

Southeastern Louisiana University
Annual Marketing/Recruitment Plan
2005 Addendum

Executive Summary

The process of developing and implementing Southeastern Louisiana University's first formal recruitment and retention plans almost 3 years ago was a university-wide undertaking. Virtually every segment of the university community was involved in developing the plans and was committed to their successful implementation. It is significant to report that 3 years into the implementation of the plans, the high level of involvement and commitment to the goals established during the planning process has been sustained and, in many areas, increased. Recruiting and enrolling better prepared students and improving retention and graduation rates continue to be among the highest priorities for the President and his executive staff and particularly for the academic colleges and their department heads and faculty.

Even before the Board of Regents' Statewide Strategic Enrollment Management Initiative began, Southeastern's University Planning Council in its Vision 2005 five-year strategic plan established the recruitment, progression and graduation of qualified students as the University's #1 priority. As a result, Southeastern instituted admission standards for the first time in its 75 year history. These standards would be our first step in preparing for the admissions standards that would be mandated by the Board of Regents Master Plan in 2005. After the initial expected decline in enrollment in Fall 2000 and as a result of a number of very deliberate strategies, we have experienced remarkable changes in the profile of our students, particularly new freshmen. The table below shows some of the dramatic changes that have taken place in the last five years.

	1999	2004	Difference
Total Enrollment	15,199	15,472	+7.9%
Percent Minority	16.0%	18.3%	+2.3%
ACT Composite	18.8	21.0	+11.7%
ACTs 24+	242	433	+78.9%
TOPS students	1666	2889	+73.4%
Developmental SCHs	9380	4274	-54.4%

The implementation of Southeastern's formal recruitment and retention plans in 2002 and 2003 has been instrumental in helping us move the University forward as planned. Success is defined differently for Southeastern now. Our goal is to achieve

a stable enrollment of about 15,000 students, including approximately 2300 freshmen who represent our desired levels of diversity and quality. Resources during the last 2 years (see Appendix A & B) and in the future are being directed toward initiatives that will result in the recruitment of a diverse population of both new and transfer higher ability students – students who will progress and graduate in a reasonable amount of time.

We have far to go and we are committed to staying the course and achieving our goals, but in the few short years since our first formal recruitment and retention plans were developed, we have made great strides in shaping our new freshman cohort and improving freshman to sophomore retention rates.

This addendum to the 2002-2003 Marketing and Recruitment Plan was developed to provide updated goals through 2007, actual yields for 2003 and 2004 compared to the goals that were set originally, and a status report on the strategies, action plans and resource requirements included in the original document.

Listed below are some recruitment/retention highlights from the past two years:

- Raised admission standards in both Fall 2003 and Fall 2004. Admission standards in 2004 were the same as Master Plan 2005 standards with the exception of the Regents Core requirement.
- In Fall 2004, exceeded goal set for the number of new freshmen students with an ACT composite score of 24 or higher.
- In Fall 2004, achieved a freshman cohort average ACT score of 21 compared to 19.9 in 2003 and 18.8 in 1999. The 2004 average exceeds both the state and national average.
- In Spring 2005, reported a 1.5% increase in retention of the Fall 2004 freshman cohort from fall to Spring. Overall retention rate of the Fall 2004 cohort is 88.3% compared to 86.8% for the Fall 2003 cohort. Included in these overall retention statistics are the following special populations of the cohort:
 - On-campus - retention rate increased from 88.9% to 97.4%
 - TOPS – retention rate increased from 92.2% to 97.6%
 - Male – retention rate increased from 84.7% to 86.0%
 - Black, non-hispanic – retention rate increased from 87.9% to 92.2%

- Created Enrollment Management organizational structure, including Dean of Enrollment Management, to better manage recruitment and retention initiatives and planning.
- Employed a transfer student admissions counselor, web coordinator, Peoplesoft consultant (one year), recruitment and retention analyst (supplemental pay for current employee), temporary admissions analysts, and orientation graduate assistant.
- With assistance from the Board of Regents, dedicated \$300,000 to system development, additional personnel (listed above), recruitment initiatives, image enhancements (service location for admissions, recruitment, records, and registration). (Appendix A)
- Dedicated \$750,000 over two-year period to a new competitive scholarship package designed to attract more students with ACT of 24 or higher and utilize scholarship funds more effectively. (Appendix C)
- Developed innovative partnerships with our community college partners to assure access to higher education and ultimately to Southeastern for any prospective students whose goal it is to pursue a degree from here.
- Reorganized admissions and financial aid to provide more effective management structure.
- Developed online admissions and registration tracking systems.
- Created automated communications tracking and processing system.

We are extremely pleased with the progress we have made through 2004-2005 and believe that the recruitment strategies included in our marketing and recruitment plan have positioned to achieve a strong enrollment in 2005 and beyond. More importantly, we are confident that the improved quality of the entering cohorts will result in higher graduation rates in the years ahead.

Enrollment Goals

Southeastern's goal to the year 2007-2008 is to achieve a stable enrollment of about 15,000 students, including approximately 2300 new freshmen. Specifically however, instead of focusing exclusively on total enrollment numbers, the Southeastern new student enrollment goals reflect desired levels of diversity and quality. Enrollment

success through 2007 will be defined by a changing profile of new students to include a higher average ACT composite score for beginning freshmen; increased participation in honors curricula; improved ethnic composition; increased percentage of students who complete the TOPS core; increased number of students in low enrollment programs; and increased average GPA of transfer students. Additionally, Southeastern seeks to reduce the number of admissions exceptions and to continue to reduce developmental education costs. Ultimately, resources in the coming years will be directed toward the recruitment of a diverse population of both new and transfer higher ability students - students who will persist and graduate in a reasonable amount of time.

The enrollment goals in the following tables reflect the specific “shaping” goals referenced above and are consistent with the University’s strategic priorities.

First-Year Students – Special Populations

The following table contains the goals for first-time freshmen with ACT composite scores of 24 or higher. By increasing enrollment of high ability students, we expect to enroll increased numbers in honors curricula, and to increase the percentage of students who complete the Regents (TOPS) core.

ACT Composite Score of 24 or higher Enrollment Goals

Southeastern Louisiana University FTIC with ACT Composite Score of 24 or higher Enrollment Figures: Fall 2002 through Fall 2004 and 2005, 2006, 2007 Goals.								
Stage	2007 Goal	2006 Goal	2005 Goal	2004 Actual	2004 Goal	2003 Actual	2003 Goal	2002
Inquiries	1,548	1,548	1,548	1,408	1,458	1,117	1,910	NA
Conversion %	50%	50%	50%	45.3%	50%	50%	30%	NA
Applications	774	774	774	725	744	559	573	451
Acceptance %	76.5%	76.5%	76.5%	76.1%	75%	79.2%	93%	88.9%
Accepts	592	592	592	552	558	443	533	401
Yield %	78%	78%	78%	78.4%	75%	79.9%	75%	73.6%
Enrolled	461	461	461	433	418	354	400	295

Minority Student Goals

Southeastern Louisiana University FTIC African American Student Enrollment Figures: Fall 2002 through Fall 2004 and 2005, 2006, 2007 Goals.								
Stage	2007 Goal	2006 Goal	2005 Goal	2004 Actual	2004 Goal	2003 Actual	2003 Goal	2002
Inquiries	3,090	3,090	3,090	2,558	2,690	2,742	2,571	NA
Conversion %	40%	40%	40%	49.9%	40%	43%	35%	NA
Applications	1,236	1,236	1,236	1,278	1,076	1,202	900	961
Acceptance %	50%	50%	50%	47.1%	55%	48.2%	60%	53.0%
Accepts	618	618	618	602	592	579	540	509
Yield %	80%	80%	80%	80.1%	80%	81.9%	80%	79.8%
Enrolled	495	495	495	482	474	474	432	406

First-Year Students

The following table contains total new freshmen goals for the next three years. These goals reflect the “shaping” goals that will define success in Southeastern’s future. As indicated in the executive summary section of this document, instead of focusing exclusively on total enrollment numbers, the University will set new student enrollment goals that reflect desired levels of diversity and quality. The University will recruit and enroll a diverse population of higher ability students who will persist and graduate on time.

Southeastern Louisiana University Total First-time Freshmen Enrollment Figures: Fall 2002 through Fall 2004 and 2005, 2006, 2007 Goals.								
Stage	2007 Goal	2006 Goal	2005 Goal	2004 Actual	2004 Goal	2003 Actual	2003 Goal	2002
Inquiries	12,237	12,237	12,237	10,897	10,800	11,057	13,057	NA
Conversion %	40%	40%	40%	41%	40%	42%	30%	NA
Applications	4,895	4,895	4,895	4,963	4,320	4,744	3917	4272
Acceptance %	60%	60%	60%	62.7%	68%	65.3%	75%	71.4%
Accepts	2,937	2,937	2,937	3,113	2,938	3,097	2938	3051
Yield %	80%	80%	80%	81.2%	80%	83.5%	80%	81.5%
Enrolled	2,350	2,350	2,350	2,527	2,350	2,586	2,350	2,486

Transfer Students

Southeastern Louisiana University New Transfer Enrollment Figures, including Mississippi and other non-Louisiana transfer students: Fall 2002 through Fall 2004 and 2005, 2006, 2007 Goals.								
Stage	2007 Goal	2006 Goal	2005 Goal	2004 Actual	2004 Goal	2003 Actual	2003 Goal	2002
Inquiries	3,984	3,984	3,984	NA	3,642	NA	3,750	NA
Conversion %	40%	40%	40%	NA	40%	NA	40%	NA
Applications	1,593	1,593	1,593	1,702	1,457	1,487	1,500	1,547
Acceptance %	64%	64%	64%	57.1%	70%	63.7%	68%	61.7%
Accepts	1,020	1,020	1,020	971	1,020	947	1,020	954
Yield %	80%	80%	80%	82.8%	80%	80.5%	80%	80.3%
Enrolled	816	816	816	804	816	762	816	766

Territorial Goals

Enrollment Figures for Selected Parishes in our Primary Market and for the entire Secondary Market: Fall 2002 through Fall 2004 and 2005, 2006, 2007 Goals.								
Territory	2007 Enrolled Goal	2006 Enrolled Goal	2005 Enrolled Goal	Enrolled 2004	2004 Enrolled Goal	Enrolled 2003	2003 Enrolled Goal	Enrolled 2002
Primary Region - Tangipahoa Parish	590	590	590	463	590	466	586	519
Primary Region - St. Tammany Parish	550	550	550	522	550	519	544	511
Primary Region - East Baton Rouge Parish	340	340	340	313	340	341	338	298
Primary Region - Livingston Parish	375	375	375	359	340	334	336	327
Secondary Region - Parishes South and West of Lake Ponchartrain *	650	650	650	626	650	598	648	574

*** Secondary Region includes Ascension, East Feliciana, West Feliciana, St. John the Baptist, St. Charles, Orleans, St. Bernard, Jefferson, Plaquemines, St. James, West Baton Rouge.**

Mississippi

Southeastern Louisiana University New Freshmen Enrollment Figures from Mississippi: Fall 2002 through Fall 2004 and 2005, 2006, 2007 Goals.							
Stage	2007 Goal	2006 Goal	2005 Goal	2004 Actual	2004 Goal	2003 Actual	2002
Inquiries	350	350	350	392	224	200	NA
Conversion %	20%	20%	20%	9%	25%	15%	NA
Applications	70	70	70	43	56	31	53
Acceptance %	45%	45%	45%	39.5%	50%	38.7%	52.8%
Accepts	31	31	31	17	28	12	28
Yield %	65%	65%	65%	58.8%	70%	83.3%	50.0%
Enrolled	20	20	20	10	20	10	14

Key Enrollment Strategies

Key enrollment strategies, or enabling objectives, define “how” the enrollment goals will be achieved. A direct correlation exists between the number of inquiries and the final enrollment totals in each of the enrollment goals. We believe that many of the following key strategies include tactics designed to increase our inquiry pool. By focusing our efforts and resources on these key strategies during the next 3 years, we believe that we will achieve our desired enrollment state.

- 1. To enhance the current prospective student communication flow designed to convert prospects into inquiries by:**
incorporating communications to include target student populations (i.e., high ability, minority, gender, out-of-state, etc.) using a systematic approach, which includes varied communication methods (i.e., direct mail, phone, email, face-to-face) yielding a comprehensive result.
- 2. Start to monitor the prospect pool and develop the pool earlier for identified populations to achieve stated enrolment goals by:**
 - **Purchasing ACT junior names (rising seniors) each year in June for Louisiana and identified Mississippi counties;**
 - **Researching the most effective way to purchase sophomore names;**
 - **Enhancing the referral system utilized by members of the Southeastern community;**
 - **Establishing a system for ensuring that the Office of Admissions is involved with any event that takes place on campus involving prospective students;**
 - **Scanning local newspapers and other communications to identify prospect students.**
- 3. Increase the number of early matriculated students, thereby increasing the number of students eligible to attend early orientation programs.**
- 4. Develop communications for inquiries designed to build and sustain student interest resulting in the movement of the student from an inquiry to an applicant. Types of communications to include:**
 - **Introductory letter and viewbook;**
 - **Academic department brochure;**

- All publications will promote web site visits;
 - Campus Visit Opportunities brochure;
 - Various populations receive scholarship/Financial Aid information, follow-up student life activity correspondence, alumni communication on outcomes;
 - Student telecounseling team contact inquiries to build and sustain student interest to applicant stage.
5. Expand the admitted student written communication flow focused around territory management.
- Acceptance letter from territory manager;
 - Coordinated communications from housing, orientation, and financial aid.
6. Develop a venue to both communicate with and ultimately recruit the parents of prospective and admitted students by:
- Creating a parent's component of the Admissions web site;
 - Conducting a parent admissions/financial aid night in the high schools and/or at Southeastern satellite locations;
 - Initiating a minimum of one communication per year directly to the parents of inquiries;
 - Sending a welcoming and next steps newsletter to parents of admitted students.
7. Develop communications to build and enhance relationships with guidance counselors and teachers through:
- Development of a component of the Admissions' web site designed for guidance counselors and teachers;
 - Luncheons and campus visits;
 - Investigating communications with guidance counselors to better serve students.

8. To evaluate the level of customer service delivered in student service areas and make changes as appropriate. Areas to be evaluated include, but are not limited to, service centers and phone banks.
9. To develop marketing messages for targeted populations allowing for a more personalized message addressing specific student needs. Specific populations will include honors, transfer, high-ability, and targeted geographic locations.
10. Continue to increase the utilization of the University database (PeopleSoft) to support enrollment planning, implementation of key enrollment strategies, and assessment. Critical needs will include management reports, as well as tracking, grading and qualifying capabilities.
11. Continue to improve the development of the University web site. Enhancements should include the capability of online processing in addition to those currently offered (i.e., application, immunization, interest form, etc.), a stronger presence of the Scholarship Services area, key word searches, and online chats with recruiters and current students.
12. Increase faculty, department, and college involvement in new student recruitment by:
 - Updating departmental web sites to make them more user friendly by including information about career opportunities, alumni testimonies, and detailed data about academic majors;
 - Developing departmental brochures that are consistent in design;
 - Enhancing faculty involvement in campus visits by talking with students and their families and welcoming students to their classes;
 - Developing communication flows for prospective students with an ACT composite score of 24 and higher;
 - Developing communication flows for inquiries with an ACT composite score of 24 and higher;
 - Communicating with all applicants.
13. Enhance the current recruitment efforts geared towards the recruitment of minority students, specifically African-American students by:
 - Developing targeted communications and/or marketing materials;

- **Developing specialized programs.**
- 14. Develop and maintain a well defined territory management system wherein admissions persons are responsible for specific geographic and demographic markets. Specific objectives include:**
- **Establish application and enrollment goals by territory;**
 - **Empowering admissions staff to develop territorial recruitment strategies that are data driven;**
 - **Recruiters should develop relationships with guidance counselors and community college personnel based on territory;**
 - **Admissions counselor will be the same point of contact for the student from the point of inquiry through enrollment. (except for college day programs due to travel)**
- 15. Utilize financial aid to more effectively recruit students (including more scholarship dollars) by:**
- **Awarding students at an earlier date (April 1st);**
 - **Determining effectiveness of the use of current scholarship dollars through participation in the FAIR project and increasing scholarship dollars where possible.**
- 16. Enhance the campus visit program to allow for follow-up, consistency, coordination, customization through:**
- **Special programs;**
 - **Daily visits.**
- 17. Expand involvement of other non-academic areas in recruitment efforts including:**
- **University Police;**
 - **Student Affairs (Multicultural/International, Student Activities, Student Organizations);**
 - **Residential Life;**

- **Alumni Relations.**

18. Establish a paid student recruitment team who will:

- **Send written communications, email, and even call prospective students. Eventually, we will have three separate teams within the office to include a teleteam, tour guide team, and a volunteer ambassador team;**
- **Accompany Admissions Counselors at college day/night program.**

19. Enhance transfer recruitment and enrollment services through:

- **Articulation agreements;**
- **Two plus two degree programs with community colleges;**
- **Further develop transfer recruiting (transfer recruiter).**

20. Develop a comprehensive out-of-state recruiting plan by establishing an awareness of Southeastern Louisiana University in the state of Mississippi, expanding the travel schedule, and establishing a communication flow for students and counselors.

21. Utilize qualifying and grading concepts for 50% of our inquiry pool and admitted students in the year 2003; 75% in the year 2004; and 94% in the year 2005 by:

- **Establish codes used for qualifying;**
- **Add qualifying codes to inquiry card;**
- **Qualifying and re-qualifying student's interest in the university after each contact either personal, phone, or email. Implementation to be achieved within the next three years.**
- **Develop a marketing plan for the Honor's Program to include**
 - **Benefits of Honor's Programs;**
 - **Features of Honor's Programs;**
 - **Selection criteria;**
- **Develop awareness of Honor's Program's opportunities.**

22. Training and development for faculty, staff, and students. Training will include:

- **Understanding of enrollment services processes, quality customer service, effective recruiting techniques, and marketing messages;**
- **Departmental major briefings;**
- **Cross training among offices.**

23. Increase the level of data-based decision making by

- **Utilizing research;**
- **Utilizing management reports and appropriate documents.**

24. Develop structure to coordinate university-wide recruitment and retention efforts:

- **Effective and efficient utilization of resources;**
- **A coordinated schedule of recruiting activities;**
- **A coordinated schedule of communications;**
- **Consistent messages and services;**
- **Develop recognition and celebration initiatives for enrollment goal attainment.**

25. Develop and enhance academic program/initiatives

- **Enhance transitional programs (Summer Bridge)**
- **Increase participation in the Study Abroad Program**

Action Plans

The following action plans, unless otherwise specified, will be implemented in varying stages over the next three years. Action plans will be changed, updated, added and even eliminated as factors that influence enrollment change; as budget dictates; or as evaluations of specific programs or activities warrant.

Note: For the purposes of this Addendum, all action plans and resource requirements have been updated to include a status of one of the following: **C – Completed, IP – In Progress, NYF – Not Yet Funded, or NA – Not Applicable.**

Action Plan for Prospective Student Communication Flow	
Key Strategy #1:	
To enhance the current prospective student communication flow by incorporating communications to include target student populations using a systematic approach, which includes varied communication methods, thereby yielding a comprehensive result.	
Description/Explanation:	
Current communication flow will be further developed to include targeted communications for higher-ability students, minority students (specifically students of color), transfer students, and out-of-state students. Varied delivery methods will be incorporated to include direct mail, phone calls, email, and face-to-face communications.	
<i>Implementation Schedule/Timetable</i>	
C - Task	Completion Date
C - Identify target populations.	August 2002
C - Review current communications.	December 2002
C - Identify changes (additions/deletions) in current flow including method of delivery.	March 2003
C - Draft new communications and/or scripts.	June 2003
C - Develop and document communication flow schedule.	July 2003
C - Implement new schedule.	August 2003
IP - Develop assessment tool.	June 2005
IP - Assess effectiveness.	September 2005
IP - Make adjustments as needed.	Ongoing
IP - Repeat process.	Ongoing
Responsibility:	
Associate Director of Admissions for Recruitment and Orientation	
Budget:	
Funded by the University.	
Evaluation/Control:	
Assign communication codes to track correspondence.	
Monitor admissions funnels to track progress through stages of admission.	

Action Plan for Building a Prospect Pool via Third Party Sources	
Key Strategy #2: Start to develop the prospect pool earlier for identified populations to achieve stated enrollment goals by purchasing names of prospective students from various sources.	
Description/Explanation: Student names will be purchased at various levels of the recruitment process. These levels will be expanded to include rising seniors, rising juniors, and rising sophomores. Names will be purchased of those students in Louisiana and identified Mississippi counties.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Rising Seniors – Purchase names from ACT	
C - Identify markets/target populations.	May
C - Purchase names.	June
C - Rising Juniors – Request PLAN Data from BoR	
C - Identify markets/target populations.	May
C - Acquire names.	June
C - Rising Sophomores	
C - Research means of acquiring data.	May 2003
IP – Continue to incorporate and utilize source(s).	Ongoing
Responsibility: Director of Admissions and Financial Aid; Associate Director of Admissions for Recruitment and Orientation	
Budget: Funded by the University.	
Evaluation/Control: Assign source codes to monitor student progression.	

Action Plan for Building a Prospect Pool via Referral System	
Key Strategy #2: Start to develop the prospect pool earlier for identified populations to achieve stated enrollment goals by enhancing the referral system utilized by members of the Southeastern community.	
Description/Explanation: There is a referral system that is already developed which is commonly referred to as "Family Affair." It provides a mechanism for receiving referrals from all members of the Southeastern community, including alumni. While it has been used in the past, it has not been fully developed or implemented.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Assess current referral program.	December 2002
IP - Establish and document revised referral process.	March 2005
IP - Develop promotional plan for referral system.	June 2005
IP - Implement referral system and promotional plan.	August 2005
Responsibility: Associate Director of Admissions for Recruitment and Orientation.	
Budget: Funded by the University.	
Evaluation/Control: Assign source codes to track progress.	

Action Plan for Building a Prospect Pool via Prospective Student Activities

Key Strategy #2:

Start to develop the prospect pool earlier for identified populations to achieve stated enrollment goals by establishing a system for ensuring that the Office of Admissions is involved with any event/activity that takes place on campus involving prospective students.

Description/Explanation:

There are many activities that are coordinated by members of the Southeastern community outside of the Office of Admissions involving prospective students. It is important that data on these students is collected so that further recruitment information can be received in an effort to communicate with and ultimately recruit the student to Southeastern.

Implementation Schedule/Timetable

Task	Completion Date
IP - Investigate opportunities to ensure that the Admissions Office is informed of all events/activities involving prospective students, both on and off campus.	March 2005
IP - Develop process.	June 2005
IP - Implement process.	September 2005

Responsibility:

The Coordinator of Recruiting Services will oversee this function under the supervision of the Associate Director of Admissions for Recruitment and Orientation

Budget:

Funded by the University.

Evaluation/Control:

Assign source codes to monitor progress.

Action Plan for Building a Prospect Pool via Local Media	
Key Strategy #2: Start to develop the prospect pool earlier for identified populations to achieve stated enrollment goals by scanning local newspapers and other communications to identify prospective students.	
Description/Explanation: The Admissions Office will utilize information published in local newspapers and other sources to identify and ultimately recruit them as prospective students.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Identify possible communication sources.	January 2003
C - Subscribe/secure sources.	February 2003
C - Draft communications to identified students.	March 2003
C - Mail communications.	Ongoing
IP – Continue to identify sources.	Ongoing
IP – Repeat process.	Ongoing
Responsibility: The Coordinator of Recruiting Services will oversee this function and will gain assistance from student assistants in the Office of Admissions.	
Budget: Subscriptions - \$500	
Evaluation/Control: Assign communications codes to track correspondence.	

Action Plan for Early Matriculation	
Key Strategy #3: Increase the number of early matriculated students, thereby increasing the number of students eligible to attend early orientation programs.	
Description/Explanation: Students' attendance at orientation at an earlier stage is dependent upon the early matriculation of those students. It will be necessary to identify delays and make appropriate changes. The evaluation will include an assessment of current admissions processes to identify bottlenecks and potential delays in the matriculation process. This will include the evaluation of forms, processes, staffing, communications with counselors, etc.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Identify areas to be assessed.	January 2003
C - Create an assessment plan.	January 2003
C - Assess identified area as outlined in plan.	Beginning March 2003
C - Make recommendations and devise a plan for implementation of recommendations.	30 days after each assessment is completed
C - Implement changes.	2004
IP – Assess process and make changes as needed.	Ongoing
Responsibility: Director of Admissions for Admissions	
Budget: Funded by the University.	
Evaluation/Control: Establish benchmark data and evaluate progress based on comparisons to benchmarks.	

Action Plan for Inquiry Communication Flow	
Key Strategy #4: Develop communications for inquiries designed to build and sustain student interest resulting in the movement of the student from an inquiry to an applicant.	
Description/Explanation: Communication for the year 2002-03 will be set up and implemented as needed with the goal of a fully implemented schedule by 2004.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Identify communication sources	January 2003
C - Work with appropriate offices to draft communications	February 2003
C - Set up communications in PeopleSoft	March 2003
IP - Implement schedule as follows:	Fall 2005
Mail a viewbook, introductory letter to the student using their name, application, freshman admissions process, and materials the student requested in their inquiry.	1 week after inquiry
Send a response email to the student within 2 weeks from their inquiry.	2 weeks after inquiry
Make a telecounseling qualifying call to the student	1 month after inquiry
Have the department head of their interested major email them with a link to website	1 month and 2 weeks after inquiry
Mail a letter composed by the department head of their interested major and a divisional brochure.	2 months after inquiry
Mail a campus visit brochure.	2 ½ months after inquiry
Email a reminder about campus visit days with a link to the website.	3 months after inquiry
Mail a Financial Aid & Scholarships brochure with estimates of costs.	3 ½ months after inquiry
Email application reminder with link to website	4 months after inquiry
Mail outcomes brochure and letter.	4 ½ months after inquiry
Make a telecounseling qualifying call to the student.	5 months after inquiry

Action Plan for Public Information to update and publish academic departmental brochures

Key Strategy: #4

Develop communications for inquiries designed to build and sustain student interest.

Key Strategy: #12

Increase faculty, department, and college involvement in new student recruitment by developing departmental brochures that are consistent in design.

Description/Explanation:

Research indicates that prospective students want information about the academic areas they plan to consider in selecting a major. A key component of this information, in addition to the website, is an informational brochure oriented to prospective students. These brochures should complement and reflect the general theme and feel of the university's overall student recruitment campaign. Brochures will be designed to fit into a standard-sized envelope to facilitate mailing with additional information. Brochures will also be available within the departments for distribution to interested prospective students.

Implementation Schedule/Timetable

Task	Completion Date
C - Develop a template of the information that will be needed from each academic department.	December 2, 2002
IP - Communicate with each academic department (26 total) the plan to design or re-design departmental brochures and the information that will be needed from the departments.	December 2005
IP - Design a brochure template designed to complement university recruiting materials	End of January
IP - Request bids from printers on brochure specifications or seek state contract printer.	Mid-February
IP - Develop timeline to update photographs for all academic departments. Begin scheduling photography.	February
IP - Finalize bid and select printer.	March
IP - As departments submit material, write and edit text and submit to departments for review and proofing.	April - May
IP - Brochures are designed incorporating approved text and photos.	May - June
IP - Brochures are printed upon design completion.	June-July
NA - All brochures printed and stocked for 2003-2004 recruitment season	August 15, 2003

Action Plan for Communication Plan for the Admitted Student	
Key Strategy #5: Expand the admitted student written communication flow focused around territory management.	
Description/Explanation: These communications will be designed with a focus on moving the student from admitted to enrolled utilizing the relationship fostered through the implementation of territory management.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Identify communications sources (i.e., Admissions, Residential Life, Financial Aid, etc.).	January 2003
C - Develop schedule for communication flow.	February 2003
C - Draft communications.	March 2003
C - Setup communications in PeopleSoft.	April 2003
C - Establish a process and develop a schedule for implementation.	June 2003
C - Implement schedule.	August 2004
IP – Repeat process.	Ongoing
Responsibility: Associate Director of Admissions for Recruitment and Orientation	
Budget: Funded by the University.	
Evaluation/Control: Assign communication codes to track correspondences. Monitor admissions funnels to track progress through stages of admissions.	

Action Plan for Parents Component of the Website	
<p>Key Strategy #6: Develop a venue to both communicate and ultimately recruit the parents of prospective and admitted students, by creating a parent's component of the Admissions and Financial Aid website.</p> <p>Description/Explanation: Research indicates that parents are influential in the decision making process of their student. The website will provide an opportunity to specifically address parental concerns and those items of importance to the prospective parent. The site will include "what's hot" at Southeastern, "Points of Excellence" about the university and its departments, as well as financial aid and scholarship information.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Begin by determining what items to include in the parents component of Admissions and Financial Aid website. The following items might be included: calendar of special events; campus visit program; admissions policies; deadlines for admissions, scholarships, and financial aid; a listing of the territory managers for each prospective student, and a form to add their name to our mailing list.	January 2003
IP - Create the forms necessary for all links.	Fall 2005
IP - Meet with the webmaster to discuss development of parents component.	Fall 2005
IP - Develop and edit parents website.	Fall 2005
IP - Develop promotional plan for website and draft identified correspondences.	Fall 2005
IP - Parents component of website goes live.	Fall 2005
IP - Promote webpage.	Fall 2005
<p>Responsibility: Associate Director of Admissions for Recruitment and Orientation, Systems Manager for Admissions and Financial Aid.</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Assign source codes to monitor progress</p>	

Action Plan for Parent Night	
<p>Key Strategy #6: Develop a venue to both communicate with and ultimately recruit the parents of prospective and admitted students by hosting an event addressing their specific needs and/or concerns.</p> <p>Description/Explanation: This program will be designed to offer the opportunity for face-to-face communication with parents in an effort to provide personalized service and attention.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Add Parent Admissions/Financial Aid Night to the special events calendar for each Fall and Spring	Fall 2003
IP - Recruiters should gather information from guidance counselor as to when PTA meetings for each high school are and who the contact person is.	Beginning of each semester.
C - Begin planning each Admissions/Financial Aid night. The event will include a speaker from both Admissions and Financial Aid and a chance for prospective parents to mingle with staff of both offices.	1 month before event
C - Conduct a Parent Financial Aid Night at Southeastern satellite locations once each semester as scheduled in the special events calendar.	Fall & Spring
IP - Make arrangements with PTA president for the recruiter from that territory to participate in PTA meeting.	4 weeks before
IP - Prepare a mailout to the parents of prospective students letting them know that the recruiter will be available to speak with them at their local high school PTA meeting.	3 weeks before
IP - Mail out letter to parents notifying them of our presence at PTA meeting.	2 weeks before
IP - Recruiters will attend PTA meetings in all feeder high schools to provide the parents with admissions/ financial aid information and contact info. They will also give the parents the opportunity to put their son/daughter on the Southeastern mailing list.	Once each year

IP - Mail a thank you letter to the high school and the PTA president for allowing the recruiter to participate in PTA meeting.	1 week after
Responsibility: Coordinator of Orientation and Special Events	
Budget: Funded by the University.	
Evaluation/Control: Participants will be asked to complete an evaluation at the conclusion of the program.	

Action Plan for Guidance Counselor Website	
<p>Key Strategy #7: Develop communications to build and enhance relationships with guidance counselors and teachers by developing a component of the Admissions' website designed specifically for this target group.</p> <p>Description/Explanation: This will allow for easy access of information for guidance counselors as they work to assist prospective students. It will also create opportunities for guidance counselors to communicate with the Admissions Office thereby building a more stronger and productive relationship.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Research and develop components for guidance counselor page on our website. Ask for suggestions from local counselors and teachers. Website should include: the status of students' application from their schools, calendar of events, and how to refer students for a campus tour.	January 2003
IP - Contact web master to design and implement link.	Fall 2005
IP - Develop website.	Fall 2005
IP - Develop promotional plan for website and draft identified correspondences.	Fall 2005
IP - Guidance Counselor website goes live.	Fall 2005
IP - Promote website through communications to counselors.	Fall 2005
<p>Responsibility: Associate Director of Admissions for Recruitment and Orientation, Associate Director of Admissions for Admissions Processing, and Systems Manager for Admissions and Financial Aid.</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: An online evaluation will be developed utilizing electronic delivery.</p>	

Action Plan for Guidance Counselor Luncheon	
Key Strategy #7: Build and enhance relationships with guidance counselors and teachers by hosting luncheons and campus visits.	
Description/Explanation: These events will be designed to educate counselors on current programs and events. The events will include presentations from various campus departments, such as Admissions and Junior Division.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - In an effort to build rapport, guidance counselors from the local recruiting zone will be invited to a luncheon hosted by the Office of Admissions and Junior Division.	Each November
C - Guidance counselors from other recruiting zones will be invited to a luncheon hosted by the Office of Admissions, Junior Division, and Alumni to be held in their region.	Each December
C - * Follow action plan as outlined under "Campus Recruiting Events"	
IP – Repeat process.	Ongoing
Responsibility: Associate Director of Admissions for Recruitment and Orientation	
Budget: Funded by the University.	
Evaluation/Control: Participants of the luncheons will be asked to complete an evaluation.	

Action Plan for Guidance Counselor Communication	
Key Strategy #7: Build and enhance relationships with guidance counselors and teachers by researching communication needs of guidance counselors in an effort to better serve students.	
Description/Explanation: By providing information or feedback to guidance counselors, it will not only create an additional opportunity to communicate with counselors but will also provide them with information that can assist in moving students through the process.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Draft a tool to survey guidance counselors targeting information needs.	March 2003
C - Identify a sample to survey.	April 2003
C - Administer survey.	April 2003
C - Compile results.	April 2003
C - Work with guidance counselors to identify means of expanding communication flow between university and high school to better serve prospective students.	May 2003
IP – Repeat process.	Ongoing
Responsibility: Associate Director of Admissions for Recruitment and Orientation	
Budget: Funded by the University.	
Evaluation/Control: Periodic assessment conducted with Guidance Counselors.	

Action Plan for Customer Service	
Key Strategy #8: To evaluate the level of customer service delivered in student service areas and make changes as appropriate. Areas to be evaluated will include, but are not limited to, service centers and phone banks.	
Description/Explanation: With the understanding and appreciation for the ability of customer service to have a major impact on the recruitment outcome – both positively and negatively – we will evaluate all service areas to ensure that quality service is delivered consistently to all prospective students and those we serve.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
IP - Identify areas to be evaluated.	September 2005
IP - Begin evaluation process and solicit input for each area.	90 days
IP - Make recommendations for improvements.	30 days after evaluation
IP - Implement training as appropriate.	30 days after recommendations
IP - Follow-up.	Ongoing
Responsibility: All supervisors of areas identified to be evaluated.	
Budget: Funded by the University.	
Evaluation/Control: Establish a mechanism for surveying those served and provide follow-up to frontline employees.	

Action Plan for Advertising and Promotion of the University	
Key Strategy: #9	
To develop marketing messages for targeted populations allowing for a more personalized message addressing specific student needs.	
Description/Explanation:	
For the past several years, the university has conducted an advertising and promotion campaign designed to inform students and prospective students of programs available at the university and application/enrollment dates. The advertising campaign will reflect the general theme and feel of the university's overall recruitment campaign. In a related endeavor, the Public Information Office will update the university's recruitment video to closely match the recruitment theme.	
<i>Implementation Schedule/Timetable</i>	
<i>Task</i>	<i>Completion Date</i>
IP - Develop a timeline to plan, write, design and distribute advertising in time for the 2003-2004 recruitment campaign.	December 2005
IP - Review current recruitment video with Academic Affairs to determine where updates are needed.	December 2005
IP - Complete storyboard and script for recruitment video/cd/dvd.	End of January
IP - Design general "look" of advertising theme.	February
IP - Complete shooting of recruitment video/cd/dvd.	End of March
IP - Design cover for video/cd/dvd box.	End of March
IP - Map out general advertising plan to include proposed media buys.	End of April
IP - Complete editing of video/cd/dvd.	Mid-April
IP - Video/cd/dvd and box art sent to duplicating service for reproduction.	Mid-April
IP - Place media buys for fall recruitment campaign.	Early July
IP - All advertising copywriting, design and placement completed.	End of July
IP - Packaged recruitment video/cd/dvd received.	Early August
Responsibility:	
Public Information Office	
Budget:	
Operating funds for advertising allocated: \$70,000	
Additional funds requested: \$30,000	
Operating funds for video allocated: \$0	
Funds requested: \$10,000	

Action Plan for Database Development

Key Strategy #10:

Continue to increase the utilization of the University's database (PeopleSoft) to support enrollment planning, implementation of key enrollment strategies, and assessment. Critical needs will include management reports, as well as tracking, grading, and qualifying capabilities.

Description/Explanation:

Our ability to successfully implement this recruitment plan will be directly associated with our ability to utilize system modules that are not currently being used, as every component of the plan is driven by this functionality.

Implementation Schedule/Timetable

Task	Completion Date
C - Employ technical support that will serve as staff to assist the Office of Admissions and Financial Aid. Support to include consultant personnel and a Coordinator of Admissions Processing.	December 2002

Responsibility:

Dean of Enrollment Management; Director of New Student Enrollment and Student Aid

Budget:

Consultant Staff Member - \$45,000; Coordinator - \$28,000

Evaluation/Control:

Assessment of progress of the implementation of the recruitment plan associated with technical applications.

Action Plan for Public Information to assist in updating departmental webpages for prospective students

Key Strategy: #11

Continue to improve the development of the University web site. Enhancements should include the capability of online processing in addition to those currently offered (i.e., application, immunization, interest form, etc.), a stronger presence of the Scholarship Services area, key word searches, and online chats with recruiters and current students.

Key Strategy: #4

Develop communications for inquiries designed to build and sustain student interest.

Key Strategy: #12

Increase faculty, department, and college involvement in new student recruitment by developing departmental brochures that are consistent in design.

Description/Explanation:

Prospective students frequently check a university's website for information on their academic interests and information on departments. The strategy is intended to re-design departmental webpages to include information for prospective students. These pages will include general information about the department, graphics, testimonials of current students and successful alumni while depicting the department's quality, experiences and benefits. The prospective student webpage will also include information about departmental honors programs and an interest/referral form that can be completed on the web and submitted electronically.

Implementation Schedule/Timetable

Task	Completion Date
C - Working with Academic Affairs and the Office of Technology, the Public Information Office will develop a plan to re-design and update departmental webpages to include special sections for prospective students.	December 1, 2002
C - Develop a template of information that will be needed from each academic department and communicate this to the Deans and Department Heads.	January 2003
C - Retain a webpage designer who will work with departments in preparing the prospective student webpage.	February 1, 2003
IP - Incorporate new pages into the university website as pages are completed and approved.	Months of March and April
IP - All departmental prospective student websites will be fully functional for the 2005-2006 recruitment season.	August 2005

Responsibility:

Public Information Office

Academic Department Inquiry Communication Flow Action Plan	
<p>Key Strategy: #12 Involve faculty, academic departments and colleges in direct communication with students who are interested in certain majors.</p> <p>Description/Explanation: Research indicates that one of the first things that students look for when exploring college opportunities is the availability and reputation of their academic area of interest. Early direct communication from faculty, academic departments and colleges to prospective majors who have expressed an interest in Southeastern will raise awareness of the program; provide information regarding the types of experiences and career opportunities they can expect from the academic discipline; and encourage students to visit the campus to learn more about the university.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
IP - Draft four classification-specific academic letters that will be mailed by the Admissions Office to students who express interest in enrolling at Southeastern and in majoring in the department. These letters will become part of a series of communications that students receive based on the point at which the students enter the “inquiry” pool. For example, prospective students who enter the database as high school freshmen will receive a different academic letter each year. The letter should direct the prospective students to the departmental website for more information about the department and should encourage students to schedule campus visits during which they will have an opportunity to meet faculty and students in the department.	November 2005
IP - Draft a follow-up letter to be mailed to students after a visit to the campus and the department.	November 2005
IP - Draft a letter to be mailed to students who have applied for admission and plan to pursue a major in the department. This letter will be mailed each month to new applicants.	November 2005
IP - Draft a congratulatory letter to be mailed to admitted students encouraging them to participate in an Early Orientation program	November 2005
<p>Responsibility: Academic Department Heads and Associate Director of Admissions for Recruitment and Orientation</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Assign communication codes to track correspondence. Monitor admissions funnels to track progress through stages of admission.</p>	

Academic Department Communication Flow for Inquiries with ACT 24 or Higher Action Plan	
<p>Key Strategy: #12 Involve faculty, academic departments and colleges in direct communication with higher-ability students who are interested in certain majors.</p> <p>Description/Explanation: Research indicates that one of the first things that students look for when exploring college opportunities is the availability and reputation of their academic area of interest. Early direct communication from faculty, academic departments and colleges to prospective majors with an ACT composite score of 24 or higher will raise awareness of the program, provide information regarding the types of experiences and career opportunities they can expect from the academic discipline; and encourage students to consider Southeastern as a college choice.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
IP - Draft an academic letter to be mailed to students with an ACT composite score of 24 or higher who express an interest in majoring in your department but have not yet indicated an interest in Southeastern. Names of students who meet these criteria will be purchased from ACT periodically or obtained from other sources.	November 2005
<p>Responsibility: Academic Department Heads and Associate Director of Admissions for Recruitment and Orientation</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Assign communication codes to track correspondence. Monitor admissions funnels to track progress through stages of admission.</p>	

Action Plan for Academic Department's Communication Flow for Prospects with ACT 24 or Higher	
<p>Key Strategy: #12 Involve faculty, academic departments and colleges in direct communication with higher-ability students who are interested in certain majors.</p>	
<p>Description/Explanation: Research indicates that one of the first things that students look for when exploring college opportunities is the availability and reputation of their academic area of interest. Early direct communication from faculty, academic departments and colleges to prospective majors with an ACT composite score of 24 or higher will raise awareness of the program, provide information regarding the types of experiences and career opportunities they can expect from the academic discipline; and encourage students to consider Southeastern as a college choice.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
<p>IP - Draft an academic letter to be mailed to students with an ACT composite score of 24 or higher who express an interest in majoring in your department but have not yet indicated an interest in Southeastern. Names of students who meet these criteria will be purchased from ACT periodically or obtained from other sources. The letter should direct the prospective students to the departmental website for more information about the department and should encourage students to inquire further. The purpose of this mailing is to convert students from prospects to inquiries.</p>	November 2005
<p>Responsibility: Academic Department Heads and Associate Director of Admissions for Recruitment and Orientation</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Assign Communication Codes to track correspondence and return inquiries Monitor conversion rate of prospects to inquiries</p>	

Action Plan for Academic Participation in on-campus Recruiting Events	
<p>Key Strategy: #12 Involve faculty, academic departments and colleges in direct communication with students who are interested in certain majors.</p> <p>Description/Explanation: Research indicates that prospective students want information about their academic interests early in their college exploration. During appropriate on-campus recruiting events, academic departments and colleges will have representatives available to meet with prospective students and their parents to distribute informational materials, and to discuss specific academic program requirements, the types of experiences students can expect during their academic career, and possible career opportunities for graduates of their majors. During these events, academic departments will also collect contact information from prospective students for use in informing them of future activities, events, and information from the department.</p>	
Implementation Schedule/Timetable	
Task	Completion Date
<p>C - Senior Day - Fall. Academic departments participate in Senior Day by having representatives from every department present at an academic browse from 10:00 - 2:00 in the Student Union. Departmental and/or College displays should be set up with materials to distribute to prospective high school seniors and their parents.</p>	October 12, 2002
<p>C - Purchase professional quality tabletop display boards and customized nylon table banners for each department.</p>	November 15, 2002
<p>C - Open House. Academic departments participate in Open House for prospective students and their parents by having representatives from every department present at an academic browse from 9:00 - 2:00 in the Student Union. Departmental and/or College displays should be set up. Visits to the departments should also be arranged for interested prospective students.</p>	November 26, 2002
<p>C - Senior Day - Spring. Academic departments participate in Senior Day by having representatives from every department present at an academic browse from 10:00 - 2:00 in the Student Union. Departmental and/or College displays should be set up with materials to distribute to prospective high school seniors and their parents.</p>	January 25, 2003
<p>C - Financial Aid Night. "College" displays only. Representatives from each college participate in Financial Aid Night by having representatives from each college present at an informational browse area from 5:30 pm to 7:30 pm in the Student Union.</p>	February 5, 2003
<p>C - Southeastern "Scholars" Showcase. "College" displays only. Representatives from each academic college participate in the "Scholars" Showcase, the premier event for prospective scholarship recipients, by having representatives from each college present at an</p>	February 25, 2003

Action Plan for Academic Departments to conduct departmental tours/consultations with prospective students and/or parents.

Key Strategy: #12

Involve faculty, academic departments and colleges in direct communication with students who are interested in certain majors.

Key Strategy: #16

Enhance campus visit programs for special on-campus recruiting events as well as individual and small group campus visits.

Description/Explanation:

Research indicates that prospective students want information about their academic interests early in their college exploration. To personalize the campus visit for prospective students through a more coordinated and structured experience in the academic department of their interest, academic departments and colleges will develop individual visitation plans which may include meeting with a faculty, staff or student representative who will discuss program quality, experiences, and career opportunities; visiting with advanced students who will share their experiences, observing a class or lab; and/or touring the facility. Additionally, departments will follow-up and maintain communication with higher ability students who they consider to be priority prospects.

Implementation Schedule/Timetable

Task	Completion Date
IP - Academic departments will develop a plan to conduct departmental tours to prospective students and their parents who visit the campus and express interest in a program administered by the department. The departmental visit should include meeting with a faculty, staff or student representative who will discuss program quality, experiences, and career opportunities; visiting with advanced students who will share their experiences, observing a class or lab; and/or touring the facility.	December 2005
IP - Academic departments will follow-up and maintain communication with higher ability visiting students who they consider to be priority prospects.	Within 1 week after visit
IP - Departments will communicate information about the student's visit to Admissions for recruitment tracking purposes.	Immediately following visit.
IP - Admissions will develop tracking reports for departments to run so they can monitor the admission status of prospective student visitors.	December 2005

Responsibility:

Academic Department Heads and Associate Director of Admissions for Recruitment and Orientation

Action Plan for Academic Departments/Colleges to update departmental webpages for prospective students.

Key Strategy: #12

Involve faculty, academic departments and colleges in direct communication with students who are interested in certain majors.

Key Strategies: #10, #11

Utilize technology and the web to enhance recruitment opportunities and improve recruitment management functionality.

Description/Explanation:

To improve prospective students' access to information about their academic interests, departments and colleges will update their webpages to include a special section for prospective students and their parents. The "prospective student" link will include viewbook-like information, graphics and testimonials depicting program quality, experiences and benefits. Each department's prospective student page will also include information and benefits about the department's honors curriculum and a prospective student interest/referral form that can be completed on the web and submitted electronically.

Implementation Schedule/Timetable

Task	Completion Date
IP - Working with the Office of Public Information, academic departments and colleges will develop a plan to re-design and update departmental websites to include a special section for prospective students and their parents that is consistent in theme and design with university-wide recruitment materials and prospective student websites. The plan will include a timeline with rollout dates for each department.	Fall 2005
IP - As prospective student links are completed, departments will begin directing new students to the site and corresponding with students who submit electronic inquiries.	Fall 2005
IP - All departmental prospective student websites will be fully functional for the 2005-2006 recruitment season.	Fall 2005

Responsibility:

Academic Departments and Public Information

Budget:

Web designer included in Public Information's action plan.

Evaluation/Control:

Websites are up and running and being accessed by students no later than August, 2003.

Action Plan for updating and printing departmental brochures for all academic departments.	
Key Strategy: #12 Involve faculty, academic departments and colleges in recruitment of students who are interested in certain majors.	
Description/Explanation: Research indicates that prospective students want information about their academic interests early in their college exploration. Quality informational brochures are essential components of an effective communication plan for prospective students. Departmental brochures that are consistent in theme and design with university-wide recruitment materials and prospective student websites will be mailed to prospective students as part of a series of direct communications from academic departments and will be disseminated to students at on-campus recruitment events and during departmental visits.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
IP - Working with the Office of Public Information, academic departments and colleges will develop a plan to re-design and print departmental brochures that are consistent in theme and design with university-wide recruitment materials and prospective student websites. The plan will include a printing timeline for each department.	October 2005
IP - As brochures are printed, departments begin distributing to new students for recruitment purposes during on-campus events and departmental visits, special targeted recruitment activities off-campus and as part of a communication series through the mail.	November 2005
IP - All brochures will be printed and fully stocked for 2006-2007 recruiting season.	August 2006
Responsibility: Academic Departments and Public Information	
Budget: Printing costs included in Public Information's action plan.	
Evaluation/Control: Brochures are printed and being distributed no later than August 15, 2003.	

Action Plan for Minority Recruitment Communications	
Key Strategy #13: Enhance the current recruitment efforts geared towards the recruitment of minority students, specifically African-American students by developing targeted communications and/or marketing materials.	
Description/Explanation: In order to be successful in the recruitment of minority students, it will be necessary to pursue a targeted approach to ensure that specific needs are met. We recognize that the needs of prospective minority students may differ and therefore will establish a comprehensive approach in marketing to this population.	
<i>Implementation Schedule/Timetable</i>	
Task:	Completion Date:
IP - Work with other departments to research needs or areas of interest to prospective minority students.	February 2006
IP - Develop communications and other marketing materials with an emphasis on identified needs or areas of interest.	March 2006
IP - Work with Public Information to design materials.	May 2006
IP - Print materials	July 2006
IP - Begin using materials	September 2006
Responsibility: Associate Director of Admissions for Recruitment and Orientation	
Budget: Funded by the University.	
Evaluation/Control: Assign source codes to track correspondences. Monitor admissions funnels to track progress through stages of admissions.	

Action Plan for Minority Recruitment Events/Programs	
Key Strategy #13:	
Enhance the current recruitment efforts geared towards the recruitment of minority students, specifically African-American students through the development specialized programs.	
Description/Explanation:	
The Office of Multicultural and International Student Affairs has worked to identify potential events/activities to be utilized in the recruitment of minority students. Such programs include	
<ul style="list-style-type: none"> ▪ Create a Gospel Choir Tour to local high schools; ▪ High school leadership conference for students of color; ▪ Expand African American Achievement Award Program to include outstanding high school juniors; ▪ Incorporate personalized invitations to current Black History Month activities. 	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Research feasibility of proposed programs as previously outlined.	January 2003
C - Develop a structure, format, and calendar for programs.	March 2003
C - Implement programs as developed.	Ongoing
IP – Repeat process.	Ongoing
Responsibility:	
Director of Multicultural and International Student Affairs	
Budget:	
Funded by the University.	
Evaluation/Control:	
Evaluation measures to be developed for specific programs.	

Action Plan for Territory Management

Key Strategy #14:

Develop and maintain a well-defined territory management system wherein Admissions persons are responsible for specific geographic and demographic markets. Specific objectives include:

- Establish application and enrollment goals by territory;
- Empower Admissions staff to develop territory recruitment strategies that are data driven;
- Recruiters should develop relationships with guidance counselors and community college personnel based on territory;
- Admissions Counselor will be the same point of contact for the student from the point of inquiry to enrollment with the exception of college day programs due to travel.

Description/Explanation:

A strong determining factor in the recruitment process is the relationship established between the prospective student and the University. Having a single contact with an Admissions Counselor (who will likely be the students first contact) will provide for a foundation and resource that will then be expanded to include other members of the campus community. This process will enable the Admissions Counselors to more effectively meet their territory and enrollment goals. While some of these tasks will be implemented during the 2002-2003 recruitment year, it will not be fully implemented until the next recruiting cycle (2003-2004). Therefore, the completion schedule will reflect the 2003-2004 year.

Implementation Schedule/Timetable

Task	Completion Date
C - Develop territories and assign recruiters	May 2003
C - Develop application and enrollment goals by territory	June 2003
C - Admissions Counselor will become familiar with assigned territories by: Reviewing past years' recruitment summaries Utilizing Enrollment Information System (EIS) data Query and profile current students from assigned territories.	July 2003
C - Develop territory recruitment strategies based on information obtained.	August 2003
IP - Implement strategies throughout recruiting schedule.	Ongoing
IP – Make adjustments as needed.	Ongoing
IP – Repeat process.	Ongoing

Responsibility:

Coordinator of Recruiting Services; Admissions Counselors

Action Plan for Financial Aid	
Key Strategy #15: Better utilize existing scholarship funds and increase the level of scholarship funding.	
Description/Explanation: Since the university is limited in funding levels for scholarships, it is important that those dollars are administered as efficiently as possible as it relates to the recruitment of higher-ability students.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Participate in Noel-Levitz FAIR project.	October 2002
C - Review and evaluate FAIR results.	January 2003
C - Work with Development Office to formulate a plan to increase scholarship dollars.	January 2003
C - Make changes in scholarship award formulas based on FAIR results and any increases in scholarship funding.	April 2003
Responsibility: Financial Aid Office, Development Office	
Budget: Funded by the University.	
Evaluation/Control: Monitor the number of offers and accepts with an emphasis on increasing the yield of those students who enroll.	

Action Plan for Campus Visits	
Key Strategy #16: To enhance the campus visit program to allow for follow-up, consistency, coordination, and customization.	
Description/Explanation: We will evaluate and enhance the campus visit program for prospective students. Our focus will be for guest to have a positive experience which will be customized for their needs/requests. Coordination with other departments and consistency is essential.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Evaluate the current aspects of the campus visit program.	November 2003
C - Improve the appearance/atmosphere of the Visitor Information Center. Purchase a welcome sign which will announce prospective students' visit.	December 2003
C - Meet with Residential Services/Recreational Sports and Wellness/Athletics/Academic Departments, etc. to discuss their involvement in campus visits.	December 2003
C - Purchase Bookstore gift certificates to use during tours and/or have a Southeastern gift for student who participates in campus visits.	January 2003
C - Have Lion's Lagniappe card available during tours for refreshments.	January 2003
C - Hold formal training for new student employees.	August & January
C - Assign tours to counselor and student tour guide as they are scheduled.	As scheduled
C - Send confirmation letter including directions to Southeastern.	As scheduled
C - Assign tour guide to work in the Visitor Information Center.	Daily
C - Counselor and tour guide send written thank you note following the campus visit.	Immediately following the visit
IP - Counselor will maintain a monthly list of campus visitors. Counselor will do follow-up/check-up on application twice monthly.	1 st and 15 th monthly
IP - Counselor will enter the grading and qualifying codes immediately following the visit.	As scheduled.
Responsibility: Coordinator of Recruiting Services; Admissions Counselor	
Budget: \$1,000 signage	
Evaluation/Control: Develop assessment tool to be administered at the end of each tour/visit.	

Action Plan for Campus Recruiting Events	
Key Strategy #16: To enhance the campus visit program to allow for follow-up, consistency, coordination, and customization.	
Description/Explanation: We will enhance the university sponsored recruiting events. Events will include but are not limited to: Senior Days, Junior Days, Open House, Freshman Fair, Southeastern Showcase.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Set event calendar for the year	August
C - Reserve all facilities for events for the year	August
C - Develop publication schedule for each event	August
C - Determine invitation list for each event	2 month prior to event
C - Order give-a-way items/gifts	2 months prior to event
C - Order food for event	1 month prior to event
C - Set agenda for event	1 month prior to event
C - Memos/Letters sent to all departments/lenders asking for participation	1 month prior to event
C - Send invitations to prospective students	1 month prior to event
C - Student employees will send written invitations/call prospective students with ACT composite scores of 20 and above to invite them to participate in event.	2 weeks prior to event
C - Confirm food for event	1 week prior to event
C - Reserve vehicle(s) for event	Monthly
C - Setup for event	Day before/Day of event
C - Thank you for attending event sent to all students, parents, colleges and participants	Immediately following event
Responsibility: Coordinator of Orientation and Special Events	
Budget: Funded by the University.	
Evaluation/Control: All Orientation programs will have hand written evaluations while all other special events will be evaluated by staff and university officials to make sure events are meeting goals.	

Action Plan for Alumni Relations	
<p>Key Strategy # 17: Research other opportunities for the involvement of alumni in the recruitment process to include:</p> <ul style="list-style-type: none"> ▪ Utilization of alumni as presenters of scholarships in their specific areas; ▪ Instituting a letter writing campaign utilizing successful alumni; ▪ Encouraging alumni chapters to establish recruitment events in their areas; ▪ Researching a tracking system for legacy; ▪ Establishing a program to connect alumni with legacies during orientation. 	
<p>Description/Explanation: Research indicates that outcomes are extremely important to both prospective students and their parents. The involvement of alumni will provide for opportunities to highlight our successful alumni thereby reinforcing the positive outcome of a Southeastern degree. Activities will also allow for additional opportunities to build relationships with the university for both the prospective student and alumni.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Begin researching feasibility of activities/events as outlined	January 2003
C - Develop calendar of events with areas of responsibility	March 2003
C - Implement programs as developed	Ongoing
IP – Repeat process.	Ongoing
<p>Responsibility: Director of Alumni Relations</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Evaluation measures will be developed specific to each program.</p>	

Action Plan for Alumni Relations	
Key Strategy # 17: Increase alumni involvement in recruitment.	
Description/Explanation: Increase alumni involvement in recruitment by coordinating at least two away events with Athletics to use as a recruitment tool.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Review calendar of event opportunities.	November 2002
C - Meet with Athletics and Admissions representatives to select programs.	November 2002
C - Identify and outline areas of responsibility.	November 2002
C - Determine target market for event.	November 2002
C - * Follow action plan as outlined under "Campus Recruiting Events."	According to event schedule.
IP – Repeat process.	Ongoing
Responsibility: Alumni Relations, Athletics, and Admissions	
Budget: Funded by the University.	
Evaluation/Control: A point-of-sale evaluation will be collected from attendees. Effectiveness will also be judged based on size and quality of prospective student attendees.	

Action Plan for Non-Academic Areas	
Key Strategy #17: Expand involvement of other non-academic areas in recruitment efforts including Leadership Development/Student Activities.	
Description/Explanation: To encourage recruitment of established high school student leaders through a Mini-LEAD Retreat presented by Leadership Development/Student Activities with the first retreat scheduled for Spring 2004. Included in the program should be campus tours, admissions information, plus leadership skills and low ropes courses	
<i>Implementation Schedule/Timetable</i>	
Task:	Completion Date:
IP - Select "Mini-LEAD" Leadership Team	May 2005
IP - Construct appropriate program for high school leaders	December 2005
IP - Reserve location	August 2005
IP - Develop information/brochures for promotion/registration purposes	August 2005
IP - Approach possible sponsors for meals, give-a-ways, etc.	August 2005
IP - Contact high schools in 5-parish target area for possible attendees	October 2005
IP - Develop a handout for sponsors/faculty members that may attend	October 2005
Responsibility: Director of Leadership Development/Student Activities plus members of the administrative and student facilitator's LEAD Team.	
Budget: Funded through student registration fees	
Evaluation/Control: Response rate, market research, surveys of participants and schools; track inquiries and participation to acknowledge value in recruitment.	

Action Plan for Non-Academic Areas	
Key Strategy # 17: Expand involvement of other non-academic areas in recruiting efforts including Student Affairs.	
Description/Explanation: Student Affairs will review all brochures and develop new marketing pieces for all Student Affairs departments and one overview brochure to be used for recruiting purposes.	
<i>Implementation Schedule/Timetable</i>	
Task:	Completion Date:
C - Review current brochures for consistency.	August 2002
IP - Develop minimum standards for all Student Affairs Departmental brochures.	September 2005
IP - Develop prototype pilot brochure for one department.	October 2005
IP - Solicit feedback on prototype.	October 2005
IP - Design new Student Affairs Overview brochure.	October 2005
IP - Design new departmental brochures.	January 2005
IP - Print new brochures.	March 2005
IP - Distribute to appropriate areas outside the Division of Student Affairs.	Ongoing
Responsibility: Assistant to the Vice President for Student Affairs/ Individual departments heads.	
Budget: Initial cost per departmental unit is \$233 for 1000 brochures Nine departments and one overview at \$233 for \$2,330 total	
Evaluation/Control: Completed brochures, track number of brochures distributed at various programs/events.	

Action Plan for Non-Academic Areas	
<p>Key Strategy #17: Expand involvement of other non-academic areas in recruitment efforts including Recreational Sports & Wellness</p> <p>Description/Explanation: Recreational Sports and Wellness will assist Admissions in recruiting efforts by utilizing the Student Activity Center student tours and prospective student programs.</p>	
<i>Implementation Schedule/Timetable</i>	
Task:	Completion Date:
C - Give out marketing piece to local schools and organizations to encourage visits and participation in programs at the Student Activity Center.	May 2002
IP - Host activities in the facility for prospective students and track usage through EMS Lite program.	August 2005
IP - Track frequency of use for tours and activities for prospective students and their parents. Tracking will be done by manual count and utilization of EMS Lite and Centrex.	August 2005
IP - Compile and report on data collected in above steps.	May 2006
<p>Responsibility: Director of Recreational Sports & Wellness/Assistant Director of Facilities</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Measure number of tours and interview admissions staff for feedback on satisfaction.</p>	

Action Plan for Non-Academic Areas	
Key Strategy #17: Expand involvement of other non-academic areas in recruitment efforts including Leadership Development/Student Activities.	
Description/Explanation: Invite prospective students to special speakers presented by the Campus Activities Board.	
<i>Implementation Schedule/Timetable</i>	
Task:	Completion Date:
C - Develop and continually update possible speaker forums, calendars, and invitations	August/December
C - Comprise a list of speakers (i.e. James Earl Jones, Joe Clark, etc.) sponsored by CAB	August/December
C - Provide list to area high schools, offering free or reduced admission to these events for their students	August/December
IP - Provide special seating to strengthen recognition of prospective students	Specific to program
IP - Work with admissions to insure campus tours/ information session are held in conjunction with the event	Specific to program
Responsibility: Coordinator, Campus Activities Board	
Budget: Approximately \$1000.00 for printing, mail-outs, etc.	
Evaluation/Control: Attendees surveyed; response rate; track inquiries and participation to acknowledge value in recruitment.	

Action Plan for Non-Academic Areas	
<p>Key Strategy #17: Expand involvement of other non-academic areas in recruitment efforts including Disability Services.</p> <p>Description/Explanation: To encourage recruitment of high school students with disabilities who have the ability and desire to earn a college degree.</p>	
<i>Implementation Schedule/Timetable</i>	
Task:	Completion Date:
C - Contact Tangipahoa Parish School Board to get dates and locations for area high school transitional meetings.	November 2002
IP - Once dates are established, contact Southeastern Louisiana University's Admissions Office to schedule Admission Counselors to attend transitional meetings with Director of Disability Services.	November 2005
IP - Develop presentation to students to be presented within allotted time.	December 2005
IP - Develop handouts and student resource sheets for all students addressing the Office of Disability Services' policies.	December 2005
IP - Present according to schedule	Ongoing
<p>Responsibility: Director of Disability Services</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Evaluations at time of presentation to be filled out by students, faculty, and administrators.</p>	

Action Plan for Student Recruiters	
Key Strategy #18:	
Establish a paid student recruitment team who will: <ul style="list-style-type: none"> • Send written communications, email and even call prospective students. Eventually, we will have three separate teams within the office to include a teleteam, tour guide team, and a volunteer ambassador team. • Accompany Admissions Counselors at college day/night programs. 	
Description/Explanation:	
To assist the office of Admissions in the area of recruitment with emphasis on call nights, letter writing, tours, and campus visits.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
IP - Student Recruiting is a year-long commitment.	
IP - Approximately 40 student recruiters will be selected each year - 20 previous student recruiters will be asked back each year based on commitment to the organization and overall performance (maintaining office hours, keeping up with postcards, etc.) Initially a staff of 20 will be selected for Spring 2003 and another 20 will be added for the Fall 2003.	
IP - Officers will be elected each year including (President, Vice-President, Secretary, Treasurer, and Parliamentarian). The organization should eventually become student-ran with a staff member acting as a mediator.	
IP - Selection:	
Have signs printed by public information and have student workers paint signs for the union	First weeks of October/ Last weeks of May
Advertise for Student Recruiters (campus signs, advertise in Lion's Roar, send communications to all student organizations)	Oct-November/ April
Speak to Organizations on Campus about a "new crew on campus"	November/April
Conduct Interest Meetings- hand out applications	November/ April
Have applications available in office with an outline of mandatory event dates and responsibilities.	Oct-Nov/ April
As students turn in applications have them sign up for a group interview.	Oct-Nov/ April
Conduct and Video Tape Group Interviews	Nov 22&25/ Apr 30& May 1
Admissions Staff-review videos and select students who will be	Nov 25/ May1

Action Plan for the development of a transfer recruitment program	
Key Strategy: #19 Enhance transfer recruitment and enrollment services through articulation agreements, 2 + 2 degree programs with community colleges and by employing an Admissions Counselor dedicated to transfer recruitment.	
Description/Explanation: Since the implementation of admission standards and with the implications of the 2005 Master Plan, the transfer student population is an extremely important target market for Southeastern. Recruitment efforts and strategies targeting transfer students has been minimal in the past. Strengthening partnerships and increasing articulation opportunities with Louisiana and Mississippi community and junior colleges will provide their students who desire a 4-year degree with a seamless transition to our 4-year programs.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Develop position justification and a job description and seek approval for a new transfer student admissions counselor.	November 15, 2002
C - Advertise, interview and employ transfer counselor.	December 15, 2002
IP - Develop a detailed transfer recruitment action plan to implement immediately including visits to community and junior colleges	April 2005
C - Transfer counselor is the initial contact for all transfer prospects and inquiries.	Spring 2003
IP - Work with partner institutions to update and formalize articulation agreements and partnership activities	Spring 2005
IP - Develop articulation guides for each partner institution for use in 2003 - 2004 recruitment season.	August 2005
IP - Work with web designer to develop a prospective transfer student web page in time for 2003-2004 recruitment season	August 2005
Responsibility: Associate Director of Admissions for Recruitment and Orientation	
Budget: \$25,000 Transfer Admissions Counselor salary	
Evaluation/Control: Associate Director evaluates performance of Transfer Counselor. Transfer funnels provide results of recruitment efforts and enable goal setting for 2004.	

Action Plan for Out-of-State Recruiting	
<p>Key Strategy #20: Develop a comprehensive out-of-state recruiting plan by:</p> <ul style="list-style-type: none"> ▪ establishing marketing messages specific to prospective students in the Mississippi area; ▪ expanding the travel schedule into identified Mississippi counties; ▪ building relationships with counselors in the Mississippi schools; ▪ establishing a communication schedule for Mississippi students. 	
<p>Description/Explanation: In an effort to increase market share in the state of Mississippi, a stronger presence will be needed. This presence will require visiting Mississippi schools in select markets to build a relationship with both guidance counselors and students.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
<p>C - Become a member of the Mississippi Association of Collegiate Registrars and Admissions Officers (MACRAO) which will allow:</p> <ul style="list-style-type: none"> -Access to the MACRAO schedule of high school programs. Schedule will be reviewed and programs attended within identified region. -Database of Mississippi High Schools will be established including contact (counselor) information. 	September 2003
<p>IP - Work with Public Information to establish marketing messages for this population with an emphasis on identified “points of difference” with an emphasis on those students qualifying for the out-of-state fee waiver. (See Action Plan #9)</p>	April 2005
<p>IP - Establish a communication plan focusing on marketing messages</p>	March 2005
<p>IP - Draft communications for both students and counselors</p>	June 2005
<p>IP - Implement schedule</p>	August 2005
<p>Responsibility: Office of Admissions, Public Information Office</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Assign communication codes to track correspondences. Utilize query to monitor progress and ensure goals are met.</p>	

Action Plan for Qualifying Students	
Key Strategy #21: Utilize qualifying and grading concepts for 50% of our inquiry pool and admitted students in the year 2003; 75% in the year 2004; and 94% in the year 2005.	
Description/Explanation: We will begin to qualify the level of interest in the university for inquiries and admitted students with a full implementation within the next three years.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Codes will be established for the purpose of qualifying prospective student's interest in the university.	September 2002
C - Set up work in PeopleSoft will take place to begin qualifying with every student contact.	October 2002
C - Qualifying codes will be included on all inquiry cards and on web page for inquiry form.	October 2002
C - As student's information is inputted into PeopleSoft, their level of interest (Qualifying) will be entered.	October 2002
C - With every inquiry or admitted student contact (personal, phone, email), admissions counselors will qualify and requalify the level of interest in the university.	October 2002
IP - Implementation will increase every year for nearly 100% of inquiries and admitted students to be qualified within three years.	2006
Responsibility: Associate Director of Admissions for Recruitment and Orientation, Admissions Counselors	
Budget: Funded by the University.	
Evaluation/Control: Utilize query to determine if pre-set goals are met.	

Action Plan for Grading Students	
<p>Key Strategy #21: Utilize qualifying and grading concepts for 50% of our inquiry pool and admitted students in the year 2003; 75% in the year 2004; and 94% in the year 2005.</p> <p>Description/Explanation: We will begin to grade inquiries and admitted students by rating the universities' desirability of the student.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Determine on what basis students will be graded (ACT score, special talents, ethnic background)	November 2002
C - PeopleSoft set up will take place to begin utilizing grading concept.	November 2002
IP - With every inquiry or admitted student contact (personal, phone, email), admissions counselors will grade and regrade the university's level of interest in the student.	August 2005
IP - Implementation will increase every year for nearly 100% of inquiries and admitted students to be graded within three years.	2006
<p>Responsibility: Associate Director of Admissions for Recruitment and Orientation, Admissions Counselors</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Utilize query to determine if pre-set goals are met.</p>	

Action Plan for Marketing the Honors Program	
Key Strategy: #22 Develop a marketing plan for the Honor's Program.	
Key Strategy:#12 Increase faculty, department, and college involvement in new student recruitment.	
Description/Explanation: Southeastern's primary enrollment goal for Fall 2003 is to increase the number of students who have an ACT composite score of 24 or higher. Recruiting honor students is critical to the achievement of the goal. Honor students are currently being identified and communications from academic departments, the Honors Program Director, academic Deans and Scholarship Services will begin immediately. Communications will detail the benefits of the Honors Program, the experiences of current honor students, the participation requirements, and scholarship opportunities.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Identify prospective honor students from inquiry pool, ACT names, high school visit cards, and other referral sources and begin a series of academic communications.	November 1, 2002
C - Identify prospective honor students with an ACT composite score of 24 or higher and send scholarship information and application materials.	November 1, 2002
IP - Assign an admissions counselor and two students to manage communications and follow-up with prospective honor students and to be their initial contact.	November 1, 2002
IP - Admissions Counselor will work with honors program director and academic departments to develop a recruitment plan to be fully implemented in 2003-2004.	Spring 2003
Responsibility: Admissions Counselor, Academic Departments, Honors Program Staff	
Budget: Funded by the University.	
Evaluation/Control: Associate Director evaluates performance of Admissions Counselor; recruitment strategies and action plans are developed by August 2003.	

Action Plan for Training	
Key Strategy #23: Provide training and development for faculty, staff, and students.	
Description/Explanation: Training will be critical throughout all aspects associated with the successful implementation of this plan. Through appropriate training we hope to provide an understanding of enrollment services processes, recruiting techniques, and marketing messages, as well as an appreciation for quality customer service. Training will also provide for departmental briefings and the cross-training of staff as appropriate.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
IP - Identify needs for specified groups.	June 2005
IP - Work with groups to develop training.	December 2005
IP - Provide training.	January 2006
Responsibility: Director of New Student Aid and Student Enrollment	
Budget: Funded provided by the University.	
Evaluation/Control: Evaluate the participants at the conclusion of training.	

Action Plan for Data-based Decision Making	
Key Strategy #24: Increasing the level of data-based decision making through the utilization of market research.	
Description/Explanation: During the 2001-2002 academic year, Southeastern has invested both time and resources into obtaining data collected from outside sources in an effort to make informed decisions associated with the recruitment process. The research includes information from Advanced Strategic Research (ASR), Applied Technology Research Corporation (ATRC), and Noel-Levitz.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Compile and revisit the findings of the research.	December 2002
C - Meet with appropriate staff to analyze findings and identify outcomes.	January 2003
C - Compare content of communications, marketing items, and event structure with research findings and outline areas where changes are required.	March 2003
C - Incorporate changes.	June 2003
IP – Repeat process.	Ongoing
Responsibility: Admissions Office, Public Information, Institutional Research	
Budget: Funded provided by the University.	
Evaluation/Control: Use research findings as benchmark data and re-assess to compare to benchmarks periodically.	

Action Plan for Data-Based Decision Making	
Key Strategy #24: Increase the level of data-based decision making through the utilization of management reports.	
Description/Explanation: In an effort to support the implementation of the University recruitment plan, units outside of the Admissions Office will require feedback in the form of management reports that provide information on their progression towards obtaining unit goals as their success will contribute to the overall success of the plan. Such units will include Academic Departments, Division of Student Affairs, etc.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - Work with faculty and staff to identify information needs.	December 2002
C - Work with Computing Services staff to determine mechanism for extrapolating data for reports and method of delivery (i.e., self-generated, etc.).	December 2002
IP - Educate and train users on running and using reports.	January 2003
IP - Develop schedule of those reports that are not self-generated.	February 2003
IP - Continue report development and enhancement.	Ongoing
Responsibility: Associate Director of Admissions for Recruitment and Orientation, Systems Manager for Admissions and Financial Aid	
Budget: Funded by the University.	
Evaluation/Control: Periodic assessment of units to ensure information needs are being met.	

Action Plan for University-wide Recruitment and Retention Structure	
Key Strategy: #25 Develop structure to coordinate university-wide recruitment and retention efforts.	
Description/Explanation: With a formal, on-going recruitment planning process in place and the initiation of a similar retention planning process beginning soon, the university will want to define an organizational structure that will support the coordinated efforts necessary to succeed. The structure will ensure effective and efficient use of resources, coordinated scheduling of recruitment activities, coordinated series of communications, consistent messages and services, and will encourage recognition and opportunities to celebrate successes.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - At the conclusion of the 2002-2003 recruitment cycle and with a clearer understanding of the essential elements of a successful strategic enrollment management program, the university will consider an appropriate structure to support the enrollment management concept.	Fall 2003
Responsibility: Provost and Dean of Enrollment Management	
Budget: Funded by the University.	
Evaluation/Control: Decisions are made and structure is in place	

Action Plan for Academic Initiatives	
<p>Key Strategy: #26 Develop and enhance academic programs and initiatives such as the Summer Bridge Program and the Study Abroad Program.</p>	
<p>Description/Explanation: Special Initiatives like the Summer Bridge Program (piloted in Summer 2002) and the Study Abroad Program are being further developed and enhanced to provide broader educational opportunities for new and continuing students.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
C - During the 2002-2003 academic year the Summer Bridge Program will be further developed to reach a more targeted population of students needing stronger and more directed academic support to be successful college students.	Spring 2003
C - The Study Abroad Program is being restructured to provide a more organized program with greater accountability and ultimately improved services to students interested in international study opportunities. A new Director of International Initiatives has been appointed to coordinate all Study Abroad Programs and will fully implement an improved Study Abroad Program by Fall 2003.	Fall 2003
<p>Responsibility: Summer Bridge – Department Head of General Studies; Study Abroad - Director of International Initiatives</p>	
<p>Budget: Funded by the University.</p>	
<p>Evaluation/Control: Student and faculty evaluations are conducted during and after each program.</p>	

Resource Requirements

Recruitment at Southeastern is a top priority and is supported by annual increases in budget allocations and through the funding of special recruitment initiatives as appropriate and possible. In FY 02-03 alone, the Admissions/Recruitment operating budget was increased by \$126,000 to support many of the new and continuing recruitment initiatives. Recruitment is everyone's responsibility, therefore, operating dollars for recruitment initiatives are also allocated to practically every department on campus at varying levels. Although most of the initiatives in this plan are currently funded by the University, the plan development process revealed several new or expanded initiatives that will require additional funding. These additional funding requests are concentrated in three primary areas - technical support, advertising and marketing, and transfer recruitment. The following table summarizes the new funds required to implement the plan.

Southeastern Louisiana University Resource Requirements			
Action Plan	Increased Expenditures	One-time (1) Recurring (R)	Explanation
IP - Action Plan for advertising and promotion of the University	\$40,000	(1)	(1)Advertising and marketing campaign targeted for southlake region, Mississippi counties, and special populations such as honor, transfer and minority students. (2) To produce and duplicate a new university video for distribution to high schools and priority target populations
C - Action Plan for Database Development And Action Plan for Public Information to assist in updating departmental	\$101,000	(R)	Techincal Support Personnel: (1)Web Designer, (2)Technical support staff in admissions, (3)PeopleSoft recruitment, admissions, and financial aid modules consultant - to

webpages for prospective students.			develop and enhance an automated recruitment management system and to upgrade and maintain prospective student websites.
C - Action plan to develop transfer recruitment program.	\$25,000	(R)	Transfer Admissions Counselor to conduct transfer recruitment initiatives and activities and to develop and promote partnerships and agreements with area community and junior colleges.
IP - Action plan for student recruiters (beginning in FY 2003-2004)	\$12,000	(R)	\$150/semester Stipend for 40 students selected for a new "Student Recruiter" Team to assist in all areas of recruiting including visits, call nights, campus tours, letter-writing and special events.
C - Action Plan for Academic Participation in on-campus Recruiting Events C - Action Plan for Campus Visit	\$14,500	(1)	To purchase professional quality tabletop display boards and customized nylon table banners for each department. Welcome signage for Visitor Information Center.
IP - Action Plan for Public Information to update and publish academic departmental brochures And IP - Action Plan to Involve Non-academic Areas in recruiting (Student Affairs brochures)	\$25,330	(R)	To develop, design and print departmental brochures for every academic department and non-academic departments in Student Affairs.

Resource Requirements - Addendum

Listed below are the capital outlay items that were omitted from the original Marketing Recruitment Plan. Recruitment at Southeastern is a top priority and is supported by annual increases in budget allocations and through the funding of special recruitment initiatives as appropriate and possible. In FY 02-03 alone, the Admissions/Recruitment operating budget was increased by \$126,000 to support many of the new and continuing recruitment initiatives. Recruitment is everyone's responsibility, therefore, operating dollars for recruitment initiatives are also allocated to practically every department on campus at varying levels. Although most of the initiatives in our plan are currently funded by the University, the plan development process revealed several new or expanded initiatives that will require additional funding. The following items have been identified to assist in the development and implementation of Southeastern's Action Plans and specifically relate to the use of capital expenditures.

Southeastern Louisiana University Resource Requirements			
Action Plan	Increased Expenditures	One-time (1) Recurring (R)	Explanation
NYF - Action Plan for Student Recruiters (beginning in FY 2003-2004)	\$37,800	(1)	To establish an 11-station call center that would support the student recruitment process. This would include all data connections/lines, computer equipment, furnishings and phone instruments. A current location has already been identified.
C - Action Plan for Territory Management	\$18,000	(1)	Computer equipment that will assist in the

Management			implementation of territory management. Laptops will be purchased to allow recruiters to access student information which will enable them to have a thorough knowledge of their territory and document student activity (qualifying, grading, etc.) while traveling.
C - Action Plan for Territory Management	\$25,000	(1)	To purchase a new van to be used primarily for recruitment travel. The van will be decaled which will also provide for a positive image of the university and serve as a marketing tool.
IP - Action Plan for Campus Visits	\$25,000 \$8,327	(1) (1)	(1)To purchase new furnishings for the student service center which will provide a more welcoming and inviting atmosphere. (2)To purchase a transportation vehicle that will enable counselors to provide individualized tours and small group tours more conveniently and professionally. This item can also be utilized for recruiting events.

Appendix A

YTD Supplemental Recruitment and Marketing Expenditures Since Plan Implementation	\$ Amount
Salaries:	
Upgrade to Director of Admissions	\$10,000
Addition of Transfer Recruiter	\$56,000
Orientation Graduate Assistant	\$7,500
Restricted Appointments for Admissions Analysts	\$25,000
Web Coordinator	\$32,000
Recruitment and Retention Analyst (Supplemental Pay)	\$5,000
PeopleSoft Consultant (Part-time staff member)	\$60,000
Total Salaries:	\$195,500
Equipment:	
Van	\$18,500
Golf Cart	\$2,600
Nextels	\$1,000
Laptops (recruiters)	\$17,500
Computers (admissions lab)	\$17,000
Computers (staff)	\$34,000
Display Boards/Banners (Recruiters)	\$2,550
Display Boards/Banners (Academic Departments)	\$10,000
Display Boards/Banners (Colleges)	\$6,250
Total Equipment:	\$103,150
Visitor Information Center (VIC) Upgrades:	
Signage (Visitor Information Area)	\$2,000
Plasma TV/Computer (Visitor Information Area)	\$8,000
Miscellaneous (Rugs, plants, etc.)	\$2,000
Total VIC Upgrades:	\$12,000
Giveaways:	\$35,000
Brochure Designs:	\$6,000
EOS Data:	\$5,000
Overall Total:	\$356,650

Appendix B

Operating Budget Document (Office of Admissions and Financial Aid)

Item	2002-2003 Actual	2003-2004 Actual	2004-2005 Budgeted
Recruitment travel	\$9,923	\$9,923	\$9,923
Recruitment publications (include expenditures on these publications even if they were paid for with funds from another office, such as marketing or public relations)	\$35,360	\$41,110	\$35,150
Purchases of search names or other lists of names	\$3,000	\$3,000	\$3,000
Postage	\$48,640	\$62,025	\$49,090
Events (food, supplies, etc.)	\$13,000	\$13,000	\$13,000

Appendix C

New Scholarship Award Matrix – Annual Awards

	GPA					
ACT	4.00	3.80-3.99	3.60-3.79	3.40-3.59	3.20-3.39	3.00-3.19
30+	\$3,500.00	\$3,300.00	\$3,100.00	\$2,900.00	\$2,700.00	\$2,500.00
29	\$2,500.00	\$2,300.00	\$2,100.00	\$1,900.00	\$1,700.00	\$1,500.00
28	\$2,300.00	\$2,100.00	\$1,900.00	\$1,700.00	\$1,500.00	\$1,300.00
27	\$2,100.00	\$1,900.00	\$1,700.00	\$1,500.00	\$1,300.00	\$1,100.00
26	\$1,700.00	\$1,500.00	\$1,300.00	\$1,100.00	\$900.00	\$700.00
25	\$1,600.00	\$1,400.00	\$1,200.00	\$1,000.00	\$800.00	\$600.00
24	\$1,500.00	\$1,300.00	\$1,100.00	\$900.00	\$700.00	\$500.00

New Scholarship Budget

	Year 1 Awards	Year 2 Awards	Projected Year 3 Awards	Projected Year 4 Awards	Total
YEAR 1 (Fall03 and Spring04)	189				\$ 235,191.50
YEAR 2 (Fall04 and Spring05)	284	116			\$ 511,427.50
YEAR 3 - Projected	400	204	115		\$ 919,291.00
YEAR 4 - Projected	400	288	173	104	\$ 1,233,820.00

ACT Category	YEAR 1 Awards: # of Awards	YEAR 2 Awards: # of Awards
ACT 24-26	123	275
ACT 27-29	52	98
ACT 30+	14	27
	189	400