INTEGRATED STRATEGIC ENROLLMENT PLAN

UNIVERSITY OF SAN FRANCISCO

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EXECUTIVE SUMMARY

PURPOSE

An Integrated Strategic Enrollment Plan (ISEP) translates the vision, goals, and actions in the USF 2027 Strategic Plan into a roadmap for concrete enrollment gains, with a holistic focus on recruitment, retention, and student outcomes post-graduation. It supports the University's budgeting processes by projecting head-count, new student enrollment, and retention for both undergraduate and graduate students. Developing the University's first integrated plan was a collaborative effort that brought together a team of admissions, student financial services, student life, and academic leaders to develop a strategy that encompasses five-year growth targets for undergraduate and graduate students and an investment in improved student persistence rates. USF's Integrated Strategic Enrollment Plan is a financially responsible map to enroll-ment recovery that is sensitive to student needs and demands and cognizant of faculty, staff, and space constraints. This plan is bold. Our commitments to diversity, economic justice, and social mobility, and mission remain at the core of our work.

ENROLLMENT GROWTH MODELS

The enrollment projection tool used in this plan is not a budget modeling tool.[1] Rather, it is an exercise in modeling moderate and aggressive scenarios for all projects and initiatives outlined in the plan including, but not limited to, new programs, revitalized programs, funded retention initiatives, and more. This tool relies on our ability to improve our market position for both undergraduate and graduate prospects and assumes that any unexpected threats can be mitigated. The conservative estimate (the gray base line in the tables below) indicates the projected enrollment with no additional investment in new academic programs or other initiatives. The blue line models a moderate acceleration in enrollment growth and assumes success with the launch of some new programs and initiatives outlined in the enrollment plan. The orange line models aggressive growth. This final model is ambitious, exceeding our headcount targets should we have a 100% success rate with all projects and plans. However, it provides insightful data into the number of initiatives necessary to provide optimal growth while maintaining realistic expectations regarding new programs and retention initiatives. Both growth models are built on our current baseline projections. The latter will be re-evaluated after the fall 2022 census and adjusted should actual enroll-ments show significant deviation from baseline projections. In addition, the baseline does not take into account the anticipated 2025 "enrollment cliff." Further investigation beyond the scope of this report is necessary to develop a model that is responsive to these significant demographic shifts while recognizing USF's relative insulation to such shifts due to our market position.

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1   While a robust model accounting for new programs, we are unable to influence the model for retention or persistence lifts.

UNDERGRADUATE ENROLLMENT GROWTH

In the moderate growth model (blue line), undergraduate enrollment could reach 7,127 students in five years. The aggressive growth model increases headcount to 7,355 over the next five years, assuming success on all initiatives with robust growth in all programs and expansion in international enrollment. Both the moderate and aggressive models exceed our current capacity in terms of space and student services. The Provost's Office will initiate a conversation with University partners over the coming year about the right size for our new undergraduate classes in tandem with an analysis of necessary investments in space and student services to support retention.
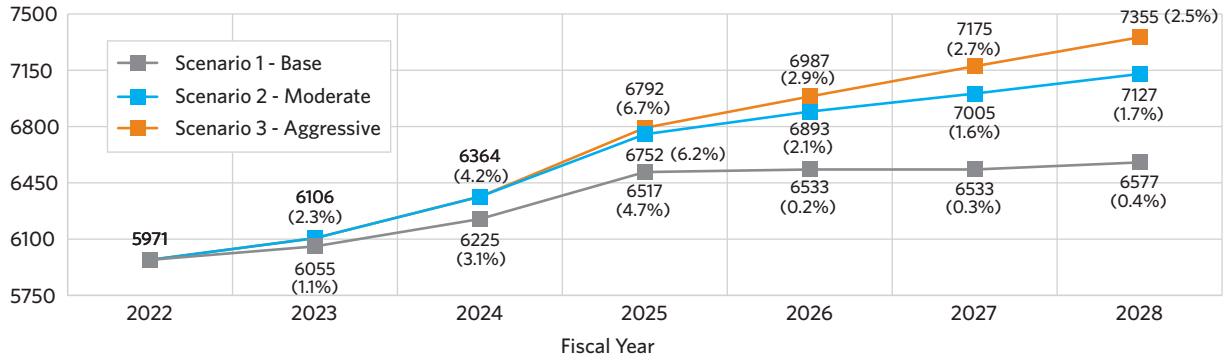

Table E1: ISEP Undergraduate Enrollment Model

GRADUATE ENROLLMENT GROWTH

Graduate enrollment growth in this model relies on similar factors as with undergraduate programs — revitalization, stabilization, and new programs. For graduate growth, it is important to look at the headcount projection without students connected to part-time programs; students in part-time programs are included in anticipated student credit hours.
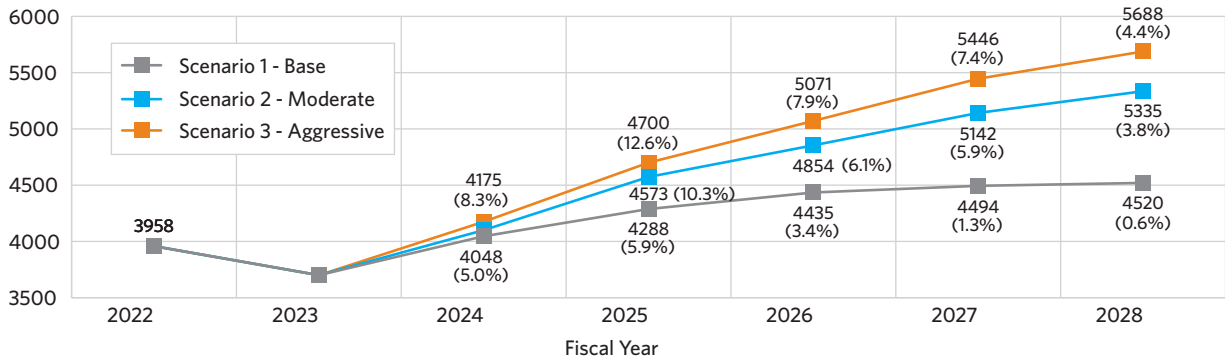

Table E2: ISEP Graduate Enrollment Model [2]
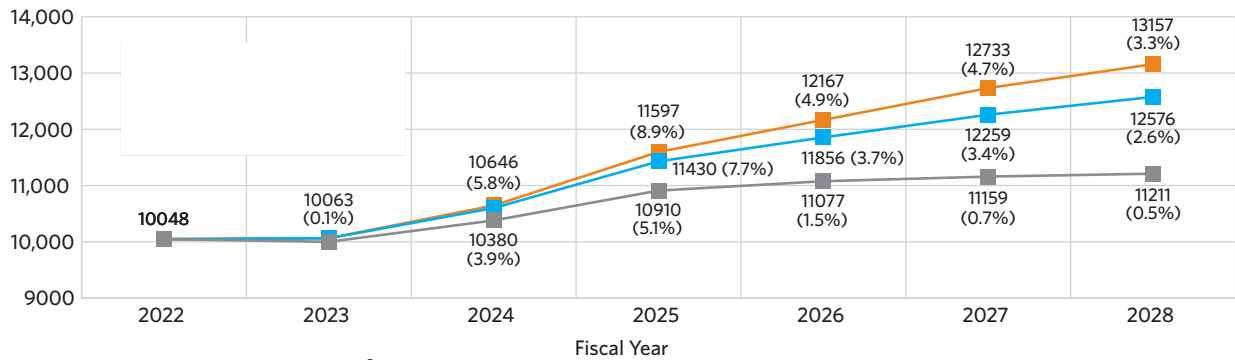
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2   Excludes part-time enrollment for headcount purposes
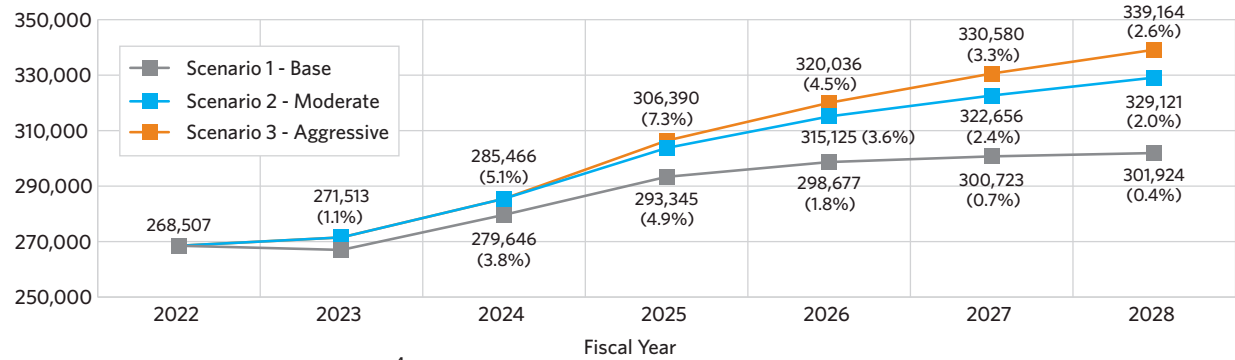
Table E3: ISEP Total Enrollment Model [3]

Table E4: ISEP Total Student Credit Hours [4]

Moderate Growth			Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
First-Time, First-Year	Domestic	New Programs	25	48	72	82	105
	International	New Programs	5	16	20	28	28
	International	Recovery Lift	5	10	10	10	10
Transfer — Hilltop	Domestic	New Programs		8	13	24	25
	International	New Programs		2	3	7	8
Graduate	Full-Time	New Programs		57	57	57	57
	Part-Time	New Programs	45	90	90	90	90
		Total	80	231	265	298	323

Table E5: Moderate Headcount Lift Sources

Aggressive Growth			Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
First-Time, First-Year	Domestic	New Programs	25	65	105	135	160
	International	New Programs	5	19	24	31	31
	International	Recovery Lift	10	20	25	30	30
Transfer — Hilltop	Domestic	New Programs		10	18	33	33
	International	New Programs		5	7	12	12
Graduate	Full-Time	New Programs		96	96	96	96
	Part-Time	New Programs	75	150	150	150	150
		Total	115	365	425	487	512

Table E6: Moderate Headcount Lift Sources

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3   Excludes part-time enrollment for headcount purposes

4   Includes part-time enrollment

INTEGRATED STRATEGIC ENROLLMENT PLAN

RETENTION AND PERSISTENCE

Investment in retention and persistence initiatives is critical to realizing headcount and revenue goals. The ISEP identifies key priority areas focusing on Latinx students, mental health and wellness resources, belonging and engagement initiatives, and programs to keep students on track for timely graduation. These projects are necessary to recover retention rates to pre-COVID levels and then to strengthen beyond.

GOALS[5]

NEW UNDERGRADUATE ENROLLMENT

Goal 1.1: Grow enrollment to 200 first-time, first-year international students and increase the proportion of international transfer students.

Goal 1.2: Improve yield for first-year, transfer, and international students and ensure a seamless transition for students from the moment they discover USF to the time they arrive on campus.

Goal 1.3: Increase local student enrollment through enhanced recruitment practices that focus on Bay Area transfer pipelines, first-generation students, and students of color.

Goal 1.4: Provide need-based aid and funding opportunities to international students to increase international student enrollment.

RECRUITMENT AND ENGAGEMENT

Goal 2.1: Diversify lead generation.

Goal 2.2: Enhance digital strategy to build discoverability of USF.

STUDENT FINANCIAL SERVICES

Goal 3.1: Provide accurate and timely information to students and parents throughout the student lifecycle. Strengthen parent and family communication strategies to increase the transparency of payment policies and financial assistance programs.

Goal 3.2: Improve financial aid processing times and timely payment collection measures while monitoring customer service responsiveness.

Goal 3.3: Align institutional scholarship processing with USF's values to ensure aid is equitably distributed and awarded promptly.

Goal 3.4: Create physical and virtual spaces collaborating with campus partners to educate students on financial aid resources and improve student finance education.

SERVICE AND COLLABORATION

Goal 4.1: Update two articulation agreements monthly over the course of the five-year plan and add previously unarticulated courses into Banner for preliminary evaluations via the Transfer Credit Evaluator.

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5   Key performance indicators for each of these goals can be found in the Integrated Strategic Enrollment Plan document

Goal 4.2: Revamp the returning student process and enhance the returning student's web page, forms, and communications.

Goal 4.3: Enhance current forms used in the Office of the University Registrar, including digitizing all registration and graduation forms.

RETENTION AND PERSISTENCE

Goal 5.1: Improve retention rates for Black-identified students with the goal of equitable graduation rates through investment in the BASE program and Black faculty and staff retention.

Goal 5.2: Develop/expand high-impact academic and extracurricular programs to support Latinx students.

Goal 5.3: Expand health and wellness resources for USF students.

Goal 5.4: Develop and launch the "Stay on Track" program.

Goal 5.5: Develop an Internship Lab.

Goal 5.6: Explore expansion of USF 101 for new students.

SCHOOL OF EDUCATION GRADUATE ENROLLMENT

Goal 6.1: Develop new programming to supplement and steady enrollment in teacher education and masters programs.

Goal 6.2: Create and implement an outreach plan to City Year students and alumni to increase City Year prospect pool across all SOE programs.

Goal 6.3: Leverage state funding, scholarships, and district partnerships to offset shortages in teacher education.

Goal 6.4: Increase Bay Area school district prospects by 10% over the next five years by creating University partnerships with districts that leverage current state funding for residency and other programs.

SCHOOL OF LAW GRADUATE ENROLLMENT

Goal 7.1: Grow JD enrollment to 179 students per cohort.

Goal 7.2: Increase non-tax LLM enrollment to 19 students per cohort.

Goal 7.3: Increase graduate tax program enrollment to 84 students per cohort.

COLLEGE OF ARTS AND SCIENCES GRADUATE ENROLLMENT

Goal 8.1: Establish scholarship-raising boards to support graduate students.

Goal 8.2: Analyze and optimize discounting to stabilize enrollment and improve yield.

Goal 8.3: Develop internship programs and professional pathways to enhance enrollment.

Goal 8.4: Reduce summer melt in CAS graduate programs.

Goal 8.5: Revamp marketing strategies for CAS graduate programs.

SCHOOL OF NURSING AND HEALTH PROFESSIONS GRADUATE ENROLLMENT

Goal 9.1: Relaunch the Executive Leadership DNP program with an anticipated start in 2023–24, and the recruitment and enrollment of a cohort of 20 students.

Goal 9.2: Explore the SOPHAS common application in tandem with the Slate CRM to augment recruitment of the MPH program.

Goal 9.3: Launch new epidemiology track of the MPH program for enrollment at the Orange County campus.

Goal 9.4: Build international applications and enrollments.

SCHOOL OF MANAGEMENT GRADUATE ENROLLMENT

Goal 10.1: Stabilize and grow degree-seeking enrollments of existing programs while increasing enrollments via new programming.

Goal 10.2: Increase revenue from non-degree seeking students through certificate and executive education.

INTEGRATED STRATEGIC ENROLLMENT PLAN

PURPOSE

The USF 2027 Strategic Plan provides a vision that aims to position USF as the leading Jesuit university for inclusiveness, innovation, and academic excellence, alongside an action plan for the coming five years. An Integrated Strategic Enrollment Plan (ISEP) translates the vision, goals, and actions in the Strategic Plan into a roadmap for concrete enrollment gains, with a holistic focus on recruitment, retention, and student outcomes post-graduation. It supports the University's budgeting processes by projecting headcount, new student enrollment, and retention for both undergraduate and graduate students on the Hilltop, at our regional locations, and online.

Developing the University's first integrated plan was a collaborative effort that brought together a team of admissions, student financial services, student life, and academic leaders to co-create strategies that encompass five-year growth targets for undergraduate and graduate students and an investment in improved student persistence rates.

In creating these strategies to reach ambitious headcount and revenue goals, USF's Integrated Strategic Enrollment Plan is a financially responsible map to enrollment recovery that is sensitive to student needs and demands and cognizant of faculty, staff, and space constraints. This plan is bold. Our commitments to diversity, economic justice, social mobility, and mission remain at the core of our work. Our ISEP includes campus stakeholders beyond Strategic Enrollment Management (SEM) to help inform, advise, and provide critical feedback on efforts to meet a sustainable headcount goal for USF.

This report first provides context for USF's enrollment history then looks forward with enrollment growth projections based on academic innovation, new academic programs, and enhanced strategy for recovery and growth. Those projections are then contextualized within the larger landscape for undergraduate enrollment growth with goals and projects developed by the Strategic Enrollment Management team. Complementing new enrollment, the report turns its focus to undergraduate retention and persistence data with accompanying goals and projects developed by Student Life. The report concludes with a broad overview of challenges and opportunities in graduate enrollment broadly before looking at each School and the College in more depth for goal-setting.

ENROLLMENT HISTORY AND CONTEXT

Undergraduate and graduate enrollment at USF have varied greatly over the past 10 years. Since 2011,[1] we have enrolled between 1,500 and 2,050 new undergraduate students each fall, with our lowest enrollment year in fall 2020 (1,501) due to COVID-19 and our largest enrollment in fall 2016 (2,050). Spring enrollments have proven to be equally unpredictable, with anywhere from 191 students (spring 2018) to 382 students (spring 2014) beginning their undergraduate education at USF. In the past five years, we have enrolled between 191 and 307 new undergraduate students each spring, reaching a five-year high in spring 2022

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1   https://dataviz.usfca.edu/#/views/Census-AdmissionsStatistics/UndergraduateAdmissionsSummary?:iid=1

(307). While spring enrollment is difficult to plan for and predict, there is opportunity for USF to stabilize enrollment during that entry point.

Graduate enrollment has proved to be much steadier, with significant growth from 2011 to 2016 (an increase of more than 350 students per fall) and then a leveling of new enrollments around 1,700 from 2017 to 2021.[2]

Fall 2019 and 2020 were years of low new undergraduate enrollment. With the complications of the COVID-19 pandemic, USF also experienced an effect of students stopping out of their education in 2020–2021, with many electing not to return. Total headcount at USF currently suffers from three effects: large graduating classes that enrolled in fall 2016, 2017, and 2018; small new student cohorts in fall 2019 and 2020;[3] and pandemic-related retention issues. As we enter into a recovery period, we know that reestablishing enrollment on the Hilltop is a priority.

In consultation with University leadership, there is interest in recovering total enrollment on the Hilltop to 11,000 (6,500 undergraduate students and 4,500 graduate students) and expanding beyond. Faced with distinct challenges for recruitment and retention of these students, an ISEP allows us to outline the University's priorities and develop collaborative, mission-aligned strategies to grow enrollment on the Hilltop while maintaining the diversity and inclusiveness that is USF's hallmark.

NEW UNDERGRADUATE ENROLLMENT FACTORS FOR CONSIDERATION

If we are to build new undergraduate enrollment, we must attend to the rates at which we admit, yield, and melt students, all of which impact our short- and long-term positioning for enrollment growth.

The admit rate for new first-time, first-year domestic students has increased significantly in the last 10 years, from 59.3% to 75.7%. The impact on USF's market position cannot be overstated. Enrollment of first-time, first-year students is influenced by perceived prestige and ranking; high school students and their families often correlate a low admit rate with a more desirable institution and a high admit rate with one that is less attractive and therefore less prestigious. USF's enrollment plan must be strategic to mitigate the inflation of admission offers and bring the admit rate into range with our peer institutions in California. USF would be in range with major crossover schools such Loyola Marymount University, Santa Clara University, and Chapman University with an admit rate around 50%. This, in turn, will influence market position, perceived prestige, and desirability.

As our admit rate for first-time, first-year students has ballooned, we also have seen a corresponding decrease in the yield rate (percentage of students who commit to USF based on the number of admission offers extended). This rate has decreased unevenly over the last 10 years. In fall 2011, we could anticipate that 16.3% of students would enroll (yield); in fall 2021 that rate sank to 8.9%. Yield rate is influenced by admit rate. An enrollment strategy needs to be sensitive to both of these factors to be successful.

The third data point that requires attention in our enrollment plan is the melt rate (percentage of students who commit to USF but withdraw that commitment prior to census). Melt happens for a variety of reasons,

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2   https://dataviz.usfca.edu/#/views/Census-AdmissionsStatistics/GraduateAdmissionsSummary?:iid=1

3   For fall 2019, SEM made substantial changes to financial aid packages in an attempt to drive down the discount rate. While this effort was successful, the out-of-pocket cost was too significant for students to bear, and they walked away from the financial aid offers without conversation. This resulted in a smaller-than-planned first-year class. For fall 2020, financial aid package methodology was reverted to fall 2018 parameters, which produced a successful rebound in deposits. However, the pandemic-fueled modality changes and other concerns drove over 240 students to defer their enrollment to spring or fall 2021, resulting in a small starting cohort in fall 2020.

including aspirational financing (students submitting an enrollment deposit hoping to be able to make the financial commitment work but cannot) and waitlist activity from other institutions. We can improve communication and counseling to dissuade aspirational financing, but we have more opportunity to influence decision-making for those students moved from waitlists at higher-ranked or higher-preference institutions. In the past 10 years, our melt rate has swelled from 11.8% to 19.4% for domestic undergraduate students.[4] International student melt has increased unevenly, ranging anywhere from 17.4% (a low in fall 2012) to 24% in fall 2013 and 18.9% in fall 2019.[5] Improving USF's positioning as a first-choice institution will assist in reducing melt.

These three factors — admit rate, yield rate, and melt rate — are interconnected. This enrollment plan does look boldly for headcount growth but also pays careful attention to moving admit and melt rates down and yield rate up. This will, in the long term, also impact retention. As we enroll right-fit students for whom USF is a first choice, retention and graduation rates will improve.

TOTAL UNDERGRADUATE ENROLLMENT

Between fall 2015 and fall 2018, USF's undergraduate headcount held steady at around 6,800 students.[6] With the small entering classes in fall 2019 and 2020, USF saw total undergraduate enrollment decline, reaching a low of 5,906 in fall 2020. The healthy fall 2021 class allowed some small recovery (total headcount of 5,977). A strong first-year class, domestic and international, for fall 2022 will provide some lift to undergraduate enrollment as we work our way back to 6,800 and beyond.
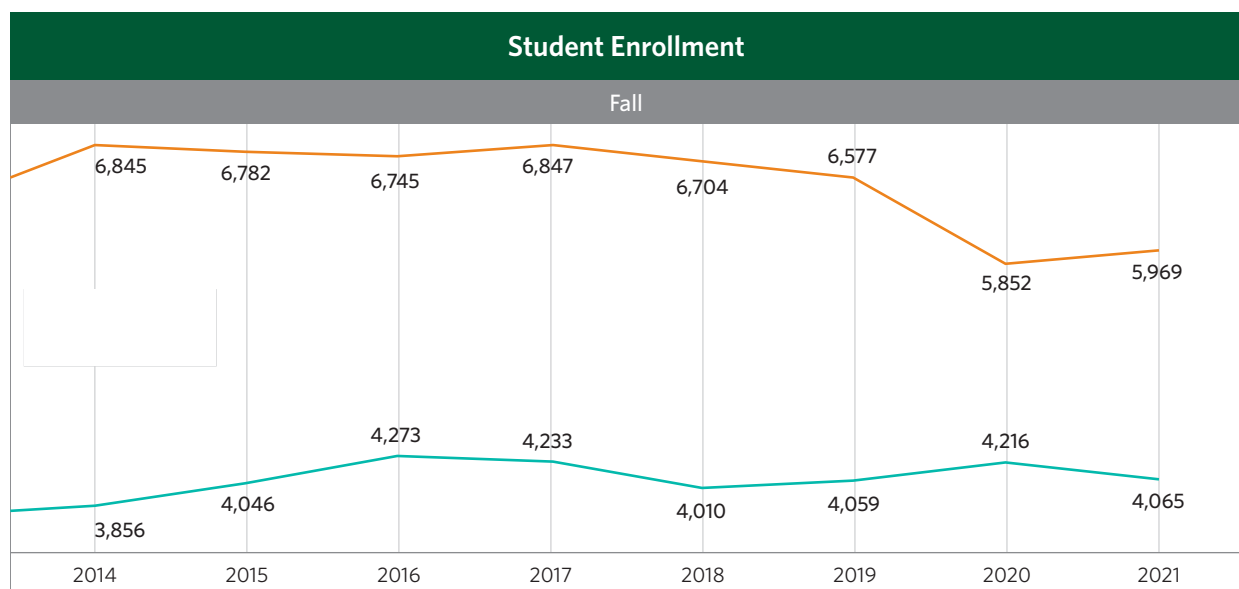

Student Enrollment							
Fall							

2014	2015	2016	2017	2018	2019	2020	2021
6,845	6,782	6,745	6,847	6,704	6,577	5,852	5,969
3,856	4,046	4,273	4,233	4,010	4,059	4,216	4,065

Table 1: Student Enrollment at USF 2014 to 2021[7]

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4   Melt in fall 2020 was excluded from this analysis as COVID-19 pushed over 250 students to withdraw their fall term start. This was anomalous in the data.

5   Melt rates for international first-time, first-year students were excluded from this analysis for fall 2020 and fall 2021 due to COVID impacts.

6   https://dataviz.usfca.edu/#/views/Registration-HeadCounts/HeadcountTrend?:iid=2

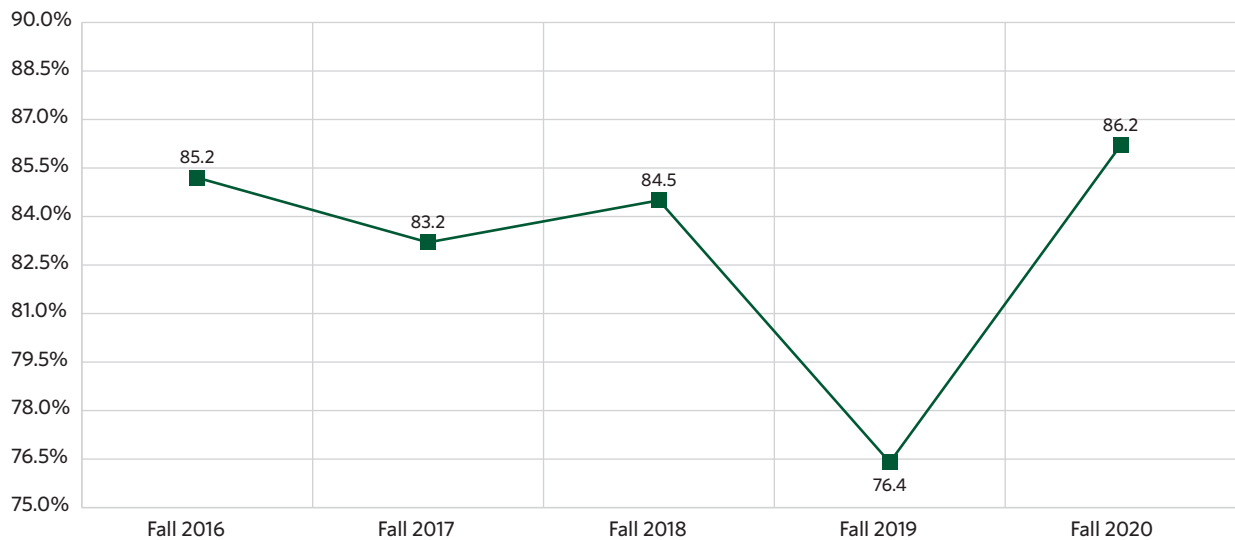7   https://dataviz.usfca.edu/#/views/ISEPRetentionAnalysis/Page2?:iid=4

Table 2: Freshman Retention First to Second Year. (The trend of % retained for freshman cohort terms 2016–2020 broken down by retention rate at their second fall)

New undergraduate enrollment, however, must be paired with strong retention efforts to successfully rebuild total undergraduate numbers. Table 2 above shows the trend lines of entering cohorts by the percent retained from first to second year. You can see the impact of the pandemic (fall 2019 cohort) on the overall trend in retention rate.

Institutional aid also has a strong impact on student retention from their first to second year. First-year students with more than $10,000 in institutional aid and more than $20,000 in student debt were retained at 50% for the fall 2016 cohort, 66.7% for the fall 2017 cohort, 50% for the fall 2018 cohort, and 64.7% for the fall 2019 cohort.[8]

Looking at the second- to third-year retention rate, USF faces a significant decline in retaining students. Table 3 illustrates the steady falloff before the pandemic, with a significant drop for the fall 2019 cohort.
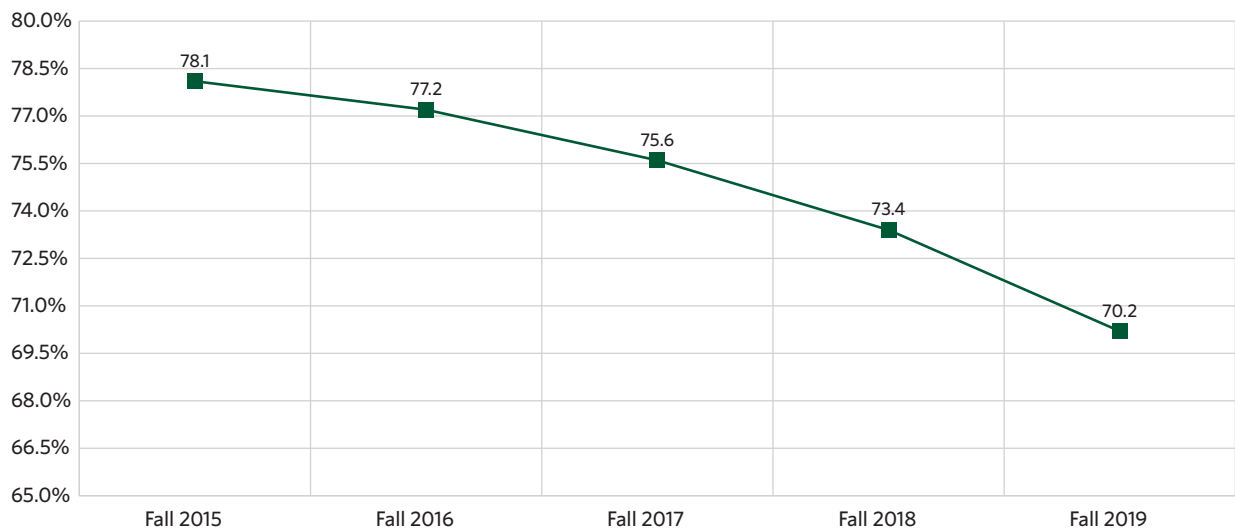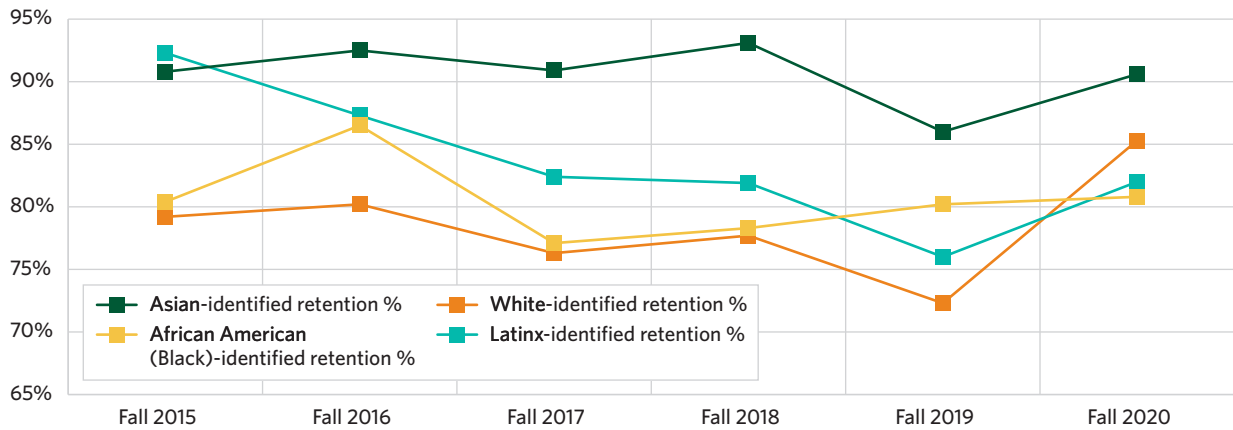

Table 3: Freshman Retention Second to Third Year. (The trend of % retained for freshman cohort terms 2016–2020 broken down by retention rate at their second fall)

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8   https://dataviz.usfca.edu/#/views/ISEPRetentionAnalysis/Page2?:iid=4

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American (Black)	Retention %	80.40%	86.50%	77.10%	78.30%	80.20%	80.80%
Asian	Retention %	90.80%	92.50%	90.90%	93.10%	86.00%	90.60%
Latinx	Retention %	92.30%	87.30%	82.40%	81.90%	76.00%	82.00%
White	Retention %	79.20%	80.20%	76.30%	77.70%	72.30%	85.30%

Table 4: Retention Rates Undergraduate, Second Fall By Ethnicity (IPEDS)[9]

Among Black-identified students specifically, USF saw fewer students retained before the fall 2017 cohort. In spring 2016, the vice provost for Student Life was charged with building a Black living-learning community as part of an institutional response for greater overall support for African American students. The African American Scholars Project (AASP) Strategy Group was established to discuss and investigate the most effective ways for USF to increase the participation of Black students in the USF experience and their rates of persistence at the university. Over the course of the 2016–2017 academic year, the Strategy Group engaged in this work and confirmed a legitimate need for greater support as well as strategies to increase equity, inclusion, retention, and persistence for Black students at USF. When assessing institutional and California state graduation data, the findings indicated lower graduation rates for Black students. The data illuminated the persistence of a 14 percentage-point gap in six-year graduation rates comparing Black students at USF and the undergraduate student population.[10] The average six-year graduation rate across all populations was 70% for first-time full-time bachelor's degree–seeking students who entered in fall 2007–2010, compared to 56% for African American students. In the most recent data available, graduation for the fall 2015 cohort (six-year) was 76% and Black students were at 68%, a gap of 8 percentage points. For context, the graduation rate for Black students at the 676 traditional (not including HBCUs or specialized institutions) public and private nonprofit institutions found in *The Education Trust* report on Black students[11] sample is 45.4 percent, 19.3 percentage points lower than the 64.7 percent graduation rate for White students.

9   https://dataviz.usfca.edu/#/views/RetentionUndergraduate-SecondFallFall2021Census/Ethnicity?:iid=2
10   African American Scholars Project (AASP) Strategy Group 2017 Report, https://drive.google.com/file/d/1trxrujy42tccFkpiTEfKhEJPW5_m9ebn/view?usp=sharing
11   https://1k9gl1yevnfp2lpq1dhrqe17-wpengine.netdna-ssl.com/wp-content/uploads/2014/09/A-Look-at-Black-Student-Success.pdf

The first-year retention rate for Black students was also behind other student populations, including Latinx and Asian students most years and White students this past year.

Furthermore, when compared to other private four-year institutions in California, USF graduation rates also lagged behind (African American Scholars Project Strategy Group Report, August 2017). A three-pronged program named Black Achievement Success and Engagement (BASE) was developed by Black faculty and recommended to institutional leadership as a strategy to address the social, economic, and academic barriers identified for Black students at USF. Recent data suggest matriculation rates of Black students from year to year have improved starting in 2017, coinciding with the start of the BASE initiative. While progress has been made in graduation, retention, and persistence rates, USF has not reached equity with other student populations. Because BASE is a relatively new initiative, additional time is needed to fully assess its effectiveness. Below are some recent data from the program.

- 2018–2019 Marshall-Riley Living Learning Community cohort graduation rate: 77%
- 2018–2019 Black Scholar cohort graduation rate: 85%
- 2019–2020 Marshall-Riley Living Learning Community cohort (entered as sophomores) graduation rate: 82%
- 2019–2020 Marshall-Riley Living Learning Community cohort retention rate: 90%
- 2019–2020 Black Scholar cohort retention rate: 100%

The current trajectory shown in Table 5 is incomplete because the fall 2019 cohort will be entering their fourth fall in fall 2022.
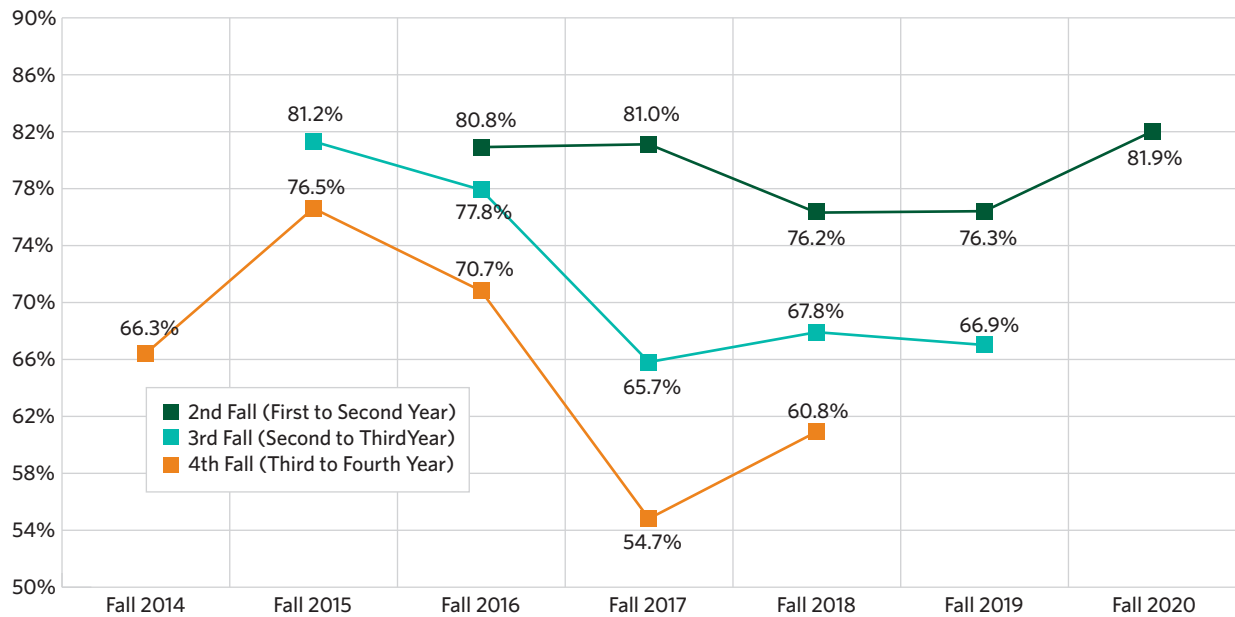

Table 5: Black-Identified Student Retention Trends

The data for Latinx students at USF in Table 6 indicates declines in the number of students retained from fall 2015 to fall 2019 for each transition, i.e., first to second year, second to third year, and third to fourth year. The low retention rate for the 2019 cohort is most likely driven by the impact of COVID. The downward trends are troubling given our commitment to diversity, but they are additionally concerning given the predicted increase in Latinx population in California, according to the last U.S. Census, and its impact on our recruitment efforts. Our Latinx Initiative will focus on improving USF's efforts to retain Latinx students.

It should be noted that the largest number of students who will choose to leave a university happens between first and second years. Declines in retention rates will result in lower matriculation rates in year two to year three, year three to year four, and impact four- and six-year graduation rates for those cohorts. This pattern holds true when reviewing the matriculation rates of Latinx students at USF. There is a positive trend for USF Latinx students who are retained. If USF is able to retain a Latinx student from first to second year, the student is significantly more likely to graduate when compared to a White student who is retained from first to second year at USF. Consequently, we see high six-year graduation rates for Latinx students, even though we have lost a significant percentage of Latinx students along the four-year college journey.
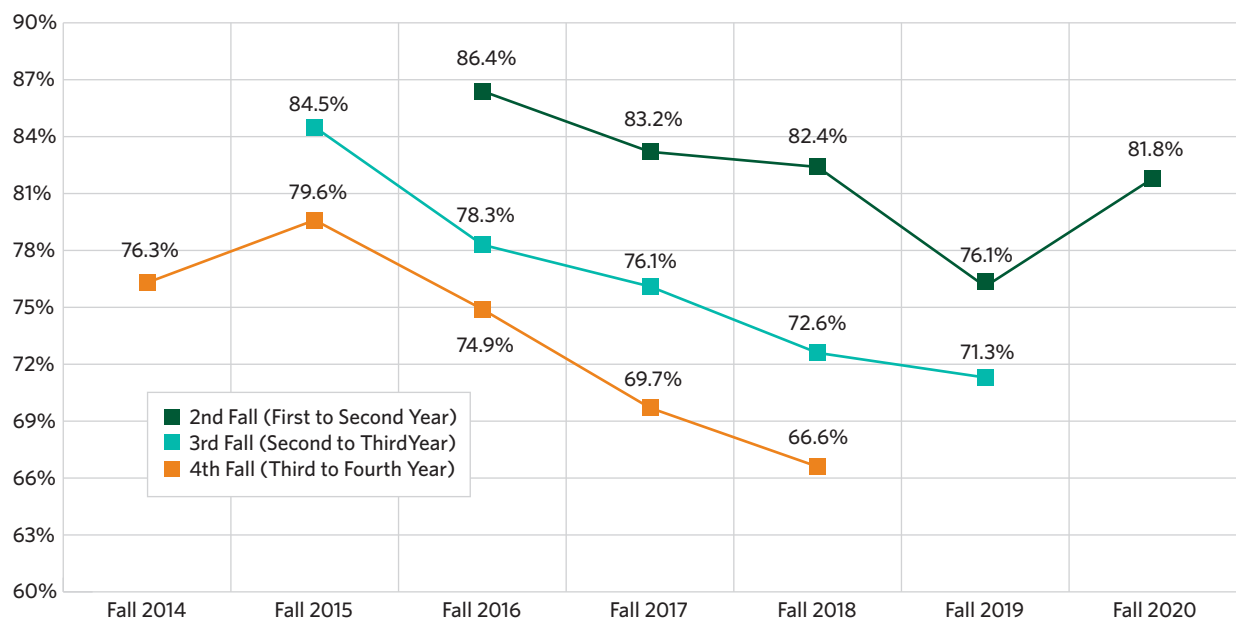

Table 6: Latinx Student Retention Trends

USF's total graduation rate, which includes transfer and part-time students, has increased from 74% in 2015–2016 to 77% in 2019–2020. In 2018, *U.S. News & World Report* indicated that USF had an actual graduation rate of 72% against a predicted graduation rate of 62%, thereby suggesting that USF performed better than expected in supporting our students to graduation. Consistent with national averages, both retention and graduation rates vary by gender and race/ethnicity. Female students are generally retained and graduate at a higher rate than male students. Six-year graduation rates are highest for Asian American students, followed by Latinx students, White students, and then Black students. Compared to the IPEDS-classified four-year, private nonprofit institutions (Table 7), USF's six-year graduation rate is 16 percentage points higher for Black/African American students, and 9 percentage points for Latinx students, and 7 percentage points lower for White students. In order to maintain USF's efforts in closing

the graduation equity gap, additional retention efforts may be needed due a recent decline in retention of Latinx students due to COVID seen nationally and at USF.[12]
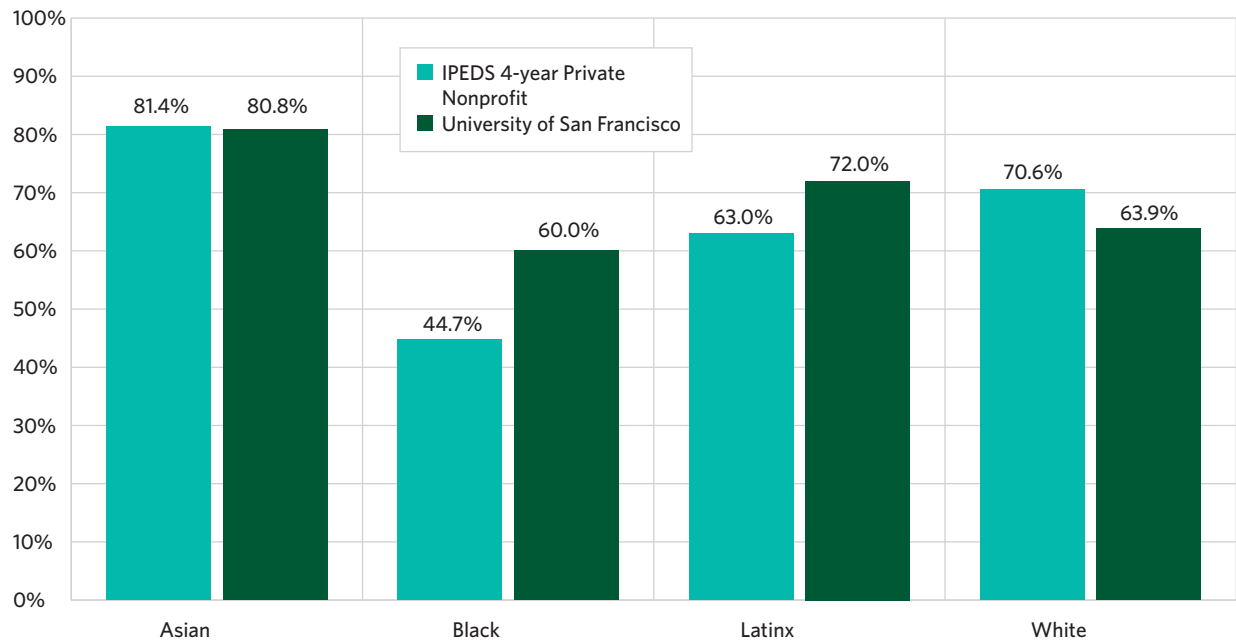
Table 7: Graduation Rate Comparison With Other 4-Year Private Nonprofits[13]
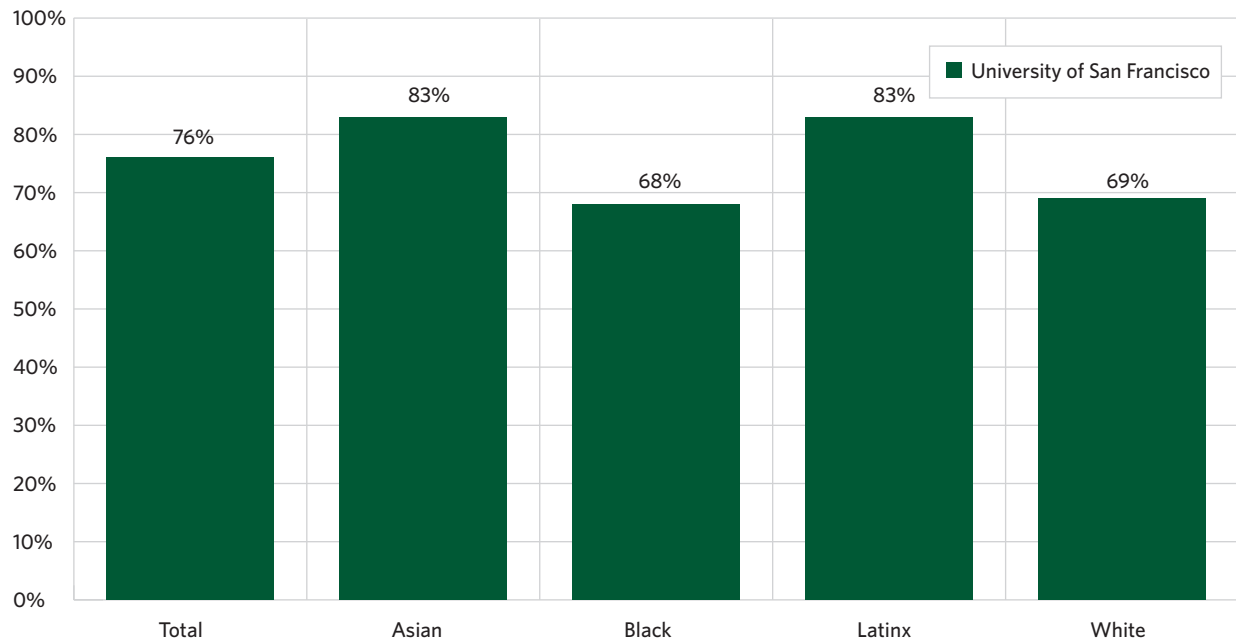
Table 8: First-Time, First-Year Graduation Rates (6-Year) by Ethnicity (IPEDS)[14]

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12   The Latinx persistence and retention rates declined the steepest of all four groups examined in the 2019 cohort. Compared with last year, Latinx students saw a 3.2 percentage point drop in their persistence rate while White, Asian, and Black students' rates all declined by less than half of that. The Latinx transfer-out rate also fell precipitously (-1.7 percentage points to 6.6%), currently ranked the lowest among the four groups. The Latinx retention rate also declined the most of all groups (-1.5 percentage points). The National Student Research Clearinghouse July 2021 report.

13   https://nces.ed.gov/ipeds/TrendGenerator/app/trend-table/7/19?trending=row&valueCode=2&rid=1&cid=49&cidv=3%7C5%7C6%7C7

14   https://dataviz.usfca.edu/#/views/GraduationRates/UGGraduationEthnicity?:iid=3
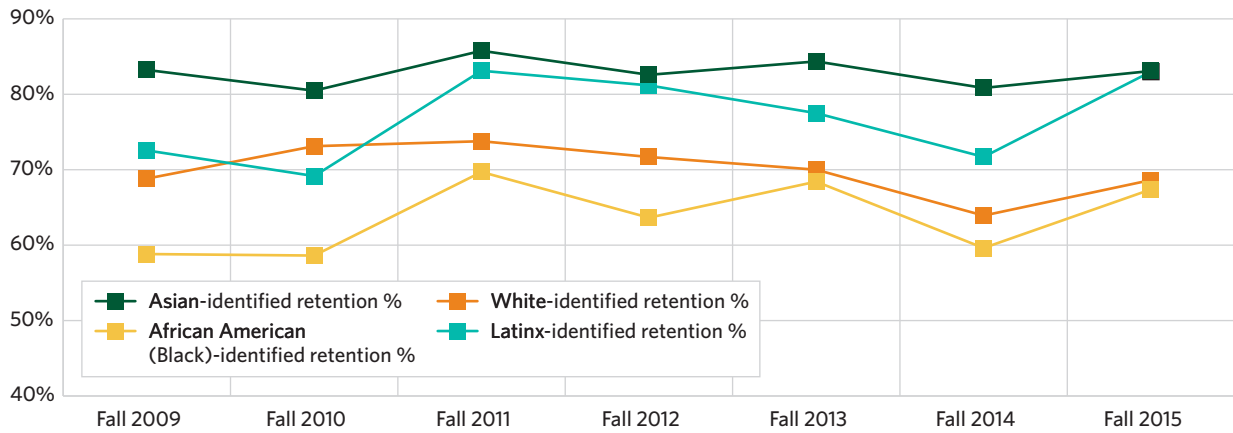
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American (Black)	Cohort Population	34	29	33	44	38	52	46
	Graduated	20	17	23	28	26	31	31
	Graduated %	58.82%	58.62%	69.70%	63.64%	68.42%	59.62%	67.39%
Asian	Cohort Population	167	251	246	264	211	334	272
	Graduated	139	202	211	218	178	270	226
	Graduated %	83.23%	80.48%	85.77%	82.58%	84.36%	80.84%	83.09%
Latinx	Cohort Population	215	214	237	271	240	311	247
	Graduated	156	148	197	220	186	223	205
	Graduated %	72.56%	69.16%	83.12%	81.18%	77.50%	71.70%	83.00%
White	Cohort Population	417	413	389	378	300	424	322
	Graduated	287	302	287	271	210	271	221
	Graduated %	68.82%	73.12%	73.78%	71.69%	70.00%	63.92%	68.63%

Table 9: First-Time, First-Year Graduation Rates (6-Year) by Ethnicity (IPEDS)[15]

This data supports the pressing need for an approach to enrolling right-matched students who are a good fit for a USF education and will persist to graduation. There are populations of students who retain poorly where a collaborative approach will inform admission offers or support resource allocation to invest in student success. In keeping with USF's Jesuit mission to lift up those who are most disadvantaged, we must be intentional when enrolling student populations that have historically persisted at lower rates and ensure that we offer the academic and holistic support to help those students succeed. While this may impact initial cohort headcount, we will see lift in retention, persistence, and graduation rates over time. This will be attended to before admission offers are extended for fall 2023.

NEW GRADUATE ENROLLMENT FACTORS FOR CONSIDERATION

Stabilization and growth for graduate enrollment is an exercise in flexibility and responsiveness to a wide range of external stressors.
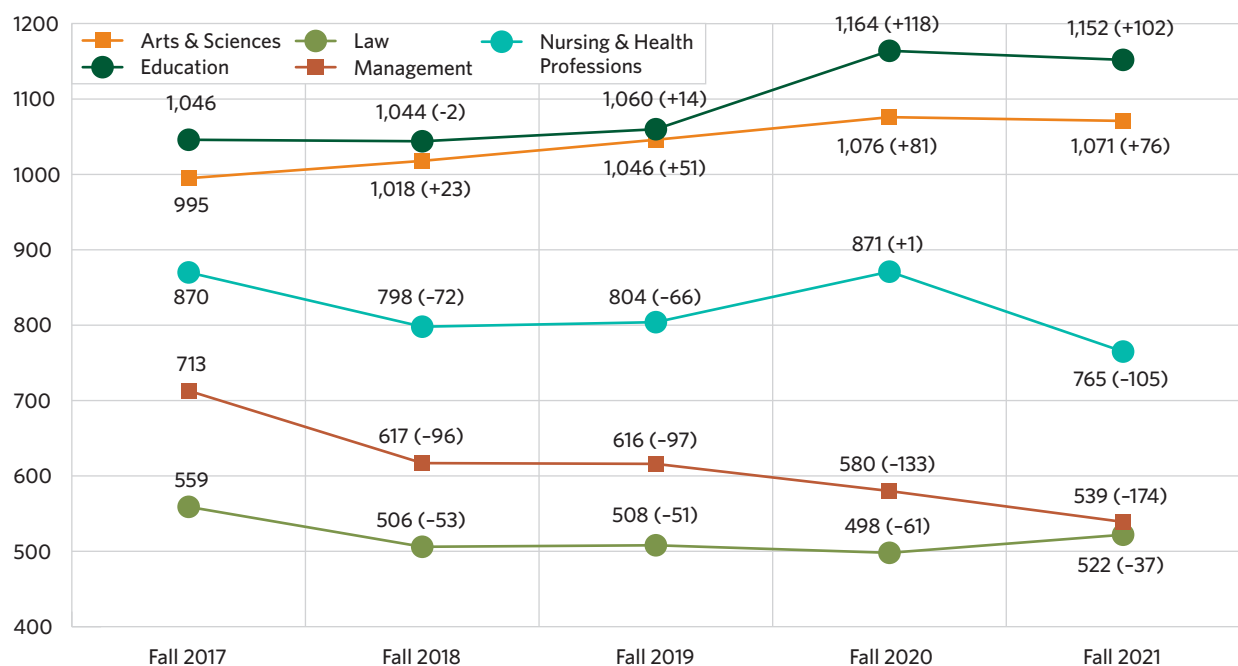
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15   https://dataviz.usfca.edu/#/views/GraduationRates/UGGraduationEthnicity?:iid=3

Table 10: Graduate Enrollment by College/School 2017 to 2021[16]

Yield and melt rates for graduate enrollment are variables that USF can influence and are highlighted in many of the graduate enrollment plans for the Schools and College. While the yield rate for all graduate enrollment has remained somewhat steady since fall 2012, we are seeing early indications that yield may be beginning to wane, due in part to volatility for international admits, scholarship offers from competitors, and increasing competition from developing programs at other institutions, i.e., Sport Management and Data Science. In fall 2019, USF experienced a historically high yield of graduate students (39.6%) and has shown mild to moderate loss over the past two fall terms, with fall 2021 at 35.6%.

The College of Arts and Sciences has experienced a slow decline in yield[17] from 41.1% in fall 2016 to 36.3% in fall 2021. The School of Education has experienced a similar pattern in yield decline after several years of improvement. While the decline from fall 2016 to fall 2021 is 1.4 percentage points, there was a sharp decline from a high yield in fall 2020 (54.8%) to fall 2021 (48.5%). Much of the fall 2020 data, however, are impacted by COVID-19. For the School of Law, it is a more complicated but optimistic story. Overall yield for the School of Law improved from 16.3% in fall 2016 to 18.4% in fall 2021. Peak yield for the School was in fall 2019 at 21.6%.

In fall 2016, the School of Management reached its yield peak with 51.9% of accepted students confirming their enrollments. Since that year, there has been a steady decline year over year to a low of 36.1% in fall 2020 with some recovery to 36.8% in fall 2021. For the School of Nursing and Health Professions, the yield hovered at 50% or higher through fall 2020 but recently declined to 45.9% in fall 2021.

In addition to yield, USF must also understand melt patterns[18] for graduate students. Factors influencing melt for graduate students are often very different from those of undergraduate students. Overall, USF has

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16 https://dataviz.usfca.edu/#/views/EnrollmentDeltas-Fall2017toFall2021_16355328440810/ByCollege?:iid=1

17 https://dataviz.usfca.edu/#/views/GraduateAdmissions-HistoricalTrends-AllColleges_0/GradAdmTrends?:iid=2

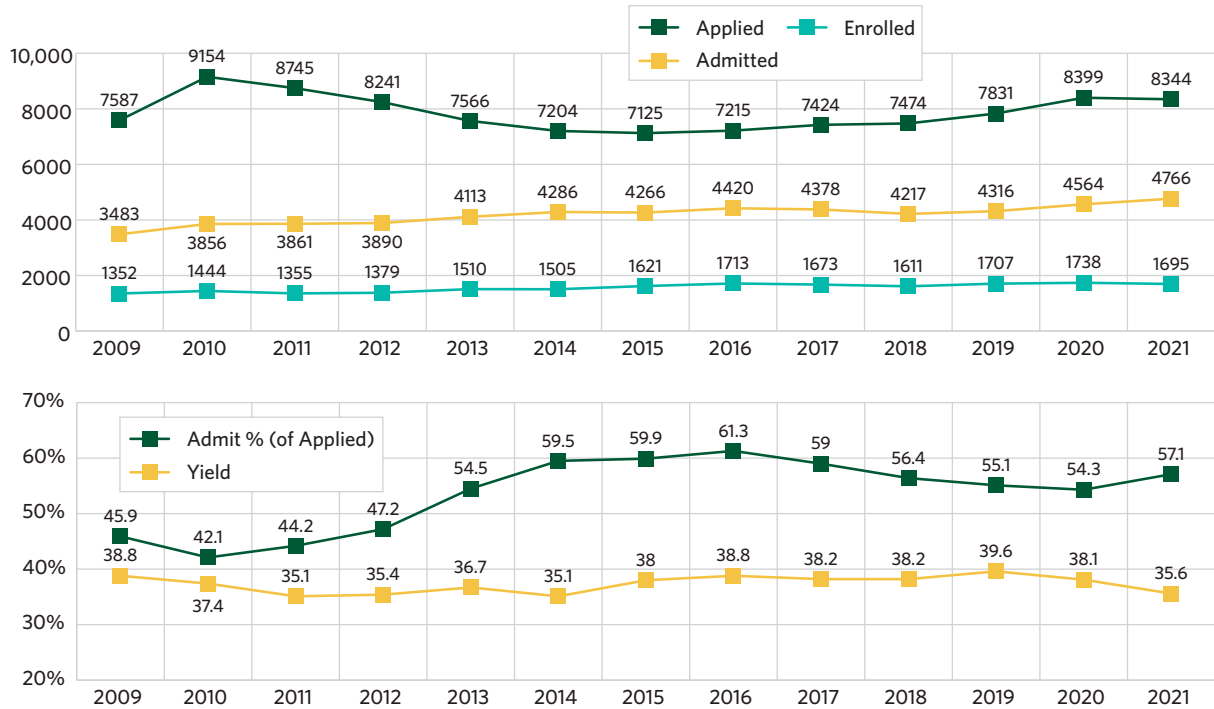18 https://dataviz.usfca.edu/#/views/GraduateAdmissions-HistoricalTrends-AllColleges/Funnel?:iid=2

Applied ■ **Enrolled** ■ **Admitted** ■

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Applied	7587	9154	8745	8241	7566	7204	7125	7215	7424	7474	7831	8399	8344
Admitted	3483	3856	3861	3890	4113	4286	4266	4420	4378	4217	4316	4564	4766
Enrolled	1352	1444	1355	1379	1510	1505	1621	1713	1673	1611	1707	1738	1695

Admit % (of Applied) ■ **Yield** ■

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Admit % (of Applied)	45.9	42.1	44.2	47.2	54.5	59.5	59.9	61.3	59	56.4	55.1	54.3	57.1
Yield	38.8	37.4	35.1	35.4	36.7	35.1	38	38.8	38.2	38.2	39.6	38.1	35.6

Table 11: Graduate Application Trends (Admission Term: Summer and Fall)[19]

experienced a gradual increase in graduate melt over the past 10 years. Our lowest melt was in fall 2016 with 22.6% and a year-over-year increase with an all-time high of 29.2% for fall 2021.

Over that same period, the College of Arts and Sciences experienced an increase of 7.8 percentage points in its melt rate, the School of Education a 7.5 percentage-point increase, the School of Law a 4.2 percentage-point increase, the School of Management an 8.7 percentage-point increase, and the School of Nursing and Health Professions a 4.4 percentage-point increase.

Among the many factors that impact graduate students' yield and melt rates,[20] USF can directly influence two: cost and aid. USF must become sensitive to competition for graduate students and respond accordingly with adequate aid to enroll students into our programs. Aid strategies in graduate enrollment are realistic considerations as cost increases have quickly outpaced students' ability and willingness to pay.

TOWARD ENROLLMENT GROWTH

The ISEP is sensitive to concerns about the rise in discount rate through realistic and honest assessments of our opportunities and challenges. Enrollment at USF is conceived as both mission-aligned and revenue-forward in strategic planning. As a University, we must balance the challenging realities of this plan with our needs, as well as have a realistic understanding of market position, global economics, and rising costs. The discount rate will continue to climb unless we meet our external challenges smartly and aggressively.

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19   https://dataviz.usfca.edu/#/views/GraduateAdmissions-HistoricalTrends-AllColleges/GradAdmTrends?:iid=1

20   Yield and melt data reported reflect only summer/fall new student enrollments. Spring enrollments make up a sizable portion of total graduate headcount but are excluded here in the overview.

Academic innovation, revitalization of current programs, and thoughtful expansion of majors and programs will be leading contributors to enhancing both undergraduate and graduate enrollment. Those combined efforts across the University will help USF position itself as a first-choice institution for right-fit students, both undergraduate and graduate.

ACADEMIC INNOVATION

As the University recovers from the pandemic, the provost has called on the deans and the faculty to develop new academic programs and re-envision existing programs to attract new students and better prepare our students for a rapidly changing world. The initial focus of our creative efforts will be on innovation that drives enrollment growth and/or enhances mission by aligning programming more closely with our values of anti-racism, diversity, equity, and inclusion (ADEI), global engagement, transdisciplinary collaboration, community-engaged learning, and environmental sustainability, as outlined in the USF 2027 Strategic Plan. To support these efforts, the provost has created a new Academic Innovation Fund (AIF), thanks in large part to the efforts of the Office of Development. Funds will be available to support design teams in developing proposals, curricula, assessment plans, and community-engaged and active learning plans.

REIMAGINING THE UNDERGRADUATE CORE CURRICULUM

A priority for the next two years will be the co-design and implementation of a new undergraduate core curriculum (the Core). The main shared governance body tasked with overseeing curriculum development, the Joint University-wide Curriculum Committee (JUCC), recommended to the provost that USF begin the process of a major revision of the Core this fall semester. The current Core was implemented 20 years ago, along with our graduation requirements in Service Learning, Cultural Diversity, and Foreign Language. With input from the faculty-led Core Advisory Committee and an endorsement from the JUCC, the provost will charge a task force with reviewing the curricula and structures of the general education requirements of our peer institutions during fall 2022 and co-designing the Core learning outcomes and curriculum the following spring. The new core curriculum will need to develop skills and competencies in our students that are aligned with our mission, values, and strategic priorities, and it must also be responsive to the demands of our changing world. Once the re-imaged Core has been approved by the faculty and the provost, implementation workgroups will be formed. The current goal is to fully implement the new core curriculum by fall 2024. During this process, community members, both on and off campus, will be consulted and updated.

REVITALIZING CURRENT PROGRAMS

Deans and the faculty chairs and directors continually review the academic rigor, professional relevance, and financial sustainability of our academic programs. Program reviews indicate when curricula need to be updated and inform necessary innovation. For example, a major redesign is in progress for the business undergraduate curriculum to better meet the needs of working professionals. In addition, some of our graduate programs, including the MBA, have recently increased their STEM and analytics content. In areas where demand has declined or is emergent, deans use concentrations or tracks to replace low demand programs and meet the interests of students in new areas — for example, the Masters in Public Health will have a new epidemiology concentration beginning in fall 2022. Deans are working together to identify pipelines across schools through

3+2 and 4+1 programs that will allow our qualified undergraduate students to move into our professional programs quickly and graduate from USF with an enriched degree. For example, USF undergraduate students with a BS in kinesiology will be able to complete the Masters in Public Health in a year. The Provost's Office has conducted market scans that suggest that USF needs to focus more on our differentiators, i.e., Jesuit educational values and ADEI commitment. Our strategic plan also calls for academic innovation through equity, global, and social justice lenses. In the coming years, USF will be revising programs to ensure that they are aligned with these strategic priorities.

NEW ACADEMIC PROGRAMS

A key element of USF's new academic innovation plan is the development of new academic programs in response to anticipated demand. Market research has identified areas in the health sciences and STEM where USF could expand its academic program offerings by tapping into areas of existing expertise. For example, the College of Arts and Sciences is exploring undergraduate science majors in biotechnology and neuroscience due to marketplace demand in the STEM areas. USF has an MS in biotechnology and a minor in neuroscience and can build on existing strengths in those areas. USF is well positioned to develop programs with a unique market position due to the strong equity lens of our curricula. In some cases, the new programs are in response to the changing post-pandemic employment landscape. For instance, the School of Nursing and Health Professions is creating an undergraduate major in public health because people are increasingly entering the healthcare workforce with a bachelor's degree. Here, too, USF can build from our existing MPH program. External partnerships have also created opportunities for growth. The School of Management, in partnership with Andersen Global, has launched a new MBA and is in the process of creating a Master in Accounting. USF is exploring new programs in the arts due to the potential San Francisco Art Institute (SFAI) integration and a funded initiative. The growth in the health and natural sciences majors will be aided by the new science space.

ENROLLMENT PROJECTIONS

The purpose of this plan is to create strategies to support both recovery and expansion of enrollment for both undergraduate and graduate populations while also supporting and improving retention and persistence. Strategic Enrollment Management and Student Life's efforts are reflected in the undergraduate enrollment growth projections here. These projections also include anticipated new bachelor's degree programs on the horizon over the coming years. Plans of the College's and Schools' reflect their efforts to both grow enrollments in their current programs as well as bring onboard the kind of programs that will attract new populations of students to USF.

The enrollment projection tool is not a budget modeling tool.[21] Rather, it is an exercise in modeling best-case scenarios for all projects and initiatives outlined in the plan including, but not limited to, new programs, revitalized programs, funded retention initiatives, and more. This tool assumes that we are able to shift our market position for both undergraduate and graduate prospects and also assumes that any unexpected threats can be mitigated. The conservative estimate (the gray budget line in the tables below) puts us at our target recovery with no additional academic programs or other initiatives. The blue line models a moderate

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21   While a robust model accounting for new programs, we are unable to influence the model for retention or persistence lifts.

acceleration in enrollment growth and assumes success with the launch of some new programs and initiatives outlined in the enrollment plan. The orange line models aggressive growth as a result of a 100% success rate with all projects and plans. Both growth models are built on our current baseline projections. The latter will be re-evaluated after the fall 2022 census, and adjusted should actual enrollments show significant deviation from baseline projections. In addition, the baseline does not take into account the anticipated 2025 "enrollment cliff." Further investigation beyond the scope of this report is necessary to develop a model that is responsive to these significant demographic shifts while recognizing USF's relative insulation to such shifts due to our market position. The tables below illustrate the sources of the headcount (and credit hour and revenue) growth in the models.

Moderate Growth			Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
First-Time, First-Year	Domestic	New Programs	25	48	72	82	105
	International	New Programs	5	16	20	28	28
	International	Recovery Lift	5	10	10	10	10
Transfer — Hilltop	Domestic	New Programs		8	13	24	25
	International	New Programs		2	3	7	8
Graduate	Full-Time	New Programs		57	57	57	57
	Part-Time	New Programs	45	90	90	90	90
		Total	80	231	265	298	323

Table 12: Moderate Headcount Lift Sources

Aggressive Growth			Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
First-Time, First-Year	Domestic	New Programs	25	65	105	135	160
	International	New Programs	5	19	24	31	31
	International	Recovery Lift	10	20	25	30	30
Transfer — Hilltop	Domestic	New Programs		10	18	33	33
	International	New Programs		5	7	12	12
Graduate	Full-Time	New Programs		96	96	96	96
	Part-Time	New Programs	75	150	150	150	150
		Total	115	365	425	487	512

Table 13: Aggressive Headcount Lift Sources

UNDERGRADUATE ENROLLMENT GROWTH

In the moderate growth model (blue line), undergraduate enrollment could reach 7,127 students in five years. This model assumes that some new majors are added, international enrollment recovers, and market position shows improvement through shifts in the admit rate. The latter helps mitigate impacts of the impending enrollment cliff. The aggressive growth model increases headcount to 7,355 over the next five years, assuming success on all initiatives with robust growth in all programs and expansion in international enrollment. Both the moderate and aggressive models may exceed our capacity in terms of space and student services. The Provost's Office will initiate a conversation with University partners over the coming year about the right size for our new undergraduate classes in tandem with an analysis of necessary investments in space and student services to support retention.
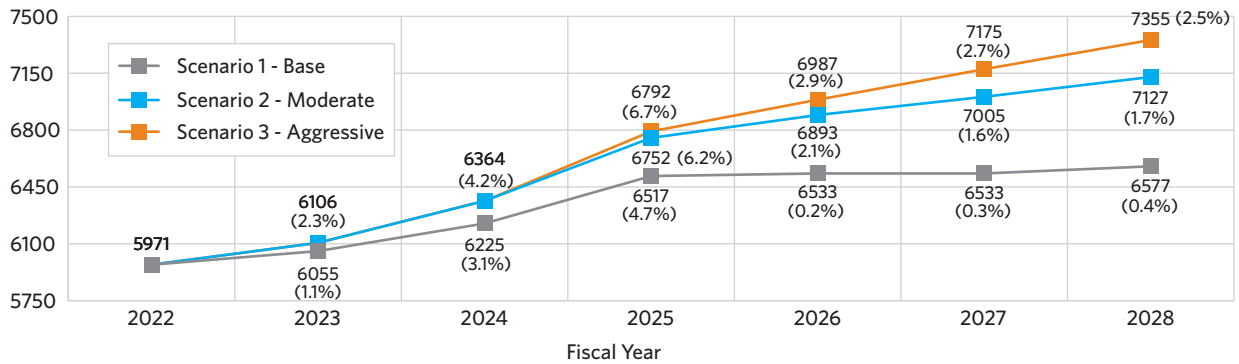

Table 14: ISEP Undergraduate Enrollment Model [22]

GRADUATE ENROLLMENT GROWTH

Graduate enrollment growth in this model relies on similar factors as with undergraduate programs — revitalization, stabilization, and new programs on offer. For graduate growth, it is important to look at the headcount projection with and without part-time students connected to the Andersen initiative, as their part-time status with USF inflates headcount without accompanying full-time revenue generation.

Without the Andersen programs, the moderate model shows an enrollment of 5,335 students and the aggressive model at 5,688 students.
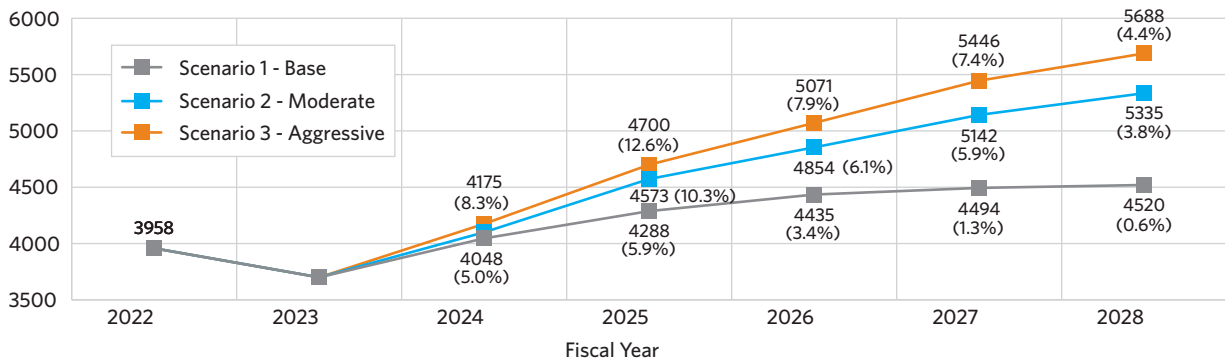

Table 15: ISEP Graduate Enrollment Model

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22   In these tables, the blue line represents the current budget targets submitted by SEM and the College and Schools. The orange line accounts for the projects included in this plan as well as new majors/programs.

In total, this puts USF's potential headcount (excluding part-time programs) between 11,211 and 13,157.

While this model far exceeds the intentions to recover enrollment to 11,000, this does give significant space to be bold and innovative. Some of these initiatives will not produce the headcount projected, while others may do that and more.
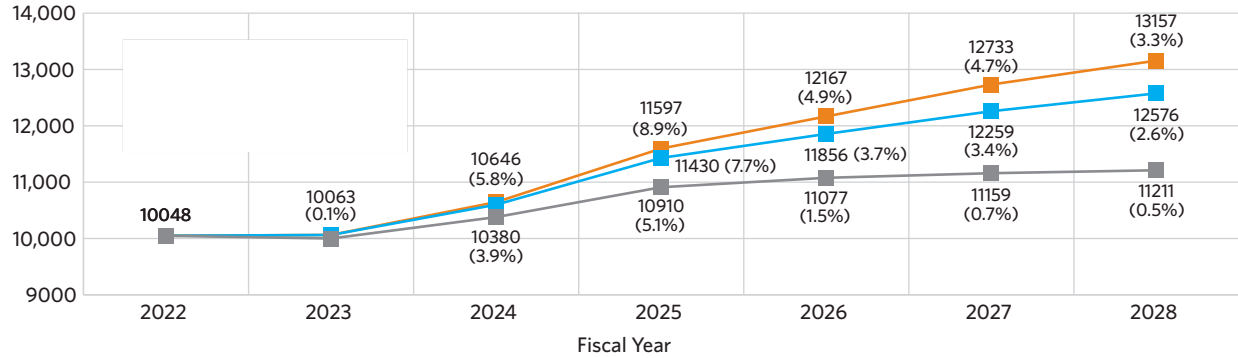

Table 16: ISEP Enrollment Model (excluding part-time programs)

Part-time programs, such as the Andersen initiative, provide strong revenue streams for the University. Measuring credit hours allows for a more accurate measure of potential revenue rather than headcount alone. The following table illustrates student credit hours and potential revenue in all three scenarios.
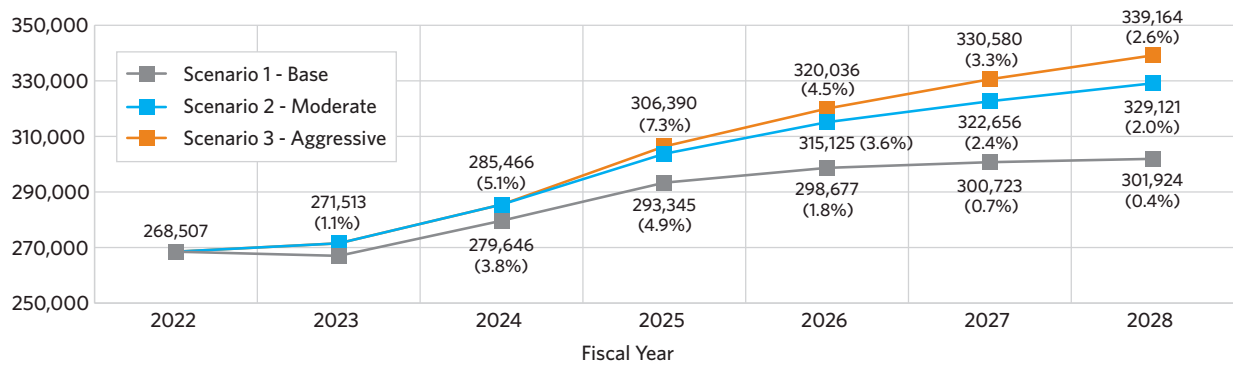

Table 17: ISEP Total Student Credit Hours[23]

The enrollment projection tool will be updated each year as targets are adjusted up and down for both undergraduate and graduate as part of the yearly budgeting exercises.

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23   Includes part-time enrollment

STRATEGIC ENROLLMENT MANAGEMENT

NEW UNDERGRADUATE ENROLLMENT AND STUDENT SERVICES

Strategic Enrollment Management (SEM) is responsible for new undergraduate student enrollment (first-year, transfer, international), student financial services, registrar operations, enrollment data systems, enrollment communications, and graduate enrollment services. SEM's commitment is to provide high-quality, student-centered, mission-aligned service to students while meeting the revenue goals of the University. This section of the ISEP looks at new undergraduate enrollment, recruitment and engagement, student financial services, and service and collaboration in SEM. Within each of these areas, there is context-setting for challenges and opportunities, followed by goals, key performance indicators, and supporting projects.

NEW UNDERGRADUATE STUDENT ENROLLMENT: TRENDS AND CHALLENGES

With an impending enrollment cliff nationwide due to a declining birthrate, dwindling community college enrollment, and deepening public concern about college affordability, Undergraduate Admission faces no shortage of challenges to growing enrollment. The following is a brief overview of the current state of higher education as an introduction to how the ISEP goals and projects address these challenges and celebrate USF's strengths in response to these threats.

It's difficult to talk about enrollment management without addressing the impending enrollment cliff. When the 2008 Great Recession hit, not only did it impact the U.S. economy, but it also marked the beginning of a steep decline in births. The number of public high school graduates nationwide is expected to peak in 2025 and then begin to drop off. Many economists are anticipating a decline of as much as 11%.[24] It is important to note that the impact will differ by region. Thankfully, the West isn't predicted to take as much of a hit as the Northeast, where the decline is expected to be steepest, given its high number of colleges and fewer students available to enroll. Texas and Florida, two strong markets for USF, will likely see a decline by only 2.5% compared to 15%+ in parts of the Northeast.[25] A related data point worthy of note comes from U.S. Census Bureau data around the increase in Latinx populations, particularly in Western states. The data revealed that 1 in 4 post-millennials is Hispanic. In California, Hispanics make up the largest demographic at 39%.[26] Maintaining our priority for Latinx recruitment will keep USF well prepared for the enrollment cliff and poised to serve the students in our backyard.

Other wider concerns in enrollment management include declining male enrollment in higher education and declining male community college enrollment. A decline in male enrollment is certainly being felt at USF. Our current student population is only 37% male, 3 percentage points less than the concerning national average of 40%. And the pandemic only exacerbated the problem. In 2020, male undergraduate enrollment fell nationally by 7%, according to the National Student Clearinghouse. Not directly connected but related

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24   Western Interstate Commission for Higher Education. *Knocking at the College Door: Projections of U.S. High School Graduates.* 2020. www.knocking.wiche.edu.

25   Grawe, Nathan. *Demographics and the Demand for Higher Education.* Johns Hopkins Press. 2018.

26   Krogstad, J. M., and Luis Noe-Bustamante. (2022, February 16). "Key facts about U.S. latinos for National Hispanic Heritage month." Pew Research Center. Retrieved April 12, 2022, from https://www.pewresearch.org/fact-tank/2021/09/09/key-facts-about-u-s-latinos-for-national-hispanic-heritage-month/.

are the troubling post-pandemic California community college numbers. Fall 2021 headcount was down approximately 7% from fall 2020 and down 20% overall compared to fall 2019, according to a memo from the California Community Colleges Chancellor's Office last October.[27] The combination of declining public high school graduates coupled with declining community college enrollment makes establishing transfer articulation agreements and a smooth transfer process imperative to USF's enrollment health.

While American colleges and universities face these challenges at home, they are also working hard to recover enrollment from abroad as well. A recent *Inside Higher Ed* article shared that "new international student enrollments had already been on the decline in the four years leading up to the start of the pandemic, decreasing by 3.3 percent in 2016–17, 6.6 percent in 2017–18, 0.9 percent in 2018–19, and 0.6 percent in 2019–20, according to Open Doors data."[28] A number of factors have contributed to this decline, including the cost of higher education in the U.S. compared to other countries, political tensions between the U.S. and China, and concerns about how the pandemic was handled. Now is the time to diversify international strategy and increase efforts in growing markets like India.

Lastly, affordability must be addressed. With current student debt in the U.S. surpassing $1.5 trillion and the median household income decreasing almost 3% over the past two years, affordability is more of a factor than ever before. Return on investment and perceived value through measurements such as rankings and graduation rates are topping families' criteria for choosing a college. This is an area where USF must continue to highlight its return on investment.

NEW UNDERGRADUATE STUDENT ENROLLMENT: ACTIONS & OPPORTUNITIES

As we look to the opportunities ahead for USF enrollment, we can open up new markets for students by offering new undergraduate academic programs. Currently, SONHP is planning to launch a bachelor's in public health in fall 2023. This will elevate USF's reputation in the sciences and position the University as a leader in health equity. Should USF move forward with the acquisition of SFAI, this brings USF into the world of art institutes and a new demographic to recruit and grow.

With USF receiving over 22,000+ applications a year, we are now at a point where we must analyze our admission metrics and make data-informed decisions about USF's desired academic profile. Becoming a more selective institution will not only improve market position but allows the Undergraduate Admission team to make strategic yield efforts. Yield is absolutely an opportunity for us to get more personalized with communication and events. For example, as part of our Latinx Excellence initiatives we hope to increase Spanish programming and add more events such as the "Latinx Student Experience Event." As a part of our diversity outreach, we have expanded this programming to several affinity groups.

Finally, it's important to note the energy around transfer students at USF. Thanks to the hard work of the Undergraduate Admission team, transfer applications are increasing. With gratitude to our faculty, we are able to offer transfer pre-advising graduation estimates to all admitted students. Transfer students can also use our new Transfer Credit Evaluator to plug in their current community college classes and

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27   Zinshteyn, M. (2022, March 21). "The collapse of community college enrollment: Can California turn it around?" CalMatters. Retrieved April 12, 2022, from https://calmatters.org/education/higher-education/2022/03/community-college-enrollment/.

28   Redden, E. (2021, November 15). "International Enrollments Begin to Recover." International students increase following pandemic declines. Retrieved April 17, 2022, from https://www.insidehighered.com/admissions/article/2021/11/15/international-student-increase-following-pandemic-declines#:~:text=New%20international%20student%20enrollments%20had,according%20to%20Open%20Doors%20data.

find out the USF equivalent. All of these things indicate transfer students are, and will continue to be, a priority for USF.

In sum, the landscape of higher ed is one of competition: The pool of students is declining and the students who are available are looking for the most cost-effective path to a degree. The Undergraduate Admission priorities in the ISEP focus on strategic recruitment in key regions that will grow enrollment domestically and internationally over the next five years in preparation for the enrollment cliff. It celebrates our commitment to students of color, particularly our growing Black student population and our Latinx students who are currently underserved by the University, and continues to prioritize serving transfer students.

UNDERGRADUATE ENROLLMENT

STATEMENT OF PURPOSE

The Office of Undergraduate Admission seeks to identify and organize holistic initiatives that support enrollment growth across the first-year, transfer, and international student populations at the University of San Francisco over the next five years. We aim to craft innovative strategies and tactics that are student-centered, create stronger relationships between the University and partners, and eliminate inequitable barriers to enrollment. Aligned with the University's Jesuit mission, we aspire to provide a seamless enrollment experience for future USF students and their supporters.

CHALLENGES AND OPPORTUNITIES

FIRST-YEAR

In our efforts to meet enrollment goals across student populations, key opportunities and challenges have been identified as advancing and hindering our progress, respectively. Location, affordability, accessibility, and market position are all factors that create both opportunities and challenges to our goal of increasing our overall headcount to 11,000.

Without a doubt the San Francisco Bay Area continues to be an attractive destination for a student's college experience. This is an opportunity that we can continue to capitalize on in our out-of-state domestic markets, as well as our international markets. We are uniquely positioned as the only Jesuit, four-year university experience within the city of San Francisco for these key markets. The counterweight is continued perception of affordability, or lack thereof. Students and parents continue to see San Francisco as one of the least affordable cities. This, coupled with our tuition increases, will continue to hinder our ability to recruit, enroll, and retain students, both in our local markets and nationwide.

Opportunities within USF are strong as we seek to increase our overall domestic first-year student enrollment. Our campus partners continue to be eager to participate in recruitment, yield, and retention of students. As we reset from the pandemic, as a campus and community, we aim to better utilize our existing relationships with campus offices and departments to attract more students and build a larger and stronger class each year. Additionally, we have been consistent in collecting data from students who have chosen to enroll at USF, and a great opportunity lies in leveraging this information to better understand our prospective students and applicant pool as we seek to be more nuanced in our admission and enrollment of our incoming classes.

Externally, declining first-year applicant pools on a national level will continue to be one of our biggest challenges to growing a larger undergraduate student population. Additionally, affordability and perception of affordability continue to hinder our ability to attract and retain students. Given our market position and location as a California private institution, our primary competitors are UC/CSU schools and other private institutions similarly sized but with a preferred location. Our financial aid packaging coupled with the perception of San Francisco and the Bay Area as one of the most expensive locations, often prevents students from enrolling or affects our ability to retain them.

TRANSFER

USF is well positioned to capitalize on shifts in the transfer market. On the whole, there has been a statewide trend in California of supporting California community college (CCC) enrollment, from the Berman bills in the legislature supporting common course numbering at CCCs to the work to make attendance at City College of San Francisco free for city residents. Most recently, the Association of Independent California Colleges and Universities has begun work with the UC Office of the President to include private institutions in the statewide course articulation database, ASSIST. In short, while community college enrollment overall dropped during the pandemic, state government and legislators are inclined to support increased transfer pathways, and this support may see dividends for USF.

Opportunities also abound within USF to improve transfer enrollment. The new transfer pathways effort and Transfer Credit Evaluator are making it easier for transfers to plan to attend USF. As we progress our transfer enrollment with improved tools for transfer planning, we should capitalize on 2+2 oriented programs, such as our BSBA. As a mid-size institution, we are well positioned to build meaningful high-touch relationships with CCC transfer counselors and directors. And, we've recently been named a top school for veterans, a population with a need for high-quality personalized undergraduate education.

One of our major external challenges, however, is that USF's renewed emphasis on transfer is also reflected across the efforts of our peer institutions and the UC/CSU systems. In short, there will be increased competition for transfer students as we approach the demographic enrollment cliff for high school graduates. Externally, we also face an inflationary economy, rising interest rates, and increasingly negative sentiment and perception of the city of San Francisco's standard of living and safety.

Internally, USF's academic policies are still primarily geared toward first-time first-year students. The University lacks outward transparency and consistency in course equivalencies, making it difficult for CCC students to make a four-year transfer plan that includes USF, and academic advising processes are inconsistent across the College and Schools that serve undergraduates. In addition, our core curriculum requirements do not map neatly onto IGETC, in sharp contrast to the UC and CSU systems.

INTERNATIONAL

In the last two years, international enrollment has faced significant challenges, not only at USF, but broadly within the U.S. The pandemic exacerbated strained relationships and waning interest in U.S. higher education. With increased competition from both Australia and Canada, international admission in the U.S. and at USF has seen significant and prolonged decreases. Recovery from global economic decline, health-related travel restrictions, and overall negative perceptions of the U.S. are some of the most significant challenges posed in the effort to not only enroll international students, but increase the overall number and percentage of international undergraduate students at the University.

As we aim to consistently enroll 60+ more first-year international students, expanding our global presence across markets and enhancing our digital marketing and presence on regional platforms are distinct areas of opportunity and growth for us as an institution. Global expansion in new markets such as Indonesia, Vietnam, South Korea, East Africa, emerging markets in China (Chengdu, Chongqing, Suzhou, and Zhengzhou) and the Middle East (Saudi Arabia, Kuwait, Oman, Qatar, UAE) and other regions, as well as targeted, sustained digital marketing are currently underutilized opportunities for us. Without a doubt, physical presence and in-person recruitment in existing and new markets are strong opportunities for us to expand our international

reach. By recommitting and increasing our global footprint in multiple countries — not just focusing on a small handful — we have the chance to build relationships and create more steady enrollment, leverage current regional staff to increase participation in in-person recruitment activities, and recruit year-round.

Significant opportunities for growth in our international transfer pool exist in our immediate area. By creating and establishing partnerships with local community college districts that focus on clear and guaranteed pathways for international students into USF, incentivized with merit scholarship, we open ourselves up to larger and more financially diverse international populations that are already based in the U.S. This is both a cost-effective opportunity and one that works within the bounds of our limited financial resources for international students.

UNDERGRADUATE ENROLLMENT GOALS, KPIS, AND SUPPORTING PROJECTS

GOAL 1.1

Grow enrollment to 200 first-time, first-year international students, and increase the proportion of international transfer students.

KPIS FOR GOAL 1.1
- Aim for a headcount of 200 international students each year by 2027.
- Increase the proportion of SEVIS transfers (so-called "international in the U.S." students) vs. Initial I-20s.

SUPPORTING PROJECTS FOR GOAL 1.1
1.1.1 Develop a comprehensive counselor relations programming suite through workshops, visits, fly-in programs, newsletter and other impactful engagements.*

1.1.2 Expand year-round outreach and recruitment to Indonesia, Vietnam, South Korea, East Africa, Tier II China, and Middle East to include Saudi Arabia, Kuwait, Oman, Qatar, and UAE.

1.1.3 Create a robust digital marketing campaign for non-California prospects, leveraging USF's pending acquisition of SFAI and other new programs as developed and launched.

1.1.4 Develop partnerships with agents in foreign markets.

1.1.5 Create 2+2 pathway transfer programs and partnerships with international institutions and community colleges in California, Washington state, and Florida.

1.1.6 Expand domestic outreach to boarding schools, Jesuit and Catholic private schools, all-boys high schools, and Department of Defense (DoD) schools with significant international populations.*

1.1.7 Develop a comprehensive plan to increase engineering students across populations.*

1.1.8 Strengthen alumni relationships through creation of a robust alumni recruitment program. In conjunction with the Office of Alumni Engagement, reach out to all USF alumni for interest in becoming an "alumni admission representative."
   a. Host "training" opportunities during alumni weekends (in-person plus virtual).
   b. Provide alumni in the program with materials to represent USF at local college fairs (in areas where we are unable to travel for recruitment) to expand reach across the U.S. and internationally.
   c. Leverage this pool of alumni for our yield receptions.

GOAL 1.2

Improve yield for first-year, transfer, and international students and ensure a seamless transition for students from the moment they discover USF to the time they arrive on campus.

(project launches in year one)*

KPIS FOR GOAL 1.2

- Return first-year yield to 15%, currently 9.2% for domestic first-time first-year students.
- Return transfer yield to 35%, currently 29.9% for domestic transfers.
- Return international yield to 15%, currently 8.9% for international first-time first-year students.

SUPPORTING PROJECTS FOR GOAL 1.2

1.2.1   Implement a net price calculator for transfer students.*

1.2.2   Create a survey or focus group for incoming students in an effort to better understand our incoming student community, understand their pain points, and identify key metrics for selecting USF.

1.2.3   Increase cross-campus collaboration with faculty, International Student and Scholar Services, Student Life, Career Services, and Student Housing, including classroom visits for prospective/admitted students, participation at yield and recruitment events, and online resources.

1.2.4   Improve and streamline the application evaluation process, accounting for needs in the Admission Committee and overhauling the reader form across populations to ascertain key data.*

GOAL 1.3

Increase local student enrollment through enhanced recruitment practices that focus on Bay Area transfer pipelines, first-generation students, and students of color.

KPIS FOR GOAL 1.3

- Enhance representation of Latinx students in undergraduate enrollment to 25%.
- Ensure 30% of the entering class are from the seven Bay Area counties.
- As programs are launched (e.g., SFAI), new program targets will be regularly met and/or exceeded.
- Maintain a first-generation student population of at least 30% for the undergraduate population.

SUPPORTING PROJECTS FOR GOAL 1.3

1.3.1   Create and implement program-specific visit days for engineering, STEM, and arts (SFAI-related) using high-energy 30-second to 1-minute promotional videos from students who are in these departments.

1.3.2   Improve USF's financial accessibility for our local, Bay Area student populations. This could include various outreach and program efforts:

- Collaborate with scholarship organizations and local community-based organizations that work specifically with students of color, first-generation, or undocumented students to engage with parents and students through financial aid presentations and workshops addressing affordability and destigmatizing a private university education
- Leverage existing USF scholarships (e.g., Kalmanovitz, Muscat, and Sobrato) in our local recruitment efforts and outreach to high school counselors
- Host scholarship days or specific receptions on campus for students who are awarded the Kalmanovitz, Muscat, and Sobrato scholarships

1.3.3   Expand recommitment to our local area to improve our visibility and sustain our enrollment of first-generation and students of color through enhanced outreach and on-campus programming, such as:

- Hosting essay writing and Common Application workshops and broad college access programming to prospective students in our seven Bay Area counties
- Offering on-campus programming throughout the admission cycle (e.g., recruitment of new students and yield of admitted students) aimed at first-generation students and students of color and their parents
- Offering recruitment and on-campus programming in Spanish

GOAL 1.4

Provide need-based aid and funding opportunities to international students to increase international student enrollment.

KPI FOR GOAL 1.4

- Implement need-based aid to international students, currently at 0%.

SUPPORTING PROJECTS FOR GOAL 1.4

1.4.1   Partner with EdUSA and foreign embassies to identify external funding opportunities.*

1.4.2   Collaborate with financial aid office and key internal stakeholders; have an international liaison in the financial aid office to specifically support international students.

1.4.3   Create a database of government-sponsored scholarships such as those from the Saudi Arabian Cultural Mission and other Middle Eastern countries.

1.4.4   Become an approved institution with the Davis United World College Scholars program.

RECRUITMENT AND ENGAGEMENT

STATEMENT OF PURPOSE

Identifying the strongest prospects to rebuild our enrollment will take a sustained investment in strategic, integrated communications — both to find these students and to help them navigate to us at a time when their college search is increasingly scattered across a dizzying array of channels. The intensified competition for students means we not only need to cast a wider net to reach students where they are, we need to provide streamlined, sustained, and personalized communications that authentically represent us and help students see themselves here.

CHALLENGES AND OPPORTUNITIES

We are launching our efforts at a time when traditional approaches to student search, already showing their age, have been upended by a global pandemic and a constantly evolving digital landscape. The acceleration of test-optional policies nationally has left testing agencies with fewer test-takers to market, and who in turn send their results to fewer campuses. Similarly, changes in online privacy laws and search engine algorithms — as well as the explosive growth of new platforms like Zoom and TikTok — require constant adaptation in how we can see (and be seen by) potential students in digital spaces.

At USF, as is common in higher education, we also face the continuing challenge of resources, both in the cost of sustained digital campaigns — across multiple channels and targeting multiple segmented populations — and in the many hands needed to gather and share compelling stories (and much-needed concrete data) of student outcomes and experiences unique to USF that can build future students' excitement to enroll.

These trends, while challenging, are driving opportunities to adapt that offer long-term prospects for more strategic and diversified sourcing of future students. As core search list providers like College Board and ACT scramble to give clients wider access to pre-test and non-testing prospects, other college search platforms are leveraging their databases to offer everything from qualified leads to remarketing to direct integration of client request-for-information forms, and often with opportunities for more dynamic communications based on students' known interests and attributes.

USF has already begun developing new partnerships to take advantage of this potential. Additionally, the website redesign under way will give us greater ability to target stealth visitors and prompt them to self-identify. Pairing this with a renewed focus on search engine optimization of our web pages and content will enable more organic discovery of USF's offerings and help visitors take their next step toward applying. Lastly, prioritizing efforts to deeply analyze trends across the five years of student data now held in our Slate CRM will equip us to better understand who chooses USF and to more strategically target who we pursue in future.

RECRUITMENT AND ENGAGEMENT GOALS, KPIS, AND SUPPORTING PROJECTS

GOAL 2.1

Diversify lead generation.

KPIS FOR GOAL 2.1

- Grow inquiry pool annually by 15%.
- Establish a baseline conversion rate for new lead sources of 5–10%.

SUPPORTING PROJECTS FOR GOAL 2.1

2.1.1   Implement/enhance promotion of new lead-capture platforms (Unibuddy, Transfer Credit Estimator, in-China website in year one).*

2.1.2   Launch persistent on-page widgets and integrated Slate forms on redesigned website to capture prospect info and reduce stealth applicants.*

2.1.3   Develop an implementation plan for a new subscription model with testing agencies that gives access to pre-test/non-testing leads.*

2.1.4   Enhance the impact of virtual tour lead-gathering by embedding individual stops in key sections of the USF website; create a mechanism to capture parent data entered and associate with their student's student record.

2.1.5   Expand communications with students and parents registered through college readiness platforms (Scoir, Naviance) that provide qualified leads and/or in-platform matching.

2.1.6   Develop a plan with the SEM data team for systematic analysis of student data in Slate to inform each search cycle.

2.1.7   Explore lead-capturing chatbot functionality on high-traffic admission/financial aid web pages.

GOAL 2.2

Enhance digital strategy to build discoverability of USF.

KPI FOR GOAL 2.2

- Grow traffic to admissions and financial aid sections of usfca.edu by 10–15% annually and to SEM-owned social channels by 15–20% annually.

SUPPORTING PROJECTS FOR GOAL 2.2

2.2.1   Conduct yearly SEO audit and optimize usfca.edu admissions and financial aid web pages to improve discoverability through search and structure content for effective zero-click and voice search results.*

(* project launches in year one)

2.2.2 Develop proposal for targeted paid digital campaigns (paid search, lead-generation social ads, etc.) to build prospect pools in key regions and reach targeted populations on the platforms where they are (men on YouTube, Latinx on niche.com, etc.). Pair with structured web landing pages that invite visitors to receive ongoing communications.*

2.2.3 Launch content marketing strategies for SEM-owned social channels (IG, TikTok) to build awareness and affinity by showcasing USF's unique community and voices.*

2.2.4 Explore with OMC how our SEO learnings can help increase impact of web content for search (e.g., ensuring articles include high-ranking keywords, crosslinks to related academic programs, apply/ RFI links).

2.2.5 Pilot use of Slate's Ping data to trigger personalized email outreach to stealth visitors on key admissions/financial aid web pages.

2.2.6 Enhance segmentation and personalization of Slate email/text campaigns, incorporating students' majors and extracurricular interests to build stronger connections along their journey.

STUDENT FINANCIAL SERVICES

STATEMENT OF PURPOSE

Financial responsibility and navigating student aid programs can be challenging for many students and families pursuing higher education. Therefore, to support admission efforts and retain continuing students, Student Financial Services will focus on financial equity and inclusion by collaborating to strengthen physical and digital communication strategies, simplify payment processes, and improve access to financial resources.

CHALLENGES AND OPPORTUNITIES

Increasing student and family participation by creating sufficient interest in SFS events will require targeted outreach, marketing, and promotion. Hosting these events may create operational and staffing constraints that affect regular office hours and processing, and budgetary limitations may inhibit both events and partnerships with external organizations. Additionally, we will need to seek approval from and collaborate with internal campus stakeholders while staying within the confines of our departmental responsibilities, which will increase the workload for staff across multiple departments.

Growing our presence across campus — both in-person and digitally — and strengthening our engagement with on- and off-campus partners may help break down barriers between SFS staff/student aid programs and students, generating relationships beneficial to all involved. In addition, with expanded visibility, SFS may increase access to student aid programs for marginalized students and promote financial literacy to new and prospective students.

STUDENT FINANCIAL SERVICES GOALS, KPIS, AND SUPPORTING PROJECTS

GOAL 3.1

Provide accurate and timely information to students and parents throughout the student lifecycle. Strengthen parent and family communication strategies to increase the transparency of payment policies and financial assistance programs.

KPIS FOR GOAL 3.1

- Achieve an average email open rate of 75% for billing notifications and FAFSA reminders.
- Improve student and parent engagement by sending three SFS newsletters annually (fall, spring, summer).
- Implement SS Banner 9 customizations by the end of spring 2023.
- Conduct targeted outreach to achieve a 3% year-over-year increase in the number of students who have paid in full and met the fall/spring payment deadlines over the next five years.

SUPPORTING PROJECTS FOR GOAL 3.1

3.1.1   Craft SFS quarterly newsletter (students/parents/families).*

3.1.2   Collaborate with the SEM offices to craft an integrated communication plan to strategically deliver targeted and timely communications to students and families (increase focus on multichannel parent/family engagement).

3.1.3   Customize SS Banner for easier navigation to outstanding student requirements and individualized academic recovery plan for at-risk students.

3.1.4   Create additional digital channels for student communications (texting, student hub, chatbot).

GOAL 3.2

Improve financial aid processing times and timely payment collection measures while monitoring customer service responsiveness.

KPIS FOR GOAL 3.2

- Create comprehensive reporting dashboards for the following by the end of the 2022–23 academic year: the average days between the date FAFSA applications are received and processed, the number of FAFSA applications received before the payment due date, the percent of students paid in full by date, the percent of disbursements for graduate academic scholarships by date.
- Develop QLess/event surveys to measure satisfaction with service.
- Assess benchmarks and report target metrics to monitor communication/collaboration plan outcomes by the end of fall 2023.

SUPPORTING PROJECTS FOR GOAL 3.2

3.2.1   Collaborate with data operations to enhance current reporting features and new comprehensive dashboards for SFS metrics and data visualization.

3.2.2   Compile student profile data and demographic information for at risk students to target retention strategies.

GOAL 3.3

Align institutional scholarship processing with USF's values to ensure aid is equitably distributed and awarded promptly.

KPIS FOR GOAL 3.3

• Distribute best practices guide for scholarship awarding to graduate programs by fall 2023.

• Decrease the number of institutional scholarships awarded after census date (target rate TBD).

SUPPORTING PROJECTS FOR GOAL 3.3

3.3.1   Strengthen relationship with graduate programs and the Office of Financial Aid to establish best practices.*

3.3.2   Collaborate with campus partners to seek and promote additional scholarship opportunities.

GOAL 3.4

Create physical and virtual spaces collaborating with campus partners to educate students on financial aid resources and improve student finance education.

KPIS FOR GOAL 3.4

• Increase awareness of Student Financial Services' policies by delivering SFS annual information sessions to the student organizations beginning fall 2023.

• Increase access to financial resources for non-native speakers by publishing SFS resources in other languages such as Spanish and Mandarin by fall 2024.

• Other KPIs will be quantified after reporting from goal 3.2 is established.

SUPPORTING PROJECTS FOR GOAL 3.4

3.4.1   Increase virtual and physical presence/tabling at main and other campuses.

3.4.2   Collaborate with admissions to do aid and financial planning outreach to prospective students.

3.4.3   Provide physical and virtual FAQs to admission prospects.

3.4.4   Request physical spaces for VA students and financial resources for general students.

3.4.5   Work with internal/external partners to create financial literacy programs.

3.4.6   Create a peer-to-peer financial and payment counseling and experience learning.

SERVICE AND COLLABORATION

STATEMENT OF PURPOSE

Our goal is to enhance the student experience for transfer, returning, and continuing USF students by creating strategies to increase enrollment and support student retention. Our main focus is the transfer and returning student populations. We will collaborate with stakeholders and other departments to support new projects to assist with the transition into the University for new transfer students and former USF students who have decided to return.

CHALLENGES AND OPPORTUNITIES

Our SEM Service and Collaboration group can ensure the opportunities we are presenting will be obtainable and will assist with the University's enrollment and student success goals. We are creating new strategic projects that will contribute to the overall growth of the student population and concentrating on attracting and engaging with prospective transfer students and returning students. Our two extensive projects will focus on the Transfer Credit Evaluator, and the revision and expansion of the returning student process.

The Transfer Credit Evaluator developments will emphasize adding previous unarticulated courses into Banner for preliminary evaluations. Evaluating transfer credits and adding the courses to Banner via the Transfer Credit Evaluator will create a degree evaluation (in the Transfer Credit Evaluator) that serves as a visual tool for prospective transfer students to help them understand what Core or major requirements they have met before attending USF. This will help prospective transfer students understand how many more semesters it will take to graduate with their degree from USF. The largest challenge that exists with evaluating pending courses from the Transfer Credit Evaluator is being able to evaluate major/minor course equivalencies, since this task mainly resides with each individual department. This project will include updating two articulation agreements per month to provide up-to-date transfer articulations for students from our highest-transferring partner institutions in the Bay Area, throughout the state of California, and targeted transfer locations, which facilitates students' transition into USF.

The most extensive project will be the enhancement and expansion to the returning student process, as this project involves multiple departments throughout the University. The project will include the development and implementation of a new returning student application with the integration of streamlined internal approvals, new policies, and student communications. While the current returning student process focuses on former USF undergraduate students, by year two graduate students will be included in the return process. With the collaboration of subgroups concentrating on the revision and enhancement of the returning student process, this will create tools and support to develop a new experience for students who have been absent from the University.

SERVICE AND COLLABORATION GOALS, KPIS, AND SUPPORTING PROJECTS

GOAL 4.1

Update two articulation agreements monthly over the course of the five-year plan, and add previously unarticulated courses into Banner for preliminary evaluations via the Transfer Credit Evaluator.

KPIS FOR GOAL 4.1

- Increase transfer student applications, admits, and matriculants.
- Increase the total number of published articulation agreements to 24 per year.

SUPPORTING PROJECTS FOR GOAL 4.1

4.1.1   Publish two articulation agreements monthly.

4.1.2   Download existing articulations in Banner using Tableau.

GOAL 4.2

Revamp the returning student process and enhance the returning student's web page, forms, and communications.

KPIS FOR GOAL 4.2

- Develop a new returning student web page and application by December 2022.
- Develop a new Laserfiche returning student application with integration for streamlining internal approvals.

SUPPORTING PROJECTS FOR GOAL 4.2

4.2.1   Create a new returning student web page and new returning student application in the Laserfiche, replacing the current Slate inquiry form. This will include revisions of current email correspondence to students regarding their application decision.

4.2.2   Implement the streamlining of the returning student application process from the student's submission through the approval process and student's matriculation.

GOAL 4.3

Enhance current forms used in the Office of the University Registrar, including digitizing all registration and graduation forms.

KPIS FOR GOAL 4.3

- The measures of success for this goal will be an increase in the number of registrar forms digitized, decreased processing time for each form compared to their hard copy processing time, the successful adoption of each form, and increased efficiency and improved communication with department staff, faculty, dean's offices, and students.

SUPPORTING PROJECTS FOR GOAL 4.3

4.3.1   Digitize registration and graduation forms into the Laserfiche system to streamline our processes and improve the service we provide to students, staff, and faculty.

RETENTION AND PERSISTENCE
OF UNDERGRADUATE STUDENTS

STATEMENT OF PURPOSE

In alignment with the University's new USF 2027 Strategic Plan, our purpose is to develop a set of initiatives or strategies that strengthen retention, persistence, and equity for undergraduate and graduate students at USF. This section is an extension of the work of the Student Success Working Group that was formed to develop recommendations during spring 2021 as part of the development process for the Strategic Plan. Several of the goals and supporting projects mentioned in the report are the work of colleagues in the Student Success Working Group. Due to time and human resources constraints, we were unable to address the unique challenges and opportunities related to graduate student populations at the time of this report. The working group will continue working on the project with a focus on graduate student populations during summer and fall 2022.

The working group reviewed best practices in retaining college students and institutional data, spoke with higher education industry consultants, conducted interviews with various campus departments, and held student focus groups to gain insights on effective measures to strengthen student retention at USF.

UNDERGRADUATE RETENTION TRENDS

USF has seen strides with retention over the years through the work of the Division of Student Life, the creation of the Center for Academic and Student Achievement (CASA), targeted programs such as Muscat Scholars Program (MSP), PACT mentorship program, Black Achievement Success and Engagement (BASE), and USF 101, as well as initiatives within each School and College. Additional analysis is needed to better understand recent fluctuations in retention. Fall 2022 will provide insight on the impact of increased student housing on second-year student retention. In alignment with our commitment to inclusive excellence, efforts in this area must focus not only on overall retention, but also on disaggregating data by race/ethnicity and closing equity gaps.

The Office of Institutional Research and Analysis (OIRA) has offered several recommendations[29] that show potential for significant improvement in both retention of specific populations and overall retention rates for undergraduate students at USF. These recommendations address the need for additional support for Latinx students, financial literacy programming targeted at students with the most debt, and interventions to assist second-year students. While other areas of this report discuss the impact financing a USF education and financial literacy has on both recruitment and retention, this section will focus on programming and services. Additional on-campus housing options with Lone Mountain East, constructed in 2021, and a two-year housing guarantee with the potential to increase to a four-year guarantee, have also helped USF retain students. There are five priority areas to improve undergraduate student retention and persistence:

- Targeted retention initiatives serving the Latinx student population.
- Holistic mental health and wellness models.

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29   https://dataviz.usfca.edu/#/views/ISEPRetentionAnalysis/Page5?:iid=1

- First-year introductory USF courses.
- Degree-completion rates for first-generation and Pell-eligible students, students with disabilities, and students of color.
- College-to-career connections.

LATINX STUDENT RETENTION AND EQUITABLE OUTCOMES

The nation's Latinx population has grown 23% over the past 10 years,[30] resulting in an increase in interest in higher education by Latinx students. Latinx students are more likely than their peers to be low-income and first-generation. Studies have shown that low-income students, first-generation students, and students of color complete college at lower rates.[31]

USF trends mirror national statistics. For our fall 2015 through fall 2019 cohorts, fewer Latinx-identified students were retained, compared to retention overall. Latinx student retention at USF has fallen significantly in the past seven years with the largest gap between their second and third years. USF has developed an effective model for the retention and success of underrepresented students, with a significant increase in Black student retention after the establishment of the Black Achievement Success and Engagement (BASE) initiative, Black Scholars Program, Black Resource Center, and Marshall-Riley Living-Learning Community in 2018. Building both on this model and best practices at other institutions, USF has the opportunity to better serve the Latinx student population and address the equity gap in persistence and student success. This is particularly important in the light of efforts to increase Latinx student recruitment. Establishing a visible, centrally located, staffed resource center (in addition to the existing Muscat Scholars Program Intercultural Center, Gender and Sexuality Center, and Black Resource Center) is an important part of an integrated strategy for promoting a sense of belonging, community, and access to information and support services.

HOLISTIC HEALTH AND WELLNESS:
COUNSELING AND PSYCHOLOGICAL SERVICES

Mental health and well-being issues on university campuses are on the rise. In the past six years, student anxiety in higher education institutions jumped from 17% to 31%, according to research by the Healthy Minds Network and the American College Health Association. With the COVID-19 pandemic, mental and physical health needs have become even more acute on college campuses with 60% of students reporting that the pandemic has made it harder to access mental health care.

According to data from USF's Counseling and Psychological Services (CAPS), from Aug. 1, 2021, to April 27, 2022, 848 students presented for services; 645 were unique new clients and 203 were returning clients from a previous academic year. Appointments included 3,249 individual and group therapy sessions and 188 crisis sessions. The top five primary presenting concerns were: anxiety (25.3%), relationship concerns, including family (22.5%), depression (13.7%), stress (7%), and trauma (5.5%). In the client intake assessment,

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30   Passel, Jeffrey S., Mark Hugo Lopez, and D'Vera Cohn. (2022, February 3). US Hispanic Population Continued Its Geographic Spread in the 2010s. Pew Research Center. Retrieved May 12, 2022, from https://www.pewresearch.org/fact-tank/2022/02/03/u-s-hispanic-population-continued-its-geographic-spread-in-the-2010s/.

31   "Between fall 2009 and fall 2019, total undergraduate enrollment in degree-granting postsecondary institutions decreased by 5 percent (from 17.5 million to 16.6 million students). However, enrollment of Hispanic students increased by 48 percent (from 2.4 million to 3.5 million students)." National Center for Education Statistics. (2021). Undergraduate Enrollment. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences.

30.5% of clients reported thoughts of wanting to end their life during the two weeks prior to completing the assessment. Our diverse student body requires greater diversity in CAPS staffing than we are currently able to provide. For example, the Black Student Union presented a list of demands in fall 2021 that included more clinicians of color in CAPS; this has been echoed by other students.

To extend services, CAPS contracted with UWill beginning in spring 2022 to offer free teletherapy services to students, including via video, phone, text, or live chat, and has been referring students to the associate dean of Case Management for hands-on help securing and scheduling additional off-campus mental/physical health referrals. UWill also offers 24-hour CAPS All Hours (aka "Protocall") service for students to speak with a counselor at any time. UWill is available for all students, including those at additional campuses. Thus far, 67 students have accessed therapy through UWill and attended an aggregate total of 240 sessions. After every session, they are asked the question, "On a scale of 1–10, how satisfied are you with your therapy session today?" and the average response is 9.5/10.

In the Jesuit tradition, the Health Promotion Services (HPS) offers health services and opportunities that promote wellness, stimulate better health awareness, and foster a vibrant and safe campus community for student academic success and retention. HPS staff continue to further the department's vision and mission to provide high-quality health education programs and wellness services for all students to ensure their overall academic success based on best practices from the American College Health Association (ACHA) Standards or Practice for Health Promotion in Higher Education. For physical wellness, USF contracts with Dignity Health Medical Group (DHMG) at St. Mary's Medical Center. Regardless of the ability to pay, all registered students have access to a free consultation with a DHMG physician. We also partner with St. Mary's to host immunizations clinics on campus and have provided over 390 immunizations to students. We currently have 3,140 students on the student health insurance plan with Aetna, which provides students with nationwide care through a PPO plan. Furthermore, HPS staff offers one-on-one appointments that focus on strengthening overall wellness through the seven dimensions (psychological/emotional, physical, intellectual, environmental, social, financial, and spiritual wellness) by providing them the skills to be successful students. From August 2021 to present, HPS has conducted 275 appointments with students.

The Koret Health and Recreational Sports Department offers USF students free and discounted recreational sports activities, wellness programs, and fitness services to encourage sportsmanship, teamwork, physical fitness, and resilience at USF. Intramurals offer affordable, organized, structured recreational opportunities with other USF students. Of 639 registered participants in the past year, 91% said the program helped them to reduce stress, and 93% reported that the program helped them feel more connected to USF. The Club Sports program offers coached practices and opportunities to compete with students from other universities. Of 586 registered participants, 94% said the program helped them identify communities of support on campus, and 97% reported that the program helped them feel more connected to USF. The department offers free (in-person, virtual, and on-demand) fitness programming, small-group training, personal training, mentorship programs, internship programs, and skills workshops.

Holistic health and well-being encompass all aspects of the student experience, including mind and body. Starting in 2019, CAPS, Koret, and HPS departments were all placed under the leadership of the associate vice president/dean of students to provide coordinated health and wellness support services to students. In recent years, staffing challenges because of departures for higher-paying opportunities in business and nonprofit organizations, as well as a shortage of diverse candidates, have contributed to any lack of care

experienced by USF students. It is our goal to take advantage of recent staffing changes within the Division of Student Life to create a holistic wellness model. The proposed establishment of a Holistic Wellness Center would support the main objective of making mental and physical healthcare accessible to USF students. With supporting projects such as the establishment of 24/7 medical and mental telehealth service and making core connections between our current health support services, this structure would streamline the delivery of healthcare to our students.

USF101

The establishment of the USF101 program[32] in 2014 and the steady growth of the program offer a baseline set of experiences to ground first-year students at USF in what is unique about attending a Jesuit university. Learning outcomes include being able to identify and access campus resources and support systems, express the values of a Jesuit liberal arts education, examine how our individual backgrounds and experiences impact our values and assumptions, articulate personal, academic, and career goals, describe and practice various habits that contribute to academic success and overall wellness, and apply skills that contribute to building positive relationships with diverse peers, staff, and faculty.

"STAY ON TRACK" PROGRAM

"Stay On Track" is a proposed initiative that aims to improve retention and on-time graduation rates for first-generation and Pell-eligible students, students with disabilities, and students of color. The Center for Academic and Student Achievement (CASA) explored student course registration data for the past three years and tracked a higher percentage of students from marginalized communities that have failed classes and slightly higher rates have dropped classes. Based on data from fall 2017 to fall 2020, African American- and Latinx-identified students have failed a course more often when compared to other student populations at USF, which can impact their time to graduation.

On average (during 2017–2020), 37% or 107 African American students have failed a course and 29% or 391 Hispanic or Latinx students have failed a course. This compares to 21% or 328 White students who failed a course during that same time period. Additionally, 56% or 163 students who identified as African American dropped a course and 42% or 570 students who identified as Hispanic or Latinx have dropped a course. In comparison, White students dropped classes at a similar rate for that time period as Latinx students, at a rate of 41%.

The "Stay On Track" program encourages students who may be behind in credits to take courses at USF during the summer. The program will allow up to 60 students in need to apply for funds to help students cover the costs of tuition and housing (if needed) at USF over the summer.

As USF admits a greater number of students who are first generation, Pell-eligible, differently abled, and from marginalized communities, it's important to create support programs to help them strive toward degree completion. Many of these students have faced obstacles such as a family crisis or financial challenges that

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32   RNL's "2021 Effective Practices for Student Success, Retention, and Completion Report" reported that 91% of four-year private institutions have programs designed specifically for first-year students. Of these, 87% are using a mandatory first-year experience or orientation course, and 98% of the institutions with a mandatory experience/course report the strategy as very effective or effective for student success, retention, and completion. RNL (2021). "2021 Effective Practices for Student Success, Retention, and Completion Report." Cedar Rapids, Iowa: Ruffalo Noel Levitz.

may have impacted their performance as well as academic challenges for STEM majors from underperforming high school environments.

The need for this level of support and flexibility to assist with four-year graduation rates has been seen by the number of inquiries made by students regarding the Petition to Enroll at Another Institution (PEAI) policy.[33] Students realize they are behind in credits and are challenged to look for support to catch up during the summers. In addition, Pell-eligible and other students with financial aid may not be eligible to utilize federal or USF funding for summer classes at USF, thus it makes it a financial hardship on students, especially since they are not allowed to take classes outside of USF.

This proposed Stay on Track program would be modeled after another Jesuit University, St. Louis University, the SOAR program, formerly a federally funded TRIO program to help with retention and four-year graduation rates. Although USF could apply for similar federal funds, USF would also need to provide some matching funds as well to establish the program.

INTERNSHIP LAB

The proposed Internship Lab will be a central "hub" for students to gain academic credit for direct experiential, real-world, professional experience. RNL's "2021 Effective Practices for Student Success, Retention, and Completion Report" states that only 83% of four-year private institutions are giving students practical work experiences in their intended majors via internships, volunteer work, experiential learning, or services learning. It's crucial that with the other components being offered/mandated at USF, we make a greater connection between students' undergraduate experiences and their career interests.[34] The Internship Lab will serve as a connection point for current students, USF faculty, staff, librarians, alumni, and Bay Area organizations. Connecting this initiative to the core curriculum could ensure that the internships are accessed by all undergraduates. The current data from the senior survey conducted by Career Services states that 70% of undergraduates land at least two internships during their time at USF. This initiative would ensure over 70% of students participate in three internships during their undergraduate years.

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33   myUSF. (n.d.). "Petition to Enroll at Another Institution (PEAI)." University of San Francisco. https://tracking.cirrusinsight.com/6b8d0c32-3eb1-4de5-aaaf-0bf68ef3102d/myusf-usfca-edu-student-records-peai.

34   99% of the institutions that are giving students these opportunities report the strategy as very effective or effective for student success, retention, and completion. RNL (2021).

GOALS, KPIS, AND PROJECTS TO STRENGTHEN RETENTION, PERSISTENCE, AND EQUITY AT USF

GOAL 5.1

Improve retention rates for Black-identified students with the goal of equitable graduation rates through investment in the BASE program and Black faculty and staff retention.

SUPPORTING PROJECTS FOR GOAL 5.1

- Identify a permanent location for the Black Resource Center outside Gleason Library by fall 2023 and expand services to include access to tutoring and academic support.
- Increase access to high-impact practices such as research assistantships, study away (domestic and international) opportunities, and paid internships.
- Expand access to emergency funding for books, rent, and other living/academic expenses to bridge the gap in funding needed to thrive at USF.
- Increase Black-identified staff and faculty connections to BASE to help provide additional support to the growing Black-identified student population.
- Implement strategies to support and retain Black faculty and staff.

GOAL 5.2

Develop/expand high-impact academic and extracurricular programs to support Latinx students.
This project will be completed with direction and leadership from the Latinx Excellence and Belonging Initiative, which the provost has charged to develop a set of recommendations to better serve the needs of Latinx faculty, staff, and students. This work and resulting priorities are intended to increase the retention of Latinx students by 3 to 5 percent by 2027, from 71% to 74–76% for second-year students. Ideally, this initiative will have a positive impact on the Latinx student experience during their entire time at USF. Efforts to support Latinx students will have a significant impact on USF's ability to both recruit and retain Latinx students moving forward. An initial review is due in fall 2022, with the final report due fall 2023.

Additional KPIs and supporting projects will be forthcoming once recommendations are submitted by the Latinx Excellence and Belonging Initiative group. In addition to seeking Hispanic Serving Institution designation from the Department of Education, support for undocumented first-generation students and Latinx students include the exploration of establishing a Living/Learning Community (LLC) for Latinx students with a lounge center including services, targeted scholarships, and support for undocumented students. This LLC would be developed with faculty engagement including a faculty-in-residence.

GOAL 5.3

Expand health and wellness resources for USF students.

Establish a Holistic Wellness Center that provides a physical space in making mental and physical health-care accessible to USF students.[35] With supporting projects such as the establishment of 24/7 medical and mental telehealth service and making core connections between our current health support services, we are streamlining the delivery of the healthcare system to our students.

KPIS FOR GOAL 5.3

- Increase ethnic and racial diversity among current mental health staff positions from three to five counselors by 2024.
- By 2026, 60% of the student population will access services provided by the holistic wellness center and services.
- Increase in student satisfaction of health, wellness, and mental health services through a survey developed for this goal and focus groups.

SUPPORTING PROJECTS FOR GOAL 5.3

5.3.1   Offer 24/7 medical and mental telehealth service through Student Fee[36] — unlimited for students

5.3.2   Relocate CAPS as we move to create a Holistic Wellness Center.

5.3.3   Hire a health educator at Health Promotion Services to connect health and wellness units: HPS, CAPS, Koret, University Ministry Mental Health Ambassadors (i.e., from BASE and other offices).

5.3.4   Expand USF reach by hiring counselors who are racially and ethnically diverse.

GOAL 5.4

Develop and launch the "Stay on Track" program.

The "Stay On Track" program will encourage students to take courses at USF during the summer months and thereby improve their USF GPA and likelihood of on-time graduation.

KPIS FOR GOAL 5.4

- Increase six-year graduation rate by 2% for "Stay on Track" program participants by 2025.
- Improve four-year graduation rate by 2% for "Stay on Track" program participants by 2025.

SUPPORTING PROJECTS FOR GOAL 5.4

5.4.1   Create a committee to explore creation of the new program. With retention and graduation in mind, we must select department leads who include existing support and resources.

5.4.2   Secure funding sources, including writing TRIO grants or other grants.

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35   Harris, B. R., B. M. Maher, and L. Wentworth. "Optimizing Efforts to Promote Mental Health on College and University Campuses: Recommendations to Facilitate Usage of Services, Resources, and Supports." J Behav Health Serv Res 49, 252–258 (2022). https://doi.org/10.1007/s11414-021-09780-2

36   Seattle U. (28 March 2022.). "New Telehealth Service for Students—Starts Today." Seattle University. https://www.seattleu.edu/su-to-day/2021/new-telehealth-service-for-students--starts-today.html

5.4.3 Develop programs and services for the new program and launch as funding, staffing, and resources are solidified.

5.4.4 Launch the opening of a new program, including utilizing referrals for the "Stay on Track" program from the New Student Success Survey results.

5.4.5 Expand the Muscat Scholars program to include a larger resource center, full-time staffing, study away and research grant opportunities, and an expanded peer mentor program for first-generation students.

GOAL 5.5

Develop an Internship Lab.

The lab will be a central "hub" for students to gain academic credit for direct, real-world, and professional experience. The lab will act as a connection point for current students, USF faculty, staff, librarians, alumni, and Bay Area organizations. Explore offering Internship Lab as an optional elective course by 2024, pending curricular approvals

KPIS FOR GOAL 5.5

- By 2026, USF will report a 5–8% increase in students with three internships and relevant experiences by graduation.
- By 2027, 70% of graduating students have participated in Internship Lab.

GOAL 5.6

Explore expansion of USF 101 for new students.

Tailored first-year experiences have been shown to improve retention rates for some students. USF101 provides a subset of first-year students with an introduction to wellness, academic and career planning, Jesuit values, ADEI, and Title IX. It is worth exploring whether requiring this course has the potential to increase retention rates of all incoming undergraduates. Any future requirement can be adjusted to not constitute an obstacle for transfer students' time to degree or overall unit totals.

KPIS FOR GOAL 5.6

- Determine impact on retention of expanding USF101 to incoming first-year and transfer students by fall 2024.
- Ensure that the diversity of the USF101 instructor pool matches the diversity of the incoming students by fall 2023.

GRADUATE ENROLLMENT

Graduate enrollment at USF, which comprises 40% of the total student population, is critical to the strength and stability of the institution. Enrollments have been relatively consistent over the last decade, with overall steady, incremental growth, and with slight ebb and flow year over year.

Graduate enrollments are impacted by economics, employment, and professional job markets, as evidenced by recent growth in applications for management and law programs. International students make up approximately 17% of the graduate population, with India overtaking China as the largest source of international students.

Over 70 graduate programs, including master's, doctoral, executive, full- and part-time options, and certificate programs, are distributed among the four Schools and the College, with outreach, recruiting, marketing, operations, communications, and admission managed by administrative professionals and faculty members. Tuition varies by School/College and program, with a discount rate much lower than at the undergraduate level and federal aid available only by way of federal loans. By and large, institutional aid is in the form of scholarships distributed by the Schools/College and varies by program. Enrollment projections and targets for new students are determined collaboratively by the Office of Institutional Planning and Budget and leadership in the Schools and College.

Enrollment strategy and program development at the graduate level has been shared by University leadership, Institutional Planning and Budget, deans, and program directors. As the Integrated Strategic Enrollment Plan will show, and enrollments prove, the leadership and professionals in the Schools and College plan creatively and carefully, pivot nimbly to accommodate environmental, market, and demographic developments, and prioritize the student experience to reflect the University's emphasis on both *cura personalis* and *cura apostolica*.

OPPORTUNITIES

MARKET-DRIVEN, MISSION-CENTERED STRATEGY
The current strength and size of USF graduate enrollments and market position provide an optimal basis for:
- Articulating our value proposition, brand value, and differentiation, considering the importance to applicants of social and racial justice, academic rigor, and opportunities in the San Francisco Bay Area as a recognized innovation/technology/environmental sustainability hub.
- Framing enrollment goals beyond budget to consider mission, diversity, first in family, socioeconomic profile, debt burden, outcomes, and student experience.
- Prioritizing and funding inclusive and ongoing strategy and evaluation of programs (product), markets, trends, demand, competition, and pricing relative to changing demographics, technology, and competition.
- Increasing flexible curriculum and course delivery (i.e., online, hyflex, hybrid).
- Further development of certificate, executive, career enhancement, and non-degree offerings.
- Developing strategic partnerships that drive enrollment growth and enhance workforce development.

DIVERSITY OF STUDENT BODY

USF had a higher percentage of underrepresented incoming students for fall 2020 (33.7%) than on average at institutions participating in the Council of Graduate Schools (CGS) survey (25.9%).[37] USF also enrolled a higher percentage of women (64%) than the average reported by CGS (60.8%). International students were also higher (17.9%) than the average reported by CGS (12.6%), despite the impact of COVID-19. The decrease in enrollments for international students from 2019 was -17.2% at USF, while the average drop at participating schools was more than double, at -37.4%. In fall 2021, USF had a total enrollment of 696 international graduate students from 76 countries.[38] The respondents to the admitted student survey,[39] 76% rated diversity of the student body at USF as excellent or good.

INTEREST IN SOCIAL JUSTICE

The graduate student survey for applicants admitted to USF in the summer/fall 2021 showed that commitment to social justice and racial justice were important or extremely important in choosing a college or university. Per *Inside Higher Ed* (March 2022), the movement for racial justice, along with the pandemic and growth in the job market in the legal field, has drawn a record number of applicants to law education in recent years.[40]

GRADUATE DEGREES ALIGNED WITH AREAS OF EMPLOYMENT GROWTH

According to the Bureau of Labor Statistics Occupational Outlook Handbook,[41] USF graduate degrees are well aligned with the fastest growing fields. Of the top 11 fields requiring a master's degree, USF offers degrees in six fields: computer and information research scientists, epidemiologists, marriage and family therapists, nurse practitioners, statisticians (data science), and museum curators and archivists. Potential expansion at USF could include graduate program development in careers projected to grow much faster than average in science, education, and health-related fields such as physicians assistants, speech pathology, orthotics and prosthetists, and genetic counselors.

CHALLENGES

AFFORDABILITY

One of the most pressing challenges to graduate enrollment is affordability. Limited institutional awards combined with lack of student housing (less than 2% of USF graduate students live on campus), moderately expensive tuition, and the high cost of living in the San Francisco Bay Area often make it difficult to win candidates over our competitors.

Compared with select competitor institutions,[42] USF graduate programs place in the highest third for cost per unit in education and graduate business programs; in the middle range for arts and sciences and MBA;

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37 Survey of Graduate Enrollment and Degrees: 2010 to 2020 by the Council of Graduate Schools and GRE, October 2021.

38 USF Almanac https://dataviz.usfca.edu/#/views/USFAlmanac/Almanac-Enrollment?:iid=2

39 Admitted Graduate Student Survey Fall 2021 by the Office of Assessment and Accreditation Support and Office of Graduate Enrollment

40 Whitford, Emma. March 17, 2022. "Among Students, Lawyers Get a Good Rap." *Inside Higher Ed.* https://www.insidehighered.com/news/2022/03/17/student-interest-law-school-grew-during-pandemic

41 U.S. Bureau of Labor Statistics. (September 2021). Occupational Outlook Handbook. https://www.bls.gov/ooh/occupation-finder.htm?pay=&education=Master%26rsquo%3Bs+degree&training=&newjobs=&growth=Much+faster+than+average&submit=GO

42 2021/2022 Graduate Tuition Comparison Report by CIPE

and in the 60th percentile for nursing and JD programs. Per the report, many institutions, including several Jesuit universities, did not raise their per unit tuition rates from 2020–21 to 2021–22.

USF is not alone with the affordability issue. An NAGAP and Council of Graduate Schools study of GEM professionals (fall 2020) reports that, "Consistent with the pre-pandemic time, affordability of graduate education continues to be a concern among both prospective graduate students and graduate schools. The availability of financial incentives to maintain students' interest is considered one of the most compelling drivers of graduate enrollment."

Per the admitted graduate student survey, of non-matriculants, the highest percentage (69%) indicated that financial cost was a factor that influenced their decision not to attend USF, followed by affordability of the Bay Area and availability of scholarships.

Of those who chose to attend another college or university, 70% indicated that the cost of attendance at USF is higher than the institution they are attending. Of all participants, 58% received a scholarship from USF; however, 77% of participants who began attending another institution indicated they received more financial assistance from the institution they are attending than offered by USF, with 88% indicating they received a scholarship.

The survey reported that scholarships were almost the sole source of institutional aid at USF. Of those who received more financial assistance at the institution they attended, in addition to scholarships, 38% received grants, 12% received assistantships, 15% fellowships, and 4% "other." Of the domestic students enrolled at USF, 64% applied for federal financial aid (student loans). This indicates an opportunity for USF to build out competitive tuition pricing and discounting, and for graduate programs to explore and develop platforms for additional sources of funding support to increase scholarships, develop internal and external fellowships and partnerships, and explore the possibility of assistantships. The Schools and College, with the Office of Financial Services, are prioritizing a standardized process and timing for putting funding into place for graduate students, which means that communication can happen early and often with new students with more exact aid information, which should increase our competitiveness.

Top competitors for USF are primarily high-ranking institutions with large endowments (USC, NYU, Columbia University) or local public universities with lower in-state tuition (SFSU, UC Davis, UC Berkeley, SJSU). Santa Clara University and Pepperdine University also ranked high in the choice of schools for admitted applicants who turned down the USF offer. [43]

DECLINING YIELD RATES AND INCREASING MELT

As already mentioned, the overall yield rate for new graduate enrollment is showing early signs of decrease, while the melt rate started to increase a few years before fall 2020, thus not only being attributable only to COVID-19.

LACK OF INFORMATION ABOUT CAREER OUTCOMES

The most important factor in choosing the school for an advanced degree is career opportunities. Of all admitted student survey participants, 89% indicated that job outcomes/career opportunities were extremely or very important when choosing a college or university. Of these, 91% began attending USF. For those

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43   USF Graduate Report, data from the National Student Clearinghouse https://dataviz.usfca.edu/#/views/ClearinghouseGraduate_0/ ClearinghouseSummary?:iid=1

who did not accept their admission offer, job outcomes/career opportunities were ranked very important or extremely important. That same group rated USF as average for job outcomes/career opportunities. Of all participants, 63% rated USF job outcomes/career opportunities as excellent or good. After affordability factors, the highest percentage of respondents (14%) noted job outcomes/career opportunities as the factor for not enrolling at USF.

SCHOOL OF EDUCATION

AT A GLANCE

- 18 master's degrees, 4 doctoral degrees, and 4 certificate programs
- Locations in SF, Sacramento, San Jose, and Santa Rosa
- 1,152 students in fall 2021; 1,112 in spring 2022
- In the last 10 years, enrollment has increased by 14%, growing from 975 to 1,112
- Top competitors according to clearinghouse data (students we admitted ultimately enrolled in these institutions): Santa Clara, SF State, USC, Pepperdine, USD

POSITION STATEMENT

The USF School of Education is a graduate school that has experienced 14% enrollment growth over the last decade. With over 25 programs and a total of 1,112 graduate students, the School of Education is the largest graduate school at USF and is considered a large graduate school of education in California. The school's significant enrollment growth is particularly noteworthy given that enrollment in education and behavioral health programs nationally has either declined or held steady during the last decade.[44]

Graduate enrollment is greatly influenced by the economy, the labor market, and individual program contexts and fields. Excluding the height of the pandemic, graduate enrollment nationally has been declining since 2013. As Eduventures chief research officer notes,[45] higher education enrollment tends to be counter-cyclical, and a strong economy normally disincentivizes graduate enrollment.

Despite these larger influences, the USF School of Education continues to make meaningful changes to increase enrollment and student retention and address evolving student interests. In fall 2020, a new EdD program concentration called Racial Justice and Education was launched to understand and contextualize persistent anti-Black racism that has reemerged in the last several years. The USF School of Education created a new center titled the Center for Humanizing Education and Research (C-HER) that promotes the generation, application, and diffusion of research that is conducted in solidarity with local and global communities to address pressing issues through humanizing frameworks.

The School of Education has leveraged strategic partnerships to support enrollment growth and affordability. As USF made strategic decisions to close regional locations, the School of Education partnered with community colleges (Santa Rosa Junior College, De Anza College, and now San Jose City College) to offer programs and continue USF's longstanding commitment to serve graduate students throughout the Bay Area as well as establish a USF presence on Bay Area community college campuses. In the past two years, SOE has solidified a partnership with Kaiser Permanente's Mental Health Scholars program in all its locations and, in the last several months, the school created a new partnership with City Year AmeriCorps, an education

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44   Council of Graduate schools 2010–2020 data, page 8, figure 7. https://cgsnet.org/wp-content/uploads/2022/02/CGS_GED20_Report_final_v2-2.pdf

45   Garrett, Richard. (17 August 2021). "The Deceptive Graduate Enrollment Growth Story." Encoura. https://encoura.org/the-deceptive-graduate-enrollment-growth-story/.

nonprofit organization that partners with public schools in 29 high-needs communities across the U.S. The USF School of Education is pleased to be designated as an AmeriCorps School of National Service, providing financial support to AmeriCorps members seeking to further their education through graduate studies.

As a graduate school made up of 62% students of color, 50% of whom identify as first generation, students come from communities near and far. They are working professionals, parenting adults, caregivers to elders, and individuals serving K–12 schools and community organizations. With this graduate student population in mind, the USF School of Education has thoughtfully created spaces where community members are known and supported. Affinity groups include the First Generation Mentoring program, the LGBTQ+ Affinity Space, Black Saturdays (a gathering space for Black-identified community members), and the Radical Parenting Group. Groups meet regularly and are open to USF School of Education students, faculty, and staff.

The School of Education has also developed its own student academic support hub given the distinct needs of its students. The hub, which provides writing and methodology support for all SOE graduate students, is called the Public Scholarship Hub.

In the next several years, the School of Education will continue to strive to meet and exceed enrollments with several strategic initiatives to increase enrollment, retention, and belonging. Significant growth is built into our enrollment projections, but flexibility is needed given the current context for many of our programs — especially teacher education. SOE has a unique position in conversations on "growth" and "growing back" at USF. Since the school has steadily grown over the last decade, its focus is less on "growing back" and more on programs and opportunities to impact the field of education and mental health in this particular moment and in the years ahead. The SOE is also well positioned to enhance the attractiveness of USF's undergraduate programs by offering new 4+1 programs to USF undergraduates.

GOAL 6.1

Develop new programming to supplement and steady enrollment in teacher education and masters programs.
Consider additional 4+1 programs drawing from undergraduate programs at USF that are in alignment with our graduate programs (critical diversity studies, sociology, psychology). We will also begin a conversation about a one-year credential/master's for teacher education.

KPI FOR GOAL 6.1
- Yearly cohort of 15 students for at least one new 4+1 in the next five years.

GOAL 6.2

Create and implement an outreach plan to City Year students and alumni to increase City Year prospect pool across all SOE programs.
We will expand our City Year AmeriCorps partnership by creating more frequent communications and offer online and in-person events about our programs and the graduate school application process. This includes list buys, outreach to City Year alumni, and meeting with City Year staff and students in person and online. Our new designation as an AmeriCorps partner will be shared more widely with internal and external audiences.

- Increase City Year prospects by 10%.

GOAL 6.3

Leverage state funding, scholarships, and district partnerships to offset shortages in teacher education.
Continue to explore ways in which to reduce tuition and loan burdens on students to make enrollment in
SOE possible for an increasingly diverse population, including partnering rather than competing with low- to
no-cost school district program options. Districts have created many low- to no-cost credential programs.
Quality is lacking in many of these programs, and retention (especially of undertrained staff) is an issue for
districts. We can leverage recent state funding for pre-service teachers and residency programs to increase
student support and numbers.

GOAL 6.4

**Increase Bay Area school district prospects by 10% over the next five years by creating University part-
nerships with districts that leverage current state funding for residency and other programs. We currently
have 22 students who have identified a school district as their employer (not a required field).**

KPI FOR GOAL 6.4

- Increase Bay Area school district applicants by 10%, from 22 students to 25.

SCHOOL OF LAW

AT A GLANCE

- Juris Doctor degree
- 4 master's programs
- 2 master's program partnerships with Andersen Global
- 522 students in fall 2021; 531 in spring 2022
- In the last 10 years, enrollment has decreased by approximately 22%, from 672 in fall 2012 to 522 in fall 2021.
- Top competitors according to the Law School Admission Council (LSAC) were Santa Clara School of Law, UC Hastings School of Law, UOP McGeorge School of Law, Southwestern Law School, and Golden Gate University School of Law.

POSITION STATEMENT

The School of Law's current positive trajectory comes on the heels of prior years' challenges. Beginning in 2014, School of Law graduates' bar pass rates began to decline significantly vs. prior classes. As a result, enrollment languished and decreased, while scholarship expenditures increased in an effort to attract high-performing students. To improve bar passage rates, the law school implemented a series of reforms, including: a reimagined Academic and Bar Exam Success Program; a revamped core curriculum with increased focus on bar subjects; the addition of a mandatory class to support bar exam skills-building; a robust post-graduation bar preparation program; and improved incoming student academic indicators.

As a result, recent School of Law JD graduates have passed the California Bar Exam at rates in line with prior high levels. Simultaneously, the law school has enhanced its visibility and reputation as a highly respected, rigorous, yet collegial academic institution and has subsequently improved enrollment, revenue, and other performance metrics compared to recent years. As part of the nationwide trend toward diversifying away from JD revenue, USF Law successfully established the Graduate Tax Program, anchored by a robust global partnership with Andersen, and enrollment in the program continues to grow each semester with expanded offerings and a large pool of potential students. USF Law is well positioned to address both national trends and marketplace dynamics by continuing to innovate programmatically, improving our marketing capabilities and data analytics, increasing donor funding, obtaining additional partnerships, and expanding into new feeder markets to grow student headcount.

CHALLENGES AND OPPORTUNITIES

External marketplace pressures challenge our ability to recruit new JD students. Specifically, a nationwide decline in the number of law school applications, coupled with a competitive landscape of law schools offering generous and even full scholarships to top-tier students inhibits the law school's ability to reduce its discount rate significantly. USF Law's tuition, including housing, compares unfavorably to the tuition charged by many

state schools and by those schools offering online or partially online degrees. In order to compete with peer institutions, the School of Law must fundraise aggressively to fund scholarships. In addition, San Francisco's high cost of living makes it difficult to attract and retain faculty and staff to nonprofit roles. At the same time, worker mindset has shifted in the pandemic and many employees prefer a fully remote or flexible work arrangement that the law school will have difficulty sustaining.

For the past six years, *U.S. News & World Report* has ranked USF's JD program in the bottom tier (approximately 25%) of all U.S. law schools, considered "unranked" by the general public. Our low standing in the *U.S. News* JD rankings is driven primarily by low employment statistics and by our reputation, both of which follow from our low bar pass rates, and ultimately negatively impact our ability to recruit students to non-JD programs, especially international students who are very attuned to rankings. One factor that impedes our ability to improve our *U.S. News* ranking is the ingrained, but no longer accurate, perception of *U.S. News* voters, specifically as it relates to our legacy bar pass rates. It is critical to improving our rankings that we improve our employment outcomes, and in order to do so we must extend additional support to many of our students, such as our large number of first-generation students, who come to our law school lacking existing professional networks that can be critically important in hiring. International LL.M programs have become more competitive over the years with the increased number of programs offered domestically and internationally, such as in China and India.

Conversely, opportunities arise from the law school having regained its ability to prepare students to successfully pass the bar, from the large number of generous alumni who we believe will support us once we approach them, and from the tremendous assets of our San Francisco location and connection to a growing and thriving University. There are also significant and related opportunities to be realized from making better use of the data we have and can collect to improve all aspects of our work, but particularly: recruiting, admitting, yielding, retaining, training, tracking, soliciting, and stewarding. With the pandemic, we have also been taking advantage of the opportunities for greater outreach and cost savings presented by online recruiting (webinars), and look forward to finding more ways to efficiently incorporate technological innovations into our operations.

GOAL 7.1

Grow JD Enrollment to 179 students per cohort.

KPI FOR GOAL 7.1
- Increase JD enrollment 21% from 148 in fall 2021 to 179 in fall 2027.

SUPPORTING PROJECTS FOR GOAL 7.1
7.1.1   Upgrade marketing platforms to automate processes, integrate CRM and prospect/applicant/admit communications, and leverage real-time analytics to make data-driven decisions. We will evaluate multiple solutions, including the Law School Admission Council's new Unite platform and Slate, USF's current admissions platform used by all other schools and colleges. A robust CRM with a linkage to automated, dynamic marketing solutions can help us improve prospect outreach and yield, and refine our marketing and scholarships, through comprehensive tracking and reporting of the efficacy of our

efforts. We will track attendance at events, yield on admissions and deposits, and try to measure person-hours per matriculant. We will also aim to increase headcount, reduce discount rate, and increase our indicators through these efforts.

7.1.2   Increase scholarship support for new admits, particularly diversity admits, by coordinating with alumni / development teams to solicit alumni and friends for funds to provide more need-based aid and enhance our competitiveness with other law schools taking the same approach. We want to better understand those strategies at other law schools, as well. We will measure the ratio of donor-funded over tuition-funded scholarships, the number of scholarship gifts and donors, and the reduction in the amount of indebtedness our students bear, which is currently tracked in *U.S. News*. We will also look for ties to increase bar outcomes deriving from the reduction in students' employment for money during their law school careers.

7.1.3   Improve employment outcomes for students through continued improvement of a) career services counseling and mentoring, b) assessment of programmatic fit with law hiring opportunities, c) enhanced at-graduation data and 10-month post-graduation data analysis, d) increased alumni mentoring, e) greater connection to the legal community through externships and pipeline partnerships, f) strategies that encourage our graduates to seek employment outside the competitive Bay Area, particularly in large metropolitan areas such as New York, Los Angeles, and Washington, D.C., and in less impacted areas of California, such as other suburbs and small cities.

GOAL 7.2

Increase non-tax LLM enrollment to 19 students per cohort.

KPI FOR GOAL 7.2

- Increase enrollment in non-JD, non-tax graduate level programs in the existing LLM programs by nine students over the next five years; from 10 in fall 2022 (projected) to 19 in fall 2027.

SUPPORTING PROJECTS FOR GOAL 7.2

7.2.1   *Improve SOL ranking.*
In an increasingly competitive non-JD, non-tax graduate program market, the SOL ranking comes into play both at the top of the funnel and in yielding admitted students. The SOL is currently unranked. Ranking would facilitate enrollment growth in general and would increase our ability to compete with competitors, such as Golden Gate University Law School.

7.2.2   *Improve course offerings in Intellectual Property ("IP").*
Another way to be competitive in the non-JD, non-tax graduate program market is to offer numerous and advanced courses in specialty areas. We currently offer an LLM in Intellectual Property, which accounts for more than half of our applicants. However, our course offerings are limited in that area of specialization and may well depress yield. Increasing the number of specialized courses would allow us to be more competitive with our local LLM in IP competitor, Golden Gate University Law School, among others.

7.2.3   *Explore new/complementary certificate and degree programs.*
We plan to take the following approach to exploring new programs, which includes a number of smaller potential projects such as:

7.2.3A   Update existing database of California and competitor law schools offering non-JD programs to assess the viability of additional programs (certificate, master's, LLM) in light of external competition. Identify any areas of specialization and whether in-person or online.

7.2.3B   Assess market factors that could affect non-JD programs. Research the kinds of graduate programming undergraduates are seeking, considering the type of degree, areas of specialization, and mode of delivery.

Research post-degree employment opportunities. This is important because the viability of new programs will depend on demand, and this research will help the law school avoid investing in programs that fail to attract students or provide them with viable post-graduate options.

7.2.3C   Assess internal factors affecting program development, including responsiveness to the law school's SWOT, consistency with USF's strategic plan, existing or available expertise, reciprocal benefits to the law school's JD programming, ability to attract external donors, and accreditation requirements for the range of potential degree or certificate programs.

GOAL 7.3

Increase graduate tax program enrollment to 84 students per cohort.

KPI FOR GOAL 7.3

- Increase graduate tax program enrollment from 68 new students (projected) in 2022 (spring 2022, summer 2022, and fall 2022) to 84 new students (projected) in 2027 (spring 2027, summer 2027, and fall 2027).

SUPPORTING PROJECTS FOR GOAL 7.3

7.3.1   *Strengthen internal marketing and brand awareness within Andersen.*
As Andersen Global continues to grow and expand, USF should be part of the initial new office onboarding process in order to ensure that our program grows concurrently with Andersen Global. We need to work with internal stakeholders to develop an internal marketing and recruitment plan. We will work to strengthen relationships with HR/recruiting teams so that they fully understand and can promote the Andersen-USF partnership when recruiting, which contributes to both enrollment growth and brand awareness.

7.3.2   *Develop complementary certificates and skills courses.*
Utilizing our current course offerings, we plan to look into the creation of certificate programs that complement the strength of the law school and meet market demand.For example, a possible focus area that is complementary to our current offerings would be estate planning, as we have graduate tax programs, and therefore would require low investment. Another alternative is to focus on the development of advanced skills in the area of taxation, such as tax writing and research.

7.3.3 *Diversify enrollment pipelines and develop additional partnerships.*
As more schools look to take programs online, one way to increase enrollment is to build partnerships and pipeline programs so that prospective students already have USF on their "short list" when they begin thinking about graduate programs. Additionally, by building partnerships that may include favorable discounting for large numbers of employees, employers can incentivize their employees to enroll in our programs. Numerous avenues should be explored fully as part of the project.

COLLEGE OF ARTS AND SCIENCES

AT A GLANCE

- 19 master's degrees, 4 dual degrees, and 2 certificate programs
- Locations in SF Hilltop, SF Downtown, and Orange County
- 1,071 students (fall 2021)
- In the last 10 years, CAS graduate enrollment (2012–2021) increased by 50%, from 712 to 1,071. In the same period USF graduate overall enrollment increased 11%, from 3,673 to 4,065.
- In the last 10 years, international enrollment increased by 119%, from 144 to 315.
- In the last 5 years, CAS graduate enrollment (2017–2021) increased by 8%, from 995 to 1,071. USF graduate overall enrollment decreased by 4%, from 4,233 to 4,065.
- Top competitors (Clearinghouse data) varies by program, but overall in order: USC, NYU, GWU, Columbia, SF State, Santa Clara, SJ State, UC Davis, Stevens Institute of Tech, UW Seattle

STATEMENT OF PURPOSE

Graduate school remains a robust and fluid area of growth and enrollment for higher education. CAS GRAD aims to increase enrollment by approximately 70–100 students in the next five years through a combination of stabilizing and moderately increasing headcounts in currently declining programs and adding two or more new graduate programs. The ecosystem of graduate programs is constantly changing in response to the job market, and we are in the process of readjusting projections and sunsetting programs to open up resources for new growth.

Our approach includes goals and projects centered around increasing scholarship funding, creating stable industry partnerships and professional pathways, reducing melt, and improving program marketing approaches.

In addition, we are planning on launching two new graduate programs in the next two years: Design and Social Justice, and a part-time MS in Computer Science. As the Blood Centers of the Pacific space comes online, we look forward to an expansion of our PMS in Biotechnology. Should SFAI@USF move ahead, we will introduce an MFA in Fine Arts and investigate a graduate program in Architecture.

POSITION STATEMENT

Domestic graduate enrollment in the College of Arts and Sciences is greatly influenced by the U.S. economy, the labor market, and by geopolitics. As Eduventures chief research officer notes,[46] higher education enrollment tends to be counter-cyclical with a strong economy normally disincentivizing graduate enrollment.

Despite these larger influences, USF College of Arts and Sciences continues to make meaningful efforts to meet enrollment projections and increase student retention. The CAS Office of Graduate Admission and graduate programs have a strong history of engagement with diverse students and applicants at the California

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46   https://encoura.org/the-deceptive-graduate-enrollment-growth-story/

Diversity Forums, Idealist Organization, SACNAS, and Grace Hopper and Tapia organizations. Through the implementation of the Strategic Target Scholarship, we have increased enrollment from target countries such as Brazil, Colombia, Kenya, and others; these efforts decrease the college's reliance on international enrollments from China and India. The college continues to engage with diverse prospective students and applicants in innovative ways, such as recruitment tours of HBCUs and conversion of traditional program scholarships to targeted scholarships that support and attract a more diverse student body, e.g., the Women in Economics Scholarship and the Diversifying Economics Scholarship. Currently, CAS GRAD receives only 13% of external scholarships (via Development) available to CAS. The remaining 87% goes to undergraduates.

Each year our programs fill with applications; upon admission, the majority go elsewhere. Our approach to increasing enrollment considers first and foremost: How do we keep the students who show an interest in USF?

COLLEGE OF ARTS AND SCIENCES GOALS, KPIS, AND SUPPORTING PROJECTS

GOAL 8.1

Establish scholarship-raising boards to support graduate students.

KPIS FOR GOAL 8.1
- Launch two new boards in fall 2024 and fall 2025 dedicated to establishing scholarships for graduate students.
- Add annual investment from spring 2023 of one additional mid-level external relations/development person.

SUPPORTING PROJECTS FOR GOAL 8.1
8.1.1   Establish four additional scholarship-raising boards to support all programs by fall 2025.
- a.   Boards will serve the following four clusters of programs:
  - Group A - MAIS, MIMS, IDEC, UPA
  - Group B - MAAPS, MAPC, MUSE, MFA
  - Group C - MSAE, ENGY, MSEM, MSCS,
  - Group D - SM, BIOTECH, MSDS
- b.   Allocate CAS development and Dean's Office resources to actively manage scholarship-raising boards, in partnership with programs, during fall 2022.
- c.   The explicit purpose of each board will be to help raise scholarship funding for a program, or a cluster of closely related programs. Each member of the board will personally donate to the scholarship fund, connect CAS development with other program-related donor opportunities, and provide feedback on the scholarship-raising initiatives.
- d.   Program directors surveyed in April 2021 identified the following resources as most important to support scholarship-raising boards (in descending order of importance): 1. financial resources to manage the boards; 2. a dedicated CAS-level person to manage the boards; 3. training resources on board management; 4. collaboration across programs on board management; and 5. dedicated program-level people to manage boards.

GOAL 8.2

Analyze and optimize discounting to stabilize enrollment and improve yield.
According to the 2021 College Board Report Trends in College Pricing and Student Aid 2021 the average discount rate for graduate students is 22%. USF CAS GRAD is currently 10%.

KPIS FOR GOAL 8.2

- Complete a study of comparable graduate schools and the discount rate they offer by the end of spring 2023.
- Seek to implement a 13% discount rate by FY24 with the possible additional yields of 1–3 average head-count per program, and implement a 15% discount rate by FY 2026 with the possible additional yield of average of 5 headcount per program.

SUPPORTING PROJECTS FOR GOAL 8.2

8.2.1   Increase merit scholarships.

    a.   AD of CAS GRAD begins a comprehensive study of the graduate tuition discount rate at com-parable universities, regionally and within the Jesuit system.

    b.   The discount rate is related to the contribution margin of each student, which is often based on student services that often are not utilized, provided and/or accessible for graduate students. The majority of CAS GRAD classes are at night and/or not at Hilltop campus, and resources used heavily by undergrads such as CASA, CAPS, Gleeson Library, the Cafeteria, Koret, etc., are underutilized by graduate students. In order to be competitive to other comparable grad-uate programs, USF needs to invest in graduate student education affordability or risk losing competitiveness in the field. Not doing so now could lead to a long, sustained trend of lower enrollments.

GOAL 8.3

Develop internship programs and professional pathways to enhance enrollment.

Establish two rotating staff positions responsible for establishing targeted job and internship networks that program directors and chairs can work with to improve hiring outcomes post graduation. For these positions, we will be relying on strategic investments to establish and maintain these career lifelines into the graduate programs

KPIS FOR GOAL 8.3

- Create and maintain an up-to-moment database of possible internship partners and industry contacts for each program by fall 2023.
- Development and CAS GRAD partner to share alumni data.
- Career Services and CAS GRAD work collaboratively to increase job opportunities for graduates.

SUPPORTING PROJECTS FOR GOAL 8.3

8.3.1   Create a jobs and internship database for each program.

    a.   Includes a list of contacts (companies, public agencies, and nonprofits, as well as individuals within these organizations) for each program based on existing alumni, jobs program contacts, and additional opportunities for students.

    b.   Make first contact between students and organizations.

8.3.2 Establish alumni networks to maximize internship opportunities.
    a.   Work with Development to create a network of alumni interested in hosting USF interns or hiring USF graduates.
8.3.3 Create an inter-USF network to advertise and offer graduate students as TAs to graduate and under-graduate classes. Incentives programs to use GO budget funds to support TAs.
8.3.4 Work with Career Services to provide more targeted support for graduate students within their office.
    a.   Identify Collaborators in Career Services; establish relationships to move information and opportunities. Include Career Services in the monthly grad director meetings.

GOAL 8.4

Reduce summer melt in CAS graduate programs.

In summer 2021, CAS grad programs had 706 deposited incoming students. By fall census, that number had decreased to 515 enrolled first-year graduate students. This melt is a loss of 27% of applicants who originally decided to enroll in CAS graduate programs. Reducing this number alone would increase enrollments into already existing programs significantly. Reducing the melt of incoming students requires addressing the primary causes of melt: high cost of tuition, mentoring students about housing, and maintaining high touch practices throughout the summer.

KPIS FOR GOAL 8.4

• Reduce melt by an average 5% each year by setting up direct networks to off-campus housing resources and by establishing cross-program mentors to encourage social investment before registration.

SUPPORTING PROJECTS FOR GOAL 8.4

8.4.1 Improve messaging on housing for grad students, and create resources for housing offices to better serve grad students.
    a.   Join CAS with Campus Housing to set up a Zoom-based webinar for deposited students on campus housing options and how to apply for them.
    b.   Formalize relationship with Andrea Rocha in Off-Campus Living to set up a webinar for *admitted* students (i.e., before depositing) that provides an overview of housing in San Francisco, rents, locations, etc.
    c.   Create letter/tip sheet for CAS grad programs to send to all deposited students about Campus Housing and Off-Campus Housing offices.
8.4.2 Launch CAS-wide mentor system.
    a.   Upon depositing, every incoming CAS grad student is connected with a mentor who is a current grad student in their program.
    b.   Mentors will help "socially onboard" incoming students, connecting them to students, the Bay Area, tips on housing, etc.
    c.   CAS may set up the mentor network, or provide a model for each program to adopt on its own.
    d.   OMC works with programs to set up pre-fall cohort creation (via WhatsApp, e.g.).

Budget: Mentoring budget and community events absorbed by AD and OGA operating budgets

GOAL 8.5

Revamp marketing strategies for CAS graduate programs.

The majority of students find USF through organic search pathways. This means that the money spent on ads and much of the marketing could be redirected, in part, in new and more productive ways. CAS GRAD will take the charge to restructure their relationship with and collaboration around overall marketing strategies and practices among CAS graduate programs, OMC, and OGA that result in increased applicants and enrollments. To orient ourselves in the ever-changing digital landscape, we hope to hire an organic search consultant.

KPIS FOR GOAL 8.5

- Hire organic search optimization consultant (temporary position) in fall 2023 and updated CAS GRAD websites based on their suggestions.
- AD of CAS GRAD works with program, OMC and OGA to establish regular check-ins and collaborations around marketing and digital ad campaigns in FY 2022–23.

SUPPORTING PROJECTS FOR GOAL 8.5

8.5.1   Hire Organic Search Optimization consultant for a 6–8 month period.
- a.   Works with programs individually to increase their searchability
- b.   Sets up systems with program directors and AD's to maintain searchability and relevance of websites through key words, blogs, etc.
- c.   Implement content changes through OMC/Web Design.

8.5.2   Create greater interaction and collaboration between OMC, OGA, and CAS GRAD.
- d.   Institute once-a-semester meetings between programs and OMC to ensure that all publicity, marketing, and digital search materials are up-to-date

8.5.3   Initiate a 10% growth in social media target audiences for each program.
- a.   This includes budgeting student workers (from program GO budgets) to manage and update social media sites. The student worker would answer to the program director.
- b.   Enlist more support from OMC in terms of sharing CAS GRAD program and student news on the USFCA social media platforms and also develop a social media directory for all grad programs. (Right now it seems really focused on athletics and undergraduates, but other universities have a more mixed approach.)
- c.   Identify a contact person in OMC who can receive information and updates from CAS GRAD to integrate into the larger USF brand messaging.

Budget: 18 audits (one per program) will cost $40,000
Addendum: https://nces.ed.gov/programs/digest/d20/tables/dt20_330.50.asp

SCHOOL OF NURSING AND HEALTH PROFESSIONS

AT A GLANCE

- 8 master's degrees, 3 doctoral degrees, and 3 certificate programs
- Locations in San Francisco, Sacramento, Orange County, and Kaiser Oakland
- 765 students in fall 2021; 683 in spring 2022
- In the last 10 years, enrollment has increased by nearly 61%, growing from 476 in fall 2012 to 765 in fall 2021
- Top competitors according to Clearinghouse data (students we admitted ultimately enrolled in these institutions): UCSF, SF State, Samuel Merritt, UC Berkeley, UCLA, and USC

POSITION STATEMENT

The School of Nursing and Health Professions (SONHP) include several levels in Nursing, as well as a Master's in Public Health, Master of Science in Digital Health Informatics, and Psychology Doctorate. Nursing (all levels), Clinical Psychology Doctorate, and Master of Public Health are nationally accredited programs (CCNE, APA, and CEPH), and Nursing is heavily regulated by the California Board of Registered Nurses. Because of accreditation and statutory regulations, strict adherence to parameters ranging from curriculum, practicum, and faculty qualifications in expertise and education must be met. Graduate programs are typically not large programs and require expert faculty and extensive faculty work in clinical dissertation (PsyD) and DNP scholarly projects. Thus, graduate programs are typically costly in terms of finances and faculty support.

Over the past decade, after the expansion of the School of Nursing to the School of Nursing and Health Professions, the addition of new graduate programs led to a growth in total graduate enrollment, with the largest total enrollment topping out at 871 in fall 2020, and falling in fall 2021 to 765.

CHALLENGES AND OPPORTUNITIES

RECRUITMENT

Nursing applications, especially in undergraduate programs, have seen a downturn nationally — USF applications are still robust, with anticipated full cohort for 2023–24. Retention is strong. However, graduate enrollments are not as strong as have been historically. Because graduate students often apply late in the year, numbers are difficult to project in spring for the upcoming fall.

EXECUTIVE LEADER (TRACK OF DNP)

Admission for this program was put on hold last year because of dwindling enrollment and challenges in covering underenrolled courses. The DNP EL program was built heavily dependent on Kaiser for providing cohorts, and those cohorts are no longer needed at Kaiser (because leaders have gone through the program already). The former program director left USF for UCSF. The EL program is in the process of being revamped,

re-envisioned, and revitalized for a more general executive leader appeal/focus, potentially with several different areas of interest for students. Anticipated enrollment is not yet projected. SONHP leadership anticipate enrollment will be back on target for 2023–24, likely beginning with a cohort of 20 in fall 2023.

CLINICAL PSYCHOLOGY DOCTORATE (PSYD)

Enrollments in the program have been increasing over time, and the PsyD program is on track to enroll a targeted 24-student cohort next year after enrolling a cohort of 22 students this year. The program is currently in the final stage of a professional accreditation review with the American Psychological Association (APA). We anticipate that full APA accreditation will positively impact recruitment and future enrollments. Clinical doctoral programs are expensive because of the intense individualized supervision that is necessary. We will be reviewing the budget model for the PsyD and other clinical programs with the deans to ensure fiscal sustainability.

MASTER OF PUBLIC HEALTH (MPH)

The MPH program (several formats, including on-ground, hybrid, and online, on three campuses) have experienced challenges this year in terms of recruitment. The COVID-19 pandemic created a surge of interest in public health roles and education, but that surge of interest followed with increasing numbers of public health programs across the nation, including a larger number of fully online programs in which students could enroll easily from almost any state. We also have strong competition in-state, especially in the Sacramento area. USF tuition is not competitive in comparison with other available programs, regardless of how we leverage all the positives at USF.

USF has limited capacity to compete on the national stage for students because of California statutes and regulation. The State of California has rejected becoming a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA: https://nc-sara.org/).

Lack of membership in NC-SARA limits the states in which we can offer online education to only those states in which we apply individually for clearance in the state. Currently, we can teach students online from Washington, Oregon, California, Texas, Guam, and one or two other states (e.g., Maryland) for which we have completed individual state applications. New state approvals require extensive documentation as well as time and staff resources, which are limited. Yearly approvals and new applications are currently managed centrally by two staff members in the Office of Assessment and Accreditation Support (OAAS) along with their other critical responsibilities, with limited support from the Schools and College due to their own diminished staff numbers. We are exploring use of the Common Application (through Liaison International and Association of Schools and Programs of Public Health) to augment recruitment. About 60% of schools use SOPHAS; this is currently under exploration. A new track, epidemiology, is being enrolled currently on the Orange County campus; projections are not yet available.

MASTER OF SCIENCE IN DIGITAL HEALTH INFORMATICS

The MSDHI program has sustained enrollment, meeting or exceeding projection targets. Currently, recruitment is over target for 2023–24. There is often attrition, notably in international students, so over enrollment tends to mitigate attrition. International student recruitment has been substantially negatively impacted by the COVID-19 pandemic.

SCHOOL OF NURSING GOALS, KPIS, AND SUPPORTING PROJECTS[47]

GOAL 9.1

Relaunch the Executive Leadership DNP program with an anticipated start in 2023–24, and the recruitment and enrollment of a cohort of 20 students.

GOAL 9.2

Explore the SOPHAS common application in tandem with the Slate CRM to augment recruitment of the MPH program.

GOAL 9.3

Launch new epidemiology track of the MPH program for enrollment at the Orange County campus.

GOAL 9.4

Build international applications and enrollments.

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47   With a new Dean and Associate Dean team joining USF this summer, projects will be added to support these goals.

SCHOOL OF MANAGEMENT

AT A GLANCE

- 8 master's degrees, Silicon Valley Immersion Program, Corporate Innovation Certificate
- 539 students in fall 2021; 449 in spring 2022
- MBA program partnership with Andersen Global
- In the last 10 years, enrollment has decreased by approximately 33 percent, going from 805 in fall 2012 to 539 in fall 2021
- Top competitors according to Clearinghouse data (students we admitted ultimately enrolled in these institutions): Santa Clara, USC, Pepperdine, Fordham, University of Texas at Dallas

POSITION STATEMENT

Prior to the pandemic, all but one of the graduate programs in the Masagung Graduate School of Management were offered in-person at its 101 Howard Downtown campus. (SOM does have experience with online education through its Master in Public Administration program.) Today, the graduate student landscape is shifting quickly. Students are seeking greater flexibility in how, where, and when they engage with a program's curriculum. Additionally, graduate students are also seeking greater opportunities via micro-credentials and certifications, sometimes linked to degrees.

While SOM needs to grow graduate enrollments where possible from its existing graduate programs portfolio and through new programming, it was noted in the most recent AACSB reaffirmation of accreditation report that the Masagung Graduate School may have *too many* programs. To realize potential enrollment growth, the Masagung Graduate School will need to consider repositioning its program portfolio — employing in-person, online synchronous, online asynchronous, HyFlex, residential, or a mix of modalities. Furthermore, the Masagung Graduate School will need to look beyond degree-seeking students only through increased (but targeted) micro-credential and certification options, and linking credentials/certificates to degree programs.

CHALLENGES

The School of Management faces many challenges, some shared by all graduate programs at USF. These challenges include:

- Fierce competition for graduate students, especially in the San Francisco Bay Area, as evidenced by competitor school's aggressive marketing and more generous financial aid offerings.
- Limited University marketing and branding initiatives outside of San Francisco proper. (SOM estimates that it needs an additional $150,000 for marketing and recruitment in addition to a University-wide marketing campaign.)
- High tuition price tags with limited financial aid funding. (SOM, like CAS, seeks to re-evaluate and optimize the discount rate for its graduate programs.)
- Internal competition among programs.

- Accreditor concern about adding additional programs.
- A budget process that disincentivizes (and penalizes) the Masagung Graduate School from pursuing programmatic changes and new program opportunities.

SCHOOL OF MANAGEMENT GOALS, KPIS, AND SUPPORTING PROJECTS

The Masagung School of Management is committed to growing its revenue for degree and non-degree-seeking students through the following goals and related key projects.

GOAL 10.1

Stabilize and grow degree-seeking enrollments of existing programs while increasing enrollments via new programming.

SUPPORTING PROJECTS FOR GOAL 10.1

10.1.1 Expand prospective student populations beyond the Bay Area to the Central Valley and beyond by offering selective programs via completely online or HyFlex modalities. Potential online programming includes the PT-MBA and the Master in Public Administration (MPA). HyFlex options include the Master in Nonprofit Administration (MNA) and the Master of Science in Organization Development (MSOD).

10.1.2 Link micro-credentials and certifications to existing programs to increase the attractiveness of our programs.

10.1.3 Partner with organizations to develop customized degree programs for employees. For example, the Andersen partnership has resulted in the planning and/or creation of two new degree programs: the Enterprise MBA and Master of Science in Accounting.

10.1.4 Implement a redesigned working professional undergraduate program (the Bachelor of Arts in Management) with a 3+2 option that allows students to complete an undergraduate degree (BAM) and graduate degree (e.g., PT-MBA, MSOD, MPA, MNA) in as little as three years.

10.1.5 Explore developing a Masters in Management (MM) or Master of Science in Management (MSM) degree. This degree could be built around common core offerings and specific discipline/topic modules (e.g., sustainability, project management, supply chain, fintech), and the degree could include micro-credentialing and certifications. Of note, the idea is instead of creating additional degree programs, there would be one MM or MSM degree. Modules (think of them like concentrations) can be developed quickly without having to create a new degree so that students could "customize" their MM/MSM degree. Also, such a program could be tied to 4+1 offerings.

Goal 10.1a   Increase the current scholarship rates (i.e., discount rates) for graduate programs from 8%-10% to 15% over the next three years to stabilize enrollment and increase yield.

Goal 10.1b   Increase Masagung Graduate School programmatic marketing in concert with a University-wide marketing/branding campaign.

Goal 10.1c   Focus resources on improving the national rankings for the FT-MBA, PT-MBA, EMBA, and MPA programs.

Goal 10.1d   Increase availability of career advancement data for all graduate programs to better reflect the return-on-investment of a given degree program.

KPIS

- To realize stabilized and increasing enrollments, goal 10.1 and the related 10.1a through 10.1d goals must be *pursued simultaneously.*

GOAL 10.2

Increase revenue from non-degree seeking students through certificate and executive education.

SUPPORTING PROJECTS FOR GOAL 10.2

10.2.1 Offer existing and new micro-credentials and certifications to USF alumni and non-USF individuals.

10.2.2 Partner with organizations to develop non-degree programming for employees from existing and newly created micro-credentials and certificates.

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