Pathway Goal: Student Achievement   Report: Year-End: May 2018
Action Item #: 2-1 (UG)

Action Item Description:

Further development of comprehensive undergraduate and graduate recruitment plans.

Submitted By:

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<th>Name</th>
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<td>Michael Sauer</td>
<td>Enrollment and Student Services</td>
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Working Group Members:

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<td>Enrollment &amp; Student Services</td>
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Process and Timeline: Provide a brief summary of the year-long process for your working group.

- The Office of Admissions will continue to enhance/improve the initiatives currently in place.
- Admissions to partner with the MyUNLV team to build out our CRM, Salesforce. Upon completion, dramatic improvements can be made to all strategies being employed throughout the Admissions cycle.
Describe what has been accomplished so far this year.

The Admissions Office continues to work to make improvements in our existing processes and procedures. Attached are two plans that have been developed. The first document is planning with existing resources to address high ability recruiting. The second plan addresses recruitment of multicultural student recruiting.

Enrollment and Student Services has made modest improvement in building out the CRM. A budget request was submitted to request resources in order to do this and as of this date the budget request has not been funded. Current staff continue to work on this initiative as time permits.

Identify next steps.

We brought Dr. Gordon Chavis, AVP Enrollment Management at the University of Central Florida for a consulting visit in early December 2017. He will be submitting a written plan that we will evaluate and then work on this plan.

What will your final product be at the end of the year? Such as, what metrics which will be used to assess your progress/achievement, will a report be generated, etc?

This will be determined by the report from Dr. Chavis previously mentioned.

You may have reference material to attach to this report. Select from the list.

☐ No additional reference material

OR

☒ Any material generated by this working group (if completed at this time)

High Ability Recruitment Initiatives
Multicultural Plan

Additional information to include (optional).

Click here to enter text.

End of Mid-Year Report
Remainder of the report will be completed in May.
2017-18 Accomplishments.

The Office of Undergraduate Admissions will continue to enhance/improve the initiatives currently in place.

The Undergraduate Admissions Office will continue to partner with the myUNLV team to improve our use of Salesforce for recruitment and application follow-up. Salesforce Developments and Enhancements in support of Admissions initiatives this past semester include:

- **Completed an overall platform upgrade to Salesforce Lightning Experience.**
  This platform upgrade allowed us to fully leverage all newly released functionality from Salesforce and greatly improves the Salesforce user experience. Specific improvements delivered to Admissions include:
    - Improved user experience on standard Salesforce pages through the configuration of Lightning Pages. Careful configuration of these pages allowed us to ensure Admission Counselors and Managers were working on a tool that is easy to use and intuitive.
    - All Lightning pages are mobile ready, so Admission Counselors and Managers can now easily access their Salesforce data on their mobile devices.
    - Object-based List Views allow Admission Counselors and Managers better access to their data and greater ability to filter, sort and analyze data in the system without writing reports or formulas.
    - Admission Counselors and Managers can now send List Emails from Salesforce based on filtered Lead or Contact lists. This allows them to more quickly and effectively communicate with their students through the recruitment cycle.
    - Created a new Lightning Community for auxiliary Admissions users (student workers and admins). The Lightning Community is fully customizable and allows for us to provide a tool that is easy use and streamlined with standard business processes.
• Completed a full implementation and release of the Salesforce Leads Object including,
  o Configuration and customization of the Leads object to better collect, qualify, store and process all new prospective student (Leads) data.
  o Configuration of system tools to that allow for quick, accurate collection of Lead data at all initial points of contact including walk-in, phone call, email and Lead Card submission.
  o Revision the self-service Event Registration system to allow Leads to register for all admissions events.
  o Design and development of the new Request for Information (RFI) web form, based on industry best practices, that allows for the quick, easy collection of Lead data from a variety of UNLV websites.
    ▪ With the new RFI we included the option to submit the form as a parent or counselor allowing us to better segment our population of Leads created from the RFI and communicate appropriately based on lead type.
    ▪ Also with the RFI, we simplified the Create Profile step that is required to start and submit an application. Since we are collecting RFI data incrementally, through the initial and secondary RFI pages, we were able to reduce the required fields on the Create Profile page to 5 – making it much quicker to create a profile and start and application.
  o Creation of an automated the data load process that uses Cast Iron to quickly and seamlessly load data into Salesforce from a wide variety of sources (including name purchases, standardized test score submissions, college fairs, etc.). This process has greatly improved the time it takes to load in data from external sources and thus allowing admissions to quickly communicate and start recruiting prospective Leads.
  o Developing an automated duplicate Lead identification and merging process that ensures the quality of Lead data loaded or entered in the Salesforce system.
  o Design, development and implementation a comprehensive, customized Lead Scoring process that calculates a total lead score based on personal attributes and engagement. The lead score provides Admissions with a means to qualify, rank and prioritize how leads (prospective students) are “worked” through the admission process. With the lead score, admissions are able to better understand where to focus their attention and resources and more effectively recruit highly qualified prospective students. The lead scoring process also provides additional data to further customize communication based on a prospective students’ interest or qualifications and better predict if a prospective student is likely to apply or enroll.
  o Development of an automated lead conversion process based on a lead score threshold that seamlessly converts leads to contacts once the designated threshold is met. This process also includes a comprehensive duplicate identification and merge process that ensures data quality is maintained.
• Guided the Admissions team through a business process redesign to fully utilize the collaboration (Chatter) and activity (Tasks/Enhanced Notes) tracking tools within Salesforce.
  o These tools allow for tracking of engagement activities and improve staff collaboration and communication as it relates to prospective students.
• Completed the full Common Application implementation.
  o Included developing and implementing the Common Application and establishing an end-to-end, seamless integration from Common Application to PeopleSoft through Salesforce.

• Created an entirely automated method to assign Contacts (qualified prospects) to the appropriate Accounts.
  o Prospective students are subsequently assigned to the appropriate admission counselor.
  o Admissions Counselors may now easily and efficiently track the number of students in the pipeline and progress toward goals through a personalized dashboard. A conversion project was completed to assign all historical contacts to the appropriate account as a final step in this process.

• Developed and implemented Lightning for Gmail, a Google Extension that integrates Salesforce in with Gmail.
  o This allows Admission Counselors and Managers the ability to create Leads and Contacts from Gmail messages and relate Gmail messages to existing Lead and Contact records.

• Established the Role Hierarchy
  o Hierarchy allows for the creation of improved manager and team reports and dashboards based on the established Admissions staffing structure.

• Established a process that allows applicants and admits to defer their admission application through the online application.

• Completed numerous Salesforce Marketing Cloud Enhancements, including:
  o Implemented a process that routes prospective students (leads and contacts) through an improved sequence of communication paths. This process enables us to route subscribers through a more dynamic decision engine that enhances our ability to deliver timely and relevant communications to individuals based on their personal attributes and behaviors.
  o Created and revised email content based on industry best standards to better engage and communicate with prospective students through the earliest part of their recruitment journey.
    ▪ Revised and redesigned the existing Prospect Journey emails based on industry best standards, including implementing Welcome Emails that deliver slightly different messages based on how a Lead enters the Journey. This allows us to tailor communication and content to new prospective students based on their behavior and personal attributes, further personalizing their communication with the institution.
    ▪ Redesigned all event communications utilizing new design tools and methodologies to improve event registration and attendance.
MyUNLV Development and Enhancements in support of Admissions initiatives:

- **Completely revised the MyUNLV New Student Orientation modification.**
  - Part of our ongoing efforts to improve the orientation process and experience for students. This included leveraging PeopleSoft Activity Guides to support business processes and enhance usability.

- **Fully integrated Veterans Data from the Salesforce Application into the MyUNLV system.**
  - Provides improved support for the Veteran community, including creating specialized NSO processes for the new Veterans.

- **Currently developing an automated process for reevaluating final transcripts for tentatively admitted students.**
  - This automation will to improve processing time and efficiency within the Admissions Operational processing team.

The Office of Undergraduate Admissions continues the refinements that were initiated several years ago, and each year, continued progress is made in reaching our long-term goals across the early outreach, recruitment and reinforcement branches of our office.

A paradigm shift has been made to one of being completely student centric in all of our initiatives and we continue to make needed improvements in how we engage students with our technology as well. This is on-going and long-term due to the complexities of our CRM, SalesForce and our application platform, PeopleSoft. Advances do continue to be made.

Early Outreach progress has been extraordinary, meeting all Gear Up related goals as well as hosting over 400 elementary and middle school group visits throughout the year. A new position has been established that is dedicated to the programming aspects of early outreach as well as student development of all of our student employees (early outreach, recruitment and NSO/reinforcement). Plans are in place to offer tours that are designed specifically for all grades 6-9 and to provide specific dates and times when such tours are offered throughout the year.

Off campus recruitment initiatives continue to be refined and expanded. Great progress is being made with UNLV colleges that have college recruiters, as they work closely with our recruitment team. They are augmenting our out of state recruitment initiatives while partnering with us in state and assisting in programming for visiting students. SalesForce enhancements have allowed for better tracking and messaging/engagement to students at all stages of the admissions funnel. 2 regional recruiters have been secured in CA - one in the Inland Empire/Greater LA area and another in Northern CA/Reno. Results are reflected in the stats given later in this report.
SWOT Analysis: Determine the strengths, weakness, opportunities, and threats presented in the data.

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2018-19 recommendations and next steps

- What does the SWOT analysis reveal?
- What should the goals / activities be for the subcommittee?
- Who should be responsible?

Next Steps

In addition to the items above, Dr. Gordon Chavis, AVP of Enrollment Management at the University of Central Florida was brought to campus and several suggestions from him were provided. We are working to plan for implementation of those suggestions. Dr. Chavis’ report is also attached for reference.

The metrics that will be used to evaluate our effectiveness will be the cumulative high school GPA of incoming first-time full-time freshmen. The following provide the changes in HS GPA as well as other enrollment related items over the past few years:

### 3-year Data Summary

**New Non-Resident Revenue Target:** Overall, the targeted 2% yearly increase in non-resident undergraduate tuition revenue income (cash basis), not inclusive of any tuition rate increase was met.

Controller’s Revenue Data reflect registration revenue increases exceeding 2% per year. A total increase of $17M, or $5M+ per year, was recorded between FY 2014 ($72,860,713) and FY 2017 ($89,218,669). Non-Resident revenues exceeded the 2% yearly increase by over $600,000. (Based on FY 2014 NR revenues of $26,082,186.)

An unforeseen variable was introduced in 2016, implementing a 2-year phase out of the Alternate Admissions Policy with significant impact on non-resident admissions. Significant increases in both Rebel Challenge headcounts and WUE over the 3-year study aided in offsetting those reductions in order to meet the target.

- **WUE**
  - 26.6% increase in Overall headcount - Fall 2014 to Fall 2017 (233 students)
  - 29.95% increase New headcount - Fall 2014 to Fall 2017 (115 students)

- **Rebel Challenge**
  - 15.9% increase in Overall headcount - Fall 2014 to Fall 2017 (41 students)

- **New Resident Headcount Target:** Exceeded targeted 3% yearly increase in new undergraduate student enrollment headcount.
  - 8.75% increase in New Resident Headcount.
    - Fall 2014 to Fall 2017 change: 4,813 to 5,234 (421 students)
  - 9.3% increase in Overall Resident Headcount
    - Fall 2014 to Fall 2017 change: 19,782 to 21,621 (1,839 students)
  - 9.1% increase in Overall Undergraduate Headcount
    - Fall 2014 to Fall 2017 change: 23,172 to 25,274 (2,102 students)
FYR NV Resident Academic Profile:
- Exceeded targeted increases in GPA and Top 10% students.
- Increased GPA*: The target of an average 3.35 FYR High School unweighted cumulative GPA average was reached 2017.
  - 2017: Average unweighted cumulative GPA of all incoming freshmen is 3.36
  - 2016: 3.304
  - 2015: 3.285 (originally reported as 3.256).
    ➢ (*Data pulled from the MyUNLV transactional system.)
- Significant increases in number of FYR students who graduate in the top 10% of their high school class.
  - 2017: 24.87%
  - 2016: 22.16% (a large increase over 2015, attributed to the decrease in the alternate admit population.)
  - 2015: 19.70%

You may have reference material to attach to this report. Select from the list.

☐ No additional reference material

OR

☑ Any material generated by this working group

Undergraduate High Ability Recruitment Plan
Undergraduate Multicultural Recruitment Plan
An External Review of UNLV’s ESS Division-Enrollment Management Team Services

Additional information to include (optional).
Pathway Goal: Student Achievement  Report: Year-End: May 2018
Action Item #: 2-1 (GR)

Action Item Description:

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<td>Kate Korgan</td>
<td>Graduate College</td>
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<td>Janet Dufek</td>
<td>Kinesiology &amp; Nutrition Sciences</td>
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Process and Timeline: Provide a brief summary of the year-long process for your working group.

- Comprehensive Campus-wide GEM Plan
- Recruitment, Retention, Completion Projections
- Data Needs Assessment
- Grad Rebel Gateway Project
- Pipeline Programs
Describe what has been accomplished so far this year.

This working group has established Graduate College teams to work on each of the 5 listed goals above. When all team meetings are accounted for, we’ve had more than 18 meetings to keep moving closer to these goals. Thus far, we’ve accomplished the following:

1. Nearly completed the entire campus-wide GEM plan. Final version will be done by the end of the semester.
2. Developed a projections model showing enrollment to graduation figures. This will help us assess the likelihood of meeting certain graduation targets based on given enrollment.
3. We have completed the graduate data needs assessment and shared the document with Brent Drake.
4. The Graduate Rebel Gateway Project is ongoing. In addition to system fixes, ongoing integration with MyUNLV (building a two-way data bridge), and creation of admissions and GA dashboards for the Grad College and for each individual program, we have made significant progress toward our transition into Docusign electronic forms and building comprehensive communications flows for recruitment, admissions, and some events.
5. We have coordinated with various units to establish a proposal for establishing easy-implementation of new accelerated “pipeline” graduate programs.

Identify next steps.

1. Finalize and distribute the GEM plan.
2. Finalize our projections model for top tier graduation goals.
3. Work with Brent Drake’s team to establish an implementation plan and timeline to meet campus graduate data and reporting needs.
4. Continue building the GRG Phase 2, especially: 1) implementing recruitment and admissions communication flows, with department specialization; 2) advance plans to implement Docusign for fully online forms, signatures, and routing; 3) finalize two-way data bridge w/ MyUNLV to facilitate GRG Phase 2 (comparable to the UG Student Success Collaborative); 4) Building graduate faculty status into the GRG; 5) Made decision to cease graduate Degree Audit in MyUNLV and building replacement process to meet campus needs and enhance support for student progression.
5. Roll-out the accelerated graduate program options and new pipeline programs to campus this spring.

What will your final product be at the end of the year? Such as, what metrics which will be used to assess your progress/achievement, will a report be generated, etc?

1. Campus GEM plan with projections model included.
2. Present a timeline for providing dashboards and reports to meet graduate data needs.
3. We’ll release documents detailing options for the new accelerated graduate program pathways and establish/implement our new pipeline programs (Called “Gateway” and “Advance”).
4. A final report.
You may have reference material to attach to this report. Select from the list.

☑️ No additional reference material (Will have relevant documents ready by end of the semester.)

OR

☐ Any material generated by this working group (if completed at this time)

Additional information to include (optional).

Click here to enter text.

End of Mid-Year Report

Remainder of the report will be completed in May.
2017-18 Accomplishments.

- Comprehensive Campus-wide GEM Plans are complete
- Recruitment, Retention, Completion Projections models are developed
- Data Needs Assessment: we have all the data we need for now, but we need to establish a routine way for programs and deans to report back and update their goals.
- Grad Rebel Gateway Project has progressed into Phase 2. Docusign is almost built and will be implemented for campus on or about 10/1/18
- Pipeline Programs are established and a roll-out will happen in summer 2018.

SWOT Analysis: Determine the strengths, weakness, opportunities, and threats presented in the data.

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<td>• Momentum around R2PC initiatives; campuswide understanding of what R2PC means and why it’s important.</td>
<td>• Though we’ve made great progress on the data front, we have more to do particularly in collaboration with Decision Support and campus dashboards.</td>
<td>• We have done a lot this year that has built a much more expansive and robust R2PC infrastructure and framework. Now we need to mobilize everything and reach out to our partners in departments/schools/colleges to get buy-in, participation, and partnership in metric tracking and goal-chasing.</td>
<td>• We do not have enough research doctoral students in the pipeline to reach our “high/push” goal of 200+ research doc (Ph.D.) graduates by 2025-2026, but it does look like we will make or come close to achieving our overall goal of 200+ doctoral grads by 2025-2026.</td>
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<td>• Significant progress on the data and reporting fronts thanks to the Grad Rebel Gateway team and new personnel in Decision Support.</td>
<td>• Though we have GEM projection models and college-level tracking charts, we don’t yet have full integration and buy-in from departments, schools, and colleges or ownership of their goals.</td>
<td>• Our Grad Rebel Gateway is further and further developed and offers increasingly valuable and high-reward ROI.</td>
<td>• If we don’t get departments/schools/colleges onboard to “own” their metrics and goals, and to buy-in to our programs, resources, and best practices to achieve them, there’s a risk that this committee’s work (top tier &amp; GC) will be underutilized and ineffectual.</td>
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<td>• Huge progress on recruitment pipelines/pathways, RFI, recruitment materials, and prospect tracking.</td>
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<td>• Our first year of branding and communication work has resulted in an array of materials in our new brand design and as we expand our library of materials to support R2PC efforts this will benefit campus and support our top tier efforts.</td>
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2018-19 recommendations and next steps

- **What does the SWOT analysis reveal?**
  - That we’re making good progress in new R2PC infrastructure, programs, processes, and assessments, but that there’s more to be done on these fronts.
  - We definitely need more dissemination and integration of information with campus units and constituents across campus. A lot of what we’re doing isn’t widely known, understood, or valued.
  - We need departments, schools, and colleges to “own” their data and their goals.
  - We should continue to build critical R2PC programs and data infrastructure in the coming year, and definitely build off of our new branding and communications initiatives this year to tackle challenges with campus messaging, engagement, and ownership around top tier GEM/R2PC projections, metrics, goals, tracking and best practices to achieve our unit and collective goals.

- **What should the goals / activities be for the subcommittee?**

  - **Immediate next steps by end of summer 2018:**
    1. Distribute the GEM Projections campuswide
    2. Finalize plans for fall 2018 RPC workshop for key constituents
    3. Work with Brent Drake’s team to establish an implementation plan and timeline to meet campus graduate data and reporting needs.
    4. Continue building the GRG Phase 2
    5. Finish Recruitment Flyer build in Marketing Cloud
    6. Build marketing cloud messaging

  - **Goals & activities for AY 2018-2019:**
    1. Work with Web Services for program website updates per new proposed guidelines; integrate RFIs; dynamic links to Grad Catalog; recruitment flyers.
    2. Finish redesign of interior pages of GC website w/ focus on R2PC.
    3. Initiate campus conversations about GEM plans, priorities, and strategies and establish clear annual metrics to track success in each program & college.
    4. Hold RPC workshop and initiate series of best practices brown-bags or breakfasts.
    5. Work with departments and deans to adjust or meet their stated goals & metrics.
    6. Roll-out new accelerated graduate program options, graduate certificates as minors, and stackable degree pathways to campus and students.
    7. Create a Viewbook to support graduate recruitment efforts.
    8. Continue building the GRG Phase 2: Docusign roll-out in early October, finalize the Jitterbit integration, establish events, student success tracking, and RPC checklists in a new Grad Rebel Gateway portal for current students.
    9. Implement new Grad Rebel Advantage UG to Grad pathway program beginning in fall 2018 with our first cohort of 60 UGs.
Who should be responsible?
• A subcommittee comprised of the following individuals:
  • Kate Korgan
  • Emily Lin
  • Kara Wada
  • Janine Barrett
  • Valarie Burke
  • Sebern Coleman
  • Vaneh Darakjian
  • Janet Dufek

Next steps
1. Distribute the GEM Projections campus wide.
2. Finalize and hold fall 2018 RPC workshop for key constituents
3. Work with Brent Drake’s team to establish an implementation plan and timeline to meet campus graduate data and reporting needs.
4. Continue building the GRG Phase 2
5. Roll-out new accelerated graduate program options, graduate certificates as minors, and stackable degree pathways to campus and students.
7. Campus GEM plan with projections models.
8. Establish a timeline for providing dashboards and reports to meet graduate data needs - Summer ‘18.
9. Pipelines & Pathway programs.
10. Final report

You may have reference material to attach to this report. Select from the list.

☒ No additional reference material

OR

☐ Any material generated by this working group

Additional information to include (optional).

We will have documents to attach and share in the coming weeks. The planning, analysis, and work is done, but we have to finalize the presentation so that the info is contextualized properly and useful to folks who may find it on the website.
Undergraduate High Ability Student Recruitment Plan 2017-2018

As stated in UNLV's Top Tier Mission, Goals and Strategies, UNLV will “…increase the number of and the opportunities for, outstanding undergraduate students…” in order to increase the quality of UNLV graduates.

Using the strategies included in this Undergraduate High Ability Student Recruitment Plan and through existing and/or future partnerships with relevant constituents, the Office of Undergraduate Admissions will continue to actively recruit and enroll students who will raise the academic profile of the Institution.

High Ability Partners:

• The entire Admission Staff is dedicated to, and responsible for, implementing high ability recruitment initiatives and strategies. However, to ensure that there is a dedicated focus on recruiting this population, an Admissions Team has been formed, including:
  o Devan Sullivan, Senior Admission Counselor
  o Kelsey Kaplan, Senior Admission Counselor
  o Layla Nix, Admission Counselor
  o Vishal Sharma, Coordinator of Events and Tours
  o David Sinclair, Honors College Recruiter

• External High ability Recruitment Partners:
  o All College-Specific Recruiters (Education, Engineering, Fine Arts, Health Sciences, Honors College)
  o The Center for Academic Enrichment and Outreach (CAEO)
  o The Associate Vice Provost (AVP) for General Education
  o The Office of Student Engagement and Diversity (SED)
  o The Office of Career Services
  o Clark County School District Staff (CCSD)
  o Select faculty and administrators
  o The Office of International Students and Scholars (OISS)
  o The Office of Financial Aid & Scholarships
  o The UNLV Foundation
  o The Office of Undergraduate Research (OUR)
  o The Office of International Programs: study abroad opportunities
Recruitment Initiatives:
- Identify and visit a minimum of 50 competitive out-of-state high schools, including, but not limited to, Magnet Schools of Distinction, Blue Ribbon Schools, etc.
- Visit all competitive in-state high schools.
- Participate in on and off-campus college fairs and other outreach events targeting specific academic interests, including:
  - STEM fairs
  - Performing and Visual Arts fairs
  - FIRST Robotics
  - Senior Design Day, Biomechanics Day (college-specific programming or other as appropriate)
- Conduct UNLV on Display at targeted magnet schools and other competitive high schools.
- Coordinate high school visits and related travel with college-level recruiters, in particular, the Honors Recruiter.
- Partner with on-campus and community stakeholders as able and appropriate to provide information and experiences that will engage high ability students in college and career-related conversations.
- Offer tours and information sessions for UNLV Medical School, Dental School, and Law School to prospective high ability undergraduate students.

Events:
- New Student Orientation Sessions
  - Provide New Student Orientation session(s) specifically for high ability students
- Rebel Preview Programs
  - Provide Honors sessions during all Rebel Preview programs
  - Partner with CCSD College Readiness Education Workshop (CREW) at all Rebel Preview programs
- Host annual Research Symposium and Honors Day and include Official Visit option for particularly high-achieving students.
- As appropriate, and as technology allows, email invitations to appropriate prospects/inquiries/applicants/admits to on-campus events that may be of interest to high-achieving students, such as Barrick Lecture Series, Black Mountain Institute speakers, Brookings Programs, etc.
- Host a fall admitted student Scholar Achievement Program, partnering with all academic colleges, Financial Aid and all relevant constituents to award scholarships early to all attendees as well as provide a deeper look at UNLV. Mail awards to those who cannot attend.
Enhanced Communication:

- Enhance messaging across all mediums, including print, web, and all presentations provided to all audiences promoting UNLV as a Top Tier, first-choice institution consistently.
- Seniors with 3.75+
  - Send an email encouraging students to apply to the Honors College via an automated message sent to applicants who indicate a 3.75 or higher grade point average
  - Send a separate email from the Honors Recruiter to applicants with 3.75 or higher grade point average
- All Communication Flows, including seniors, juniors, transfers, admits and accepts
  - Ensure all publications and emails present UNLV as Top Tier, first-choice institution
- School Counselors
  - Proactively communicate the merits of an early application and criteria for all grid, WUE and Rebel Challenge Scholarships, as appropriate
  - Develop and send an E-Newsletter on a quarterly basis to school counselors at in and out-of-state competitive high schools
  - Emphasize outstanding opportunities at UNLV and promote the University as a first-choice institution in all school counselor communications, programs and publications
- Conduct call campaigns to high-achieving students throughout the year by Admission Counselors, Rebel Recruiters, faculty and alumni as appropriate.
- Develop Research and Honors Symposium postcard, email and web copy to promote Symposium to high-achieving students.

Future Initiatives, pending appropriate fiscal and human resources:

- Enhanced Communication/Messaging
  - Intentional identification and loading of prospects/inquiries by academic ranges for targeted follow-up by segmenting the files appropriately at all stages of the admissions funnel. This includes all types of prospects/inquiries such as name buys, contact cards, and lists purchased through CCSD and other sources
  - Collect grade point average and test scores on Request for Information forms (RFI), contact cards and all inquiry-related forms
  - When able to capture high schools appropriately in Salesforce, email all students confirmation of high school visit and inform them of all future in and out-of-state programming
  - Develop a parent communication flow
  - Create a school counselor website
Develop a webpage focused on high ability students, including the following information:

- Highlight unique programs
- Spotlight award-winning students
- Provide specific information about President’s Scholarship (NMF) and other scholarships, as appropriate
- Provide links to relevant student organizations, Honors College, Office of Undergraduate Research, database of research activities by topic, etc
- Provide links to scholarship and/or support programs focused on high ability student support and success
- Create video message from high ability students

Create high ability packets containing relevant literature as well as publications for high school counselors and appropriate stakeholders

Develop high ability recruitment piece that includes: Honors College, Valedictorian and National Merit information, student organization opportunities, Office of Undergraduate Research, etc.

**National Merit Semi-Finalists and Finalists**

- Send personalized emails to National Merit Semi-Finalists.
- Partner with UNLV Honors College to reach as many potential in-state and out-of-state students who are verified as National Merit Semi-Finalists
- Ensure high school counselors are informed regarding the benefits of the President’s Scholarship so that they can also relay the message to National Merit Finalists

**Programming**

- Rebel Student Ambassador Program
  - Offer prospective students a deeper insight into the UNLV experience via individual class visit hosting, overnight hosting, half day visits, etc
- Provide bus transportation for college-specific programming geared toward high ability students
- Host a “Fly-In Program” for prospective high ability out-of-state students
- Host a “Fly-In Program” for out-of-state school counselors
- Host campus-wide Admitted Student Preview Days
- Partner with Honors College to host Honors event for in and out-of-state juniors and/or admitted seniors (3.75+, AP/IB)
- Advertise personalized visits for high-achieving students

**Assessment**

- Enhance the use of focus groups to assess the effectiveness of Admissions Office recruitment strategies
Outcomes information:
  o Partner with Career Services and Alumni to consolidate relevant outcomes data/information for all constituents, highlighting, but not limited to, the following:
    ▪ Placement rates by college, department, and major
    ▪ Average starting salaries by college, department, and major
    ▪ Examples of employers that will be impressive by college, department and major
    ▪ Percentage of UNLV undergrads getting into law, dental, medical and graduate school, and schools commonly attended
  • Internships:
    o Detailed information about the process to get an internship
    o What colleges/departments/majors offer them
    o What % of students get internships by college/department/major
    o Compelling internship stories/testimonials by college/department/major
    o What % of internships converts to job offers post-graduation
    ▪ Most frequent employers by college/department/major
    ▪ Primary services offered to current UNLV students
    ▪ Graduation rates by college/department/major
    ▪ Services offered to undecided students
    ▪ Regarding student employment:
      • How many positions are filled annually
      • Do any students get paid to work in labs
      • What is the average student worker pay
As stated in UNLV's *Top Tier Mission, Goals and Strategies*, UNLV will "...recruit, retain and graduate a diverse body of motivated students..." in order to maintain the Institution's Minority Serving (MSI), Hispanic Serving (HSI) and Asian American and Native American Pacific Islander Serving (AANAPISI) statuses, and national diversity rankings.

Using the strategies included in this *Undergraduate Multicultural Recruitment Plan* and through existing and/or future partnerships with relevant constituents, the Office of Undergraduate Admissions will continue to reach diversity enrollment goals while supporting and mirroring the diverse urban community in which we are located. Strategies include, but are not limited to:

**Diversity Partners:**

- **Internal Diversity Recruitment Partners**
  - The entire Admissions Staff is dedicated to, and responsible for, implementing diversity recruitment initiatives and strategies. However, in order to ensure that there is a dedicated focus on recruiting this population, an Admissions Team has been formed, including:
    - Vishal Sharma, Coordinator of Events and Tours
    - Nicole Brooks, Admission Counselor
    - Shirley Huynh, International Admissions Counselor Evaluator
    - Woody Hoshibata, Admission Counselor
    - Izack Tenoria, Admission Counselor
    - Melissa Yzaguirre, Admission Counselor
  - The Enrollment and Student Services (ESS) Division partners with Student Affairs to create a focus not just on the recruitment of a diverse student body but also on the retention of this important population.

- **External Diversity Partners**
  - The Center for Academic Enrichment and Outreach (CAEO)
  - The Associate Vice President (AVP) for Diversity Initiatives/Chief Diversity Officer
  - The Office of Student Engagement and Diversity (SED)
  - The Office of Career Services
  - The Academic Success Center (ASC)
Clark County School District Staff (CCSD)
- The UNLV Foundation
- The Office of Financial Aid & Scholarships
- The Intersection

Recruitment Initiatives:
- Visit 200+ out-of-state high schools annually with significant underrepresented populations as determined by the school profile.
- Visit 50+ in-state high schools annually with significant underrepresented populations as determined by the school profile.
- Participate in college fairs targeting underrepresented students:
  - Black College Expos - Los Angeles & Oakland (Spring)
  - National Hispanic Fairs – Northern California, Southern California, Denver and Portland (Fall and Spring)
- Participate in Youth Leadership Conferences
  - Native American Youth Leadership Conference (Fall)
  - Latino Youth Leadership Conference (Summer)
- Partner closely with UNLV’s Center for Academic Enrichment and Outreach (CAEO):
  - Coordinate high school visits with appropriate CAEO representative to co-present, when appropriate, with UNLV Admissions Counselor.
  - Director of Recruitment will present at annual CAEO all-staff meeting to ensure continued collaboration and communication occur.
  - CAEO staff and Admissions Staff will join in each other’s staff meetings as relevant and appropriate.
  - TRIO (and other relevant) application fee waivers will be effectively promoted and utilized in order to assist this targeted population with the affordability of the admission application fee.
- Host informational events in locations conducive to serving underrepresented students and their families:
  - Provide Application and FAFSA Completion Workshop in North Vegas during evening hours, encouraging parent involvement; offer on-site admission application fee waivers for qualifying students.
  - Provide Next Steps presentation in North Vegas during evening hours, encouraging parent involvement, to inform students and their parents of the processes beyond admission that are necessary for their students to enroll at UNLV.
Early Outreach Initiatives:

- Continue to secure Gear Up grant in the Office of Admissions.
  - Utilize GEAR UP Ambassador to reach out to this cohort of underrepresented students in participating GEAR UP schools.
  - Provide mentoring and tutoring for GEAR UP students in high schools served by the GEAR UP Ambassador grant.
  - Partner with on-campus and community stakeholders as able and appropriate to provide experiences that will engage students in college and career conversations as the cohort transitions into senior year.
  - Foster a college-going culture in select CCSD middle schools as determined by Gear Up Ambassador grant.
  - Implement college-going activities, workshops and team builders for GEAR UP middle school students.
- Continued partnership between the Associate Director of Tours and Events, Early Outreach and Student Development Specialist and Early Outreach Coordinator in hosting underrepresented middle school visits and events throughout the year, appropriate for this age-level.
  - Train and develop all student leaders, including but not limited to, Rebel Recruiters, Orientation Leaders and Orientation Assistants, to ensure all are able to engage this younger population and foster early awareness and a college-going culture while appropriately promoting UNLV.

Events:

- New Student Orientation Sessions
  - Host New Student Orientation session(s) in Hawaii
  - Partner with Ewalu’ club and CAEO during Hawaii New Student Orientation sessions to provide workshops on transitioning to the mainland and highlighting resources for AANAPI students.
  - Partner with Office of Student Engagement and Diversity (SED) to coordinate student organization tabling during all New Student Orientation sessions.
  - Partner with CAEO to host Gear-Up students at extended NSO session (will continue as funding is available).
- Rebel Preview Programs
  - Partner with CCSD for College Readiness Educational Workshop (CREW) to bring larger numbers of CCSD students to campus for open house programming.
  - Partner with SED annually to merge Festival of Communities with Spring Rebel Preview Programs.
Partner with SED to coordinate student organization tabling during all Rebel Preview Programs.

Provide bilingual sessions during all Rebel Preview student services presentations.

- Targeted bus trips to campus
  - Provide bus transportation to campus for targeted underrepresented junior-year CCSD students to attend robust campus-wide events surrounding Black History Month (February) and celebrating Hispanic/Latino Heritage (March).

- Provide bilingual (Spanish) presentations and publications as appropriate at all events.

Future Initiatives, pending appropriate fiscal and human resources:

- Enhanced Communication/Messaging
  - Intentional identification and loading of prospects/inquiries by ethnicity for targeted follow-up. This includes all forms of prospects/inquiries including name buys, contact cards and lists purchased through CCSD and other sources.
  - Development of segmented communication flows targeting underrepresented students at all stages of the admissions funnel for appropriate messaging.
  - Conducting targeted tele-counseling campaigns to underrepresented students at all stages of the admissions funnel throughout the recruitment cycle.
  - Highlight diversity ranking, MSI, HSI, AANAPISI statuses, ethnic breakdown of student body, web links to student organizations celebrating or tied to diversity and/or specific racial/ethnic groups, web links to scholarship and/or other support programs focused on underrepresented student support and success and other relevant information in all appropriate printed communication flow and recruitment materials, web pages, presentations and all talking points for appropriate constituents throughout recruitment cycle.
  - Recognize National Hispanic Scholars with a congratulatory letter on their achievement and including them, when possible, as part of the Hispanic Scholars Day bus trip in the spring.
  - Create diversity information packets for high school counselors and other stakeholders.

- Programming
  - Host extended NSO sessions for select groups as funding allows.
• Partner with Alumni, Athletics, the Foundation and other relevant constituents to host admitted student-type receptions for underserved students in targeted out-of-state locations.

• Provide campus visits and experiences surrounding college and career awareness and readiness as well as financial literacy to targeted underrepresented students.

• Offer parent workshops and materials regarding college and career awareness and readiness as well as financial literacy.

• Partner with Center for Academic Enrichment and Outreach (CAEO) to offer campus visit experiences to Upward Bound, ETS and federally funded GEAR UP students.

• Partner with appropriate on-campus constituents (CAEO, Intersection, SED, relevant student affairs groups) to create a mentoring program for GEAR UP Scholars, known as “Peer Rebels” who will:
  ▪ Work with these students until they graduate or until they reach a point where we can utilize them as peer mentors for newer GEAR UP Scholars.
  ▪ Pair participating Rebel Ambassadors with an incoming GEAR UP Freshman to help transition to UNLV.
  ▪ One graduate assistant and one staff member will implement a transition plan for participating students.
  ▪ Mentoring grant will support students until they graduate from UNLV.

• Staffing

  • Hire a full time Admission Counselor to dedicate his/her time to recruiting underserved students and to also serve as liaison between Admissions and campus resources to assist with retention.

  • Continue to build an Early Outreach team in order to better create a UNLV pipeline and enhance early college awareness for students and parents in underrepresented/first-generation areas.
An External Review of UNLV’s Enrollment and Student Services Division-Enrollment Management team services

This report will provide the external Reviewer’s findings based upon key stakeholder phone calls and on-campus personal interviews. Recommendations offered in this report are supported by effective and successful industry practices in Student Success and Enrollment Management, as well as the Reviewer’s successful enrollment management experiences, along with campus observations. This report will also focus on the evaluation of several key strategic enrollment functions and processes; namely organization, strategic communications and marketing, leveraging technology, leveraging student aid, staffing and staff interactions. Units evaluated in this report
include Admissions, Financial Aid and Scholarships (FA&S) and Enterprise App Services (EAS) within the division of Enrollment and Student Services (ESS) at the University of Nevada Las Vegas (UNLV).

Introduction

In Fall of 2017, the Reviewer was asked to evaluate the Enrollment Services functions within the Division of Enrollment and Student Services (ESS) at the University of Nevada Las Vegas. Several questions emerged during the initial phone conversations with key UNLV stakeholders. However, each of those questions could be answered by asking one single, yet complex question. Do the Enrollment Services units within ESS, given current staffing, access to leveraging technology services, student aid and other available resources, have the ability to increase the number of academically talented students who enroll at UNLV? And, if ESS has the ability or capacity to do so, what recommendations could be offered to ESS to support the interest expressed by university leadership to increase high ability and academically talented student enrollment.

The offices included in this review were Admissions, Financial Aid and Scholarships, and Enterprise App Services. Although the Reviewer would have also included The Office of Housing
and Residence Life, that office was not included in the interview process.

**The Review**

The Reviewer spent several hours in phone conversations with key stakeholders prior to visiting the campus. The campus visit occurred on Nov 30-Dec 1, for a two-day, in-depth series of meetings and conversations with stakeholders directly responsible for the oversite and management of strategic enrollment functions in the three areas mentioned above. The reviewer also met with the Dean of the Honors College during the campus visit. *(See Appendix A).*

The information shared in very candid conversations, as well as the Reviewer’s notes and personal observations, disclosed multiple challenges in functional areas within ESS, that could be addressed with short-term fixes. However, longer term planning is also necessary to address issues that are more problematic.

The ESS team sessions provided information describing areas where there is great opportunity for improvement. However, targeted resources must be provided to those areas to achieve improvements. So, the Reviewer’s initial response to the question is, if UNLV ESS were to focus staffing and resources (both new and existing) toward the use of strategic and targeted enrollment management tactics to increase the number of high ability and academically talented students who
enroll at UNLV, the Reviewer could answer the question posed, in the affirmative.

The Reviewer found that in conversations with senior leadership at UNLV, (namely the Provost and Executive Vice President, the Sr. Vice Provost for Academic Affairs, the Vice President for Student Affairs and the Associate Vice President of Enrollment and Student Services), each of them supports a common vision. That vision is to build an infrastructure within ESS that will result in an increasing number of high ability and academically talented students choosing to enroll at the University of Nevada Las Vegas.

The Reviewer also wholeheartedly supports the development of this type of infrastructure, and was pleased to learn that these senior administrators all expressed that this goal was an important one to achieve.

The Reviewer’s most recent experiences at the University of Central Florida, has shown that high ability and academically talented students have higher retention and higher graduation rates. (see Appendix C; 5). Therefore, their presence, especially in greater numbers, can positively impact the retention rates of the overall student population.

Take a look at the “study” conducted by Texas A&M University-Kingsville, an HSI institution. I will paraphrase from my review of the report which can be found in the “Research in Higher Education Journal”. Texas A&M University-Kingsville opened its Honors College in 2010. When they reviewed the 2014 cohort,
the Honors College student retention rate had increased by 11.5%, while the general population retention rate grew by 12%. (see Appendix C; the Research in Higher Education Journal report).

What Texas A&M University-Kingsville saw over time, was that a commitment to increasing the number of high ability and academically talented students, while also investing in establishing living learning communities and other Student Support services for FTIC students, had a positive impact upon overall first year retention rates.

At UNLV, the university retention rate is 74.4% and the 6-year graduation rate is 41.6%. For the UNLV Honors College, the retention rate is 91.2% and the 6-year graduation rate is 80.9%. The Texas A&M Kingsville study findings, along with the data referenced from UCF, and coupled with a review of the impact that the UNLV Honors College has had upon overall retention rates at UNLV, supports the fact that increasing the number of high ability and academically talented students can have a positive impact upon overall retention rates.

To accomplish the goal of increasing the number of high ability and academically talented students who choose to enroll at UNLV, the Reviewer recommends that UNLV leadership strongly consider a targeted investment of resources in UNLV ESS.

In response, ESS must begin to revise its existing “Enrollment and Student Services Recruitment Strategy-Fall 2017” draft.
The draft must describe the development of a “plan” that establishes annual goals and metrics that ESS must achieve to be successful in enrolling the targeted class. The plan must also require ESS to refocus a significant amount of its energies toward recruiting a larger number of high ability and academically talented students, and utilizing some critical and impactful enrollment management practices as discussed in this report. Once established and to help achieve these measureable goals and metrics, ESS should create a “high ability student infrastructure” “HASI” and “HASI” team whose sole purpose will be to attract, recruit and increase the number of high ability and academically talented students who enroll at UNLV.

The campus culture and infrastructure at UNLV will determine the actual number of steps involved to create a “HASI” team and effort. However, this is my 5-step recommendation:

The first step in establishing the “HASI” infrastructure is to develop a working “team” of key stakeholders within ESS, who would meet regularly to develop and revise a “HASI recruitment plan”. It would also review key goals, metrics and KPI’s, and would discuss critical issues the “HASI” team must address.

The second step would be to develop effective partnerships with “key” campus stakeholders, and deploy them in a targeted fashion to help influence decisions made by students, parents and guidance counselors. These key stakeholders, if used
appropriately in both “high stakes” and “high impact” activities, will assist in attracting and increasing the number of high ability and academically talented students who enroll at UNLV.

The third step will require the “HASI” team, with appropriate guidance, direction and resources, to develop recruitment and marketing strategies and tactics that support increasing high ability and academically talented student enrollment.

The fourth step must focus on providing adequate university housing that includes living learning communities to attract and support academic and co-curricular engagement opportunities for high ability and academically talented students. This fourth step is not currently within the purview of UNLV ESS, so university leadership will need to make a commitment to providing the resources to support this development. Providing a unique “suite of services” for these students can also be critical to experiencing successful enrollment outcomes with this targeted cohort.

The fifth step involves utilizing social media to improve overall communications with this targeted group of students and parents. Hire staff or work-study students who have an interest in social media and deploy them to assist in recruitment efforts.

The entire ESS staff must adopt a comprehensive “cultural of success” surrounding developing an infrastructure to recruit high ability and academically talented students. To suggest, as some did, that “they” do not enroll in larger numbers at UNLV, is because “they are being heavily recruited by others”. That is
not a winning attitude. And, simply meeting enrollment goals is also not enough.

The ESS team must continue to adopt a “can do attitude” and fully support these efforts. ESS staff buy-in to support this effort, is crucial. And, the team must continue to understand enrollment priorities established by the university, so that they are aware of why their buy-in is necessary and important.

**Critical Observations**

The issues listed below appeared as reoccurring items during the conversations with ESS staff. Many, if not all, will require more long-term planning, a high level of resource commitment and the development of strategies to support improvement within the organization.

1. **Organizational Realignment**: This may be an opportune time to re-evaluate the organizational structure of ESS. Realigning critical enrollment functionality and practice into a “cohesive working group”, could begin to unleash the full potential of the staff and create more synergies among the units. This realignment should also create innovation and momentum toward achieving high ability and academically talented student enrollment successes. One model might involve looking at combining traditional
enrollment units; Admissions, Financial Aid and Scholarships, Registrar and Orientation (transition and On-boarding services) into a functional working group.

2. Team: There are dedicated and talented groups of individuals within ESS who want to achieve successful enrollment outcomes. The team needs effective guidance and must adopt a less risk-adverse attitude, to assist them in making data driven decisions as they develop strategic and measureable enrollment goals, objectives and metrics that are compatible with the vision for the future as seen by university leadership.

3. Recruitment Strategy Plan: There is an existing document, The UNLV ESS, “Enrollment and Student Services-Recruitment Strategy-Fall 2017”, “DRAFT”, that if revised, can provide the foundation for the strategic thinking necessary to witness future enrollment successes. The “draft” should be revised to include a “plan”, actualizing recommendations made in this report, and use other strategies utilized by Enrollment Management thought leaders. (The Reviewer was not asked to analyze the “budget request” that is part of the “Draft” document and therefore has no opinion towards its viability or impact).

4. Enterprise App Services (EAS): This unit is oftentimes asked to provide support as an enterprise solutions system for university units, as well as provide divisional support for ESS. Therefore, it can be seen as “serving several masters”. Its resources are strained. The EAS leadership
team is quite competent, but it lacks the opportunity, given the demands, to prioritize requests received to assist both ESS Enrollment Services and the university as a whole. Some thought must be given to an organizational alignment to address how IT services, especially reporting, decision support and data analysis functions, are handled.

However, at the very least, the EAS must be directed to provide greater priority to assist ESS enrollment (namely Admissions and FA&S) become more impactful, effective and efficient in deploying enrollment management tactics to achieve enrollment successes.

5. Technology: The ESS division has chosen SalesForce as its technology solution for both CRM and Application processing functionality. In order to maintain SalesForce functionality, some level of enhanced resources will be necessary. The institution must determine the appropriate level of resources needed for maintaining SalesForce for the functionality that is currently in use, as well as for future functionality that is deemed appropriate or necessary.

6. Budget: There must be a review of the current ESS budget to determine where efficiencies can be found; however, additional targeted resources will be required to achieve the desired objectives of enrollment growth among high ability and academically talented students. Those resources, (whether redirected or new), should be used to
support many of the short-term fixes that are listed in the “Recommendations” section of this report.

7. **Campus Stakeholder Engagement**: There is no clear, effective plan to engage key campus stakeholders in the overall enrollment recruitment process. Development of an “HASI” team, with senior staff/leadership guiding the process, could help take on and cultivate this responsibility. (i.e. the President, Provost and Executive Vice President, Sr. Vice Provost, Deans and Associate Deans, as well as noteworthy faculty in strategic areas of emphasis; namely Engineering, Business, Hospitality, Medicine, Law and Dentistry, should all be key participants).

8. **Colleges/Departments**: It was mentioned several times in our conversations that these entities appear to be developing recruitment positions that directly compete with existing Admissions recruitment efforts? If true, these efforts generally occur on campuses because these departments have no relationship with Enrollment Services or there exists a lack of a trust relationship.

9. **Tell your story**: ESS must do a better job of sharing their story with key campus stakeholders. Building and maintaining strategic relationships with those stakeholders will be critical to achieving enrollment successes.

10. **Campus Housing**: Currently, there are an inadequate number of campus housing units to support increasing the number of high ability and academically talented students.
a. The creation of living learning communities, or housing clusters by majors, will be critical to attracting and growing the number of high ability and academically talented students who enroll.

11. **Staff**: Interactions within and across units in ESS appear to be strained; these personnel issues must be addressed; seek advice from the university’s Human Resources team.

12. **Staff Diversity**: Explore the possibility of increasing diversity among the ESS leadership group.

**Recommendations**

The recommendations provided in this section will require more immediate attention and can be resolved with short-term fixes. These will require a more limited to moderate level of resource commitment to address and improve the concerns and challenges raised.

A. Admissions

1. **Organization**

Admissions currently has an undergraduate “high ability student recruitment plan”. The group responsible for the implementation of this plan could serve as the initial “HASI” team. However, the current Admissions team responsible for implementing this effort consists of only
junior level staff. The team needs to be elevated so that it has a high profile and high visibility.

a. A senior level staff member should lead this effort. If none exists, a new FTE, with requisite experience, must be hired to perform these responsibilities.

b. The recruitment strategy “draft” should be revised to include the development of a “HASI” team and specifically reference targeting the recruitment of high ability and academically talented students.

c. The “draft” should also include the “HASI” recruitment plan and describe high impact programming designed to attract and enroll high ability and talented students.

d. Include members of Financial Aid, Housing and the Honors College as members of the “HASI” team-working group. (Having outside voices as part of the working-group would provide feedback and offer suggestions to the team).

e. The “HASI” recruitment plan must include and involve key campus stakeholders who participate in high impact, on and off campus recruitment activities. (on-campus Open House events for high ability and academically talented students and parents; as well as off-campus receptions targeting the same populations).
f. Explore the creation of a National Merit recruitment plan as part of the “HASI” recruitment strategy. If there is no campus appetite to “chase” National Merit Scholars, (and this effort can be quite expensive), then adopt the tactics utilized to engage and attract these types of high ability students; ie high stakes events; personalized and individualized attention, guaranteed research with key faculty, guaranteed housing within academic neighborhoods, study abroad, etc.

2. **Communications and Marketing**

   a. Admissions must build a 9-12th grade pipeline of prospective students who are nurtured and cultivated.

   b. Develop a comprehensive communications plan for prospective students; the plan must include a request for additional resources to purchase names of prospective students to build the recruitment pipeline.

      i. Increase the frequency of communications for both prospective and admitted students to develop a strong “courting” relationship between UNLV Admissions and those cohorts.

      ii. Develop a comprehensive parent communications plan for both prospective and admitted students; store
parent data in PeopleSoft or Salesforce; wherever appropriate.

c. Create a junior level staff position (FTE) to focus on “social media” campaigns; or hire student workers who will be supervised by Admissions staff and charged with improving engagement through social media with students and parents, as well as guidance counselors.

d. Improve existing website to create relevant parent and guidance counselor content.

e. Leverage technology to support developing targeted recruitment communications campaigns. Hire one FTE as a Salesforce support person to assist both Admissions and FA&S efforts to achieve enrollment goals.

f. Create high ability marketing materials that depict current student scholars, top faculty and outstanding alumni in one brochure or website, while perpetuating and supporting the UNLV “Brand”.

i. This effort should be combined with Honors College recruitment efforts, where applicable.

ii. The Honors College must be a strong partner in all successful efforts to recruit high ability and academically talented students and their parents.
3. **Leverage technology**
   
a. Fully implement the Common App (CA) process. Set aside resources to support CA application generation. (there is a service fee paid to CA for each application generated).

b. A thorough review of all Admissions letters and how they are generated should be done immediately, and will be critical to developing appropriate “Brand” content and messaging.
   
i. Existing admissions letters reside in PeopleSoft; the current process has been described by staff as being cumbersome with respect to creating, editing and mailing letters for effective recruitment communications campaigns. This process must be revised to support overall recruitment objectives and to achieve enrollment successes. Perhaps moving letter generation into SalesForce should be explored?
   
ii. A SalesForce FTE dedicated to Admissions and FA&S, as aforementioned, could support this functionality and effort.

c. Leverage technology and use survey instruments to collect data as a means to evaluate programming effectiveness and to make data driven decisions supporting enrollment goals and addressing unforeseen challenges. (ie. **Survey Monkey**).
d. Leverage technology and data collection to create demand within the applicant pool, to increase the number of high ability and academically talented student applications.

e. Where feasible, do not create content on the Admissions website. Direct website traffic to campus Colleges and departments and encourage them to provide the most up-to-date content for their websites. (ESS should seek campus-wide support for this effort).

i. According to Ruffalo Noel Levitz, (See Appendix C), website traffic is one of the most viewed sources for gathering information about colleges and universities. Be certain to create a campus culture where campus stakeholders understand that having a strong website presence for Colleges and departments, is critical to successful recruitment and overall enrollment efforts.

4. Staffing and Staff interactions

a. If a senior level staff does not currently exist, one FTE should be provided to Admissions to support the development of a “HASI” team.

b. Create one FTE as a Salesforce position; (as previously mentioned and if one does not currently exist), to provide support for both Admissions and FA&S.
c. A number of strained relationships exist among the ESS team. This issue needs to be addressed.

B. Enterprise App Services

1. Organization
   a. The Enterprise App Services team is instrumental in providing technology services and support to the ESS division.
   b. The EAS team provides enterprise solutions for both the ESS division and the university as a whole. By providing IT services and solutions within this organizational structure, there is confusion about which requests take priority over others. The structure also creates tensions among staff within the ESS division, as they compete for IT services. This is not a healthy environment to create productivity and successful enrollment outcomes.
      i. An enterprise–wide, technology solutions plan should be developed by the university. That plan must describe how units within the organization will have access to technology services.
   c. Add one FTE Salesforce position that would provide technical support services for both Admissions and FA&S.
C. Financial Aid and Scholarships

1. **Organization**

   a. There should be representation from Financial Aid and Scholarships on the “HASI” team-working group. If that expertise does not currently exist, one FTE should be provided to FA&S to support FA&S functionality and to also serve on the HASI team-working group.

2. **Leveraging student aid**

   a. Phase out all Rebel Scholarships for students with below an unweighted 3.5 HS gpa.

      i. According to the current FA&S “Increase Grid Scholarship Program”, in 2016-17, UNLV allocated roughly $840k to attract high ability students and $1.2M to attract students with modest academic credentials. *(See Appendix C).*

      ii. evaluate what impact this “phase out” will have upon the overall enrollment for the university?

      iii. evaluate whether the “Rebel Scholarship cohort” (below unweighted 3.5 gpa) negatively impacts overall university retention rates?

      iv. If there is a negative enrollment impact, you can choose to reduce the award levels over
time as part of the phase out; conduct a risk assessment analysis to determine what level of awards are both attractive to students and families, do not negatively impact enrollment and are sustainable over time.

v. Reinvest the savings from the Rebel phase out, to incentivize high ability enrollment;
   1. Increase award levels, or
   2. Provide campus housing micro scholarships, or
   3. Provide textbook micro scholarships, or
   4. Provide technology incentives

Remember, Merit Scholarships can be used to incentivize enrollment among high ability students, and should rarely be used to reward poor academic achievement. If unused funds are available in the annual financial aid budget in any given cycle, consider re-investing those funds to incentivize high ability and academically talented student enrollment.

Closing statement:
The Reviewer acknowledges that the university may already be aware of the “Critical Observations” sited, and that the “Recommendations” offered in this report, may already exist in
some limited capacities. However, university leadership must determine what level of priority it places upon increasing high ability and academically talented student enrollment. Given that determination, what resources will be available to invest in ESS to support its efforts to increase high ability and academically talented student enrollment? Utilize the recommendations provided herein to achieve the desired enrollment successes.

The Reviewer also recommends several recent publications and materials that may prove to be insightful readings for the ESS team.

1. “2017-E-Expectations Trend Report”; by Ruffalo Noel Levitz
2. “Engaging Generation Z”; by Kirk Daulerio

UNLV ESS has a committed team of individuals and this is a wonderful opportunity to unleash their full potential and disruptively transform a static enrollment management environment into a more innovative, dynamic and transformative operation.

Thank you for the opportunity to work with a very dedicated professional staff during my visit.
Appendix A: Contacts

Pre and post-visit conversation contacts:

Initial contacts with key stakeholders prior to visiting campus included conversations with:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Diane Chase</td>
<td>Executive Vice President and Provost</td>
</tr>
<tr>
<td>Dr. Carl Reiber</td>
<td>Senior Vice Provost, Academic Affairs</td>
</tr>
<tr>
<td>Dr. Mike Sauer</td>
<td>Associate Vice President; Enrollment and Student Services (ESS)</td>
</tr>
<tr>
<td>Brent Drake</td>
<td>IT</td>
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</tbody>
</table>

On-campus contacts:

Contacts and conversations during the 2-day campus visit included:

1. Budget, Organization and Admissions

<table>
<thead>
<tr>
<th>Contact</th>
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<tbody>
<tr>
<td>Alexandra Nikolich</td>
<td>Budget</td>
</tr>
<tr>
<td>Kris Shay</td>
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<tr>
<td>Barb Roberts</td>
<td>Admissions</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
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<tr>
<td>Carlee Todd</td>
<td>Admissions</td>
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<tr>
<td>Laura Schneider</td>
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<tr>
<td>Dave Jackson</td>
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<tr>
<td>Heather Chrisman</td>
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<tr>
<td>Allison McSwain</td>
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<tr>
<td>Vishal Sharma</td>
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<td>Sam Leif</td>
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2. Honors College Dean

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Marta Meana</td>
<td>Dean, Honors College</td>
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3. Enterprise App Services

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<thead>
<tr>
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<tbody>
<tr>
<td>Kivanc Oner</td>
<td>Enterprise App Services (EAS)</td>
</tr>
<tr>
<td>Carrie Trentham</td>
<td>EAS</td>
</tr>
<tr>
<td>James Garrison</td>
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<tr>
<td>Laurie Cantwell</td>
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4. Financial Aid and Scholarships

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<tr>
<td>Norm Bedford</td>
<td>Director FA&amp;S</td>
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<tr>
<td>Sean Jones</td>
<td>FA&amp;S</td>
</tr>
<tr>
<td>Misty Valentin</td>
<td>FA&amp;S</td>
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<tr>
<td>Nora Carroll</td>
<td>FA&amp;S</td>
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5. Final Debrief

<table>
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<tbody>
<tr>
<td>Dr. Juanita Fain</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Dr. Mike Sauer</td>
<td>Associate VP, ESS</td>
</tr>
<tr>
<td>Kris Shay</td>
<td>Admissions</td>
</tr>
<tr>
<td>Kivanc Oner</td>
<td>EAP</td>
</tr>
<tr>
<td>Norm Bedford</td>
<td>FA&amp;S</td>
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Appendix B: About the Reviewer

This Review was conducted by Dr. Gordon D. Chavis, Jr, Associate Vice President for Enrollment Services, in the Division of Student Development and Enrollment Services, at the University of Central Florida. He has worked at UCF for 18 years and in Enrollment Management for 28 years.

Dr. Chavis has been involved in many professional organizations and served on many committees. He has served as a member of the College Board’s Southern Regional Council; a member of the National Association for College Admission Counseling’s (NACAC) Government Relations Advisory Committee; a member of former Gov. Jeb Bush’s “Access and Diversity Commission”; a member of the National Merit Scholarship Corporation--Selection Committee; a member of the Coca Cola Scholars Foundation Selection Committee; a member of the ACT Regional Council; a Board member for ACCIS- the Association of College Counselors in Independent Schools and a member of the U.S. Presidential Scholars Review Committee.

He currently serves as a member of the US News and World Report-Admissions Deans Advisory panel. And, most recently, Dr. Chavis was named as one of 15 members to serve on the UCF Presidential Search Committee, which will be responsible for selecting UCF’s 5th President and who will begin duties at UCF on July 1, 2018.
Appendix C: Works Cited and Data obtained

1. Research in Higher Ed Journal; Study at the Texas A&M University-Kingsville; a HSI institution
2. Ruffalo Noel Levitz
   a. 2017 E-Expectations Trend Report
3. EAB Royall
   a. 2016; “6 ways to empower your student recruitment”
4. UNLV ESS-Enrollment and Student Services Recruitment Strategy Fall 2017-Draft
5. UCF IKM – dashboard data
6. UNLV FA&S scholarship chart