



NORTHERN ARIZONA  
UNIVERSITY



ENROLLMENT MANAGEMENT  
AND STUDENT AFFAIRS

2005-2010  
strategic plan





# enrollment management and student affairs

## LOOKING AHEAD

Dear Colleagues:

I am pleased to share with you the Enrollment Management and Student Affairs Strategic Plan for 2005-2010. The document highlights many of the Division's accomplishments for 2004-2005 and also looks forward toward future opportunities and strategic initiatives.

We have identified seven critical issues around which our goals and initiatives are focused.

- Enrollment growth
- Retention
- Creating a vibrant mountain campus
- The Residence Life Master Plan
- Improving facilities to include adequate and efficient workspace and enhanced service areas
- Expansion of campus recreational opportunities for students
- Identification of new revenue streams

The planning for the Enrollment Management and Student Affairs Division is improving each year. I thank all of the members of the Division for their input into the process. With each new planning year I hope we can make progress in the inclusiveness of our efforts and the vibrancy of our planning discussions.

Sincerely,



David R. Bousquet  
Vice President, Enrollment  
Management and Student Affairs

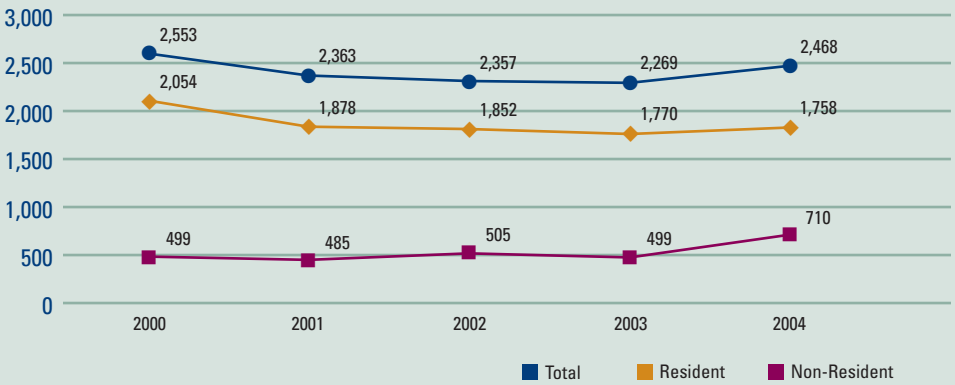
# The Year's Accomplishments

2004-2005 IN REVIEW

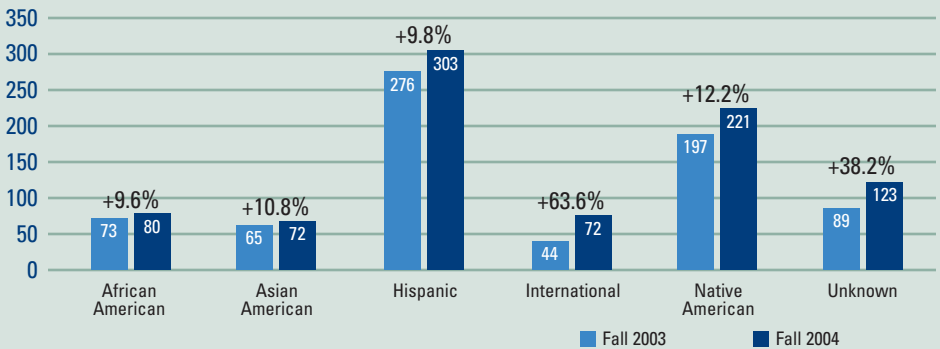
**Goal One: Continue to increase undergraduate enrollment and improve retention on the mountain campus**

Fall 2004 enrollment of new first year students increased by almost 200 students or 8.77%.

**New Freshman—Flagstaff Mountain Campus**



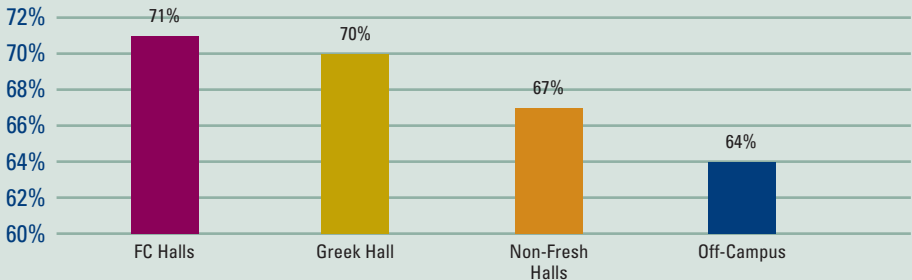
Fall 2004 enrollment of first year and transfer students from underrepresented groups increased as follows over fall 2003.





**Freshman Connections, on-campus housing for freshmen, is a coordinated effort to assist freshmen in transitioning to and engaging in college life. Evidence of the success of the program is the higher retention rate of students who live in Freshman Connections halls.**

**First Year Retention Rates: Fall 2003 to Fall 2004**



The Learning Assistance Centers collaborated with the College of Social and Behavioral Sciences to pilot test Supplemental Instruction in Sociology 101 and Psychology 101. One of every seven students in the targeted sections attended Supplemental Instruction sessions. The Supplemental Instruction students had a higher course GPA (2.648) than students not attending the sessions (2.301).

Seventy-seven percent of Learning Assistance Center survey respondents reported that their grade improved as a result of receiving tutoring services.

Eighty-two percent (197/240) of students in the Student Support Services (SSS) 2003-2004 program returned for another school year. Almost 90% (213/240) of active SSS students remained in good academic standing.

The Office of Student Life staff:

- ▶ Registered 177 student organizations involving an estimated 4,000 students in various activities and leadership opportunities throughout the year.
- ▶ Met with more than 210 students and subsequently contacted their instructors to facilitate and maintain positive communication between faculty and students.

- ▶ Served 34 families and 46 children through the Childcare Voucher Program. All of the families (29) that started the voucher program during the fall of 2004 continued their involvement with the program in the spring.
- ▶ Recruited 14 faculty/staff mentors for the SISTERS program and matched them with 14 students representing different ethnic backgrounds. Mentors maintained contact with these students throughout the year.

Campus Recreation Services enhanced maintenance programs and made aesthetic improvements in and around recreation facilities throughout campus.

Enrollment Services:

- ▶ Established the NAU Phi Theta Kappa Alumni Association.
- ▶ Hosted student employment fairs with 99 on- and off-campus employers and community service agencies participating and 1,223 students attending.
- ▶ Provided campus visits for 4,123 students and guests.
- ▶ Hosted 66 senior information sessions and high school guidance counselor workshops and 23 yield events in expanded primary and secondary markets in- and out-of-state.

- ▶ Visited 205 high schools and community colleges, including 60 “On the Spot Decision Days,” and attended more than 100 college fairs.
- ▶ Processed 12,395 applications through the Admission’s Office.
- ▶ Hosted 13 on-campus Open Houses with 3,587 students and guests attending.
- ▶ Processed 18,148 Free Application for Federal Student Aid documents and dispersed \$140 million in aid through the Office of Financial Aid.

Of clients surveyed by the Counseling and Testing Center, 69% reported “The problem(s) which brought me to counseling interfered with my academic performance.”



Fronse Health Center surveyed parents in fall 2005 to gather opinions and expectations regarding campus health care. The survey results were used to inform university officials as the benefits, and necessity, of a health fee were explored.

- ▶ 98.5% agree or strongly agree that “Health care should be provided on the NAU campus.” (n=1,088)
- ▶ 90% or more agreed or strongly agreed that:
  - It seems reasonable that on-campus health care that would ensure services and amenities (listed in the survey) would cost students between \$40 and \$75 per semester. (n=1,041)
  - I expect NAU’s health center to provide health care that is accessible to all students for a minimal office visit fee. (n=1,081)
  - I expect that NAU employs sufficient staff at the health center to ensure short waiting times and appointment availability. (n=1,080)

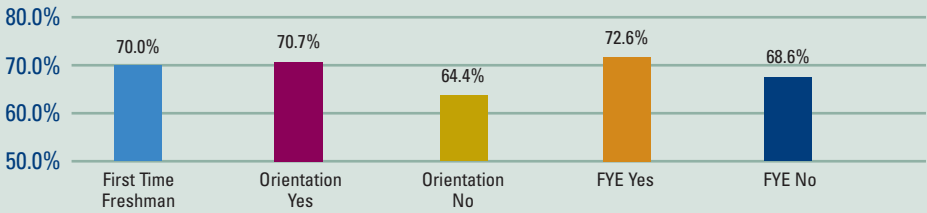
A student survey demonstrated that 82.1% of students agree or strongly agree that “NAU students may avoid necessary health care because of the cost” (n=642) and that 87.7% agree or strongly agree that “NAU students may get needed health care more regularly if a prepaid fee enabled the charge for a doctor’s office visit to be between \$5 and \$10” (n=682).

In an effort to improve coordination and provision of services to students, Enrollment Management and Student Affairs resumed responsibility of Dining Services, vending, and the ID card office.

Enrollment Management and Student Affairs partnered with all six colleges and all three schools as well as more than 17 academic departments in recruitment, yield and retention activities including participation in daily campus visit and open house programs, letter writing campaigns, and support for academic classes.

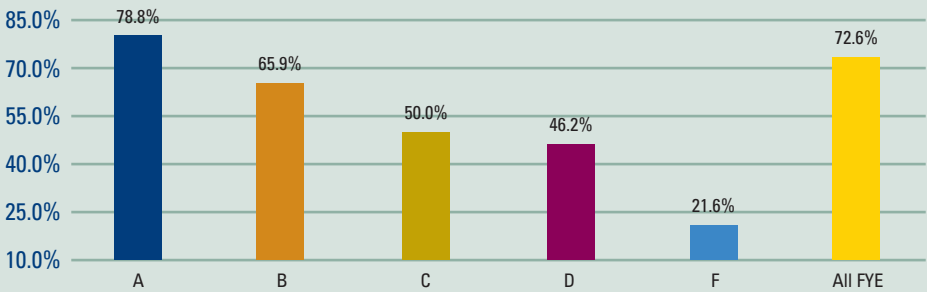
**Students who attended Orientation and/or completed the Freshman Year Experience (FYE) 101 course at the university fared better than those new freshmen who did not.**

**First Year Retention Rates for First-time Full-time Freshmen, Fall 2003 to Fall 2004**



**Additionally, those freshmen who fared well in FYE 101 persisted to their second year at higher rates.**

**Retention by Letter Grade in Freshman Year Experience, Fall 2003 to Fall 2004**



## **Goal Two: Provide timely, personable, and effective service to prospective and current students, parents, faculty, staff, and external constituents**

Residence Life and Dining Services collaborated to streamline business processes by combining housing and dining contracts. Applications are available in hard copy and online.

- ▶ The Office of Undergraduate Admissions, Financial Aid, the Registrar, the Bursar, and the Gateway Student Success Center collaborated to streamline business processes.

Units synchronized payment and application dates with the university:

- ▶ In partnership with Dining Services and the Bursar's Office, the Office of Residence Life aligned application and payment schedules and thereby eliminated confusing and multiple due dates for housing and dining applications and payments.

Student Support Services (SSS) provided 1,130 hours of tutoring, 540 hours of math lab assistance, 65 hours of Supplemental Instruction, and 44 hours of study skills instruction to SSS students.

The summer 2004 STAR (Successful Transition and Academic Readiness) cohort consisted of:

- ▶ 59% low income students
- ▶ 70% ethnic minority students
  - 20% Native Americans
  - 40% Hispanic Americans
  - 5.3% African Americans
  - 5.3% Asian Americans

In a survey performed by Counseling and Testing, 96% of students reported that “I felt my counselor dealt with me in a competent and professional manner.”

Ninety-five percent of Learning Assistance Center survey respondents reported that tutors or group facilitators were able to give them the service they needed.

In an on-going effort to improve services to students, the following online surveys were conducted:

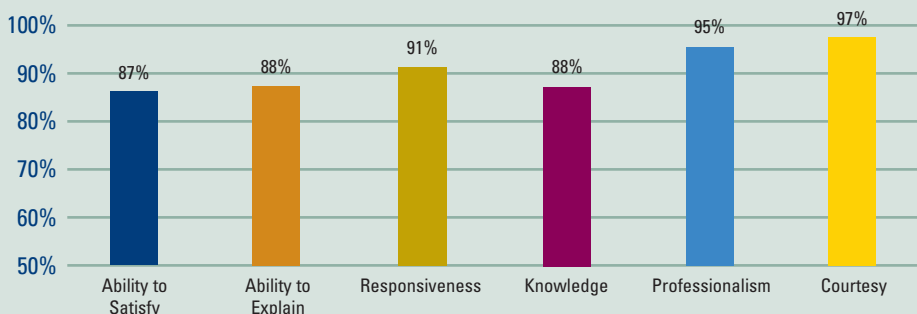
- ▶ Parents and students regarding health service expectations.
- ▶ Current students regarding recreational facilities use and expectations.
- ▶ Parents and students regarding food service expectations.
- ▶ Native American students to gauge their satisfaction with services provided by a number of units in the Division.

Enrollment Services:

- ▶ In conjunction with the campus community, assessed Orientation dates and program content. As a result, changes were made to the program to better serve new students, their parents, and the larger campus community.
- ▶ Provided Orientation sessions to 3,227 students and 2,231 parents/family members in the summer of 2004.
- ▶ Broadly reviewed business processes and made appropriate changes that resulted in:
  - More complete student records.
  - Elimination of duplicate processes.
  - More streamlined processes in areas such as admission and financial aid applications.
  - Participation in the National Student Clearinghouse for enrollment verification.
  - Developed a recruitment publication plan for targeted markets.
  - Established a telephone tree system enabling prospective students to speak directly to an Admissions counselor in their region.

**A survey shows improved customer service delivery in the Office of Financial Aid. Results include:**

**Student Satisfaction with Financial Aid Service at the Front Counter**





## Goal Three: Provide services and activities that involve students on campus

The new Student Activities Board, led by 15 students, sponsored ten entertainment-related campus programs including Blue and Gold Vibe, the Lumberjack Luau, and concerts by Jason Mraz, Tracy Lawrence, and Tim Reynolds. These events plus 22 AfterHours programs had a total of 12,000 attendees.

Enrollment Services staff taught two university courses on student leadership.

In response to survey data, Unions and Student Activities renovated space within the University Union to add a game room featuring billiards, video games, and satellite television.

The Prochnow movie program presented 25 titles with more than 148 showings with a total attendance of 14,000. Titles included Shrek 2, Fahrenheit 9/11, and Hotel Rwanda.

The Office of Student Life hosted eight student leadership programs, involving 168 students, and staff met with approximately 300 different student leaders throughout the academic year to help them plan, organize, and implement student sponsored events and activities.

Campus Recreation Services strengthened partnerships with academic departments to add new programs, enhance existing programs, and increase opportunities for student participation. Campus Recreation Services:

- ▶ Experienced a 22% increase in students (821 to 1004) in Physical Education Services and Health Promotion courses taught in partnership with Campus Recreation Services.
- ▶ Experienced a 32% increase in participants (283 to 373) in outdoor trips and training programs.
- ▶ Increased student access to technical skills training and certifications for outdoor professionals by adding six new training programs in conjunction with the wilderness medicine and rescue emphasis in Parks and Recreation Management.

- ▶ With funding from the APS Leadership Grant, partnered with the College of Business Administration (CBA) to develop five internships for students in CBA and Parks and Recreation Management to complete a comprehensive analysis of Northern Arizona University Outdoors including survey research, market analysis, enhancing marketing efforts, and financial analysis.
- ▶ Achieved a 42% increase in outdoor trips and training programs (26 to 37), nearly all of which were newly available for Parks and Recreation Management credit.

The Multicultural Student Center hosted 16 events for heritage weeks that were attended by more than 1,350 Hispanic, African American, and Native American students, staff, faculty, and community members.

Unions and Student Activities renovated space in the University Union to house offices for 19 student clubs and organizations and improve the facility's overall focus on student needs and extracurricular activities.

Enrollment Management and Student Affairs employed more than 1,000 students within the Division.



## Goal Four: Secure new funding sources and reallocate existing resources to fund programs that demonstrate success in recruiting and retaining students

To make more student space available in the University Union, Residence Life renovated a portion of a residence hall to accommodate their offices and funded the renovation of the former location to meet the needs of the new occupants: the Multicultural Student Center, Native American Student Services, and Student Support Services. This new space has allowed these offices to serve students more effectively and collaboratively in a more attractive and accessible location.

Enrollment Management and Student Affairs secured several grants including:

- ▶ \$1.8 million in federal TRIO grants.
- ▶ \$7,450 for four innovative projects from the President's Recruitment and Retention Grant Program.
- ▶ \$61,486 for the Nizhoni Summer Program from the Fort McDowell and Tohono O'Odham tribal gaming funds.
- ▶ \$20,000 for the Hopi Scholars Program.
- ▶ \$48,000 in federal funds from the Elderly and Persons with Disabilities Transportation Program Grant to purchase a new lift-equipped bus.

Enrollment Management and Student Affairs units collaborated with academic units to enhance programs:

- ▶ Four Educational Support Programs and the Multicultural Student Center received grants from the NAU College of Engineering and Natural Sciences through the Hewlett Packard Corporation to fund new initiatives and programs, including:
  - A summer engineering camp for young women.
  - Expanded tutoring and Supplemental Instruction aimed at under-represented students in the engineering field.
  - An additional Peer Advisor and recruitment of engineering students for the STAR program.

- ▶ The Learning Assistance Centers and the College of Social and Behavioral Sciences (SBS) shared the cost of piloting new Supplemental Instruction opportunities.
- ▶ The Multicultural Student Center partnered with the College of Engineering and Natural Sciences to fund students in engineering and health related majors to attend the STAR Program.

Enrollment Services:

- ▶ Evaluated and modified the cost structure of Orientation to attract more guests and made programmatic changes to stay within the existing fee structure.
- ▶ Implemented a \$25 in-state application fee.
- ▶ Reallocated resources to establish:
  - An Assistant Director position to manage and analyze enrollment data.
  - A part-time position to facilitate workshops and training in customer service for all employees, including student workers.

The Associated Students for Women's Issues raised \$6,500 from the Vagina Monologues to support a graduate assistant position of Sexual Assault and Relationship Violence Prevention Educator at Fronske Health Center. Fronske Health Center will support the position with an additional \$3,800 in funding.

Residence Life awarded \$8,800 in scholarships to 11 students who demonstrated their commitment to NAU through their high level of involvement.

Campus Recreation Services was restructured to increase operational efficiency.



## Goal Five: Effectively use technology to enhance service to prospective and current students, their families, faculty, staff, and external constituents

Websites were reorganized/redesigned to allow the following functionality:

- ▶ Residence Life reorganized its website to enable prospective students, current students, parents, and family housing residents to access relevant information easily.
- ▶ The Learning Assistance Centers' Tutortrac database now sends 24-hour email reminders of tutoring appointments and notification of missed appointments, and has online check in and tracking of tutoring in the residence halls.
- ▶ Campus Recreation Services created online registration procedures and forms for Intramural Sports programs and summer youth programs and developed online components for program information and marketing.
- ▶ Enrollment Services implemented online PeopleSoft registration for Orientation and now provides online reservations and payment options.
- ▶ Grade changes, graduation requests, early enrollment appointments, and course cancellations can be transacted online.
- ▶ An online testing registration and payment system was developed and implemented eliminating the need for students to phone or visit the Counseling and Testing Center to sign up for and pay for testing.
- ▶ Fronske Health Center developed a webpage that enabled a web discussion about a health fee.

Enrollment Management and Student Affairs' electronic communications include:

- ▶ Parents' "BackPack" e-newsletter from New Student Programs.
- ▶ Multicultural Student Center's e-newsletter to STAR students, members of cultural groups and organizations, and others as requested.
- ▶ Parents' Financial Aid e-newsletter.
- ▶ Student Support Services' e-newsletter for students.
- ▶ Residence Life's weekly e-newsletter for professional and student staff.

Residence Life hall directors were trained and began checking students in and out of residence halls electronically. This resulted in reduced paper waste and storage, printing costs, and the need for staff and students to file paperwork at the central office as well as increased the speed of refunds and transactions related to move in/out.

The tri-university AZTutor (the online tutoring program) increased its usage from 13 tutoring sessions in the fall of 2003 to 280 in the fall of 2004.

The STAR program used the latest information in PeopleSoft to recruit eligible students.

Disability Support Services partnered with Information Technology Services' Academic Computing area to fully distribute the Universal Access Workstation which



enables students with disabilities to use a variety of software to help them with their classes in all labs/classrooms that use the ITS academic image (including Statewide labs).

Funding from Center for Technology Enhanced Learning (CTEL) has allowed the Alternative Format Program at Disability Support Services (DSS) to manage the transcription for CTEL's online courses. DSS and CTEL are working to further ensure accessible WebCT/Vista courses for persons with disabilities.

## **Goal Six: Create an environment that embraces our diverse student population to promote a successful university experience**

The Office of Residence Life received the Martin Luther King, Jr. Service Award from the Black Student Union for its overall focus on diversity, including support of large scale diversity events, related goal setting and staff programming, and hiring and maintaining a diverse staff.

The Office of Residence Life has a standing Diversity Committee that implements programs including a monthly book club on diversity issues, and in the fall of 2004, 82 diversity programs were organized and implemented by residence hall staff.

Greek Life helped Native students establish a Native American fraternity, Beta Sigma Epsilon, making Northern Arizona University one of two universities to sponsor a fraternity of this kind.

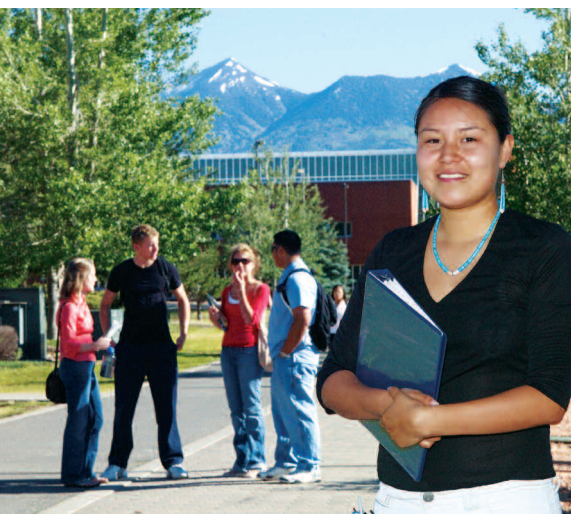
Native American and Hispanic students used programs offered by the Learning Assistance Center in higher proportions than other students in the university population.

Twenty percent of the university's ethnic minority first-time, full-time freshmen enter the university through the STAR program.

### **Enrollment Services:**

- ▶ Hired one Spanish and one Navajo speaking counselor, held two Open Houses for Native American students, and hosted two financial aid workshops for Hispanic students and families.
- ▶ Increased recruitment activities for ethnic minority populations:
  - Served 963 students at open house and yield events.
  - Participated in numerous cultural events including parades, the Navajo Nation Fair, the National Indian Education Association Conference, and the United National Indian Tribal Youth Conference. This participation resulted in exposure for Northern Arizona University to over 150,000 attendees at these events.
  - The President's Commission on Ethnic Diversity held a phone-a-thon that completed 192 calls to ethnic minority recruits. Of the 192 recruits, 147 were offered admission and 39 have accepted the offer.

A Native American student survey found the newly formed Student Center housing the Multicultural Student Center, Native American Student Services, and Student Support Services to be "a comfortable place for students to spend their free time on campus" and "a good place to use the computers."



Furthermore, the vast majority (~88%) of Native students rated both non-Native and Native staff as helpful or very helpful, and three-quarters reported:

- ▶ A sense of belonging.
- ▶ That Native Americans are made to feel welcome.
- ▶ That students, faculty, and staff are ethnically diverse



## Goal Seven: Provide professional development opportunities and recognition activities that enhance our quality of work

The Office of Residence Life annually honors staff and students through multiple awards including the:

- ▶ Virginia Tooker Award for the outstanding residence hall director.
- ▶ Quality Service Award for the outstanding facilities staff member.
- ▶ Administrative Service Award to the staff member providing outstanding customer service.
- ▶ Graduate Balance Award for the graduate assistant who demonstrates an outstanding ability to balance school and work responsibilities.
- ▶ Four awards for Resident Assistant, Facilities Staff Member, Program, and Staff Member of the Month awards.

Educational Support Programs initiated a peer-to-peer recognition program. The “Top Dog” award is passed from employee to employee on a bi-weekly basis to reward and acknowledge exceptional colleagues.

The Office of Residence Life brought a national consultant on diversity, Dr. Jamie Washington, to campus to conduct staff development training for more than 175 student and professional staff members.

Enrollment Services provided 30 workshops to 150 student employees and staff.

Enrollment Management and Student Affairs holds two annual retreats for staff:

- ▶ 93% of the classified staff attendees reported that they would use the information learned to improve customer service in their department.
- ▶ 94% of the professional staff retreat attendees reported that they felt up to speed on the Division’s progress over the last year.
- ▶ 96% of attendees at both retreats reported that they were able to connect with colleagues in an informal manner through the retreat.

# enrollment management and student affairs

## VISION STATEMENT

To become the core of a vibrant university community that attracts and retains students and provides exemplary service

## MISSION STATEMENT

The EMSA mission is to recruit and retain undergraduate students through to graduation. Within the university and the communities we serve, we partner to provide student-centered programs and services to promote student success.

## VALUE STATEMENTS

- **Student Service:** We believe our first responsibility is to provide exemplary service to the students. We will streamline processes, reduce barriers to access, and work as a team to provide seamless service.
- **Integrity:** EMSA staff operates with fairness, honesty, and the highest ethical standards to sustain a community of trust.
- **Student Success:** We value the uniqueness of each student and are committed to assisting him or her to develop and achieve his or her diverse academic and personal goals.
- **Diversity:** EMSA staff value and promote an ethnically rich and diverse university community.
- **Engagement:** We value meaningful involvement of students, faculty, and staff in our academic, social, and personal development. We strive to connect students to the NAU community by promoting diverse experiences.
- **Health and Well-Being:** EMSA recognizes the individual worth of its employees and students. It strives to build a healthy, compassionate, and supportive learning and living environment for its students and employees.

## ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS WILL:

### GOAL 1

Increase undergraduate enrollment.

- a. Implement and integrate the outreach and communication plan using the Lipman Hearne recommendations. This includes increasing parental involvement, establishing summer programs for rising high school juniors and seniors, and efforts to recruit high school sophomores.
- b. Continue yield programs, telecounseling, and partnerships with internal and external departments and organizations to attract and retain students.
- c. Prepare facilities, educate staff, and develop services to support the efforts to increase the international student population.
- d. Target specific audiences, including Native Americans, to diversify the student body using programs such as Nizhoni and Upward Bound and others.
- e. Streamline outreach efforts within the Division to reach enrollment goals.
- f. Using leveraging and packaging, award financial aid more effectively and earlier in the recruitment cycle.

### GOAL 2

Improve retention on the mountain campus.

- a. Continue to identify factors that influence retention to better inform practices.
- b. Strengthen academic support for students.
- c. Continue to fund innovative programs through the President's Recruitment and Retention Grants.
- d. Implement appropriate recommendations from the report of the Task Force on the Freshman Year.



### GOAL 3

Implement the Residence Life Master Plan.

- a. Bring the new Aspen Crossing apartment complex online in fall 2006.
- b. Reduce the financial reliance on Residence Life locally generated dollars by other departments.
- c. Begin the design phase of the central campus suite project.

### GOAL 4

Provide services and activities that contribute to a vibrant and engaging campus.

- a. Enhance coordination of campus-wide activities and increase weekend activities.
- b. Identify, develop, and expand out-of-classroom learning opportunities.
- c. Increase the quality and number of on-campus student employment opportunities.
- d. Use the university events calendar to inform the campus community of the numerous events planned.
- e. Develop a comprehensive plan to improve customer service, beginning with well-defined standards of customer service.
- f. Develop a comprehensive integrated plan for health, wellness, and recreation that will contribute positively to the Mountain Campus image and student retention.
- g. Further develop student involvement in the disbursement of activities funds.

### GOAL 5

Secure new funding sources and reallocate existing resources to fund programs that demonstrate success in preparing, recruiting, and retaining students.

- a. Use assessment data to determine effectiveness of programs and reallocate resources (people, time, dollars) to programs that demonstrate success.
- b. Create a constituent database and plan for development opportunities.

### GOAL 6

Effectively use technology to recruit and retain students.

- a. Use tools such as the National Student Loan Clearing House, CIRP Survey, e-mail communications with prospects, chat room technology, and ACT data to enhance recruitment and retention.
- b. Enhance websites in keeping with University Marketing guidelines and Liquid Matrix capabilities.
- c. Make better use of Peoplesoft capabilities.
- d. Implement document character recognition imaging.

### GOAL 7

Create an environment that embraces our diverse student population to promote a successful university experience.

- a. Develop practices for effectively recruiting a diverse pool of candidates for staff positions.
- b. Encourage stronger participation in student leadership positions from multicultural students.
- c. Increase the numbers of diverse student employees.
- d. Include diversity training for staff in EMSA training programs.
- e. Evaluate the accessibility of departments' equipment and programs.

### GOAL 8

Provide professional development opportunities and recognition activities that enhance our quality of work.

- a. Provide opportunities for career progression.
- b. Send cross-departmental teams to national professional development opportunities which are focused on common issues.
- c. Create a recognition program.
- d. Assess departments' continuing education budgets and work toward equity within the Division.
- e. Implement a comprehensive training program for EMSA.

### GOAL 9

Continue to integrate Enrollment Management and Student Affairs into a cohesive unit.

- a. Improve collaboration and communication about services among units through a division-wide newsletter and the monthly leadership meeting.
- b. Develop the Division website.
- c. Use cross-departmental teams for projects to enhance knowledge of other areas.

# enrollment management and student affairs

## STRATEGIC PLANNING COMMITTEE MEMBERSHIP 2004-2005

### **David Bousquet**

Vice President for Enrollment Management  
and Student Affairs

### **Sarah Bickel**

Associate Vice President for Student Affairs

### **Jeanette Baker**

Associate Vice President for Enrollment  
Management and Student Affairs

### **Beth Applebee**

Director, Campus Health Services

### **Eric Yordy**

Interim Director, New Student Programs

### **Catherine Talatke**

Interim Director, Native American Student  
Services

### **Hilda Ladner**

Director, Multicultural Student Center

### **Scott Cassells**

Director, Campus Recreation Services

### **Jim Conley**

Director, Unions and Student Activities

### **Erin Grisham**

Director, Educational Support Programs

### **Chad Loberger**

Director, Disability Support Services

### **Margot Saltonstall**

Assessment Coordinator

### **Patrick Martin**

University Registrar

### **James Casebeer**

Assistant Director, Enrollment Services

### **Bryan Whish**

Associate Director, Admissions

### **Richard Payne**

Director, Residence Life

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