



Strategic Enrollment Plan

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Strategic Enrollment Plan

THE UNIVERSITY OF TOLEDO

1. Introduction – Rationale and Use of this Plan

The recently developed Directions document provides excellent vision and direction for the University of Toledo. The Directions document is designed to provide directions across a wide range of areas: from undergraduate and graduate education to research to health care to outreach and engagement. Rightfully, it does not provide specific enrollment strategies. Therefore, it is extremely important that a more-detailed strategic plan be developed for the student enrollment aspects of the Directions document.

This Strategic Enrollment Plan provides a strategic roadmap for addressing the enrollment-related objectives outlined in the Directions document. It was developed by a writing team made up of members of the Enrollment Growth Work Group and the Executive Enrollment Management Council with the following fundamentals applied to each step of the planning process:

- Data and information driven recommendations;
- Wide participation in developing enrollment-related strategies and goals.

This plan must be a living document that continually specifies The University of Toledo enrollment-related goals, strategies, actions, and resources for at least a five year planning horizon. Therefore, it must be updated at minimum on an annual basis as additional analytic information becomes available and as the internal and external environments change.

The following plan provides the following:

- enrollment-related key performance indicators;
- specific enrollment goals for each year in the planning horizon;
- the key strategies that will be pursued;
- the actions and resources for achieving these enrollment goals; and
- the organization structure for managing, evaluating and modifying this plan.

The Executive Summary presented in the next section provides the next level of detail for this plan.

2. Executive Summary

As stated in the Introduction, the Strategic Enrollment Plan is a living document that will be continually updated with enrollment-related goals, strategies, actions, and resources for at least a five year planning horizon. This plan is the first edition in that process.

This Strategic Enrollment Plan is driven by The University of Toledo's mission, core values, and vision as well as The University of Toledo's Directions document. From these documents, the Executive Enrollment Management Council developed the key performance indicators (kpi's) that are outlined on pages 7-8 of this plan. These kpi's will be presented and monitored online for College access & review.

Certainly one of major themes of the Directions document and, therefore the key performance indicators, is enrollment growth. As a result, most of the planning effort has been dedicated to enrollment growth of traditional and non-traditional students at the graduate and undergraduate levels.

Since this data-informed strategic planning process began just six months ago, it became apparent that much work needed to be completed in order for the plan to be

- data and information driven, and
- supported by the entire University community.

Therefore, after taking time to fully understand what enrollment-related data and information the University already has and conducting a thorough situation analysis, planning is proceeding in three simultaneous tracks:

- Track A: New and enhanced actions to increase new student enrollment and increase retention for 2006 through 2008 academic years;
- Track B: Plans for further studies to support new student growth; and
- Track C: Plans to address infrastructure issues related with enrollment growth at the undergraduate and graduate levels.

Broad Strategies

For 2007-08 (Track A) the plan includes an exciting set of strategies that will provide immediate enrollment growth without any further analyses. These strategies include:

- For direct-from-high school students, enhancing personalized/customized recruitment, high school outreach efforts, and scholarship programs with an emphasis on students in the 21-24 ACT band. Prospective students outside this band will continue to receive the attention they currently receive.
- For transfer students, improving customer relationship management and cultivating opportunities with key feeder community colleges to increase transfer student enrollment.

- For non-traditional students, there will be a continued emphasis on improving customer service/delivery, cultivation of external feeders, and more aggressive marketing.
- For distance learning students, there will be an emphasis on academic program development, customer service delivery plan, and more aggressive marketing.

However, these strategies only represent the beginning of the five year strategic enrollment plan. These strategies will not sustain enrollment growth for the five year planning horizon. Further research must be undertaken in 2007-08 (Track B) in order to sustain the enrollment growth in a time of flat demographic projections and increased competition from other higher education institutions. These studies include the following:

- Commission market research regarding non-traditional students, employees, and employers in Northwest Ohio;
- Commission perception/image studies regarding prospective traditional-age students' views of UT;
- Create a retention steering committee, which will develop college retention goals and strategies;
- Evaluate opportunities for dual admission agreements with key community colleges while exploring, by college, the feasibility of developing additional opportunities for articulation agreements;
- Build a business plan for the development of additional Distance Learning courses and programs and the marketing of those programs; and
- Create a graduate enrollment steering committee to develop action plans to implement broad strategies and tactics associated with increases in graduate student enrollment. The committee needs to develop enrollment goals, make recommendations on operating budgets, and recommendations for equitable allocation of graduate assistantships. Academic program review processes, equitable revenue sharing models, and development of a college incentive system for enrollment growth must be addressed by the group.

Also, during 2007-08 the University must address a series of infrastructure issues related to enrollment growth (Track C). These issues include the following:

- Conduct capacity studies for various physical facilities, academic programs, extra-curricular programs, faculty and support staff;
- Refine the plan for incentive systems by college to promote enrollment growth (graduate and undergraduate) and relate to responsibility based budget resources; and
- Develop the four-year enrollment projection model by college to include revenue and cost projections.

More explanation of all these strategies in tracks A-C is contained on pages 15-18 of this plan.

Enrollment Projections

Based on the strategies outlined in Track A, enrollment projections are provided on page 14 of this plan. Please note the following:

- Within the next four to six years, our projection model forecasts an increase from 16,500 to 19,300 students, primarily from gains in full-time DHS and traditional transfer students, combined with modest retention gains.
- In addition to full-time enrollment gains noted above, we can achieve the goal of 20,000 students with an increase in part-time student enrollment through distance learning.
- Tuition pricing policies as dictated by the State of Ohio could impact enrollment projections, plus or minus.
- Graduate student enrollment projections are still to be determined as is noted in Track B.

3. The University of Toledo Mission, Vision, and Key Performance Indicators

This Strategic Enrollment Plan is driven by The University of Toledo's mission, core values, and vision as well as The University of Toledo's Directions document. This section of the enrollment plan outlines three important drivers for the planning process:

- The University of Toledo Mission Statement, Core Values, and Vision
- Directions: The University of Toledo
- Strategic Enrollment Plan Key Performance Indicators

The University of Toledo Mission Statement, Core Values, and Vision

MISSION STATEMENT

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

CORE VALUES

Compassion, Professionalism and Respect
Discovery, Learning and Communication
Diversity, Integrity and Teamwork
Engagement, Outreach and Service
Excellence, Focus and Innovation
Wellness, Healing and Safety

The complete Mission, Core Values and Vision statement are contained in appendix A of this plan.

Directions: The University of Toledo

This plan is driven by the first two objectives of The University of Toledo Directions document, and especially the following enrollment-related items:

- I. The undergraduate academic programs at UT will be regionally distinguished and highly ranked nationally. The undergraduate experience will provide exceptional student-centeredness and consumer-driven focus, which combine to ensure a personally satisfying and professionally relevant education.
- II. The graduate and professional academic programs at UT will be widely distinguished and highly ranked nationally. These programs will gain prominence for being exceptionally student-centered, consumer-driven, and career-focused with particular recognition for science, technology and professional studies.

The complete set of statements under these items is contained in Appendix B of this plan.

Strategic Enrollment Plan Key Performance Indicators

In addition to the University's mission, core values, vision and strategic directions, the enrollment plan is developed to optimize a critical set of key performance indicators (kpi's) related to enrollment. These kpi's are divided into four profiles:

Summary Profile

- Enrollment – Headcount
- Enrollment – FTE
- Revenue – Net

Enrollment Profile

- Inquiries
- Applications
- Matriculations
- Overall Retention Rates
- College Retention Rates
- Graduation Rates
- Feeder Schools
- Ohio County Feeder Patterns
- Competitors win/loss ratios

Student Profile

- Academic Profile
- Ethnicity
- Gender
- Geographic Diversity
- Student Satisfaction
- Student Engagement

Fiscal Profile

- Revenue – Tuition & Fees
- Revenue – State Subsidy
- Revenue – Auxiliary Income
- Scholarship Expenditures
- Graduate Assistantships
- Discount Rates

- Employee Tuition Waivers

Procedures will be developed to monitor each of the Key Performance Indicators for:

- Traditional undergraduate students;
- Non-traditional undergraduate students; and
- Graduate students.

4. Situation Analysis Overview

The planning committee performed a thorough situation analysis in order to identify realistic enrollment goals and strategies that have high probabilities for success. This analysis involves studying such items as UT's strengths and opportunities, its challenges and threats, demographic trends in traditional college cohorts, environmental factors that affect non-traditional student enrollments, competition analyses, price sensitivity analyses, new market potential analyses, and recruitment, admission and retention data for various cohorts.

The complete situation analysis is provided in the appendix. Some of the highlights of this analysis are listed below:

Strengths and Opportunities

The following are University of Toledo strengths and opportunities that we may want to exploit in our enrollment strategies:

(Note: the following are examples)

- UT has opportunities to recruit significantly more Ohio DHS students with ACT 21-24 for the following reasons:
 - These students typically do not receive personal and customized attention in the recruitment process;
 - These students typically do not receive institutional scholarships; and
 - Ohio State no longer admits these students.
- UT has opportunities to retain and graduate additional traditional students for the following reasons:
 - By attracting more students with ACT 21 and above, retention and graduation rates should increase. (See retention by ACT range data on page x and y.)
 - By implementing more personalized and customized approaches to student retention.

Challenges and Threats

The following are University of Toledo challenges and threats that must be addressed and managed in our enrollment strategies:

- For Ohio and surrounding states (except Indiana), the numbers of high school graduates are relatively flat and will begin to decline in 2009. Therefore, the competition for DHS students will increase significantly because all colleges and universities are aware of these projections.
- Even though Indiana is projected to have a slight increase in high school graduates during the next 5-10 years, these students are offered attractive financial incentives to attend colleges in Indiana.
- The retention and graduation rates of out-of-state students are typically lower than those for in-state students. For example, the current first year retention rate for UT out-of-state students

(not including Monroe county Michigan) is 62.1%. Cost and geography may be significant issues associated with the retention rate.

- The lack of resources to develop the recruitment and admission systems for graduate students.

Data Analysis Priorities for 2007-08

In order to ensure long-range enrollment success for The University of Toledo, we must continue our commitment to providing data-informed enrollment strategies and projections. The following are the priorities for data analyses for 2007-08:

- Assess new scholarship program;
- Utilize predictive modeling through HCRC to maximize inquiry qualification;
- Utilize HCRC & ACT-EIS to identify high schools that will provide the best enrollment opportunities;
- Conduct a comprehensive analysis of retention rates for out-of-state students to attempt to quantify why the retention rate is lower than in state retention rates;
- Utilize market research information on non-traditional students in NW Ohio;
- Commission research study with regard to understanding the needs of local businesses and expectations of UT that would further relationships with employers and improve employment opportunities; and
- Commission perception/image studies regarding prospective traditional-age students' views of UT; survey prospects, current students, non-matriculated students.

5. Planning Assumptions

The following is a list of planning assumptions that were made by the Executive Enrollment Management Council while it was developing this plan.

- The major planning assumption is that The University of Toledo
 - wants to grow the number of incoming students during the next three years to a higher level of enrollment while maintaining or improving the academic profile of incoming students. This increase of new students in combination with normal retention and graduation rates will cause total enrollment to increase for approximately seven years;
 - wants to begin to significantly raise the academic profile of its incoming students soon after the three year increase in the numbers of incoming students; and
 - wants to continue to maintain a campus of rich diversity.
- In making undergraduate enrollment projections, it was assumed that target numbers of new undergraduate students could be met within a reasonable variance. In reality, this will be possible only with a more flexible and more holistic admissions process. Without this flexibility, the projected enrollments for undergraduates are highly suspect.
- Fixed admission criteria and State mandated admission requirements can impact the ability to reach enrollment goals.
- When the appropriate information was not available during the planning timeframe,
 - an action step is identified to collect critical information for the next iteration of the plan; and
 - the recommended strategies are deemed to be “safe” either because they are not dependent on the missing information or they form a foundation for strategies that do depend on the missing information.

6. Organization Structure for Management of the Plan

This plan requires the approval of FSLT. Once it is approved, then the following organization structure takes effect in order to successfully implement, monitor, evaluate, and modify the plan. The Associate Vice President for Enrollment Services and the Executive Enrollment Management Council are responsible for the following:

- Develop and implement monitoring procedures for each key performance indicator that is identified in this plan;
- Develop and implement monitoring procedures to evaluate the effectiveness of each broad strategy identified in this plan;
- Provide periodic progress reports regarding the plan and its effectiveness to FSLT; and
- Develop a revised Strategic Enrollment Plan each year based on the new information that was obtained during the previous year, as well as the identification of desirable new strategies. This annual updated plan requires the approval of FSLT before implementation of the revised plan can begin.

In addition, the Associate Vice President for Enrollment Services is responsible for developing, implementing, and evaluating short-range enrollment-related plans that are within the broad strategies identified in this plan.

The organizational structure for Enrollment Management would be restructured to create a condensed EEMC that would work in collaboration with the FSLT and Associate/Assistant Dean's Council. This restructuring would include:

Create an EEMC steering committee chaired by a College Dean, with membership to include: VP for Enrollment, Marketing, and Communications, Senior VP for Finance & Strategy, Associate VP for Enrollment Services, and Vice Provost, and Dean of the Graduate College. This group would meet bi-weekly to discuss topics and create agenda items to be discussed at the President's Thursday Senior Leadership meetings.

AVP will regularly attend the meeting of Associate & Assistant Dean's to keep them informed and solicit feedback on agenda items to be discussed at the President's Senior Leadership meetings.

During the first year of the merged institution, Enrollment Services' reporting structure was shifted from the Office of the Provost to the newly formed Office of Enrollment, Marketing, and Communications. This positional change was predicated on the concept that substantial enrollment growth could best be attained through a merger with Marketing and Communications. At the time of this report, applications and acceptances are running 15% ahead of last year. It is projected that new student enrollment (DHS + Transfer + Adult) for fall semester 2007 would surpass fall 2006 in excess of 500-600 students. Based on this projected growth, coupled with the overall strategies recommended in this four- to five-year enrollment plan, the committee recommends the continuation of the present merged organizational structure for Enrollment, Marketing, and Communications.

The successful implementation of this plan and the attainment of the enrollment goals are dependent on the full participation of many individuals beyond the Associate Vice President and the Executive Enrollment Management Council. The strategies that address university-wide participation are extremely important to the overall success of the plan.

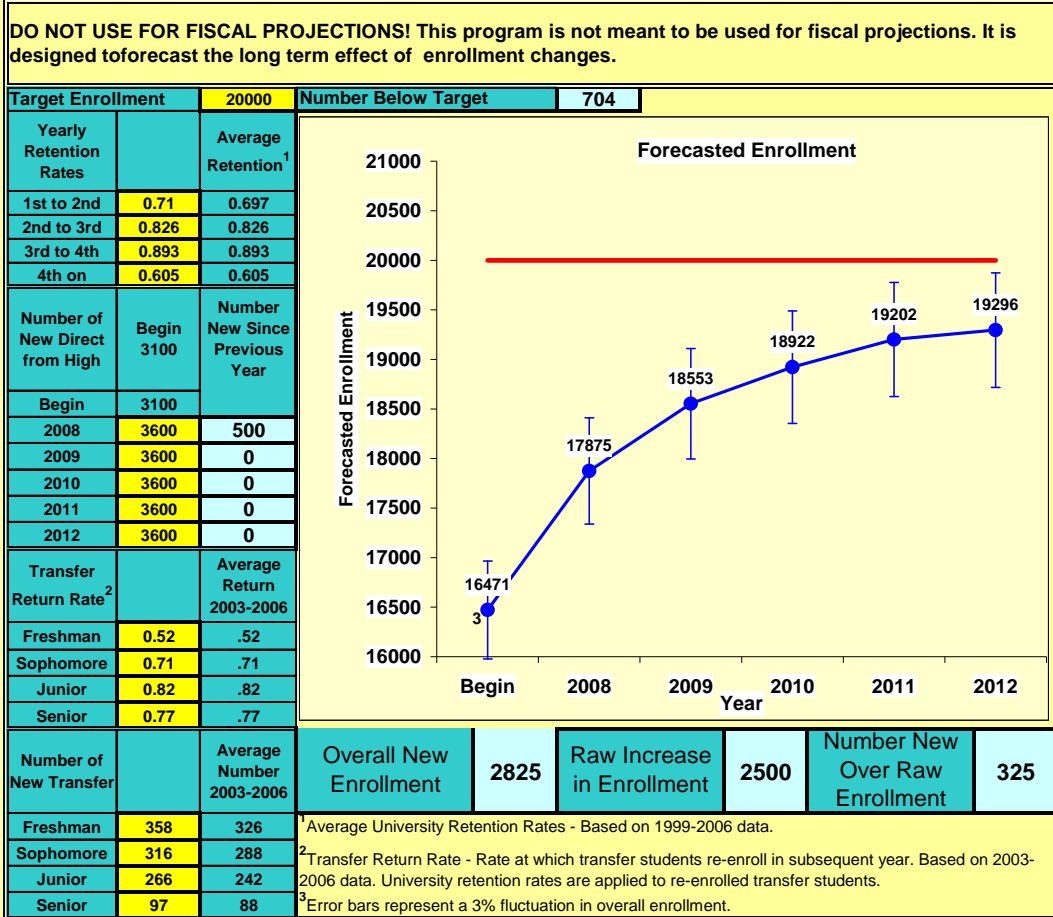
7. Enrollment Goals and Projections

In order to conceptualize the ability to reach our goal of moving undergraduate enrollment to 20,000 students, Institutional Research has developed an Enrollment Forecasting Model. The model is intended for enrollment forecasting only and not designed for revenue projections. Historical data regarding enrollment and retention statistics have been incorporated into the model. The projection model is a “living” model into which we can enter variables and the model will project enrollment accordingly.

The model contains variables to drive forecasting scenarios. Those variables include:

- Entering freshmen - Entering transfer students by grade level - Retention rates by grade level

This model is to be considered as a “first generation” model. We are exploring the concept of expanding the model to have college-specific forecasting capabilities and revenue-specific forecasting capabilities. With significant DHS gains, combined with modest retention improvement, and a modest gain in the academic profile/ACT composite, the model projects enrollment reaching 19,300. With continued emphasis on tactics to increase transfer and DL students, the model forecast would reach 20,000 students. A model needs to be developed to forecast graduate enrollment.



8. Key Enrollment Strategies

The key enrollment strategies that are presented in this section are meant to be broad strategies that will drive the enrollment plan. The tactics and action plans that support these strategies are presented in Section 9 and the Appendix. The strategies are presented in three tracks:

- Track A: New and enhanced actions to increase new student enrollment and increase retention for 2006 through 2008 academic years;
- Track B: Plans for further studies to support new student growth; and
- Track C: Plans to address infrastructure issues related with enrollment growth at the undergraduate and graduate levels.

Track A represents the strategies that are already being implemented or will be undertaken immediately during the 2006 to 2008 timeframe. These strategies are already paying dividends for fall 2007 new student enrollment and will be providing even more increased enrollment for fall 2008 enrollment and beyond. The expected increased enrollment for these strategies is reflected in the enrollment projections presented in Section 7.

However, these Track A strategies represent only the beginning of the five year strategic enrollment plan. They will not sustain enrollment growth for the five year planning horizon.

Track B strategies represent important research and further studies that must be undertaken in 2007-08 in order to sustain the enrollment growth in a time of flat demographic projections and increased competition from other higher education institutions.

Track C strategies represent the need for further studies into a series of infrastructure issues related to enrollment growth; issues related to academic program, human resource, and physical facility capacity, as well as funding for enrollment growth issues.

KEY ENROLLMENT STRATEGIES

A. NEW OR ENHANCED ACTIONS TO INCREASE NEW STUDENT ENROLLMENT AND INCREASE RETENTION FOR 2006 THROUGH 2008 ACADEMIC YEARS

Broad Strategy: Conduct a personalized/customized recruitment campaign with emphasis on students in the 21-24 ACT band. A significant increase of these students will positively impact student retention and academic profile.

Tactics:

- a. Strategically utilize scholarship dollars in a quantitative approach with annual reassessment.
- b. Target geographic expansion in high schools with greatest potential for growth.

- c. Utilize predictive modeling tools including ACT-EIS and PUMA census data to assist with prospect qualification.

Broad Strategy: Increase transfer population with greater attention to the personalization of recruitment messages and developing a systematic customer relationship management system.

Tactics:

- a. Intensify teleteam efforts with internal staff and selective external outsourcing.
- b. Improve coordination of communication with college recruiters and academic advising to improve Transfer Credit Evaluation (TCE) process to enhance personalization and improve turnaround time.
- c. Utilize Banner capabilities to maximize personalization with inquiries and applicants while reducing incomplete admissions application files.
- d. Execute dual admissions agreements, while exploring by college, the feasibility of developing additional opportunities for transfer articulation agreements with select community colleges.

Broad Strategy: Increase non-traditional student population with greater attention to the personalization of recruitment messages and developing a systematic customer relationship management system.

Tactics:

- a. Cultivate relationships with NW Ohio employers to provide the appropriate educational programming to enhance employees' value to the organization.
- b. Implement and enhance a "one stop" concept for enhanced customer service.
- c. Work in collaboration with colleges to provide necessary certificate programs and appropriate bundling of academic programs.

Broad Strategy: Increase Distance Learning (DL) student population with greater attention to the personalization of recruitment messages and developing a systematic customer relationship management system.

Tactics:

- a. Utilize market research to identify niche academic programming.
- b. Work in collaboration with academic departments to convert existing courses to a DL format consistent with identified niche academic programs.
- c. Develop a sophisticated CRM program to convey information efficiently to inquiries and strive toward "real time" message communications.
- d. Implement strategic marketing initiatives with particular emphasis toward growth of out-of-state part-time enrollments to capitalize on scholarship out of the surcharge.

Broad Strategy: Create overall enrollment strategies that have special emphasis on use of data to customize messages.

Tactics:

- a. Utilize market research to identify niche academic programming.
- b. Work in collaboration with academic departments to convert existing courses to a DL format consistent with identified niche academic programs.

Broad Strategy: Maximize the capability of the Enrollment Services components of the newly implemented Banner system.

Tactics:

- a. Review all enrollment components of Banner to determine if additional components need to be acquired.
- b. Special emphasis needs to be placed on data tracking and enhancing the personalization of correspondence to prospective students.

Broad Strategy: Reconfigure the structure of Executive Enrollment Management Council (EEMC) to provide input and direction to key enrollment topics, while best utilizing the time and efficiency of senior management.

Tactics:

- a. Create an EEMC steering committee chaired by a College Dean, with membership to include: VP for Enrollment, Marketing, and Communications, Senior VP for Finance & Strategy, Associate VP for Enrollment Services, and Vice Provost, and Dean of the Graduate College. This group would meet bi-weekly to discuss topics and create agenda items to be discussed at the President's Thursday Senior Leadership meetings. The College Dean serving as Chair would convey information to the Dean's Council.
- b. AVP will regularly attend the meeting of Associate & Assistant Dean's to keep them informed and solicit feedback on agenda items to be discussed at the President's Senior Leadership meetings.
- c. Enrollment Management should continue to function in combination with Marketing and Communications to capitalize on the ability to customize and deliver recruitment messages while utilizing market research data.

B. PLANS FOR FURTHER STUDIES TO SUPPORT NEW STUDENT GROWTH

1. Commission market research regarding non-traditional students, employees, and employers in NW Ohio; focus on academic programming/certificate needs; determine most desirable method of education delivery (accelerated format). Commission research study with regard to understanding the needs of local businesses and

expectations of UT that would further relationships with employers and improve employment opportunities.

2. Commission perception/image studies regarding prospective traditional-age students' views of UT; survey prospects, current students, non-matriculated students.
3. Create a Retention Steering Committee (RSC), which will develop college retention goals and strategies leading to an overall University retention and graduation goal for undergraduate and graduate students. The RSC will create project teams per College to study and make individual recommendations by College to the RSC. Special emphasis will be placed to determine why retention rates for out-of-state students are lower compared to retention rates for Ohio residents.
4. Develop broad strategies regarding articulation and dual admission agreements.
5. Build a business plan for the development of additional Distance Learning courses and programs and the marketing of those programs.
6. Create a graduate enrollment steering committee to develop strategies and tactics to improve the delivery of customer service via increased staffing, personalization, turn-around time, improved information flow between programs and graduate college office; intensify marketing of Master's programs appropriate for the local community, and improve accessibility for working adults; and resolve issues associated with a decentralized vs. centralized organizational structure.
7. Develop some form of assessment system/tools to evaluate the success of the various strategies, and to function as a guide for future strategies.

C. PLANS TO ADDRESS INFRASTRUCTURE ISSUES ASSOCIATED WITH ENROLLMENT GROWTH AT THE UNDERGRADUATE AND GRADUATE LEVELS

1. Develop a detailed capacity study plan for all campuses including:
 - a. Classroom/laboratory space;
 - b. General education course capacity/offerings;
 - c. Housing capacity;
 - d. Analysis of optimal personnel/staffing for student service areas;
 - e. Analysis of college capacity to grow student enrollment or enrollment limitations per college;
 - f. Capacity and budget for Distance Learning.
2. Refine the plan for incentive systems by college to promote enrollment growth (graduate and undergraduate) and relate to responsibility based budget resources.
3. Develop the four-year enrollment projection model by college to include revenue and cost projections.

9. Action Plans

The key enrollment strategies listed in section eight will require the development and implementation of Action Plans. These plans will include:

Quick summary of strategy/tactic

Implementation schedule/timeline

Steps associated with the action plan

Individuals responsible for completion of the action steps

Appendix D will be populated with the appropriate Action Plans.

Appendix A

The University of Toledo Mission Statement, Core Values, and Vision

MISSION STATEMENT

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

CORE VALUES

Compassion, Professionalism and Respect: Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor.

Discovery, Learning and Communication: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning.

Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard.

Engagement, Outreach and Service: Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events.

Excellence, Focus and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility.

Wellness, Healing and Safety: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

VISION

The University of Toledo will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.

Appendix B

Directions: The University of Toledo

This plan is driven by the first two objectives of The University of Toledo Directions document, and especially the following enrollment-related items:

The undergraduate academic programs at UT will be regionally distinguished and highly ranked nationally. The undergraduate experience will provide exceptional student-centeredness and consumer-driven focus, which combine to ensure a personally satisfying and professionally relevant education.

The University will pursue the following strategies to attain this goal:

1. Develop policies and align resources to increase the undergraduate population to at least 20,000 students, with enrollments that match labor market needs and student demands, consistent with high quality and financial viability.
2. Develop and implement innovative ways to integrate the knowledge and skills of STEM² (Science, Technology, Engineering, Mathematics and Medicine, as defined by federal and state legislatures) and related disciplines with liberal arts and broader humanistic traditions.
3. Strengthen the general education curriculum to emphasize university-level skill proficiency and a shared core experience. We will also enhance the relevance of the core to professional, science and technology programs.
4. Implement innovative ways to integrate science and technology literacy throughout the curriculum as a pathway to full societal participation.
5. Strengthen relationships between students and faculty through an increased commitment to student-centeredness.
6. Develop selected degree-completion and certificate programs, both for transfer students and for nontraditional students, based on a careful analysis of regional economic needs and in collaboration with employers and two-year institutions.
7. Engage students across all academic disciplines in student-centered learning and provide meaningful opportunities to work with faculty mentors in conducting, presenting, and publishing scholarly, creative and scientific research.
8. Employ the principles of engaged adult learning throughout the undergraduate programs.
9. Establish college-specific selective admission standards in all colleges and innovative admission criteria where appropriate. We will establish a portal of entry and an educational process for students not meeting selective admission standards. The University also will support undecided students, those in individualized programs, and students with majors spanning multiple academic units.

10. Develop a reputation for successful programs, cultures and tools supporting the lifelong learning of our students, faculty, staff and alumni through effective and accessible advising, exemplary mentorship and advanced information services.
11. Advance the scope and effectiveness of our distance learning and educational information technology. We will develop cutting-edge electronic communities for undergraduate student learning and research.
12. Build on areas of excellence across disciplines to develop startling interdisciplinary collaborations and synergies leading to new innovative programs and majors.
13. Enhance student success and retention activities, including programs for supplemental instruction, tutoring, living and learning communities, first-year experience, and mentoring by peers, faculty and community.
14. Increase opportunities for service learning, co-ops, internships, international and other real world experiences across all disciplines.
15. Expand the utilization of clinical/professional faculty in appropriate undergraduate disciplines focusing on the combination of teaching, applied research and community engagement.

The graduate and professional academic programs at UT will be widely distinguished and highly ranked nationally. These programs will gain prominence for being exceptionally student-centered, consumer-driven, and career-focused with particular recognition for science, technology and professional studies.

The University will pursue the following strategies to attain this goal:

1. Develop policies and align resources to increase the reputation of and enrollment in graduate and professional programs based upon quality and a careful analysis of investment return and market demand.
2. Expand existing and add new graduate level programs in STEM² areas, professional schools and other academic disciplines that demonstrate the ability to grow and be self-sustaining through enrollment and/or external funding.
3. Engage faculty and students in a thriving entrepreneurial environment.
4. Integrate the University and the community to an unprecedented degree by seeking real world experiences and mentorship. Refine and strengthen relationships with regional, national and global institutions to align and strengthen educational objectives and outcomes.
5. Develop a strong student-centered infrastructure that will attract graduate students of the highest caliber, through such means as graduate research and teaching assistantships, postdoctoral fellowships, scholarships and grants.

6. Strengthen internal alignment between undergraduate, graduate and professional programs. Our undergraduate programs will be seen by current and prospective students as a preferred portal to our graduate and professional degrees.
7. Achieve pre-eminence through the sponsorship of high-profile conferences and events, as well as through leadership in professional organizations and scholarly publications.
8. Employ the principles of successful adult learning throughout the graduate degree and professional career programs.
9. Advance the scope and effectiveness of our distance learning and educational information technology. We will develop cutting-edge electronic communities for graduate student learning and research.
10. Expand the utilization of clinical/professional faculty in appropriate graduate disciplines focusing on the combination of teaching, applied research and community engagement.

Appendix C

University of Toledo Strengths, Challenges, Opportunities and Threats

DHS and Traditional-age Transfer Students

Strengths/Opportunities	Weaknesses/Challenges/Threats
UT/MUO merger	Capacity limitations
Wide selection of programs	Pathway programs
Community support - internal & external	Academic programs
Academic programs - national recognition	Inadequate film classroom space
Pharmacy	Lack of Nursing faculty
Engineering	Nursing - 3.0- Students not Making the Program
Business (niche programs such as Sales)	Demographics
Law	Job placement in field of study - check random sampling
Nursing (High on State Boards)	Check by College
Health related programs	Check through Alumni Association
Art - Museum relationship / NASAD	Classroom Capacity
Research opportunities	Capital Plan
Programs with practical experiences	Scheduling of classes by time of day
Intern/Co-op	Incoming students - four locations
Distance Learning	Need to negotiate multiple campuses
Recreation Center	Compare student satisfaction of diverse populations
Student centeredness	Growth vs. planning resources
Honors program - university & departmental	Transfer students with high GPA may bump placement of current NSG students
Flexibility in academic programs	Need to Increase wireless capabilities (currently 29%)
i.e., Study Abroad, work experience, SL, research	Classroom technologies lacking
Diversity Programs	Students of color satisfaction lower but closing gap
Supplemental instruction / Learning Enhancement Center	First year retention by certain geographic markets are below average
Marketing & Enrollment Services merger	i.e., Cuyahoga County & out-of-state
Opportunities with students having 21-24 ACT scores	Prospective Students' Perception of Safety
College recruitment plans	Crime statistics
Bachelor of Applied Organizational Technology program	Satisfaction surveys
Retention of students unable to make GPA requirements of intended major	Perception Toledo
Special "Linkages" to graduate programs - limited but important	Concurrent enrollment leads to loss of UT credit hours
Job Placement (varies)	OBOR regulation
Increasing Capacity for Growth Programs	Possible changes - remedial education
Cost Estimator	Core curriculum challenges
0% Tuition Increase	Budget cuts

Financial Aid	Delay of faculty hiring plan
Community colleges - capitalize on 2+2	
Residence hall buildings	
Out-of-State recruitment surcharge scholarships	

Non-traditional Students

Strengths/Opportunities		Weaknesses/Challenges/Threats
Relationships with community college partners		Bring more degree programs totally online
DL - perception/academic reputation		Expand/build relationships with employers/hospitals - expand outside Toledo area
Experienced UT faculty		Expand inventory of businesses
DL Infrastructure		Perception: "not adult friendly"
Academic programs that can be completed online		Need to improve communication among internal constituents to enhance service
College of Nursing		Streamline admissions process
Adult Liberal Studies		Threats: Lourdes, Heidelberg, Tiffin, Spring Arbor, Siena, Owens
Associate Degree, Business Technology		Retraining opportunities for downsized auto workers and others
Master of Liberal Studies		List of Toledo employers
Graduate Certificate - Communications		Relationships with employers
Workplace Credit programs		Reimbursement - flexibility with employers on deferred payments
Removed out-of-state surcharge		Get to know employers' policies
CLEP policies are liberal		Marketing resources
Market to online HS population		Systematic communication with prospects
2+2 articulations strong		Identify market niches for DL or other academic programs - differentiate
Online orientation for non-traditional/DL		Take more programs to off-campus site locations
Stacking courses - build the relationship		Mode of delivery for DL
Course bundling		Web vs. Synchronized
Blended courses		Scott Park Campus appearance
Collier Building on HS Campus		Web based advertising
Health Education Building		Community college newspapers
ESC Language Institute		Web "friendliness" for non-traditional/DL
American Language Institute		Billing flexibility
Military Service Center		Monthly payments - grad programs
Strengths/Opportunities		Weaknesses/Challenges/Threats
Military audience/deferred payments		Better marketing of Installment Payment Plan
Build relationships with Military		Needs analysis for weekend programs
Can take classes while on duty		Accelerated programs
Office at The Source		Technology in classroom
		Identify DL only

	Enhance system for module related courses
	Registration challenges
	Graduate level and international grads
	Advising for DL
	Online student satisfaction surveys
	Formal adult needs analysis
	Student satisfaction - what is important?
	Need support services to accommodate more non-traditional students
Strengths/Opportunities	Weaknesses/Challenges/Threats
	"Process Review"
	Student satisfaction surveys - non-traditional
	Tuition for Associate Degree vs. community college
	Identify traditional aged students who function in non-traditional environment
	Promote certificate programs
	Adult friendly classrooms and hours of courses
	Once-a-week format
	Assigned classroom times a challenge
	Cost estimator expanded to non-traditional, independent students
	Non-degree enrichment courses
	Remedial offerings via non-traditional or DL
	Office of Accessibility
	Need to improve communication to prospective students regarding available services
	Needs:
	List of all employers in Toledo area
	Offer tuition reimbursement?
	Build relationships
	Student Satisfaction/importance for non-traditional and DL students
	Adult Needs Analysis

Graduate Students

Strengths	Opportunities	Weaknesses/Challenges/Threats
UT/MUO merger	Students needing courses to maintain licensure	Lack of assistantships
Collaboration in research & curriculum	DL courses/programs	Resources/policy issues with continuing education
Wide selection of programs	Certificate programs	Visibility, marketing
Loyal/satisfied alumni seeking further degrees	Fast track app	Capacity issues
Alumni in community	Partnership with	Students not making progress
Library resources	business/education/health organizations	Increase in available online Master's Degrees elsewhere
Support to faculty		Lack of career services
Research opportunities		Funding for grad programs generally lose money, esp. Ph.D.
Distance Learning		Faculty resources for new programs
Cohort programs		International students
Job placement/enhancement		Inter-university agreements
Unique programs, e.,g., DMP, SISS, etc.		Low yield
Connections with undergraduate programs		Availability of DL
Diversity of students		Diversity of cultures
Willingness to change/improve		Where's the market?
		Forming relationships with embassies
		State funding decreases
		Cost structure of DL to colleges
		Competition from private schools who undercut costs
		Engineering desire for tuition scholarships
		Multiple step application process
		Timely availability of information

Appendix D

Action Plans