



Marquette University Comprehensive Enrollment Management Plan for 2016 to 2021

December 2, 2015



MARQUETTE
UNIVERSITY

**BE THE
DIFFERENCE.**

Marquette University Comprehensive Enrollment Plan 2016-2021

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I. Executive Summary

Developing a mission-driven, campus-wide, and forward-looking Enrollment Plan was identified as a key strategic initiative to advance the goal of *academic excellence* in the 2013 University Strategic Plan *Beyond Boundaries*. Informed by an inclusive and collaborative enrollment planning process, the plan is inspired by Marquette University's mission, vision and values and is responsive to dynamic demographic, socio-cultural, economic and educational trends and forces. The five year plan for the academic years 2016 to 2021 is intended to be a living document for the University community that will be reviewed and updated annually. The plan is a roadmap for developing long term, university-wide enrollment goals and strategies, determining potential areas of growth and program innovation, and identifying the support and resources needed to achieve enrollment and student outcomes goals. The plan presents a set of overarching, university-wide goals, objectives, and strategies and specific goals, objectives, and strategies for major enrollment groups including undergraduate, graduate, professional and summer students.

The goals and strategies include organizational and cultural changes designed to result in a more comprehensive and strategic approach to enrollment management. Specific student enrollment goals are to: maintain undergraduate enrollment in the short term while building the resources needed for future growth; aggressively grow professional masters' programs; focus diversity goals on growing populations, especially Hispanic and Latino students; and replace current degree programs for adult learners with programs that are more competitive and responsive to the market.

Key enrollment priorities are:

- Create an organizational structure, processes, and environment that integrate enrollment management across the campus supported by a culture of shared responsibility and accountability for enrollment
- Grow undergraduate enrollment strategically by building capacity in high demand programs, increasing funded financial aid, and investing in student support services, with the long term goal of increasing quality and diversity
- Align enrollment diversity goals with the priorities of the new Diversity Plan, achieve established diversity goals for faculty, students, and staff, and build a more inclusive and supportive environment and climate to maximize student success
- Revitalize graduate education by investing in marketing and recruitment to expand enrollment in existing programs and developing new innovative programs that meet market needs
- Assess opportunities for adult and non-traditional audiences and identify and develop a small number of niche programs that appeal to students and employers in the regional market

II. Process for Developing the Plan

In fall 2013, nine committees that included more than 200 faculty and administrators were established by the Provost to conduct a SWOT analysis and develop recommendations on current recruitment and enrollment strategies for the following student groups – traditional freshmen, graduate and professional, non-traditional adult students, transfer students, summer session, and international students. Strategic support areas such as student retention and support, online courses and programming, and pricing and financial aid strategies were addressed by three additional committees.

In summer 2014, a consulting firm was engaged to conduct primary and secondary research and develop a set of recommendations to address future challenges for traditional undergraduate student recruitment and enrollment. Meetings were held with more than 150 faculty and administrators and senior leadership to understand Marquette’s mission and vision as well as challenges and opportunities. The recommendations for undergraduate enrollment provided by the consultant were vetted and approved by senior leadership and have been incorporated as goals in the plan.

To better understand both the challenges and opportunities in a declining graduate education market, the consultant who worked on undergraduate enrollment strategies was engaged to do the same for graduate programs, particularly professional masters’ programs. Their analysis and recommendations, completed in fall 2015, have been reviewed and an implementation plan will be developed under the leadership of the incoming Dean of the Graduate School. New strategies to reach the non-traditional adult learner are under development, recognizing that the current approach focused on degree completion was not sustainable given the increasing competitiveness of the regional market. International students and summer session programs are also addressed in the plan. Online undergraduate summer session courses have been growing and online delivery of courses and programs has been adopted for a variety of graduate and professional programs, but a more comprehensive online strategy is needed. **Appendix I** contains the timeline for the development of the plan.

III. Assumptions

a. Mission, Vision, and Guiding Values

The Strategic Plan *Beyond Boundaries* serves as the foundation for the Enrollment Plan as embodied by its defining statements of Marquette’s university mission and identity as a Jesuit Catholic university. As a destination university, Marquette continues, and must continue, to be a beacon of

Jesuit Catholic higher education above and beyond not only peer institutions, but also universities within that same tradition.

“Just as the earliest Jesuits embraced the values of humanism, the Marquette community is committed to developing each individual’s full potential across the entire range of human experience. In an increasingly diverse environment, we will continue to draw on our special gift for intellectual, emotional and spiritual transformation.”

“Marquette students, faculty, staff and alumni live out a deep commitment to serving others and promoting solidarity and the common good. As a Catholic and Jesuit university, Marquette has a special responsibility to contribute to needed solutions for urgent problems.”

Marquette is further distinguished by offering a professional education informed by the humanities and the sciences.”

Beyond Boundaries, Marquette University Strategic Plan 2013

Historically and currently, a Marquette education transforms students and society. The Enrollment Plan is designed not merely to be reactive to socio-cultural demographics, economic deviations, and student demands, but to be educationally responsive to the needs of others. It exudes who we are and should be as a Jesuit Catholic university. Authentic and aspirational, the Enrollment Plan is an expression of the difference we demand and the Guiding Values recently adopted by the University community.

b. Commitment to Access, Diversity and Inclusion

As a Jesuit Catholic university, Marquette strives to educate the whole person and thus, an integral part of the Enrollment Plan will be to strengthen university support of access, diversity, and inclusion. The commitment to recruit, enroll, and graduate diverse students will require that we expand our current efforts to reach qualified underrepresented students, evaluate our financial aid strategies to assure that we are providing the aid needed to attract the diverse students we desire, and offer the student support services essential to continuing to improve the minority student outcomes. It also requires increasing our support for both curricular and co-curricular opportunities for all students as well as providing a welcoming environment with a diverse faculty, staff and leadership team.

To advance its long-standing commitment to diversity and inclusion, Marquette is finalizing a comprehensive, campus-wide Diversity Plan. Common goals and objectives in the Enrollment Plan

and the Diversity Plan will reinforce and strengthen our stated value to “nurture an inclusive, diversity community that fosters new opportunities, partnerships, collaboration and vigorous yet respectful debate.”

Diversity goals include both increasing our student diversity and providing critical student support service for all students. Specifically, our diversity recruitment strategy is designed to reach all minorities, with a special focus on the growing Latino and Hispanic population of students who are seeking a Catholic education. We have made great progress in recruiting and admitting underrepresented student groups, increasing overall diversity from 24% to 29% over the past 5 years. To build on this progress and achieve even greater diversity will require that we first assure that we have critical resources such as financial aid and student support systems in place.

c. Value of a Marquette Education

In support of our mission, it is critical that our Enrollment Plan clearly articulate the Marquette value proposition, that is, what makes the University, its programs, its faculty, and its commitment to student development distinctive among its peers.

A Marquette education is an investment in the future. Our focus on mission and innovation set us apart from our peer institutions. We recognize the tremendous responsibility with which we are entrusted: To help shape and transform the lives of our students through an education rooted in the Jesuit tradition that prepares them to make a difference in the world. The cornerstone of a Jesuit education is its commitment to a liberal arts core that develops agile thinkers, fearless leaders, spirited dreamers and effective doers.

Undergraduate students, graduate students, professional students, and non-traditional learners have a large and diverse selection of degree programs to choose from, offered by 8 colleges – Arts and Sciences, Business Administration, Communication, Education, Engineering,

Value of a Marquette Education

- Strong liberal arts foundation delivered through the University Core of Common Studies
- Direct entry into highly ranked and nationally recognized professional programs offered by 8 colleges and 2 schools
- High impact learning experiences including study abroad, service learning, faculty-led research, internships, honors program, 5 year BA/MA programs, and capstone courses
- Integration of ethics and social responsibility throughout the curriculum
- Community engagement opportunities
- Location in downtown Milwaukee with easy access to Chicago
- Dedicated alumni who work with students locally, regionally, and nationally

Health Sciences, Nursing and Professional Studies, and the schools of Dentistry and Law. With the underpinning of a strong liberal arts foundation, these programs prepare students for meaningful careers and for a life of service.

Our on-going commitment to high impact learning experiences is implemented in and outside the classroom. A strength of Marquette is its numerous opportunities for co-curricular experiences including first year seminars, study abroad, community service, internships, faculty-led research programs, 5 year degree programs, and capstone courses.

Our students gain experience with ethical challenges related to their profession through exploring real world scenarios, discussing human behavior and practices and reflecting upon their responsibility as a graduate from a Jesuit Catholic university. With our applied learning experiences, students have the opportunity to put principles of ethics and social responsibility into action.

Marquette students are deeply engaged in the university and local community as a whole. Marquette provides challenging and transformative opportunities for students to develop not only in the classroom but also in their daily lives.

Marquette's downtown Milwaukee location provides students with an abundance of "real world" experience through jobs, internships and clinical placements. The university's commitment to our city is evident through scholarship, service and a focus on providing expertise to make Milwaukee a leader in innovation and ideas.

IV. National and Regional Trends

Demographic, economic, and financial trends and an increasingly competitive climate have begun to impact undergraduate and graduate enrollment at most universities and colleges. These include: a demographic shortfall of traditional college-bound students, especially in the US Midwest and Northeast; the extraordinary growth of the Hispanic / Latino population in the upper Midwest and nationally; increasingly unaffordable tuition costs; unsustainable national student debt-loads; declining enrollment in professional graduate programs such as Law, Business Administration, and Education; increasing pressure to demonstrate the value of degree programs; and the necessity to provide applied learning experiences such as internships, study abroad, and volunteer opportunities that help students develop practical skillsets. Peer and aspirational universities continue to raise the bar by providing increasingly competitive financial aid packages to highly qualified and diverse undergraduate students. These financial aid offers are supported by large university endowments and successful annual fundraising for current use dollars. Even graduate business programs, for

which tuition was typically subsidized by employers, are beginning to offer significant donor and university-funded graduate scholarships to attract the best students. This has resulted in an arms race of financial aid that has lowered net tuition revenue despite rising tuition. Dramatic changes are also taking place in the adult learner market as the number of adult learners is projected to grow over the next decade. Here, there is potential for program growth, but other trends such as flexible degree options, credit for prior learning, online learning, and increasing price competition are changing this competitive market.

Globalization is also changing the higher education landscape with the growth of on-ground and online universities and colleges across the globe, especially in emerging economies. More alternative pathways for learning and obtaining academic credentials are currently available and accessible at a lower cost. These include online classes, massive open online courses (MOOCs) and other open access courses and degree programs offered by prestigious universities and taught by world-renowned experts across all disciplines. Finally, Moody's and other industry observers are carefully monitoring the financial performance of universities and colleges, especially in view of increasing costs and decreasing margins.

V. Enrollment Progress Update

The SWOT analysis and recommendations of the enrollment committees, national and regional trends and the data and recommendations provided by the consultant in fall 2014, have motivated Marquette to begin to chart a new course in enrollment management. In particular, the following strategies have been initiated in fall 2015.

- **Freshman and Transfer Students**

Freshmen enrollment goals have historically been met and exceeded and Marquette has repeatedly overachieved its projected retention rate as reported by *US News and World Report*. However, the predicted decline in undergraduate applications occurred with the class of 2015 and freshman

Responding to the Environment

- Strategically expand recruitment area
- Build stronger relationships with the Latino / Hispanic community to increase diversity
- Award more competitive scholarships to highly qualified students
- Engage the campus in yield activities
- Establish an "incubator" to support new graduate and professional masters' program development
- Expand graduate and professional program marketing and recruitment efforts, especially in Business Administration

enrollment goals for fall 2015, set higher than the previous year, were not achieved. This is the first time in at least 15 years that the number of new freshman applications has declined at Marquette. Much has been invested in achieving transfer student goals and while critical changes have been made, goals for transfer students for fall 2015 were not achieved, but the downward trend was reversed.

In response to changing demographics and an increasingly competitive environment, Marquette is investing additional resources in undergraduate recruitment. Recognizing the opportunity in Minnesota, a regional representative will be based in the Twin Cities in fall 2016. Opportunities in other regions will be explored after careful assessment. Additional recruitment efforts will be focused on growing student groups such as Latino students and other ethnic minorities. The campus will be engaged in strengthening yield efforts.

- **Graduate Programs**

Following a national trend, enrollment and, consequently, financial contribution from net tuition revenue, in Business Administration, Education and Law, is experiencing a decline. It is unclear whether Graduate Business and Law School enrollments will reach a turning point, that is, begin to return to their previous level or if the current trend is moving toward a lower steady state. Enrollment in Marquette's specialized master's programs in business are declining while reports from the Graduate Management Admission Council (GMAC) show there has been a consistent increase in these types of programs over the past 5 years, thus presenting an opportunity for growth.

Changes are underway at the College of Business Administration to address these challenges. Additional recruitment support (e.g., personnel and operating budget) will be provided for the MBA program, as well as more investment of time and resources into increasing applications and yield for specialized masters' programs. Recruiting, admitting and serving international students will continue to be critical to achieve enrollment goals. Identifying and developing innovative, market-driven programs and delivery methods will need to become part of the long term strategy to revitalize graduate business education at Marquette. The Graduate School of Management (GSM) will undergo a focused program review to explore options for growth in spring 2016.

- **Additional Growth Opportunities**

Marquette's broad array of graduate programs – doctoral, masters' and professional programs – offer a range of options for future growth, especially 5 year programs and interdisciplinary programs. In fall 2015, the new STEM / MBA was launched. A professional masters' in Corporate Communication, a joint endeavor between Business Administration and the College of Communication, is scheduled to be offered in 2016.

While diversity and internationalization has increased for all programs at Marquette, continuing to make strides in these areas is aligned with our mission as a Jesuit Catholic university and is a high priority. As part of its enrollment strategy, Marquette will increase its global diversity, as it has been heavily dependent on China. Discussions are underway with Jesuit partners in countries in South America and Latin America to expand enrollment in existing undergraduate and graduate programs.

Online program development has been mainly focused on summer session courses and individual programs (e.g., hybrid Executive MBA, Nursing graduate programs). Marquette does not have a comprehensive approach to online learning. As the adult learner market is explored, hybrid or fully online programs will be considered.

Summer session is currently stewarded by the members of the Summer Session Enrollment Committee and there is an opportunity to expand summer offerings, especially certificate, enrichment, and resume-enhancing programs for current students.

Financial aid for graduate programs is administered separately from undergraduate financial aid. Strategies guiding the distribution of graduate financial aid have not been reviewed for many years and graduate financial aid will be evaluated for effectiveness in achieving graduate enrollment goals and impact on net tuition revenue.

VI. Enrollment History, Trends, and Projections

In this section, we provide a brief analysis of enrollment history and trends for undergraduate, graduate, professional, and non-traditional learners and present campus-wide diversity trends. We examine a five year history of summer enrollment and projections for the coming year. **Appendices II – V** contain the enrollment history that supports the following trend analysis.

a. Enrollment History and Trends

We first review the overall enrollment for the University by headcount for fall semester over the past 10 years, comparing undergraduate with the totality of graduate, professional (Law, Dental, and Health Sciences), and non-traditional adult (College of Professional Studies) enrollment.

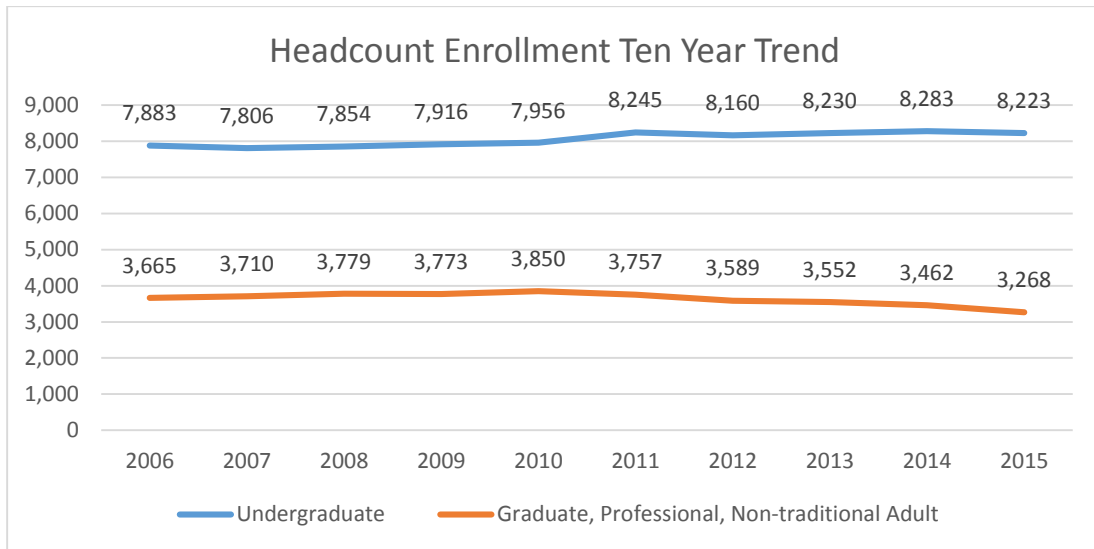


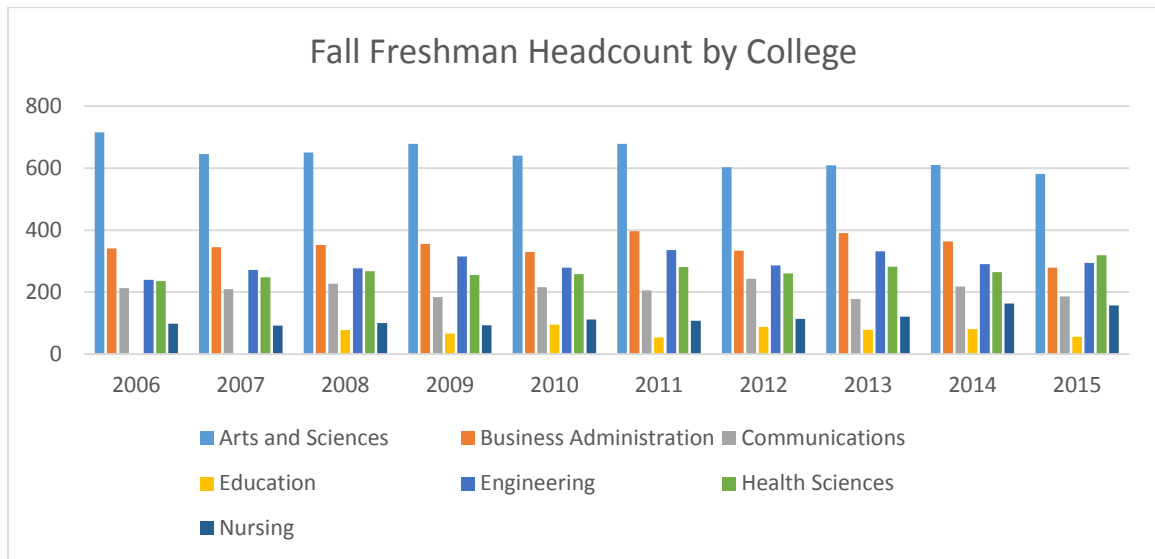
Figure 1. University Enrollment Headcount - Fall 2006 to 2015

Observations

- Undergraduate headcount enrollment grew by 4.3%
- Graduate, Professional, and Non-traditional Adult enrollment declined by 11%
 - Graduate School enrollment declined by 7.1%
 - Graduate School of Management (GSM) declined by 21.8%
 - Non-traditional adult student enrollment declined by 61%
- Law School enrollment declined from 691 to 603
- Dentistry is following a plan to increase by 20 students per year to reach 400 students in 2016 growing from 321 to 385 in 2015
- Enrollment in Health Sciences professional programs (Physician Assistant and Physical Therapy) grew from 180 to 218
- As a percentage of total headcount, undergraduate has increased from 68.2% to 71.5%

The impact of these trends has been to increase our reliance on undergraduate net tuition revenue at a time when Marquette, like most universities, faces a market with fewer prospective undergraduate students and a growing number of students who need more financial aid. Building graduate enrollment and reducing this reliance on undergraduate net tuition revenue is important for several reasons. Professional master’s programs tend to generate higher margins, part-time programs fill empty classrooms in the evening, and graduate students typically use fewer student services. But there are mission-driven, academic and reputational reasons as well. Graduate students, especially in specialized master’s programs, support faculty research, work with and mentor undergraduate students, enrich classroom discussions with their real world experience, and help the university to build a strong alumni base of leaders, managers and professionals.

Now we turn our attention to undergraduate student enrollment, including freshmen, transfer, and total undergraduate student enrollment by College. The data for the following analysis can be found in **Appendix III**.



Notes: Business Administration was increasing or steady through 2014, decreased for the first time in 2015
The College of Education was opened in 2008, prior to that, Education majors were in Arts and Sciences

Figure 2. Freshman Headcount - Fall 2006 to 2015

Observations:

- Arts and Sciences freshmen declined from 715 to 580 from 2006 to 2015
- Business Administration increased from 341 to 363 from 2006 to 2014 and decreased to 279 in 2015
- Communication decreased from 213 to 186
- Education declined from 77 in 2008 to 56 in 2015
- Engineering increased from 239 to 294
- Health Sciences increased from 239 to 319
- Nursing increased from 98 to 157

Transfer student enrollment has declined from its peak in 2007, as seen in **Figure 3**, but increased from 135 to 142 in fall 2015. This headcount includes external transfer students, that is, students who are new to Marquette, not students that transfer from one college or program to another.

College	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arts and Sciences	62	90	60	45	62	58	36	48	53	59
Business Administration	36	32	28	33	33	46	42	29	32	27
Communication	22	19	27	16	22	32	22	24	22	19
Education			2	5	9	11	2	5	4	5
Engineering	18	18	16	17	14	14	21	11	11	17
Health Sciences	25	17	24	23	23	16	9	9	12	15
Nursing	7	5	3	0	1	0	1	0	1	0
Total	170	181	160	139	164	177	133	126	135	142

Figure 3. Transfer Student History

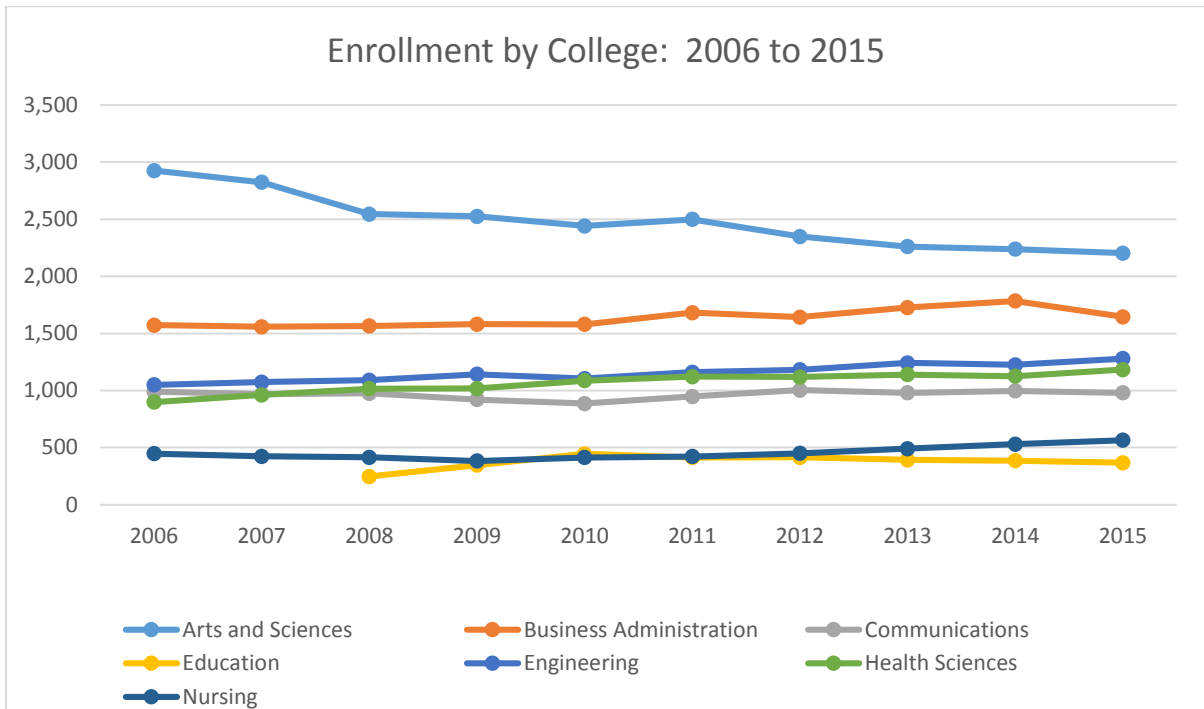
To get a sense of the size of each college with respect to number of enrolled students, total undergraduate enrollment by College is presented in **Figure 4** and displayed in the following graph.

Colleges for which total enrollment grew over the 10 year period include:

- Business Administration grew from 1,573 to 1,645
- Education grew from 247 to 367 (from 2008 to 2015)
- Engineering grew from 1,049 to 1,280
- Health Sciences grew from 898 to 1,183
- Nursing grew from 447 to 565

Colleges for which total enrollment declined over the 10 year period were:

- Arts and Sciences decreased from 2,926 to 2,203
- Communication decreased from 990 to 980



Notes: Business Administration was increasing or steady through 2014, decreased for the first time in 2015
 The College of Education was opened in 2008, prior to that, Education majors were in Arts and Sciences

Figure 4: Enrollment by College, 2006 to 2015

b. Diversity Profile

Marquette has always placed a high priority on access and inclusion with respect to enrollment. Diversity goals include both increasing student diversity and providing critical student support services for all students. We have made great progress in recruiting and admitting underrepresented student groups over the past 5 years with undergraduate diversity increasing from 18.9% to 23.3% and graduate increasing from 12.5% to 13.8%. The following **Figures 5** and **6** show the undergraduate and graduate enrollment by ethnicity and race for 2011 to 2015. We note that undergraduate Hispanic students have increased from 7.5% to 9.7%. The Diversity Profile data is found in **Appendix IV**.

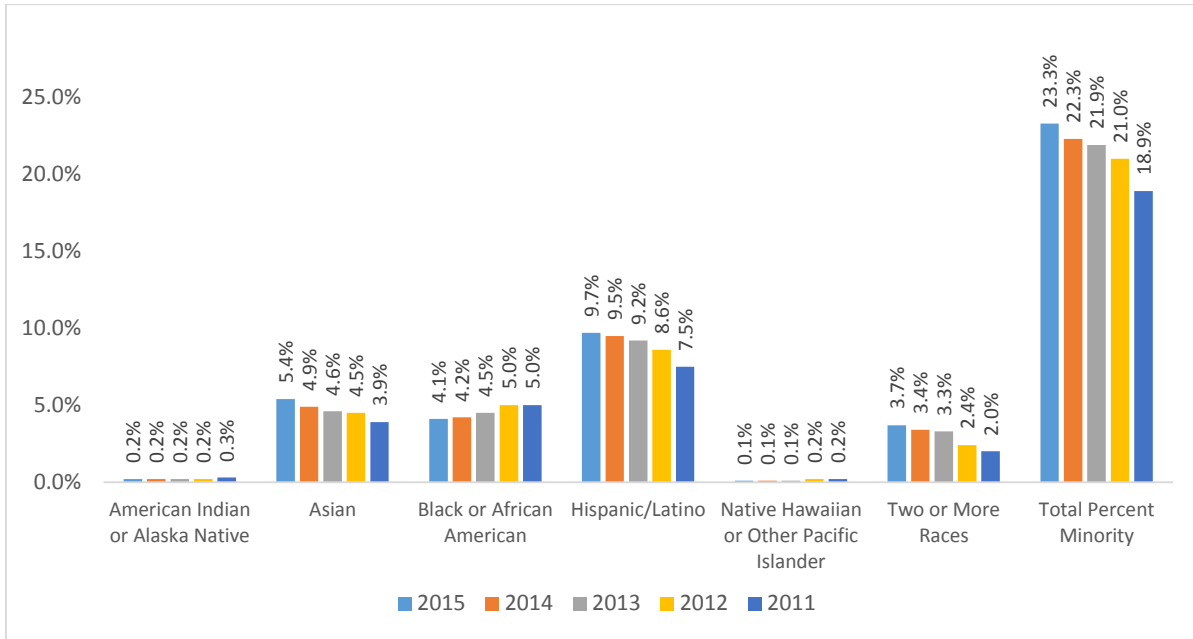


Figure 5. Undergraduate Enrollment by Ethnicity and Race

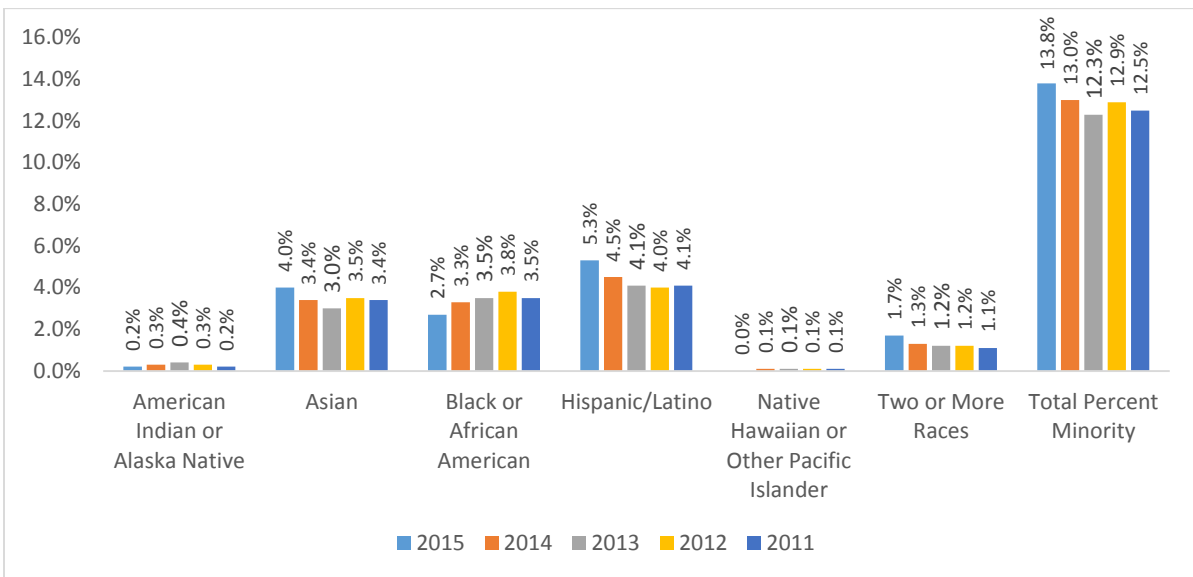


Figure 6. Graduate Enrollment by Ethnicity and Race

c. Summer Session

Summer session enrollment tuition is based on credit hours and is therefore budgeted differently. We show the history and trend of summer courses in **Appendix V**. The majority of summer session students are current or entering Marquette undergraduate students who wish to get a head start, re-take a course, accelerate time to degree, devote more time to a rigorous course, complete a core

course, or add a second major or a minor. Many graduate programs (e.g., Direct Entry Nursing and Executive MBA) are cohort programs and students take some courses in the summer.

d. Enrollment Projections

Enrollment projections for fall 2016 are provided in **Appendix VI**. These are developed annually by the Office of Institutional Research and the Enrollment Tactical Team, shared with and vetted by the deans and approved by the Provost and Vice President of Finance and presented to the University Financial Planning and Review Committee.

The projections reflect changes in demographics and an intention to strategically build undergraduate and graduate enrollment. For FY17, freshman headcount is projected to be 1,935. The past 5 years of freshman headcounts are: 2,056, 1,927, 1,989, 1,989, and 1,872. Undergraduate and graduate programs in the College of Professional Studies are transitioning to other colleges and a new approach to non-traditional adult learners is under development as some of the current degree programs are ending. This has been incorporated into the Student Credit Hour projections. Stable projections for Graduate Student Credit Hours reflect the lag time needed to expand existing or develop new professional master's programs.

To support the enrollment projection process, an enrollment timeline has been developed to provide the deans with a comprehensive view of the enrollment planning cycle. This lays out the approval process with an annual timeline and calendar for the deans. The enrollment projection timeline for developing and approving projections is presented in **Appendix VII**.

VII. Enrollment Goals and Strategies

The goals, objectives, and strategies are organized by those which will impact enrollment overall and those that are designed to address enrollment strategies for specific student groups – undergraduate, graduate, professional, non-traditional adult, and summer session. An overall online strategy is under development and will likely align with the goals for non-traditional adults and continuing education programs.

University Goals	1. Create a comprehensive enrollment management structure responsible for the strategic planning and coordination of all enrollment functions.
	2. Provide access to a Marquette education to a diverse body of qualified students, serving our mission as a Jesuit Catholic university and maintaining fiscal sustainability
	3. Evolve academic programs to meet changing student and market needs
Undergraduate Goals	4. Establish undergraduate enrollment goals that reflect demographics trends, programmatic demand, and are fiscally responsible
	5. Improve undergraduate student success
Graduate, Professional and Non-traditional Adult Learner Goals	6. Significantly grow graduate and professional masters' programs, especially interdisciplinary programs that meet student and employer needs
	7. Replace current degree programs with more flexible, competitive, market-driven courses and programs for the non-traditional adult learner
Summer	8. Maintain consistent summer session enrollment goals for undergraduate and graduate courses and seek opportunities for growth, especially enrichment and resume-enhancing programs

Figure 7. Overview of Enrollment Goals

a. University Enrollment Management Goals

Goal 1: Create a comprehensive enrollment management structure responsible for the strategic planning and coordination of all enrollment functions.

Objectives:

1. Create an organizational structure that aligns enrollment management functions for all programs
2. Develop new governance structures that engage university-wide stakeholders in enrollment management
3. Improve recruitment data handling capabilities in support of strategic enrollment management

Strategies:

- a. Hire a Vice Provost for Enrollment Management to be in place by July 1, 2016
- b. Realign the Office of Student Financial Aid to report to the VP Enrollment Management under the Provost's hierarchy, along with the Office of Admissions and the Office of the Registrar

- c. Establish alignment and dotted line reporting between the VP Enrollment Management and the Dean of the Graduate School, Office of International Education, and the VP for Strategic and Academic Planning
- d. Establish a university-wide Enrollment Strategy Committee
- e. Acquire and implement a Customer Relationship Management (CRM) system for use in recruitment by all admitting units

Goal 2: Provide access to a Marquette education to a diverse body of qualified students, serving our mission as a Jesuit Catholic university and maintaining fiscal sustainability

Objectives:

- 1. Recruit, support, and retain academically qualified and diverse students to achieve annual undergraduate and graduate enrollment goals
- 2. Reduce Marquette's dependence upon unfunded financial aid to free up resources to invest in faculty, programs and student support services

Strategies:

- a. Establish scholarships and student financial support as a fundraising priority to increase diversity, provide merit aid for top students, and meet the increasing financial demands of low income and first generation students
- b. Increase yield (undergraduate and graduate) through the collective efforts of deans and colleges, the Office of Admissions, and the Graduate School and engagement of the campus
- c. Expand recruitment areas first within the Midwest and then nationally, informed by demographics and the competition, for undergraduate, graduate / professional masters' students
- d. Administer all (undergraduate) scholarships through the Offices of Financial Aid and Admissions, in accordance with university and college goals and priorities
- e. Review and revise graduate and professional masters' financial aid funding and strategies, relying less on history and past allocations and more on market demand for programs

Goal 3: Evolve academic programs to meet changing student and market needs

Objectives:

- 1. Offer mission-driven academic programs that prepare students for meaningful careers
- 2. Invest in competitive programs that meet market and society's needs
- 3. Align university resources with areas of program growth and innovation

Strategies:

- a. Invest in programs with high student demand for which we have a competitive advantage (e.g., recognized programs in Business Administration, Engineering, Health Sciences, Nursing and the Sciences)
- b. Right-size faculty in existing programs by reallocating existing lines and hiring new faculty in areas of strategic growth
- c. Review and revise current University Core of Common Studies in alignment with our Jesuit tradition, providing students with high impact learning experiences and a competitive skillset
- d. Develop a process to assess program demand and capacity to right-size colleges and programs and encourage new program development, especially interdisciplinary programs
- e. Establish a new program incubator, especially to support and encourage innovation in developing new professional masters' programs

b. Undergraduate Enrollment Goals

Goal 4: Establish undergraduate enrollment goals that reflect demographic trends, programmatic demand, and are fiscally responsible

Objectives:

1. Establish freshmen enrollment goal of 1,935 for fall 2016 and assess this goal annually, seeking opportunities for future growth and using the articulated process that includes the VP Enrollment Management, the Office of Admissions, the Provost, the Deans and the Office of Finance
2. Increase the number of transfer students, beginning with a baseline goal of 150 for the fall 2016 semester and then strategically grow to 200 over the next 5 years
3. Maintain the current percentage of undergraduate international students for the next three years

Strategies for freshmen:

- a. Utilizing new Customer Relationship Management (CRM) system and search technologies, develop a more targeted communication stream with prospective students to increase yield
- b. Better qualify our prospect pool to result in fewer but more committed applications and increase yield
- c. Expand our undergraduate recruitment area strategically, beginning with Minnesota and assessing additional opportunities in subsequent years moving toward a more national presence
- d. Increase the number of Latino students via regional targeting
- e. Utilize financial aid awards to reach specific annual university enrollment goals, especially quality and diversity, with a new focus on Latino students

- f. Develop summer programming in strategic areas of growth (Business Administration, Engineering, Health Sciences) for middle and high school students to develop a deeper prospective student pipeline
- g. Engage deans in goal-setting, scholarship fundraising, and recruitment and yield activities

Strategies for transfer students:

- a. Continue implementing the goals of the transfer enrollment committee and accelerate marketing efforts to position Marquette as a transfer friendly school
- b. Enhance online resources for transfer credit equivalency for prospective students
- c. Implement software (Transferology) to enhance internal transfer credit evaluation process
- d. Streamline timing of transfer application review process
- e. Implement on-site admission decisions at community colleges and UW system 2-year schools

Strategies for international students:

- a. Diversify our recruitment and enrollment of international students beyond China, our major source of international undergraduate students, with an initial focus on Latin and South America
- b. Continue expansion of international partnerships which involve exchange students
- c. Build and leverage relationships with Jesuit schools in India, Latin American and South American countries

Goal 5: Improve undergraduate student success

Objectives:

- 1. Maintain a consistent first year retention rate of 90% or higher
- 2. Maintain a consistent six year graduation rate at 80% or higher
- 3. Reduce disparity in graduation rates among identified student groups
- 4. Enhance the student experience by building capacity for increased participation in high impact experiential learning opportunities

Strategies:

- a. Provide sufficient financial aid funding to allow for timely degree completion by undergraduate students, especially high need students
- b. Assure that sufficient staffing is in place in the Career Services Center to meet current needs
- c. Incorporate career development programming beginning with freshman year
- d. Develop a holistic first year experience which includes a freshman seminar, additional living/learning communities and other aspects to be determined

- e. Evaluate the need for resources and re-allocate funds given anticipated changes in the student services needs of future classes
- f. Continue to assess and enhance academic advising

c. Graduate, Professional and Non-Traditional Learner Enrollment Goals

Building graduate enrollment and reducing the reliance on undergraduate net tuition revenue is important for several reasons. Professional masters' programs tend to generate higher margins, part-time programs fill empty classrooms in the evening, and graduate students typically use fewer student services. But there are mission-driven, academic and reputational reasons as well. Graduate students, especially in specialized master's programs, support faculty research, work with and mentor undergraduate students, enrich classroom discussions with their real world experience, and help the university to build a strong alumni base of leaders, managers and professionals.

Goal 6: Significantly grow graduate professional masters' programs, especially interdisciplinary programs that meet student and employer needs

Objectives:

1. Ensure that current graduate and professional masters' programs are meeting student and market needs
2. Identify new student audiences for existing programs and new ways to deliver existing programs to reach additional students (e.g., hybrid or online)
3. Grow portfolio of graduate / professional programs to meet the needs of students and employers and reduce our reliance on undergraduate net tuition revenue

Strategies:

- a. Review marketing and recruitment strategies for existing programs, seeking ways to reach new audiences
- b. Create a culture and an environment that supports program innovation by developing a new program incubator
- c. Identify and invest in areas for new master's programs that meet work force demands
- d. Review graduate and professional financial aid to meet market needs and optimize return on investment in professional master's programs; develop and implement a plan for FY18

Goal 7: Replace current degree programs with more flexible, competitive, market-driven courses and programs for the non-traditional adult learner

Objectives:

1. Increase non-credit and professional development courses, programs and offerings that appeal to new audiences of adult learners

Strategies:

- a. Experiment with a small number of programs that meet niche market needs, building on existing strengths
- b. Create an advisory board of alumni and local business and nonprofit leaders to recommend and support professional development programs

d. Summer Session Enrollment and Online Delivery of Programs

Goal 8: Maintain consistent summer session enrollment goals for undergraduate and graduate courses and seek opportunities for growth, especially enrichment and resume-enhancing programs

Objectives:

1. Continue to integrate summer into the academic experience for undergraduate and graduate students
2. Ensure that summer course offerings meet student needs and provide financial benefit to the University

Strategies

- a. Given recent changes in the College Curriculum for the College of Arts and Sciences, offer courses that accelerate time to degree and provide opportunities to double major
- b. Determine the demand for online summer courses and develop a plan for strategic growth
- c. Develop a resource plan for summer that provides predictable support for marketing, course development and student activities
- d. Identify enrichment programs for current undergraduate students that build skills needed in today's workplace and professional development programs for working professionals

VIII. Investment Strategies**a. Investment in the Plan**

Including a discussion of infrastructure and investment strategies as part of the Enrollment Plan sends a strong signal that, to achieve its goals, Marquette will need to commit to a well-defined set of support strategies that require financial and other resources. These include providing resources to

support marketing and recruitment in all programs and investing in student success to meet current and future needs. Investment is needed to provide students with a well-rounded Jesuit education with a clearly articulated value proposition and demonstration of the desired student outcomes.

As mentioned earlier, we are at capacity with respect to student services such as advising, tutorial, career, and disability services. While recognizing that additional tuition revenue is needed to cover all university expenses, it is critical to identify a strategic investment strategy to attract and retain future classes. This may also be accomplished through reallocation of current operating dollars.

To expand existing and build new revenue-generating graduate and professional programs, investment will be needed for start-up as well as for innovative program delivery. The proposed new program incubator will require financial support for market analysis, marketing and recruitment, faculty release time, graduate student assistance, course development and program management.

b. Financial Aid and Fundraising

Investing in the Enrollment Plan in the current competitive environment will require a re-energized commitment to fundraising for scholarships and other types of externally-funded financial aid as a university-wide priority. Currently, Marquette funds student financial aid primarily through unfunded discount.

Establishing and achieving fundraising goals that reverse the current trend is critical, at this juncture, if Marquette is to reach its enrollment goals and improve diversity and quality. Providing access to a Marquette education to students, regardless of their financial means, is crucial to our mission and identity.

IX. Next Steps

In this plan, Marquette has established enrollment management goals and strategies for traditional undergraduate students, graduate / professional, non-traditional adult learners, international, and summer students. A committee has been established to search for the new Vice Provost for Enrollment Management and a new organizational structure as shown in **Figure 8** will be established to support this role.

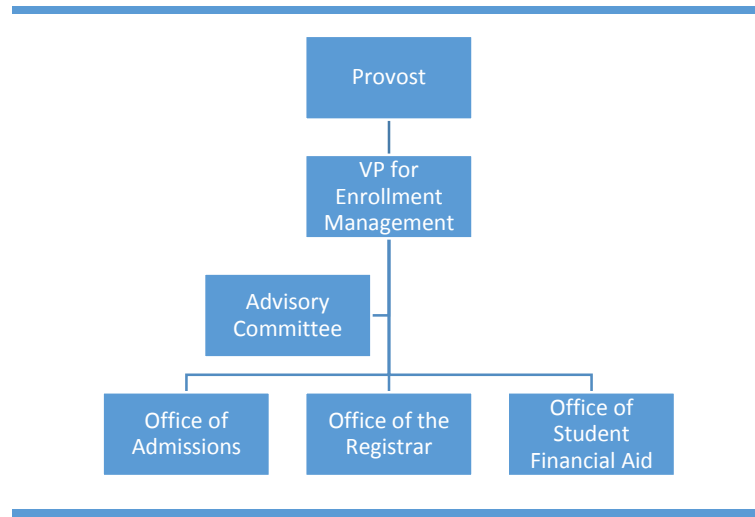


Figure 8. New Enrollment Management Organizational Structure

Recommendations for increasing graduate enrollment are being vetted and will be implemented, including ramping up marketing and communication strategies, establishing an environment and culture that welcomes and supports new graduate / professional program ideas (e.g., a new program incubator), reviewing graduate financial aid with the goal of increasing net tuition revenue, and re-organizing graduate program roles and responsibilities, with a stronger focus on recruitment.

Changes that are underway regarding non-traditional, adult learners include transitioning out of the adult degree completion market and engaging the local business community in designing new approaches to continuing education that will meet current needs and build on our reputation for academic quality.

As mentioned in the beginning of the plan, this is a living document and each of the goals, objectives, and strategies will be assessed annually to determine what has been achieved, what needs to be modified or changed and what is no longer achievable or relevant.

Appendices

- I. Timeline for Enrollment Plan Development
- II. University Headcount Enrollment History
- III. Undergraduate Enrollment History by Colleges
- IV. Diversity Profile
- V. Summer Enrollment History 2009 to 2015 and Projections for 2016
- VI. Enrollment Actuals and Projections
- VII. Enrollment Projection Timeline

Appendix I. Timeline for Enrollment Plan Development

Summer 2013	Nine enrollment committees and Steering Committee established
December 2013	Enrollment reports completed and reviewed
July 2014	Huron Consulting Group engaged to conduct research and make recommendations for undergraduate enrollment
Fall 2014	Findings and recommendations from Huron shared with Deans, Academic Senate, Enrollment Steering Committee
November 2014	Huron recommendations presented to Provost, President, and Vice President for Finance
December 2014	Huron findings presented to Academic Excellence and Marketing Committees
Spring 2015	Draft of Enrollment Plan, including undergraduate goals, developed, using recommendations from enrollment groups and consultant
	Enrollment Plan update presented to Academic Excellence and Enrollment and Marketing Committees (April)
	Program review of College of Professional Studies completed, recommendations submitted to Provost
Summer 2015	Huron engaged to work on graduate / professional program enrollment
September 2015	Enrollment update presented to Academic Excellence and Enrollment and Marketing Committees
October 2015	Huron recommendations shared and graduate enrollment goals developed (Deans, Provost, senior leadership)
November 2015	Plan presented to Academic Senate, Deans, Finance Directors, and President's Advisory Team Search committee for VP Enrollment Management established
December 2015	Approved enrollment plan presented to Academic Excellence and Enrollment and Marketing Committees and to the Board of Trustees
January 2016	New Dean of the Graduate School assumes role on January 1, 2016

Appendix II. University Headcount Enrollment History

Table 1. Enrollment Headcount History, Fall Semester

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Undergraduate										
Freshmen	1,841	1,811	1,950	1,946	1,928	2,056	1,927	1,989	1,989	1,872
New Transfers	170	181	160	139	164	177	133	126	135	142
Continuing	5,872	5,814	5,744	5,831	5,864	6,012	6,100	6,115	6,159	6,209
All	7,883	7,806	7,854	7,916	7,956	8,245	8,160	8,230	8,283	8,223
Graduate										
Graduate School	1,615	1,578	1,595	1,592	1,639	1,545	1,453	1,510	1,553	1,498
GSM	571	641	636	612	626	646	596	518	504	452
All	2,186	2,219	2,231	2,204	2,265	2,191	2,049	2,028	2,057	1,950
Professional										
Law	691	718	748	744	759	730	733	701	670	603
Dentistry	321	326	323	319	323	321	321	343	365	385
Health Sciences	180	162	181	191	185	205	201	207	220	218
All	1,192	1,206	1,252	1,254	1,267	1,256	1,255	1,251	1,255	1,206
Non-Traditional (CPS)										
Undergraduate	165	149	158	165	157	142	133	135	127	111
Graduate	122	136	138	150	161	168	152	138	23	1
All	287	285	296	315	318	310	285	273	150	112
Grand Total	11,548	11,516	11,633	11,689	11,806	12,002	11,749	11,782	11,745	11,491

Notes: The Graduate School of Management (GSM) was established in 2006. Prior to that, business master's degree students enrolled through the Graduate School. The Master's in Leadership Studies moved from the College of Professional Studies to the GSM in 2014. The Master's in Public Service moved from the College of Professional Studies to the Graduate School in 2014 and then to Arts and Sciences in 2015. Data in the table were provided by the Office of Institutional Research and Analysis.

Appendix III. Undergraduate Enrollment History by Colleges

Table 2. New Freshmen Enrollment by College, Fall Semester

College	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arts and Sciences	715	645	650	678	640	678	603	609	610	581
Business Administration	341	345	352	355	329	396	333	390	363	279
Communications	213	210	227	184	216	205	243	178	218	186
Education			77	66	95	54	88	78	81	56
Engineering	239	271	277	315	279	335	286	331	290	294
Health Sciences	235	248	267	255	258	281	260	282	264	319
Nursing	98	92	100	93	111	107	114	121	163	157
Total	1,841	1,811	1,950	1,946	1,928	2,056	1,927	1,989	1,989	1,872

Table 3. New External Transfers Enrollment by College, Fall Semester

College	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arts and Sciences	62	90	60	45	62	58	36	48	53	59
Business Administration	36	32	28	33	33	46	42	29	32	27
Communications	22	19	27	16	22	32	22	24	22	19
Education			2	5	9	11	2	5	4	5
Engineering	18	18	16	17	14	14	21	11	11	17
Health Sciences	25	17	24	23	23	16	9	9	12	15
Nursing	7	5	3	0	1	0	1	0	1	0
Total	170	181	160	139	164	177	133	126	135	142

Table 4. Total Undergraduate Enrollment by College, Fall Semester

College	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arts and Sciences	2,926	2,824	2,545	2,525	2,441	2,499	2,349	2,261	2,238	2,203
Business Administration	1,573	1,558	1,565	1,581	1,580	1,682	1,642	1,727	1,784	1,645
Communications	990	967	975	921	886	947	1,004	979	996	980
Education			247	346	445	413	415	393	385	367
Engineering	1,049	1,073	1,091	1,142	1,105	1,161	1,181	1,241	1,225	1,280
Health Sciences	898	961	1,016	1,018	1,086	1,121	1,119	1,139	1,125	1,183
Nursing	447	423	415	383	413	422	450	490	530	565
Total	7,883	7,806	7,854	7,916	7,956	8,245	8,160	8,230	8,283	8,223

Data in the tables were provided by the Office of Institutional Research and Analysis.

Appendix IV. Diversity Profile

Table 5. Undergraduate Enrollment by Race/Ethnicity, Fall Semester

Race/Ethnicity	Headcount					Percent Headcount				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
American Indian or Alaska Native	24	20	15	18	19	0%	0%	0%	0%	0%
Asian	329	375	383	414	454	4%	5%	5%	5%	5%
Black or African American	418	413	379	354	343	5%	5%	5%	4%	4%
Hispanic/Latino	633	717	771	799	811	8%	9%	9%	10%	10%
Native Hawaiian or Other Pacific Islander	20	14	9	7	7	0%	0%	0%	0%	0%
White	6,519	6,252	6,168	6,158	6,019	78%	75%	74%	73%	72%
Two or More Races	165	201	273	285	306	2%	2%	3%	3%	4%
Race and Ethnicity Unknown	45	42	44	61	40	1%	1%	1%	1%	0%
Nonresident Alien	234	259	323	314	335	3%	3%	4%	4%	4%
Total	8,387	8,293	8,365	8,410	8,334	100%	100%	100%	100%	100%

Table 6. Graduate/Professional Student Enrollment by Race/Ethnicity, Fall Semester

Race/Ethnicity	Headcount					Percent Headcount				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
American Indian or Alaska Native	8	9	13	11	5	0%	0%	0%	0%	0%
Asian	122	120	104	113	127	3%	3%	3%	3%	4%
Black or African American	128	132	118	109	84	4%	4%	3%	3%	3%
Hispanic/Latino	148	139	139	151	166	4%	4%	4%	5%	5%
Native Hawaiian or Other Pacific Islander	4	3	5	4	0	0%	0%	0%	0%	0%
White	2,688	2,493	2,199	2,197	2,122	74%	72%	64%	66%	67%
Two or More Races	41	43	42	44	55	1%	1%	1%	1%	2%
Race and Ethnicity Unknown	157	194	499	416	313	4%	6%	15%	12%	10%
Nonresident Alien	319	323	298	290	285	9%	9%	9%	9%	9%
Total	3,615	3,456	3,417	3,335	3,157	100%	100%	100%	100%	100%

Table 7. Total Student Enrollment by Race/Ethnicity, Fall Semester

Race/Ethnicity	Headcount					Percent Headcount				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
American Indian or Alaska Native	32	29	28	29	24	0%	0%	0%	0%	0%
Asian	451	495	487	527	581	4%	4%	4%	4%	5%
Black or African American	546	545	497	463	427	5%	5%	4%	4%	4%
Hispanic/Latino	781	856	910	950	977	7%	7%	8%	8%	9%
Native Hawaiian or Other Pacific Islander	24	17	14	11	7	0%	0%	0%	0%	0%
White	9,207	8,745	8,367	8,355	8,141	77%	74%	71%	71%	71%
Two or More Races	206	244	315	329	361	2%	2%	3%	3%	3%
Race and Ethnicity Unknown	202	236	543	477	535	2%	2%	5%	4%	3%
Nonresident Alien	553	582	621	604	620	5%	5%	5%	5%	5%
Total	12,002	11,749	11,782	11,745	11,491	100%	100%	100%	100%	100%

Data in the tables were provided by the Office of Institutional Research and Analysis.

Appendix V. Summer Enrollment History 2009 to 2015 and Projections for 2016

Table 8. Undergraduate Summer Student Credit Hours

College		2009	2010	2011	2012	2013	2014	2015	2016
Arts and Sciences	Summer I	2,597	2,562	2,431	2,662	2,975	2,833	2,942	2,774
	Summer II	2,819	2,898	2,827	2,807	2,637	2,461	2,738	2,564
Total		5,416	5,460	5,258	5,469	5,612	5,294	5,680	5,338
Business	Summer I	503	456	549	558	585	507	818	630
	Summer II	473	492	408	555	495	497	407	654
	Total	976	948	957	1113	1080	1004	1225	1284
Communication	Summer I	270	269	197	288	435	354	390	326
	Summer II	176	209	172	288	238	225	249	370
	Total	446	478	369	576	673	579	639	696
Education	Summer I	96	85	68	45	54	42	71	61
	Summer II	0	0	0	30	15	66	59	67
	Total	96	85	68	75	69	108	130	128
Engineering	Summer I	466	483	442	400	322	295	233	233
	Summer II	32	17	12	8	3	10	5	32
	Total	498	500	454	408	325	305	238	265
Health Sciences	Summer I	104	183	174	181	115	81	152	117
	Summer II	131	159	95	102	100	137	128	128
	Total	235	342	269	283	215	218	280	245
Nursing	Summer I	331	186	351	57	174	215	252	233
	Summer II	341	129	312	42	18	27	87	61
	Total	672	315	663	99	192	242	339	294
Total		8,339	8,128	8,038	8,023	8,166	7,750	8,531	8,250

Table 9. Graduate Summer Student Credit Hours

College		2009	2010	2011	2012	2013	2014	2015	2016
Arts and Sciences	Summer I	95	131	120	206	150	193	249	269
	Summer II	95	76	150	101	136	145	175	193
	Total	190	207	270	307	286	338	424	462
Communication	Summer I	3	5	0	5	6	6	3	35
	Summer II	24	14	24	5	6	12	3	2
	Total	27	19	24	10	12	18	6	37
Education (Excluding Teach for America)	Summer I	404	351	433	399	420	203	257	344
	Summer II	338	375	361	330	298	356	474	388
	Total	742	726	794	729	718	559	731	732
Engineering	Summer I	40	54	26	26	7	24	37	33
	Summer II	44	33	36	22	20	33	37	30
	Total	84	87	62	48	27	57	74	63
Health Sciences	Summer I	129	66	135	156	119	161	164	184
	Summer II	174	155	159	183	146	173	160	180
	Total	303	221	294	339	265	334	324	364
Nursing	Summer I	122	19	110	51	63	113	80	72
	Summer II	104	31	100	94	99	92	83	62
	Total	226	50	210	145	162	205	163	134
Other (Interdisc, Transfusion Med)	Summer I	3	9	11	14	48	34	12	5
	Summer II	3	9	11	2	1	1	12	2
	Total	6	18	22	16	49	35	24	7
Total	1,578	1,328	1,676	1,594	1,519	1,546	1,746	1,799	

Enrollment targets for FY17 need to be established. Only update numbers with thick black borders. Budget targets for Summer I FY16 (first half of summer 2017) are intentionally omitted (in the FY16 budget, they currently represent home college of the student rather than credits taught within the college/program and need to be adjusted by Finance.)

Summer SCH should be based on credits taught within the college/program.

Summer II is the second half of the first summer in the fiscal year. So, for FY17, it would be the credit hours taken by students in the second half of summer 2016.

Summer I is the first half of the second summer in the fiscal year. So, for FY17, it would be the credit hours taken by students in the first half of summer 2017

Data in the tables were provided by the Office of Institutional Research and Analysis.

Appendix VI. Actuals and Projections, Fall Semester

Type	Group	Actuals						Projections
		2010	2011	2012	2013	2014	2015	2016
Undergraduate FTE	Arts and Sciences	2,247	2,323	2,201	2,108	2,061	2,045	2,069
	Business Administration	1,558	1,648	1,615	1,682	1,758	1,609	1,528
	Communication	868	928	980	961	972	960	920
	Education	415	391	385	368	361	340	313
	Engineering	1,004	1,050	1,071	1,119	1,094	1,142	1,127
	Health Sciences	1,072	1,107	1,104	1,125	1,111	1,172	1,208
	Nursing	405	418	447	488	529	558	593
	Total	7,569	7,864	7,802	7,851	7,886	7,825	7,758
Graduate/Professional FTE	Dentistry	322	319	319	3470	360	383	400
	Graduate Dental	22	22	24	26	25	26	22
	Law	611	606	616	600	584	526	492
	Health Sciences Professional	184	204	200	204	218	217	213
	Executive MBA	43	50	39	38	31	33	35
	Direct Entry Nursing	45	47	44	56	54	104	53
	Total	1,192	1,217	1,212	1,238	1,255	1,255	1,215
Special Programs FTE	Aspin Center	17	17	15	18	20	15	18
	Study in Spain	10	17	11	12	7	n/a	n/a
	Study in South Africa	11	10	17	16	20	13	20
	Teach for America	18	44	45	48	39	29	25
	Total	56	88	88	94	86	57	63
Student Credit Hours	Law School (Part-Time)	1,081	925	858	737	615	548	308
	Prof. Studies (Undergrad)	1,100	986	1,010	1,023	793	754	0
	Graduate School	8,815	8,461	8,043	8,179	7,991	7,475	7,028
	<i>Arts and Sciences</i>	2,485	2,439	2,444	2,498	2,467	2,351	2,284
	<i>Communication</i>	396	348	324	316	300	300	300
	<i>Education</i>	1,643	1,575	1,356	1,306	1,357	1,309	1,198
	<i>Engineering</i>	1,182	1,064	898	923	1,113	1,124	1,000
	<i>Health Sciences</i>	512	518	567	672	724	868	715
	<i>Nursing</i>	1,777	1,663	1,710	1,809	1,841	1,488	1,400
	<i>Misc. (TRME/INPR)</i>	59	34	29	44	143	31	56
	<i>Prof. Studies (Grad)</i>	761	820	716	612	46	4	75
	GSM	3,403	3,653	3,325	2,860	2,671	2,444	2,452
	Total	14,399	14,025	13,236	12,799	12,070	11,221	9,788

FTE is a full-time equivalent paying student. If a student is charged less than the full-time rate, then the FTE is the amount charged divided by the full-time rate.

Appendix VII. Enrollment Projection Timeline

January

- Review enrollment projections vs. actual for previous fiscal year (Enrollment Tactical Committee and Office of Institutional Research and Analysis)

March

- Run trend data/preliminary projections (Office of Institutional Research and Analysis)
 - Undergraduate headcount and FTEPs
 - Graduate student credit hours by program
 - Professional enrollment
 - Undergraduate student credit hours
- Review projections for next fiscal year (Enrollment Tactical Committee)
- Dean of the Graduate School solicits input for graduate projections
- Dean of Admissions solicits initial enrollment projections for professional programs from deans (Law, Dentistry, Health Sciences, Graduate School of Management, College of Professional Studies)

Late April

- Initial projections due to Provost for review (Enrollment Tactical Committee)

Early May

- Initial projections due to Finance and Office of the Provost

July

- OIRA sends individual enrollment templates to Deans

August

- OIRA and Dean of Admissions meet with Deans (GSM, Undergraduate deans) to discuss projections and revise estimates if necessary.

September - October

- Preliminary projections are updated based on fall actual enrollment.
 - OIRA to run updated retention model after fall freeze
- ETC meets to review projections
- Updated projections (individually) sent to each dean for confirmation
- ETC shares projections with Provost and VP Finance for approval
- Enrollment projections shared with the University Financial Planning and Review Committee

November

- Provost and VP Finance finalize budget projections
- Projections are shared with the University Financial Planning and Review Committee
- Final budgeted projections sent to ETC, University Financial Planning and Review Committee and OIRA

OIRA: Office of Institutional Research & Analysis
ETC: Enrollment Tactical Committee
UG FTEPS: Undergraduate Full-time Equivalencies
SCH: Student Credit Hours
GSM: Graduate School of Management



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