

**STATEMENT OF POLICY
REGARDING THE
RECRUITMENT, ADMISSION, AND RETENTION OF
STUDENTS
AT TEXAS TECH UNIVERSITY
(Amended February 4, 2002)**

- (1) The Board of Regents of Texas Tech University directs that the Office of the Chancellor incorporate the following subset of goals into the Strategic Goals for the University; such overall goals currently being scheduled to be considered by the Board during the fiscal year ending August 31, 1998 as a basis for the development of a Strategic Plan for the University:
 - (a) Within five years, the University will be admitting incoming freshman classes that can achieve a graduation rate of 60 percent or better.
 - (b) The University will aggressively and successfully recruit a culturally diverse group of prospective students; enhanced recruiting efforts will also target students who graduate in the top 10 percent and top 25 percent of their high school classes.
 - (c) As an outgrowth of the University's strategic plan and the combination of enhancements to the University's scholarship offerings and recruitment efforts, the University will work toward enrolling freshman classes that have an average SAT score of approximately 1200.
 - (d) Within five years, at least 25 percent of the University's undergraduate enrollment will be on some level of academic achievement scholarship.
- (2) The Board of Regents of Texas Tech University strongly urges the President, in consultation with the Office of the Chancellor, to incorporate the following methodologies into the Strategic Plan for the University as a means to aid in the achievement of the goals described in Item (1) above:
 - (a) Scholarships:
 - (1) A scholarship structure should be established so that annual scholarship awards may be provided to applicants as follows: \$5,000 for SAT scores of 1500-1600; \$4,000 for SAT scores of 1400-1499; \$3,000 for SAT scores of 1300-1399; and \$2,000 for SAT scores of 1200-1299. (Note: The scholarship structure would also incorporate ACT score equivalents for the SAT scores listed.)
 - (2) Funds to support this scholarship structure and other scholarship needs should be derived from the University's capital campaign and from other sources

(such as increases in the general use fee), and the funding to support these scholarship initiatives should be in place within two years.

(b) Honors Program:

- (1) The existing Honors Program at the University should be enhanced through establishment of an Honors College with its own dean.
- (2) A formal structure should be implemented for the mentoring of honors students by faculty and upper-division students in order to provide more of a "personal touch" for these top scholars.
- (3) The University should consider establishing an entire dormitory as an Honors dorm; alternatively, the University should consider providing financial support for on-campus housing to Honors students through an endowment for that purpose.
- (4) The administration of the University should study and present recommendations to the Board regarding establishment of a pilot program whereby a select and small number of undergraduate applicants are given guaranteed admission to one of the University's graduate and/or professional schools (such as the Law School or Medical School) in return for a commitment to attend and graduate from the University's undergraduate program.

(c) Academic recruiting:

- (1) The primary focus of the University's recruiting resources should be targeted on our own back yard – establishing and protecting our home turf, as it were.
- (2) More resources should be devoted to recruiting efforts, and specifically, funding for a greater number of recruiters in New Student Relations and support for their operations as needed.
- (3) ~~Recruiting officers in New Student Relations need to be brought up to a more professional level in terms of their duties, performance and compensation.~~
- (4) Construction of a new Visitors Center should be initiated and completed as soon as possible – both to provide a suitable first-contact site for visitors to Texas Tech (including recruits) and to provide appropriate office space for New Student Relations.
- (5) Recruiters in the Office of New Student Relations need to be given the authority to make certain admission decisions.
- (6) Recruiting strategies should be formulated with the input of the Special Assistant to the Chancellor for Cultural Diversity.

(7) The University needs to broaden the field of those who actively participate in recruiting efforts. Specifically:

- (A) The University, through its top administrators, must foster an institutional attitude that everyone must be ready to pitch in and respond rapidly and in force when the need arises.
- (B) Regents, faculty, administrators, students and alumni need to be brought into the recruiting process more so that the full range of the University's resources are brought fully into play.
- (C) Faculty members need to have more direct involvement in recruiting, and recruiting efforts should become part of the annual evaluation of faculty members.
- (D) Some of Texas Tech's higher achieving students should be incorporated into the process and be paid to help recruit prospective students -- primarily through telephone contacts.

(8) The recruiting process at Texas Tech needs to have more tools available to the recruiters and other University personnel involved in the recruiting effort, including:

- (A) The University should implement a procedure whereby selected recruits are offered "early admission." University administration should identify appropriate incentives to employ when early admission offers are extended.
- (B) A system must be developed that ensures follow-up contacts are made on a regular basis with recruits who have been offered admission but have not yet enrolled at the University.

(C) Students recruited by Texas Tech -- those who enroll at Texas Tech and those who chose to go elsewhere -- must be surveyed to provide feedback to our recruiting system.

(D) The published and online information made available to recruits and recruiters must be of high quality and effectiveness; more funding for this activity must be coupled with more of a focus on marketing and getting the word out about Texas Tech's success stories.

(d) Retention:

- (1) The retention of students at Texas Tech is as important a priority as recruiting and scholarship offerings and must be given attention and resources accordingly.

- (2) The University should maintain a high percentage of new students who participate in new student orientation.
 - (3) An expansion of the Freshman Seminar (also known as Tech Transition) should include mandatory attendance for new freshmen; additionally, further study should be given to the feasibility of sessions being held during the week prior to the start of the fall term.
 - (4) The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced.
 - (5) Certain other initiatives should be incorporated into the University's expanded retention efforts, including:
 - (A) Texas Tech should foster an environment supportive of a more culturally diverse student body, faculty and staff; minority students must be made an integral part of university life and given the support necessary to achieve success.
 - (B) A "user friendly" attitude needs to permeate every aspect of university life (with the exception of academic performance standards).
 - (C) An emphasis on Texas Tech's culture and traditions needs to be elevated, so that all students have more of a sense of belonging and identity with the University.
 - (D) Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance.
 - (E) Students who do not re-enroll at the University should be surveyed to determine, to the extent possible, exactly why they decided to leave Texas Tech without completing their degree.
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- (3) Block tuition study: The Board of Regents of Texas Tech University requests that the President, in consultation with the Office of the Chancellor, study and present to the Board recommendations related to a pilot program for block tuition at the University so that the Board may determine whether legislative authorization should be sought for such a program.
- (4) Performance measures and reporting: The Board of Regents of Texas Tech University requests that the President and Vice President for Enrollment Management, in

consultation with the Office of the Chancellor, develop a process whereby progress in achieving the goals outlined herein [see Item (1) above] and endorsed by the Board of Regents may be measured and reported to the Board.

- (5) It is the intent of the Board of Regents of Texas Tech University that progress toward meeting the goals and the implementation of the methodologies set out above not be dependent necessarily on the timing of the Strategic Goal and Strategic Planning processes. Therefore, should the implementation of these processes be delayed until after August 31, 1998, it is anticipated that the establishment of the goals and the development of appropriate methodologies set out in this Statement of Policy still would be implemented no later than the academic year beginning in the Fall of 1998.

EXECUTIVE SUMMARY

In the spring of 2001, the Enrollment Management Council (EMC) established a steering committee to begin work on a comprehensive enrollment management plan for Texas Tech University. The composition of the committee included several members of the EMC and additional faculty and staff from the campus community. The members of the committee assumed responsibility for researching and writing specific sections of the plan. Stephanie J. Hays, Assistant Vice President for Enrollment Management, chaired the steering committee and Michael R. Heintze served in an ex officio capacity. The members included:

Ronald M. Anderson	Dean, Graduate School
Kambra K. Bolch	Associate Academic Dean, Honors College
Angie Burkes	Coordinator Alumni and Student Programs, College of Agricultural Sciences and Natural Resources
James P. Burkhalter	Assistant Vice President, Student Affairs
Marvin J. Cepica	Executive Associate Dean, College of Agricultural Sciences and Natural Resources
Catherine A. Duran	Assistant Academic Dean, Jerry S. Rawls College of Business Administration
Ralph E. Ferguson	Assistant Academic Dean, Graduate School
James M. Gregory	Associate Academic Dean, College of Engineering
Elizabeth R. Hall	Vice Provost
Rebecca S. Hyde	Director, Student Business Services
Norman W. Hopper	Associate Academic Dean, College of Agricultural Sciences and Natural Resources
Rebecca Owens	Director, Programs for Academic Support Services
Elizabeth D. L. Teagan	Director, Advising Center at Texas Tech and McNair Scholars Program
Bruce R. Whittlesey	Associate Academic Dean, College of Arts and Sciences
Kay B. Whyburn	Assistant Vice President, Information Technology
Don Wickard	Registrar
Leslie A. Williams	Coordinator Special Projects, College of Agricultural Sciences and Natural Resources

The impetus for an enrollment management plan began with the creation of the Division of Enrollment Management and the subsequent establishment of the EMC. The division was created in part as a result of action taken by the Texas Tech University Board of Regents. The Board finalized a new policy in 1997 regarding the recruitment, enrollment and retention of students. This policy committed the university to a series of aggressive strategies aimed at improving the size, academic quality and performance of the Texas Tech student body.¹

¹ Board of Regents. Texas Tech University. (1997). Statement of policy regarding the recruitment, admission and retention of students at Texas Tech University. Lubbock, TX: Author.

Then in 2000, the university began work on a new strategic plan. Completed in 2001, the first goal statement of the new plan pledged the university's commitment to improving student access and diversity by "recruiting, retaining, and graduating a larger, more academically prepared, and more diverse student body."² The first objective associated with this goal was to create an integrated enrollment management plan, designed to be "consistent with institutional enrollment priorities."³

At the same time, the Texas Legislature passed House Bill 1678 which directed the Texas Higher Education Coordinating Board to "develop and annually update a uniform strategy to identify, attract, enroll, and retain students that reflect the population of the state."⁴ Consequently, a statewide committee was established to develop a reporting format in order that the Coordinating Board might fulfill the Legislature's wishes.

In light of these actions, as well as the demographic issues facing the state and the expectations of state leaders to enroll and graduate more students, the EMC steering committee began work on a formal plan. The primary objectives of the plan include:

- Determining the optimal enrollment for Texas Tech in light of current capacities—i.e., faculty, staff, space, student support services, and financial resources.
- Developing a plan for effectively marketing Texas Tech to prospective students, particularly diverse and high-achieving students.
- Projecting how our enrollment will change over the next five years.
- Suggesting what new resources or actions are needed to adequately accommodate the anticipated growth in enrollment.

The first part of the enrollment management plan to be completed was a statistical model designed to predict enrollment over the next five years. This tool was available and put into use in the fall of 2001. Since the university had experienced record growth in 2000 and 2001, the projection model provided useful data to university leaders as they prepared for the following year. The individual chapters of the plan address the following topics: demography and enrollment projections; market position; marketing plan; academic instruction and services; retention and graduation rates; student services; facilities and operations and financial analysis. Following is a brief summary of the findings of each chapter.

DEMOGRAPHIC ANALYSIS AND ENROLLMENT PROJECTIONS

Demographically, Texas is in a period of rapid change. Between 2001 and 2012 the number of public and private high school graduates is expected to grow by 10 percent—from

² Texas Tech University. (2001). A clear vision for the future: The strategic plan for Texas Tech University, 2001-2005. Lubbock, TX: Author.

³ Ibid.

⁴ Texas Higher Education Coordinating Board. (2000). A uniform recruitment and retention strategy. Austin, TX: Author.

211,165 to 223,765. Most of the growth will be among minority groups, primarily Hispanic and Asian students. Hispanic graduates in Texas public schools will increase from a projected 62,275 to 90,448—a 45% increase. The number of Asian students will rise from 6,947 to 11,850—a growth of 70%. African American graduates will increase from 23,079 to 25,356 in 2008, but then recede to 23,509 by 2012. Meanwhile, the number of white students will grow to 105,594 in 2003, but then decline to 90,728 by 2012. Consequently, by the year 2012, Hispanic high school graduates will equal the number of white graduates and, overall, the majority of high school graduates in Texas will be composed of diverse students.

Over the next five years, we will begin to experience these changes as the number of Hispanic graduates increases from 63,151 to 71,999. At the same time, Asian public school graduates will increase from 7,149 to 8,672 and African American graduates will move from 23,079 to 24,910. White public school graduates, however, are expected to rise from 102,548 in 2002 to 105,594 in 2003, then decline to 100,434 by 2006.

Consequently, while we anticipate a larger pool of high school graduates in Texas, it remains unclear whether the number of students who choose to or have the ability to pursue a college degree will grow proportionally. If the pool of college bound students does increase, then our present rate of enrollment growth will likely continue.

Based on historical trends and the data and assumptions contained in the enrollment projection model, Texas Tech's enrollment should grow at an annual rate between 5 and 7 percent over the next five years. By 2004, it is anticipated that our overall enrollment will reach 30,000 students. This growth will be distributed such that we anticipate a ratio of 80 percent undergraduate and 20 percent graduate students. In order to effectively manage this growth, it will be important to evaluate present capacities in terms of faculty, staff, space and resources.

MARKET POSITION

Texas Tech is presently positioned as one of the state's top public institutions. Its reputation among students, parents and high school officials is positive and growing stronger with each passing year. The establishment of our regional centers has given us a permanent visibility in the state's major population centers and helped us connect with more diverse students. The Pathway Program and Gateway Program have demonstrated our desire to cooperate with the community colleges and make a good faith effort to respond to the *Closing the Gaps* initiative. Our new Hill Country campuses (Junction, Fredericksburg, and Marble Falls), as well as those in Abilene, and Amarillo have generated tremendous excitement and have reinforced the belief that Texas Tech is serious about reaching out to the citizens of Texas.

Still, there are challenges that must be addressed if we are to continue to enjoy future success. In general, our campus needs to strengthen its marketing message with respect to our academic programs. Texas Tech is one of the nation's top teaching and research institutions and we need to stress that message more often. In addition, we need to address the issue of location

by highlighting the many positive aspects of our community. Finally, we will need to improve in our ability to recruit and retain diverse students.

MARKETING PLAN

In order to help meet the goals set out in the university's strategic plan, a campus-wide recruitment effort, led by the Division of Enrollment Management, is well under way. The primary objectives of this plan are to:

- ♦ Through the use of consistent and well-developed messages, increase the market visibility of Texas Tech University among prospective freshman, transfer and graduate students;
- ♦ Increase the prospect and applicant pools for these students;
- ♦ Implement marketing strategies consistent with the findings of the university's Strategic Marketing Committee;
- ♦ Work for greater quality and consistency among campus recruitment materials;
- ♦ Increase the quality and quantity of contacts with prospective students;
- ♦ Utilize Recruitment Plus to organize, track and assess campus recruitment efforts;
- ♦ Utilize technology to increase contacts with students, parents, high school counselors, and community college staff;
- ♦ Utilize technology to make the transfer student process as seamless as possible;
- ♦ Involve all parts of the campus community in the recruitment process, especially the academic colleges;
- ♦ Involve external groups that desire to participate in the recruitment process;
- ♦ Engage in activities that increase our yield of admitted students;
- ♦ Increase the number of diverse and high achieving students enrolling at Texas Tech; and
- ♦ Meet the university's undergraduate, graduate and professional school enrollment goals.

ACADEMIC INSTRUCTION AND SERVICES

Each of the colleges at Texas Tech University is committed to controlled, strategic growth. Through the unit strategic plans, which make up the largest part of the university strategic plan, academic departments and colleges have stated their plans to grow programs where need is high and to monitor the progress of all programs where university resources are applied.

Institutional growth is putting added pressure on a number of degree programs, specifically in the Jerry S. Rawls College of Business Administration, the College of Human Sciences and the College of Architecture. Increased enrollment places strain on the university resources applied to teaching courses for the general academic requirements. All of these areas must continue to monitor the balance between student demand and availability of resources so that we may be prepared and make good decisions about admission requirements.

Each academic unit is prepared to continue to monitor important elements of enrollment management with the goals presented in the State of Texas plan, *Closing the Gaps*. Each academic unit is prepared to contribute to the university goals regarding *Closing the Gaps* and these objectives should be foremost in the minds of decision makers.

RETENTION

Vincent Tinto, a retention researcher currently at Syracuse University, states retention is the result of effective education. In a speech delivered at the Recruitment and Retention Conference held in Austin, Texas, Tinto stated that for retention to grow, colleges and universities must focus on student education, and the conditions that support student education, and increased retention will follow.⁵ He goes on to say that although everyone is responsible for retention, faculty should become increasingly involved in efforts to enhance student persistence.

Tinto, in his presentation, addressed four conditions for student persistence. These include 1) faculty, administration, and anyone involved with students to hold high expectations of performance; 2) providing support, both academically and socially; 3) build in chances for involvement between students, faculty, and staff; and, 4) focus on learning by offering feedback and getting students involved in their own learning. He suggested cooperative/collaborative learning, learning communities, supplemental instruction, service learning, and classroom assessment as methods.⁶

Through the university's strategic plan, and by each division's and unit's plans, Texas Tech remains poised as never before to integrate an institution wide effort for student retention and graduation. Interdisciplinary efforts abound and more partnerships are encouraged by this endeavor. Research on market trends, state demographics and student profiles provide the background needed as Texas Tech prepares for an influx in enrollment.

The strategic plans of each unit, as well as the university's plan, list critical success factors that speak directly to efforts designed to improve retention at Texas Tech. Critical success factors represent the areas by which each strategic plan may be deemed effective or ineffective. These factors represent the benchmarks upon which the plans may be considered successful within a five-year period.

The Division of Enrollment Management's strategic plan enumerates several critical success factors associated with retention. These include 1) Increase freshman retention rate to 85% from the current 81%; 2) Increase the six-year graduation rate to 55%; 3) Increase by 1% each year the first-generation college student retention rate; and 4) Increase by 1% each year the diverse student population retention rate. The units within the division are responsible for defining and determining reasons for student persistence and student attrition. In addition, units involved

⁵ Tinto, V. (2001). Taking student retention seriously. Annual Recruitment and Retention Conference, Texas Higher Education Coordinating Board. Austin, Texas. June 19, 2001.

⁶ Ibid.

directly with student retention services are charged to enhance retention programs offered to students.

The Division of Student Affairs lists critical success factors geared toward student involvement, residence life and college adjustment. Alexander Astin's research shows that campus involvement represents one critical area for retention. Student Affairs' critical success factors that influence retention include 1) Increasing campus participation of multicultural student organizations in co-curricular activities by 10% per year (this also addresses the focus for diversity on campus); 2) Providing attractive on-campus housing to meet demand as enrollment increases; 3) Increasing the number of living/learning communities from the current seven offered, to 19 - including Freshmen Interest Groups ([FIGS] Currently, no FIGS exist); and, 4) using Red Raider Camp to help retain students from their freshman to sophomore year by focusing on associations formed at camp and by emphasizing school spirit.

The Office of the Provost developed a strategic plan to give the academic units a template to utilize in assisting with student retention. Some specific measurements on how this should occur includes 1) Promoting multiculturalism in academic offerings. This would assist in retaining a diverse student body; 2) Establishing and supporting programs that encourage more collaborative and interdisciplinary teaching and research; and, 3) Introducing a writing placement examination for all entering freshmen to assist in advising and proper course selection.

STUDENT SERVICES

Student Affairs will work with its departments to enhance student services and improve access to them in order to foster individual growth and development progressing to graduation. The journey from high school graduation to college graduation should be a continuous process of intellectual, emotional, and social, as well as spiritual, growth. It is important that we assess individual patterns of success and failure so that we may understand which students are maturing properly and which students are not.

The division will also offer programs through Parent Relations that help parents understand their role in the higher education process. It will stimulate student interest and involvement in the university through on-campus employment and learning strategies. The Division of Student Affairs will also work to instill the traditions and spirit of Texas Tech University in new students, particularly through such programs as Red Raider Camp.

FACILITIES AND OPERATIONS

It is anticipated that we can handle the extra students in classrooms by spreading classes into the late afternoon and evening and by scheduling existing rooms to capacity. Lab space will be a bit more difficult, especially if we need additional graduate research space. At present, the university expects to grow to just over 30,000 by 2006. Given the current inventory of classrooms, laboratories and research facilities, this enrollment figure is feasible provided that accommodations for increased faculty, staff and student parking be implemented.

FINANCIAL ANALYSIS

Some of the key financial factors that will influence our ability to achieve the enrollment goals set out in our strategic plan include increasing college costs, student financial aid programs and the ability/willingness of students and parents to pay. The results of our financial analysis indicate the following financial trends in Texas and elsewhere:

- ♦ Continued increased cost of tuition and fees.
- ♦ Projected increased enrollment over the next 15 years.
- ♦ Increased enrollment impact on physical space and faculty and staff needs .
- ♦ Increased FTE not proportioned to tuition and fees.
- ♦ Texas no longer low in tuition.
- ♦ Students working more impacting their ability to stay in school, make grades, and pursue graduate school (take less hours, longer in school, more debt incurred).
- ♦ Grant programs not keeping pace with rising cost.
- ♦ Increased student debt .

In addition, as our enrollment increases over the next five years, important decisions will need to be made to provide additional faculty and staff, academic classroom facilities, merit scholarships, technology enhancements, residence halls and parking. Given the prospect for static or reduced state funding, these will be challenging decisions, but ones that must be made if we are to maintain our present momentum. Having an enrollment management plan in place will help focus these discussions and provide a framework for reaching consensus.

UNIVERSITY STRATEGIC PLAN, 2007-2012

Overview of the Plan

Our university is at a defining moment in its history. We look to the future cherishing the best of our traditions developed over our 118 year heritage. We move into a future where student qualifications and performance become a focus; where faculty teaching and research skills are more critical than ever; where we hold each other accountable and integrity is a priority; where programs emphasize excellence; where our techniques for constructing knowledge take on new and innovative forms; where we address funding and resources in ways we never have before and where we relentlessly tell the story of a wonderful University.

Our Vision

While cherishing our rich heritage in teaching and service, we will place a renewed emphasis on research, innovation, and outreach. We will hold excellence as the standard for admission, performance, and graduation. We will be a university community of integrity that celebrates life-long learning, welcomes accountability and seeks to benefit society.

The Elements of Our Plan:

- We will attract, retain and value outstanding faculty and staff who are committed to student success, development of knowledge and service.
 - We will attract, retain and graduate outstanding students – committed to and capable of lifelong learning.
 - We will provide innovative, relevant and quality academic programs that meet student needs.
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- We will increase revenue from a variety of sources.
 - We will develop a single, pervasive message and image; market it using a global, multi-faceted strategy; and incorporate continuous evaluation to assure maximum effect and efficiency.
 - We will provide environments and delivery systems to enable students, faculty and staff, and the greater community to develop their capabilities, build understanding, increase knowledge, and expand service.

FACULTY/STAFF

We will attract, retain and value outstanding faculty and staff who are committed to student success, development of knowledge and service.

Objective 1: We will seek out and value input from faculty and staff on decisions affecting the future of the university.

Objective 2: We will ensure that faculty and staff salaries, for both current and new employees are highly competitive and at a level that will attract and retain outstanding individuals committed to the successful implementation of the vision, mission and values of the university.

Objective 3: We will reward faculty and staff who demonstrate excellence in teaching and recruiting, retaining, and graduating our students.

Objective 4: We will reward faculty and staff who demonstrate excellence in creative activity and scholarship in the form of grants, research, and publications.

Objective 5: We will reward faculty and staff who demonstrate a commitment to integrated/interdisciplinary teaching, research and scholarly activity, and service.

Objective 6: We will review and implement hiring practices that expedite recruiting quality faculty and staff.

Objective 7: We will provide programs and services that consider the wellbeing and professional growth of the whole person.

STUDENTS

We will attract, retain and graduate the best students – committed to and capable of lifelong learning.

Objective 1: We will develop and implement a coordinated and focused student recruitment program.

Objective 2: We will review, revise to strengthen, and enforce the admissions standards of the university. Criteria for admission will include class rank and entrance scores.

Objective 3: We will develop a comprehensive and coordinated new student orientation program.

Objective 4: We will institute a comprehensive campus-wide retention program.

Objective 5: We will provide coordinated, timely and relevant services to meet diverse student needs and interests.

Objective 6: We will increase graduation rates of students who are well prepared for successful careers and a meaningful life.

Bontrager, Bob . (2004). Strategic Enrollment Management: Core Strategies and Best Practices. *College and University Journal*, 79(4), 9 – 15 .
