It has also been suggested that this team take from the Process Management Team the task of working with the Associated Parents of the University of Wyoming and other similar constituent groups to improve marketing of UW at a more grassroots "retail" level.

Process Management Team

Goals:

The two goals of the Process Management Team are to eliminate roadblocks for students entering and continuing through the University and to exceed the expectations of our customer, the student.

Methodology:

Two to three person review groups were charged with meeting departments on campus that interact with prospective and current students related to recruitment and retention. In the interest of time and immediate need, the focus for Phase 1 of the analysis was on the communication sequence received by and processes experienced by prospective students in relation to the department being reviewed from the first point of contact with UW through the "swipe" on campus. The review groups reported to the Process Management Team their findings and recommendations where additional questions and comments were incorporated into the findings.

Departments were advised when immediate implementation of recommendations could occur. Recommendations needing institutional support, department buy-in, human or financial resources are incorporated into this report. On file in the Admissions Office are all the examples of publications sent to prospective students and the Review Group reports. The following questions were posed to each department:

- How do prospective students first come in contact with your department/college?
- What is your initial response?
- What happens after that?
- Describe your forms and mailings.
- Describe your processes that the student experiences.
- Describe the timeframe for response to a student.
- How are you tracking your efforts?
- Do you have a mechanism in place to receive input regarding your customer service?
- What would you like to modify to serve students better in terms of your mailings and processes?

The Process Management Team found that UW processes and communication mechanisms with incoming students were better than originally perceived. Many efforts that occur on campus are invisible to all but the incoming student. It was decided that the analysis would focus on the fine-tuning that needs to occur and the means to communicate to one another more about our processes in the institution.

The Process Management Team made the following recommendations:

1. Phase out the outsourcing of the consolidated mailing program and return the responsibility of the communication plan internally to UW for better monitoring of mailings and cost efficiencies. Admissions will be responsible for developing the plan and overseeing the mailing.
2. Develop tracking mechanisms for recruitment efforts campus-wide.
3. Create a feedback loop for prospective and current students to inform departments on campus about the effectiveness of their publications and processes.
4. Improve the promotion of recruiting efforts by Admissions, the Colleges and other entities both off campus and on campus.
5. Create a campus-wide recruitment calendar for all promotional activities.
6. Under the leadership of Institutional Administrative Technology Advisory Committee, Information Technology and the Student Informational System (SIS) Data Base Team, an analysis of the effectiveness of the SIS data base in meeting the needs of prospective and current students will be conducted. Other products will be evaluated accordingly.

7. Communicate predictive modeling information to colleges and appropriate departments (Forecast Plus) to assist in maximizing recruitment efforts.
8. Develop a client service program focused on how best to serve our students that includes, a "don't pass the buck" model and best methods to respond to student needs on phone, via e-mail, in person and in writing.
9. Establish an "Ask Me!" table at the Union during Fall Orientation and throughout the first week of school to field questions for students. Representatives at Table should be able to field questions regarding: admission, registration, swipe, financial aid, long distance, parking permits, computer connection on/off campus. Pre-printed "Ask Me!" cards will be printed so the reps on the table can write quick directions to the students asking for assistance.
10. A meeting will be held with representatives from each of the departments on campus (preferably front-line employees) to communicate all those first week questions and process information so we will all better assist our students.
11. A handout will be distributed at orientation that gives students a check-off list for everything the student needs to do after orientation and before the first day of class.
12. UW has made excellent strides with summer high school recruiting programs. Explore the centralization of the coordination and marketing of these programs.
13. Screen (menu of news) will be added to all departments across the campus to better track communication with prospective students.
14. College Student Recruitment Efforts:

Across the campus community, well-coordinated student recruitment efforts are in place. Some colleges have had less human and financial support than others, and therefore have not been able to be as greatly involved in recruitment efforts. The Process Management Team recommends that each College utilize the following standards as they develop their recruitment support for process management.

- a. Recruiting Coordinator who oversees and develops the college recruitment efforts.
- b. Student workers to assist with mailings to prospects and admitted students.
- c. Develop publications in line with integrated marketing campaign to send to prospective students.
- d. Send letters to prospective student contacts downloaded from Admissions. *
- e. Send letters to admitted applicants downloaded from Admissions.
- f. Develop programs around the state that will help initiate prospective student interest.

- g. Follow-up with contacts and applicants for faculty visits on campus coordinated through the Visitor Center; e-mail or telephone prospective students.
- h. Develop effective web pages.
- i. Develop tracking mechanism for all efforts.
- j. Involve departments and faculty members across Colleges as available.

*As part of the new communication plan, Admissions will mail to prospective students on behalf of colleges who do not have the resources.

Optional efforts for increased student recruitment involvement by Colleges are:

- a. Representatives attend selected conferences around Wyoming and U.S.
 - b. Cooperative efforts be developed between Boards and Admissions .
 - c. Start tapping students earlier than senior year in high school.
 - d. Develop newsletters from current students and college representatives to send to prospective students.
 - e. Implement a college telecounseling program - student to student.
15. Explore the elimination of mandatory advising to increase accessibility to coursework at UW.
16. Recommendations were made to departments across the campus for the "fine-tuning" of processes and communication to prospective students. (See appendix 1.)

Retention Team

Executive Summary

The Retention Team of the Enrollment Management Council convened in December, 1999 with a goal of improving retention statistics for the University of Wyoming. During the semester, the members of the team reviewed historical data from UW, used a regression analysis to initially identify variables that seem to impact retention, reviewed literature, and discussed successful retention strategies and programs with colleagues from other institutions. The team then defined short and long term recommendations.

Methods

Members of the Retention Team reviewed retention data from the University of Wyoming, information from the literature, interviewed colleagues with successful retention programs, and attended teleconferences related to the topic.

Accomplishments

A regression analysis was developed to explore factors influencing the retention rates of a homogenous group of Wyoming first-time full-time freshmen. The analysis will be used to develop a model to predict retention behaviors of future students and to develop interventions for those areas determined to be the most troublesome.

As a result of the initial findings from the regression analysis, a faculty member on the committee proposed a faculty-mentoring program for students identified as high risk. (One of the retention committee goals is to stimulate awareness and appreciation of retention strategies at the grass roots level) Efforts were initiated to catalog retention-related surveys for purposes of using the data in retention modeling.

A sub-team was charged with cataloging prior and current retention initiatives with a goal of determining on-campus best practices.

Long Range Recommendations

1. Identify those courses that have a statistically higher percentage of student failure rates and pilot supplemental instruction for select courses.
2. Assess early alert systems on campus to determine their effectiveness and whether they could be broadened campus (or college) wide.
3. Develop a targeted approach to communicating expectations to students. Identify what should be communicated and at what juncture. A broad-based communication plan would involve orientation, UNST (university studies) 1000 (or equivalent), and support service units communicating expectations in a coordinated manner.
4. Continue to refine the “First-Time, Full-Time Freshmen” model to isolate key predictors that correlate with retention/ dropout and use the predictors to further develop targeted programs and services. Develop assessment strategies for each initiative.
5. Develop a model to assess retention of transfer students. Develop a list of predictors that correlate with retention/drop-out and use the predictors to further develop targeted programs and services for transfer students. As with the freshmen model, develop assessment strategies for each planned initiative.
6. Develop assessment strategies for understanding campus climate issues, particularly as the issues relate to minority student retention. Recognize that assessment of this nature tends to be qualitative and may take longer than statistical approaches.
7. Support the Academic Success Center concept as forwarded in the Academic Plan. As the statistical retention models yield data, consider how the Academic Success Center could target related issues.
9. While difficult to measure, a sense of campus tradition has been found to be very impactful in a student’s sense of whether he/she fits into the institutional culture. Assess campus traditions with a particular eye toward new students and recommend changes in how students are welcomed to campus.

Ethnic/Cultural Diversity Team

The following action items address recruiting and retaining a diverse student body of under-represented populations, defined to include ethnic minority, international, gender, persons with disabilities, and non-traditional students.

1. The EMC recommends that an institutional goal for minority enrollment be established for the target enrollment of 13,000 students. The EMC proposes an ethnic minority student population of 1400 students, or nearly 11% of the targeted student population, which correlates with Wyoming's college-age ethnic minority population.
2. To reach an enrollment goal of 1400 minority students by 2005, the Coordinator of Minority Student Recruitment should serve as a liaison, in close cooperation with the Minority Affairs Office (MAO), for campus recruiting efforts for minority populations. To assist in meeting the goal, the following are recommended:
 - Each enrollment management team address how the goal will be incorporated into the team's activities.
 - Each unit developing minority recruitment programs or strategies provide details of the activities to the MAO for inclusion in the UW Minority Recruiting Plan by the end of Fall 2000. Information to provide for each activity/strategy: type of activity (identification project, contact with prospective students, or conversion of admitted students to enrollment at UW), timeline, person responsible, the projected cost/budget, and evaluation measures. Example strategies include early outreach to younger minority students; Hispanic and American Indian recruitment; parental involvement; developing critical mass in your college; development of scholarships/financial aid resources to meet the goal by the units; etc.
 - The UW Minority Recruitment Plan be disseminated by Spring of 2001 to college departments, units, and other programs campus wide.
 - A minimum of 11% minority student participation be adopted as a goal by summer recruitment programs held at UW
3. The EMC recommends the President appoint an advisory committee, with oversight in the Minority Affairs Office, to ensure that institutional materials for recruiting and retaining students, including electronic media, address a diverse student body. The committee will provide assistance and/or training in preparing materials that promote an image of welcome for all students. All materials should include:
 - photo images of diverse individuals.
 - a message with the opportunity to request materials in alternative format and a phone number where the request can be made.
 - TTY or Wyoming Relay numbers on all materials that offer phone numbers for more information.

University resources need to be identified to provide alternative access to persons with disabilities. Admissions should provide TTY access. Open/closed captioned options for videos produced for recruitment purposes need to be investigated.

4. “Continue efforts to help academic personnel, staff, and students understand issues related to diversity, including but not limited to faculty and staff development programs. It is critical to students’ educational experience that they have the opportunity to learn within a multicultural and diverse university community. Creating a welcoming, hospitable, and supportive environment for these individuals and groups will remain a challenge.”(Academic Plan) The EMC:
 - Supports the ASUW recommendation for mandatory diversity training for all new faculty and staff. ASUW passed Senate Resolution #1948 on 3/20/2000 supporting diversity training for new faculty/staff.
 - Requests a total of \$10,000 are made available to units to secure resources for consultation / training of faculty/staff. This training includes Safe Zone, prejudice-reduction workshops, special educational symposia, visiting speakers, etc.

5. The EMC requests that data collected for the purposes of enrollment management be available by ethnicity/race, gender, citizenship status, disability, and age. The data will be analyzed by the Diversity Team and used by the EMC for future planning. Further recommendations are:
 - Each enrollment management team addresses how to collect and use diversity data. Research questions developed should also address diversity.
 - Data on financial strategies to assist with recruitment and retention should be reported by ethnicity, especially the WUE, Good Neighbor, and Western Heritage package awards.
 - Retention and graduation data for underrepresented populations, critical to the work of the Retention and Diversity Teams, should be shared regularly with each Team and the Enrollment Management Council.
 - ACT interest information by ethnicity be provided to the Diversity Team as soon as possible.

Graduate and Professional School Team

The Graduate & Professional School Team has been meeting, generally every two weeks, since January 25, 2000. From the beginning of the team’s discussions, it became clear that enrollment needs and remedies vary substantially from department to department. In

some departments, an increase in Graduate Assistant (G.A.) stipends would attract more applicants to the graduate program. Some graduate programs simply need more G.A.'s. Others are currently operating at capacity. A change in tuition structure (e.g., reducing the differential between resident and nonresident tuition) could have a significant impact on other graduate programs. These are just a few of the possible remedial actions that could be undertaken to increase graduate student enrollment.

The widely divergent needs among departments led the team to develop a survey to determine the views of individual department heads on enrollment issues. That survey asked department heads for statistics regarding graduate student enrollment and the number of annual applications and acceptances; whether department heads viewed their graduate programs to be under, at, or over capacity in terms of student enrollment; and the department heads' views about the limiting features that currently constrain the departments' ability to enroll more graduate students. The survey was distributed to all department heads with graduate programs in February. To date, about 80% of the surveys have been returned, and the team is making continuing efforts to contact those department heads that have not responded.

The team learned that a separate Committee on the Evaluation of Doctoral Programs, headed by Steve Williams, Dean of the Graduate School, was working simultaneously to gather data and other information from those departments with doctoral programs. To avoid redundancy of effort, the team began to work with representatives of that committee to develop appropriate joint strategies. Members of both groups met to develop a more thorough survey instrument for use in personal meetings with department heads and graduate coordinators.

The team's work, including in-depth interviews with department heads and other data gathering, will continue in the Fall 2000 semester. That work will result in long-term recommendations regarding appropriate goals and strategies for graduate and professional school enrollment. In the interim, the team has identified the following as important issues to be studied further:

1. Determine reasonable and legitimate overall graduate enrollment goals. The University's Academic Plan suggests a 20%-30% goal, but that goal is based on comparisons with other institutions. Is a focus on a particular percentage appropriate? Because it is the state's only four-year institution, UW may not be comparable to other institutions its size simply because there are no other four-year institutions in the state. If goals are revenue-driven, determine the actual impact on revenues of increased graduate enrollment. (Because many graduate students have assistantships and thus pay no tuition, the revenue impact may not be as great as some would assume.) Should Carnegie classifications dictate enrollment goals? If so, should more emphasis be placed on doctoral degree production rather than headcount?

2. Adopt a more meaningful measure of student enrollment. Simple headcount does not give an accurate assessment. For example, graduate students included in headcount may be teachers taking only one course. The team recommends focusing on admitted degree program students, together with student credit hours, to determine student FTE's (Full Time Employer).
3. Conduct individual interviews with department heads and graduate coordinators, in conjunction with the Committee on Evaluation of Doctoral Programs, beginning in Fall 2000. Department needs and remedies vary substantially, so long-range recommendations must take into account those differences.
4. Increase compensation for graduate students in market-impacted areas—either through an increase in Graduate Assistant stipends or through the creation of an additional pool of money to use to cap off Graduate Assistant stipends. Another possible option would be to adopt a Teaching Fellow program, such as that used by the University of Oregon, which would pay teaching assistants at a higher rate .
5. Explore the feasibility of providing additional benefits for Graduate Assistant's (e.g., student fee waivers, book scholarships or discounts, and health insurance, including pregnancy benefits).
6. Increase the number of stipends in programs that could accommodate more graduate students if they had additional Graduate Assistant's (e.g., computer science).
7. Work with the centralized position management process to assess whether additional faculty are needed in a particular department to accommodate additional graduate students.
8. Recognize and exploit market factors. For example, computer science or business majors may have numerous opportunities in today's market, but they may still be attracted to graduate school if UW offered fast-track master's programs.
9. Reevaluate the University's indirect cost and overhead structure. Departments must have reasonable incentives to obtain grant funding that can be used to employ graduate students in particular research areas.
10. Explore the possibility of post-baccalaureate certificate programs in certain departments.
11. Work with the University's Tuition Structure Committee to determine if reductions in the resident-nonresident tuition differential would increase enrollment without a significant impact on overall tuition revenues. Some departments (in Education, for example) may be much more competitive in recruiting graduate students if their tuition was more comparable to that of their competitors. Excessive tuition differentials (in the MSW program, for example) should be reduced. Tuition

restructuring may be particularly critical to increasing graduate enrollment in programs offered through the Outreach School.

12. Recognize as well the University's potential significant cost savings from utilizing more Graduate Assistant's as instructors. Savings in faculty instructional costs may easily exceed losses in tuition revenue from reducing tuition differentials and/or providing more assistantships.

Provide additional resources for graduate recruiting efforts, and learn from other departments' initiatives. Target specific locations to establish relationships with feeder schools and their faculties. Do not neglect issues of quality. UW relies heavily on graduate students to accomplish its undergraduate teaching mission, so maintaining and/or improving quality must be as important as quantity. Applicant pools should be increased even in programs in which overall enrollment may not be increased.

Profile Team

Our goal is to reach a 13,000 enrollment head count by 2005, an increase of about 2,000 students. We believe the reasonable enrollment increases that would allow us to achieve this goal are:

	Number		Percent Increase
On-campus undergraduate students:	1,200		16
On-campus graduate students	300	16	
Off-campus undergraduate students	300	45	
Off-campus graduate students	200	25	

(Please note that the off-campus targets are not as large as they might seem. The goals are head counts and students off-campus take one or two classes per semester while on-campus students generally enroll in four or five per semester.)

Assuming that fall 2000 enrollments are the same as those in the fall of 1999, enrollment targets over the five-year period might be:

	2000	2001	2002	2003	2004	2005	Increase Totals
Undergraduate -Laramie	7482	7615	7936	8304	8500	8681	1199
Graduate -Laramie	1884	1944	2004	2064	2124	2184	300
Undergraduate-Off Campus	820	880	940	1000	1060	1120	300
Graduate-Off Campus	830	870	910	950	990	1030	200
Total	11016	11309	11790	12318	12674	13015	1999

1. Improved retention rates can have a significant impact on enrollment only among on-campus undergraduates particularly at the freshman and sophomore levels. There are only about 50 or 60 freshman and sophomores in off-campus programs. Nevertheless, if we could improve retention rates by an additional one percent per year while concurrently increasing the number of freshmen by only 125 per year, the goal of 1200 for on-campus undergraduates could be attained in five years.
2. Enrollment increases in on-campus graduate programs must come almost totally from increases in the number of new students. To reach the on-campus graduate goal will require an additional 60 students per year. Given accreditation rules, there is little opportunity to increase enrollments in our two professional programs Pharmacy and Law without an increase in the number of faculty. The Profile Committee was not charged with the responsibility of reviewing graduate programs but it is here that we will probably face the greatest challenge because expanding graduate programs depend upon assistantships and, particularly in the sciences, external funding. Moreover, competition for graduate students nationally appears to be increasing thus driving up the cost of recruitment efforts as well as the size of stipends.
3. Because of the low number of freshmen and sophomores in our off-campus programs, increased enrollments are almost totally dependent upon the addition of new students rather than increased retention rates. To attain the off-campus undergraduate goal will also require an additional 60 students per year. An additional 50 students per year will be required in the off-campus graduate programs if the goal of 200 is to be met. The best hope for off-campus enrollment expansion is with an expansion of online courses. Meeting the off-campus goal will depend upon the addition of several new outreach graduate programs such as the Masters of Social Work, Health and Educational Administration. Established outreach graduate programs such as the Masters of Public Administration and the Masters of Business Administration could increase enrollments if out-of-state tuition could be reduced. Graduate enrollments could also increase with aggressive marketing and regional delivery of the master's degrees in Speech and Language Pathology and online Nursing. The best opportunities for increasing enrollments out-of-state are the online graduate programs.
4. In the fall of 1989, head count enrollment was 13,474. It is not surprising, then, that, with the exception of the College of Education, the college deans anticipate that they could, with appropriate internal reallocation, accommodate the enrollment goals. The dean of the College of Education indicates that the college is at or near capacity and would, therefore, be unable to accommodate a 15 or 20 percent increase in students.
5. Programs vary in their ability to absorb additional students. The dean of Agriculture believes that all programs are capable of absorbing substantial numbers of students. In Arts and Sciences, those programs having the greatest ability to absorb additional majors are: Anthropology, Chemistry, English, Geology, History, International Studies, Mathematics, Foreign Language, Philosophy, Political Science, Sociology

and Statistics; in College of Business, Accounting and Economics; College of Education, programs other than Special Education and Elementary Education; College of Engineering, Chemical and Petroleum; College of Health Sciences, Nursing, and to a lesser extent, Social Work, Communication Disorders and Kinesiology and Health. Further study needs to be done in this area.

6. Teaching space is adequate for a student body of 13,000. However, changing technologies will require remodeling and continuing acquisition and equipping of classrooms to ensure that UW is competitive with other state universities. Additionally, class times may need to be expanded to a broader instruction day. That said, teaching space should not be considered an impediment to increasing the size of UW's enrollment.
7. Space is available through Housing and Residence Life to offer residential living to additional students. By reducing the number of single rooms, the additional students can be accommodated.
8. An important component of increased enrollment is student retention. Our most recent fall-to-fall retention rate for freshmen was 76.7%. A reasonable goal would be to increase this percentage to 82% or an approximate one- percent a year increase. This freshman retention rate would be very similar to that of Colorado State and Washington State University, comparable land grant schools.
9. Higher retention rates are possible if we increase the academic preparation of students we recruit and if we improve our services to students on campus. In terms of the former, 50% of the 1998 freshman class had a GPA of 3.5 or higher. If we could increase the percentage of students with a high GPA of 3.5 or better to 60%, the overall retention rate for freshman would increase about 3%. Similar retention increases would result from recruiting a higher percentage of students with better ACT scores (See Table 1).

Table 1
Retention Rates for Various Categories of UW Student

Fall 1996 Students	Fall to fall retention Year 1	Fall to fall retention Year 2	Fall to fall retention Year 3
First time full time freshmen--Wyo High School n = 775	78.2%	68.1%	65.7%
First time full time freshmen-Non-Wyo H.S. n= 437	69.6%	56.3%	51.0%
First time full time freshmen n = 83 H.S. GPA 2-2.59	50.6%	27.7%	26.5%
First time full time			

freshmen n = 223 H.S. GPA 2.6-3.09	58.3%	41.7%	37.6%
First time full time freshmen n = 366 H.S. GPA 3.1-3.59	75.1%	62.8%	58.5%
First time full time freshmen n = 511 H.S. GPA 3.6-4.00	87.1%	81.6%	78.5%
First time full time freshmen n = 195 ACT-19 or lower	60.5%	46.7%	42.0%
First time full time freshmen n = 168 ACT-20-21	71.4%	58.3%	59.5%
First time full time freshmen n = 201 ACT-22-23	78.6%	62.7%	61.2%
First time full time freshmen n = 179 ACT-24-25	81.6%	68.7%	65.9%
First time full time freshmen n = 156 ACT-26-27	78.2%	75.6%	68.6%
First time full time freshmen n = 201 ACT-28 thru highest	84.1%	81.1%	75.6%

10. Although one should not place excessive confidence in long-term population predictions, especially in a state like Wyoming which has a history of boom and bust, current predictions by the Western Interstate Commission for Higher Education point to a decline of 20% in the number of Wyoming high school graduates by 2010. Clearly, this will require much more vigorous student recruitment efforts in other states. Half of all out-of-state students come from five states: Colorado (25.8%), Nebraska (9.3%), California (6.1%), South Dakota (6%), and Montana (4.3%). Over the past decade the number of students coming from California has increased 22%. Besides contiguous states, California would appear to be state of considerable enrollment potential. (See Table 4). Please note that retention rates for out-of-state students are lower than in-state students and we should, therefore, consider ways to counter this problem (Table 1).

11. Public high school enrollment is highly concentrated in Wyoming. The ten largest high schools graduate 55 percent of the total number of Wyoming graduates; the largest 20 graduate 80 percent. Currently, only 12 percent of these students enroll as freshmen at UW. If we could increase the percentage of UW enrollees by just two percent in each of the largest ten high schools, it would yield 64 student per year; 92

from the largest twenty. Given the model used above, this small expansion would yield about 40 percent of our undergraduate goal. A five- percent increase in each of the largest ten high schools would yield enrollments in five years that would greatly exceed our undergraduate on-campus goal (See Table 2). It should be the goal of UW to increase the percentage of students enrolling in UW from the largest high schools.

Table 2
UW Enrollment Assuming Increases in Percentage of High Schools Graduates Attending UW

Fall 99 Wyoming High School Graduates.	# of HS Graduates	% of Graduates Attending UW	# Attending UW	2% Increase	5 % Increase
Largest 10 high schools					
Campbell County HS	431	12	52	8	21
Natrona County HS	418	8	33	9	21
Cheyenne East HS	380	11	43	6	18
Cheyenne Central HS	359	20	72	7	18
Kelly Walsh HS	336	13	42	8	18
Rock Springs HS	316	11	34	7	17
Laramie HS	246	39	96	5	12
Sheridan HS	241	8	20	4	11
Evanston HS	213	6	12	5	11
Green River HS	205	8	16	5	11
	3145		420	64	158
Second largest 10 high schools					
Riverton HS	202	11	22	4	10
Cody HS	192	9	17	4	10
Star Valley HS	187	7	13	4	9
Worland HS	142	8	11	3	7
Jackson Hole HS	142	14	20	3	7
Lander Valley HS	126	16	20	3	6
Rawlins HS	124	19	24	2	6
Buffalo HS	100	11	11	2	5
Wheatland HS	93	14	13	2	5
Kemmerer HS	69	20	14	1	3
	1377		165	92	226

12. During the decade of the 90s, 770 students, on average, transferred to UW each year. Eighty percent of these transfers came from Wyoming community colleges (Table 3). Nearly 50 percent come from just three: Casper College, Laramie County Community

and Western Wyoming. UW should review its recruiting efforts with these schools and, if appropriate, devote additional resources to these important sources of UW students.

Table 3
**Wyoming Community College Transfer Students as
 A Percent of Total Transfers 1991-1999**

Institution Name	Percent	Cumulative
Casper College	21.1	
Laramie County	15.9	37.0
Western Wyoming	12.1	49.1
Northwest College	10.2	59.3
Northern Wyoming	10	69.3
Central Wyoming	6.4	75.4
Eastern Wyoming	4	79.4

13. Over the past decade, UW has experienced a 32% decrease in international students. Some decisions, such as the one to eliminate the ski team, that drew foreign students from Norway, have exacerbated this trend. To increase Wyoming student exposure to international students and to increase our overall enrollment, our goal should be to increase international student enrollments to their 1990 level of 438 students an increase of 136 students.

14 Our latest student surveys show that the three most important reasons for attending UW are: cost of attending UW, quality of UW academic programs and the availability of academic programs. Recruiting efforts should emphasize these factors. (See Table 4)

Table 4
Question: People chose to attend universities for a variety of reasons, some of which are listed below. How important was each of these reasons for you in your decision to come to the University of Wyoming?

Answer	No	Very Important	Somewhat Important	Not Important	Don't Know
	Cost of Attending UW	74.8	19.6	4.6	0.5
Quality of Academics programs	57.9	34.6	5.4	1.6	0.5
Academic program availability	57.1	36.1	4.5	1.3	1

A scholarship award at UW	46.1	23.4	25.6	3.7	1.2
Location of UW	43.2	42.9	12.9	0.5	0.5
Size of UW (number of students)	30.3	45.5	22	1	1.1
Reputation of UW	20.2	52.8	23.1	2.7	1.1
Availability of Extra-curricular Activities	13.1	40.7	40.8	4.4	1
National Ranking of UW	10	46.4	36.5	6.1	1
UW Honors Program	6.2	22.2	63.8	6.8	1

15. Far and away the most influential people in a student’s decision to attend UW are parents or other family. Friends are also quite important. We must find ways to connect with students' parents and friends. (See Table 5).

Table 5

Question: Below is a list of persons who are sometimes influential in a student's decision to attend the University of Wyoming. What people were influential in your decision to attend the University of Wyoming?

	Very influential	Somewhat influential	Not Influential at All	Don't Know	No Answer
Parents/Family	45.7	37.6	15.7	0.4	0.7
Friends currently at UW	19.7	31.8	46.7	1.1	0.7
Friends previously attending UW	13.6	28	56	1.6	0.7
UW Alumni	8.7	18.7	69.3	2.4	0.8
UW faculty members	8	18.1	70.3	2.8	0.8
UW coaches	6.9	6.7	81.3	4.3	0.8
High school teachers	5.5	22	70.3	1.2	0.8
High school counselors	4.6	19.9	74.2	1.1	0.7
UW Admissions Personnel	3.8	24.5	69.1	1.7	0.9
High School athletic coach	3.6	7	84.7	3.8	0.8

17. Visits to campus remain very important in the decision to attend. Efforts should be made to expand such visits. (See Table 6).

Table 6

Question: How important in your decision to attend the University of Wyoming was each of the following?

	Very Important	Somewhat Important	Not Important At All	Don't Know	No Answer
Visit(s) to the UW campus	33.1	35.4	27.9	2.8	0.8
Written materials such as brochures and letters from your major department or college	20.7	44.7	32.3	1.7	0.7
Personal contacts by UW faculty	17.1	23.9	51.4	6.8	0.8
Personal contacts by the UW Admissions office	14.3	29.7	50.1	4.6	1.2
Written materials from the University, not a particular UW department or college	12.9	50.8	34.1	1.6	0.7
Phone calls from UW personnel	10.2	21.5	61.3	6.6	1
College days at my high school or community college	9.5	24.4	57.7	7.6	0.8
The UW Web site	9.4	24.8	59.6	5.2	1
UW commercials on television or radio	2.1	10.8	79.5	6.7	1

Appendix 1

Process Management Review of Specific Departments' Communication sequences and Processes for Prospective Students

Admissions:

1. Explore the modification of the Admissions application to accommodate Financial Aid information so Financial Aid application can be eliminated.
2. Implement a nondegree application status for students interested in taking classes but not pursuing the degree. (This quick-admit process will especially assist employees of the University as they take a few classes. Consider ways to eliminate access to a pin number for registration.)
3. Develop an orientation program for new students matriculating Spring semester

Visitor Center Enhancements:

4. Information on prospective students' visits needs to be entered on SIS.
5. Improve the retrieval of number of visits by college, major, etc.
6. Implement visitor evaluation.
7. Find effective ways to improve the scheduling problems with Athletics
8. Find effective ways to improve the responsiveness of College departments in coordinating visits.
9. Host an open house to enhance relationships with campus clients that help make the student's visit a success.

Admissions Knight Hall Offices:

10. SIS timeout is too short. Often have to log back in to address a caller's question. Increase the time.
11. Add another processor during the peak months of application flow.
12. Implement imaging technology with workflow to improve the process flow and access to information.
13. Improve the physical work environment that is prone to distractions and interruptions given the open nature of the 'hallway'. In addition, the temperature of the processing area is extremely high.
14. Consider assigning application to Processors in a chronological order.
15. Explore the possibility of electronic transmission of transcripts and admissions information from Wyoming high schools and community colleges.
16. Reduce the time to evaluate transcripts to enable use of transcripts as a recruiting tool.
17. Establish performance goals for Processors to support consistency in application files and processing standards.
18. Find ways to streamline inquiry and application processes.
19. Winter Break week falls at a difficult time in the application cycle. It begins the backlog that runs into March. Find other ways to fairly compensate employees for working during Winter Break.
20. Develop formal and informal feedback loop for customer service evaluation for phone inquiries, student visits, etc; preferably web-based

21. Increase "open" hours of the reception desk; currently 8-5(winter) and 7:30 - 4:30 (summer)
22. Headphones for the reception area
23. Find ways to retain employees in the reception area; position is low level and lacks advancement opportunities

Recruitment Recommendations:

24. Continue with marketing initiatives that are already underway; hiring two additional staff in recruitment; eliminating the Unicover Corporation contract; using Forecast Plus (a Noel Levitz product) to better target prospects.
25. Purchase laptop computers (or dockable laptops) for recruiters. This will enable them to retrieve and send e-mail and to dial into SIS if necessary while they are traveling.
26. Review software alternatives for telecounseling. A selected alternative may also include an e-mail function.

Accounts Receivable/Cashier:

1. There are currently no formal tracking efforts or methods for receiving input regarding customer service. However, significant changes and improvements have been put in place in the last 3.5 years. There has been a noticeable change in philosophy regarding providing quality, friendly service to students. Students are treated with concern and fairness. Recommend continuing good efforts.
2. Explore emergency loan program.

APUW:

1. Wider distribution of Parent's Handbook (freshman and transfer.) Partner with Division, Admission and Residence Life.
 1. Continue to pursue consolidation of Residence Life and APUW newsletter.

Center for Academic Advising:

1. CAA has limited resources. Expand budget to accommodate more tracking, mailings and telephone calls.
2. Develop a peer mentoring program
3. Coordinate the approach to advising and mentoring conditional admit students across the campus.
4. Develop a tracking mechanism, evaluation or feedback form
5. Contact prospective students on a regular basis until they decide to matriculate at UW.
6. In process of developing specific programs for each category of student to ensure that advising is consistent from advisor to advisor within the Center. Recommend this be done across the campus.
7. Students who attend summer orientation will receive a card describing a bulletin board that highlights pictures, newsletters, articles, descriptions, etc. Perhaps this bulletin board could be programmed on the web site.

Financial Aid:

1. Explore sending updated award letters that have the following printed phrase: "Revised Award Notice" on top of the revised award.
2. Evaluate the effectiveness of the current practice of preparing a federal financial aid package for students who are not yet accepted for admission at UW. It is a customer-oriented practice but is it increase enrolled students?
3. Secure funds to implement an 800 number for student access to financial aid and scholarship information.
4. Study the award notice system to see if it is meeting the prospective student's need.
5. Continue to review Web Site semi-annually including links to other sites.
6. Start collecting names of individuals who attend Financial Aid Nights.
7. Consider offering estimator of financial aid award on the Financial Aid web site.
8. Develop a program in cooperation with Admissions to recognize all Wyoming scholarship recipients at High School awards ceremonies. Effort will include coordinating with Trustees and Officers of the University.

Health Insurance Waiver:

1. Broaden communication about the health insurance program and waiver with students and parents at Orientation.
2. Include information regarding health insurance waiver in Admissions checklist that is mailed to prospective students upon acceptance.
3. Keep the "soft waiver" program that is currently in place. A "soft waiver" program is where once the student submits the waiver; they are not billed for the insurance. The student doesn't have to show proof of health insurance and they are not billed if they submit the waiver prior to billing.
4. Explore having students only having to sign waiver once during their tenure at UW.
5. Explore Risk Management working with Human Resources to verify health insurance for employees taking classes and removing the requirement to complete the waiver.

Outreach School:

1. Study payment policies for Outreach students.
2. Enhance technological service access to Outreach Students. Merge all services into SIS database. On-line Education is the largest frustration for the Outreach School from a process point of view. SIS team, Information Technology and Outreach School need to find solutions.
3. Increased communication with Outreach representative attending IATAC; Hole in the Wall Tech meetings and constituents and timely meetings with Enrollment Services (Admissions; Registrar and Records and Financial Aid) and other appropriate offices, e.g., Accounts Receivable.
4. Develop a follow-up program with contacts and send to Admissions for receipt of communication plan mailings.
5. Enter prospect names on SIS
6. Jointly promote classes and degrees on campus and via Outreach (Admissions and Outreach)

UW/CC:

1. Add advisement information to the Transfer viewbook produced by Admissions.
2. Make the drop/add deadlines for UW-Casper consistent with UW Laramie and Outreach.
3. Promote opportunities at UW-Casper similar to Laramie and Outreach joint promotion.

Registration and Records:

1. Add an additional Credential Analyst position to increase response time to credential evaluation for incoming transfer students.
2. Registration mailing will be sent after Orientation and prior to the first day of school to explain registration procedures to those that have not yet registered.
3. Registration and Records is open to suggestions on developing a mechanism to receive feedback and/or evaluate services.
4. Increase human and monetary resources for R&R. The workload, variety of tasks handled and the high traffic of R&R (phone, walk-in, campus constituencies as well as the general public) will only increase as enrollment numbers climb. Stability and continuity in the front-line staff is essential and recent history shows a high rate of turnover in this staff.

Residence Life:

1. The department plans to change some of their procedures over the next three years.
2. The department has recently implemented many changes that are on the right track. Residence Life should be reviewed in one year to determine the results of the changes.
3. A system should be implemented to gather feedback from students.
4. Residence Life has implemented elimination of the hold on freshmen for not signing a housing contract or exemption request. Instead, Residence Life is focussing on better marketing of the residence hall experience.
5. Consider using benchmarking surveys for effectiveness.
6. Increase child care options.

Service and Auxiliary Enterprises:**The Bookstore**

1. Would like to interface with the touch-tone registration system, STAR and the HITW registration system.
2. Provide textbook delivery options. 1) 'Pre-order/Bookstore pickup' is currently offered; 2) delivery is under consideration, "shipped to location" exists now (e.g., UPS, Fed Ex, residence hall).
3. Web or touch-tone credit card payment for textbooks (currently can order and pay over the web).

Service and Auxiliary Enterprises

1. Develop a marketing resource for the department.
2. Increase and improve marketing efforts for University to provide students with the information they need, generate excitement (e.g., video). Service and Auxiliary Enterprises want to be part of overall UW marketing efforts.
3. Web based Vending Operations forms to include credit card payments for deposits.
4. A checklist on which the ID Office is noted as a key area to visit upon being admitted to UW. This list would also include areas such as student health, etc., and would be a "to do" list for every new student.

Upcoming Challenge

Service and Auxiliary Enterprises feels challenged to maintain a good level of service to Bookstore and Copy Center customers, as well as sustained revenues to the University, during the upcoming Wyoming Union renovation.

Student Health:

1. Recommendations were to consider how UW might get the information about the MMR requirement to prospective students in a manner that will draw their attention to it and get them to act on it. Perhaps send the MMR sheet with the admission letter, sent separately or redo its look so as to draw attention to it.
2. Answer the question of "why do Wyoming high school graduates need to provide proof of MMR if they need the shot to attend public school in Wyoming?"

References

1. Philip Kotler, Marketing Essentials, 1984 by Prentice-Hall, Inc., Englewood
2. Harper W. BoYd., Ph.D. in Marketing, Marketing management and Administrative action, New York, San Fran., 1963 by Mc.Graw-Hill book Company
3. Education in the United States. A Brief Overview / U.S. Department of Education, 2003.
4. Hill, C.W. and Jones G.K., In Integrated Approach, Boston, M.A.: Houghton Mifflin Company, 1992.
5. The University of Wyoming's web-site:www.uwyo.edu/Irn
6. <http://uwadmnweb.uwyo.edu/Acad Plan Implementation/Acad Plan Implementation.asp>
7. <http://uwadmnweb.uwyo.edu/Acad Affairs>