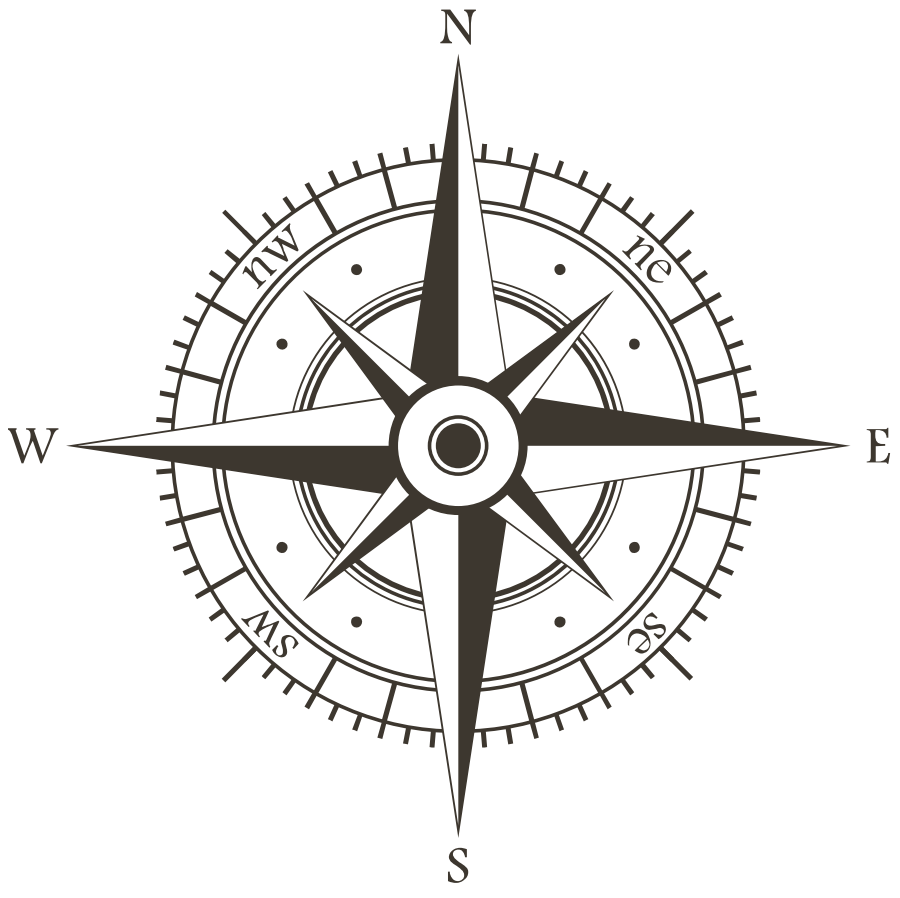


We Are Here

A Snapshot of HSU's Current Conditions, Circumstances, and Influences

Humboldt State University Environmental Scan

Visualization Report

Fall 2017

INTRODUCTION

Examining internal and external factors that affect enrollment is critical to the construction of an effective strategic enrollment plan. This environmental scan provides the context and data necessary to understand statewide trends that influence enrollment at Humboldt State University. The scan will serve as a guiding document for identifying where resources can and should be dedicated in order to meet HSU's enrollment goals.

GUIDING PRINCIPLES

Mission Statement

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic, and environmental issues. We help individuals prepare to be responsible members of diverse societies.

Vision

- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

Values

Humboldt State University values the following academic principles that represent attributes of an academically integrated university and provide a framework for accomplishing our collective vision and mission.

- We believe our primary responsibility is to provide the best possible education for today's world.
- We believe that teaching excellence is of paramount importance as is learning excellence.
- We believe in an environment of free inquiry where learning occurs both inside and outside the classroom. As a community of learning, the campus curricular and co-curricular environment encourages intellectual discourse, aesthetic creativity and appreciation, and significant opportunities for involvement and service. We prepare students to take on the commitments of critical inquiry, social responsibility, and civic engagement necessary to meet the challenges of the 21st century.
- We believe in intellectual growth through scholarship, creative activities, and research. We prepare individuals to be successful in advanced academic and professional degree programs, to be in positions of leadership, and to be proactive and productive members of society.
- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.
- We believe in collegial dialogue and debate that leads to participatory decision making within our community of student, staff, administrator, and faculty learners.
- We believe the university must assist in developing the abilities of individuals to take initiative and collaborate in matters resulting in responsible action.
- We believe individuals must be environmentally, economically, and socially responsible in the quest for viable and sustainable communities.
- We believe our location is an ecologically and spiritually rich asset that we embrace as an integral part of our learning community. Our curriculum is relevant, collaborative, and responsive to our geographical location.
- We believe we have a special opportunity both to learn from the Native American cultures, the unique ecosystem, and the special communities of our region as well as to apply that knowledge.
- We believe the university is an integral part of both our local and regional communities.
- We believe the university is a repository for archiving accumulated knowledge with inclusive access for our academic and broader communities.

GUIDEPOSTS TO OUR WORK

California State University Graduation Initiative 2025 (GI 2025)

As part of the CSU effort to increase graduation rates while eliminating opportunity and achievement gaps, HSU has been given targets to increase graduation rates for both first-time undergraduates and upper-division California community-college transfer students. The following table shows these targets and comparative baselines.

Metric	2025 Goal	Baseline	Baseline Cohort
Freshman 4-Year Graduation	30%	14%	Fall 2011
Freshman 6-Year Graduation	56%	46%	Fall 2009
CCC Transfer 2-Year Graduation	38%	26%	Fall 2013
CCC Transfer 4-Year Graduation	79%	69%	Fall 2011
Gap: Underrepresented Minority	0%	13% points	Fall 2009
Gap: Pell Recipient	0%	8% points	Fall 2009

In order to achieve these targets, enrollment management efforts must increase first-to-second-year retention for first-time undergraduates and monitor student flow within and between programs to reduce the number of students who stop or drop out. Maintaining a consistent flow of annual new students to smoothly replace each year's graduates is a continuing challenge. Careful attention must be paid to the number of students enrolled each term and how enrollment changes will impact the subsequent years' projections.

Humboldt State University Strategic Plan 2020

In 2014-15, Humboldt State engaged in broad-based discussions about priorities, goals, and concrete steps that could be taken to help HSU better fulfill its mission. A strategic plan emerged that identified four goals:

- Goal 1: Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.
- Goal 2: Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.
- Goal 3: Strengthen partnership with local communities.
- Goal 4: Serve as effective stewards of the natural and built environment and the university's financial resources with a focus on sustainability.

The strategic plan explicitly identifies an aggressive enrollment plan as necessary to achieving all four goals and fulfilling HSU's mission. It is also essential to our meeting the goals of GI 2025. This environmental scan highlights opportunities and challenges that will inform the development of this enrollment plan. In addition, it will serve a critical role in the construction of the next five-year strategic plan.

WSCUC Self-Study

HSU submitted its institutional report to the WASC Senior College and Universities Committee in 2017 as part of its reaccreditation process. The report highlighted several items related to enrollment strategy, including the increased enrollment of students of color, the need for data-driven decision making related to creating and supporting academic programs that students desire, and the challenge of hiring a new associate vice president for enrollment management. One of the most significant factors influencing HSU's enrollment strategy is the dramatically changing demographics of its student body.

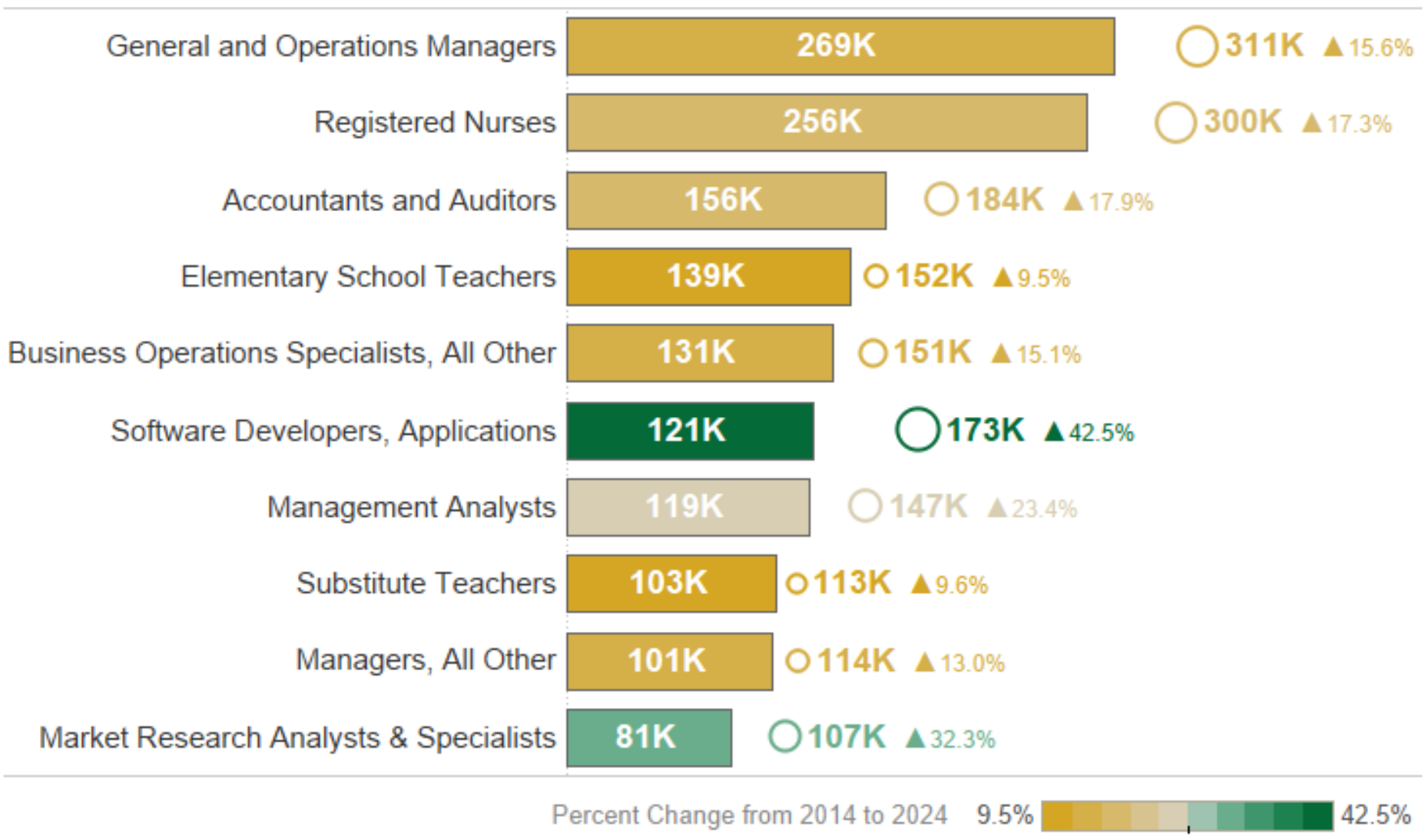
CALIFORNIA'S WORKFORCE NEEDS

As a member of the California's State University system, one of Humboldt State University's responsibilities is workforce development. California's need for baccalaureate degree holders is increasing, and HSU must consider those needs as part of its overall enrollment planning.

"Total industry employment in California, which includes self-employment, private household workers, farm employment, and nonfarm employment, is expected to reach 19,720,500 by 2024, an increase of 15.1 percent over the 10-year projection period. Seventy-one percent of all projected nonfarm growth is concentrated in four industry sectors: educational services, health care, and social assistance; professional and business services; leisure and hospitality; and construction."

California Industry Employment Projections Between 2014-2024
Published: August 2016
http://www.labormarketinfo.edd.ca.gov/file/indproj/cal$indnarr-2014-2024.pdf

Projected Growth of Top California Occupations Requiring a Bachelor's Degree or Higher (2014 – 2024)



"The occupational groups with the fastest growth rates are computer and mathematical (29.5 percent), construction and extraction (28.3 percent), and personal care and service (25.8 percent)."

From 2014 to 2024, California is expected to generate 6,613,300 job openings (2,651,100 new jobs from industry growth and 3,962,200 jobs due to replacement needs).

California Occupational Employment Projections Between 2014-2024
Published: August 2016
http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occnarr-2014-2024.pdf

California's Need for Skilled Workers
Published: September 2014
http://www.ppic.org/publication/californias-need-for-skilled-workers/

PURPOSEFUL ANALYTICS

Changing California Demographics

The Western Interstate Commission for Higher Education's (WICHE) ninth edition of *Knocking at the College Door: Projections of High School Graduates* details critical implications for higher education in light of substantial demographic changes occurring across the country. Here in California, we hit a high-water mark in 2011-12 when 426,000 students earned high school diplomas. That number is expected to gradually decline until levelling off around 394,000 by 2031-32. Expectations are that the percentage of Hispanic students will increase in the coming 5 to 10 years before dropping slightly below current numbers around 2032; the percentage of Asian/Pacific students will increase slightly; White students will drop roughly 16 percent; and the percentage of Black and Native American students will drop by a third.

In 2014, 41 percent of adults (age 25-64) had obtained at least an associate's degree, and average income for households with children under age 18 was $67,000. These disparities when measured by race are significant: 60% of Asian adults and 52% of White adults had at least associate's degrees, while 33% of Black adults, 18% of Hispanic adults, and 27% of Native American adults had attained the same level of education. Average household income was $45,000 for Black and Hispanic families and roughly $100,000 for White and Asian families (data for Native households unavailable). The complete report on California and other states is available at www.wiche.edu/knocking.

Changing HSU Demographics: Increasing Diversity

In light of the state's demographic trends, it is not surprising that our student body has grown more and more diverse. In fall 2016, 43 percent of our incoming students were from traditionally underrepresented minority groups.

The university received federal designation as a Hispanic Serving Institution (HSI) in 2013, and as such, we were able to obtain a five-year, $3-million federal HSI-STEM grant supporting our efforts to develop and expand placed-based learning communities in the College of Natural Resources and Sciences. The challenge remains, however, to understand how to best serve our Latinx students, to move beyond being merely a Hispanic *admitting* institution to being truly a Hispanic *serving* institution.

Community Connection: Tribal Nations

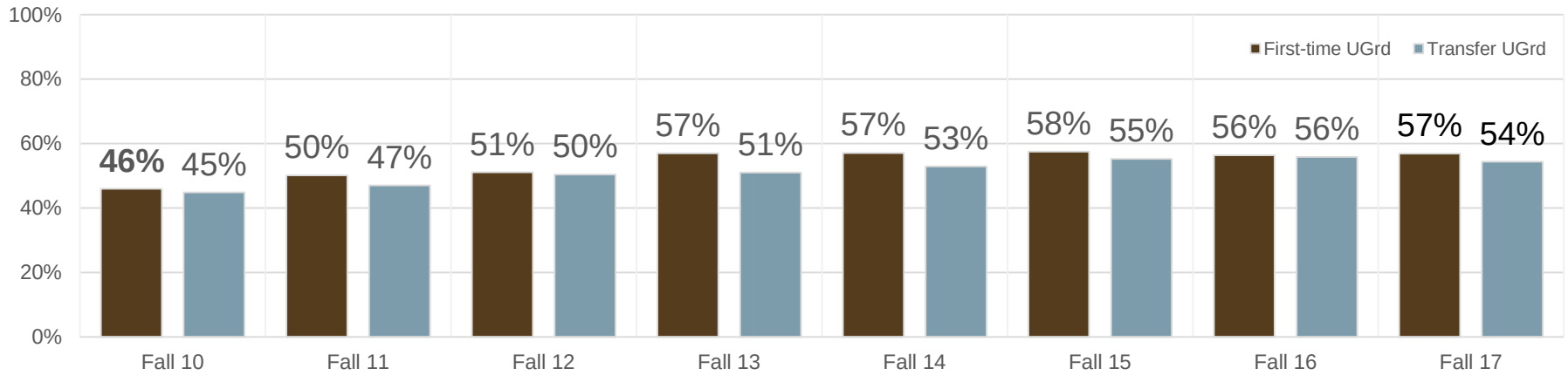
Because of its close proximity to several Native American tribes, Humboldt State is in a position to serve the needs of tribal communities with course and degree offerings, internships, and research opportunities that help with economic and professional development. Built on Wiyot land, Humboldt State is committed to playing a vital part in improving equity and access for members of all our local tribes.

A survey of needs among Native students was conducted in 2016 as the result of a community-based participatory research project. This was the first needs assessment that HSU had ever conducted focusing on its Native students. In response to the findings, the university has since hired two Native faculty members, reinstated the President's Native American Advisory Committee, and added a local recruiter to focus on Native student recruitment.

Supporting First-Generation and Pell-Eligible Students

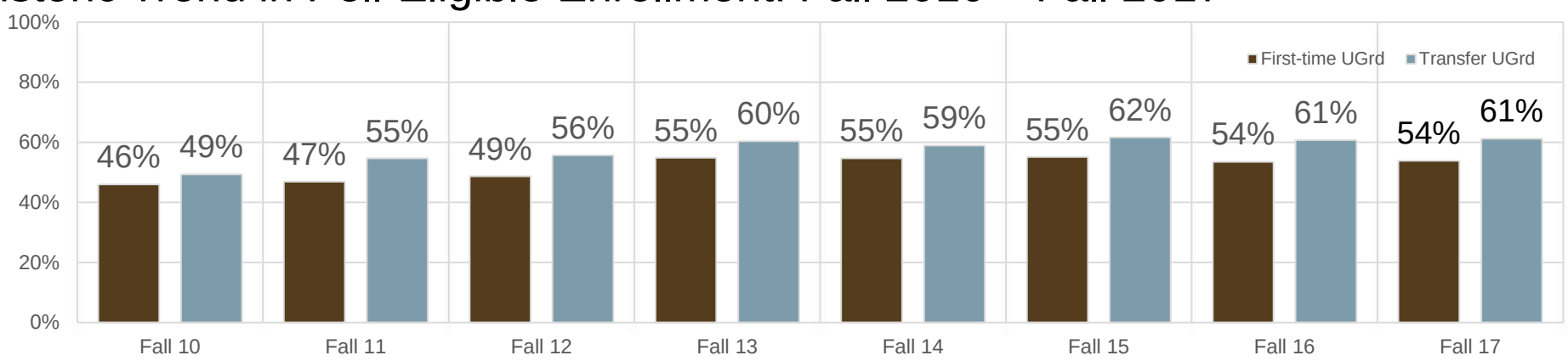
Since 2010, HSU has seen a significant increase in the percentage of new students who are first-generation college goers, both as first-time undergraduates and as transfer students. As noted above, fewer than half of California adults (age 25-64) with children under 18 hold at least an associate's degree, so the data represented below are not surprising.

Historic Trend in First-Generation Enrollment: Fall 2010 – Fall 2017



Alongside the growing number of first-generation HSU students is the increasing percentage of new students who are eligible for Pell Grants. This proxy measure for family income or expected family contribution mirrors state demographics noted in WICHE's report. As noted previously, the mean income for California families with children under 18 years old is $67,000, although that number is $45,000 for Black and Hispanic families. As illustrated below, over half of our new students each year are now Pell eligible.

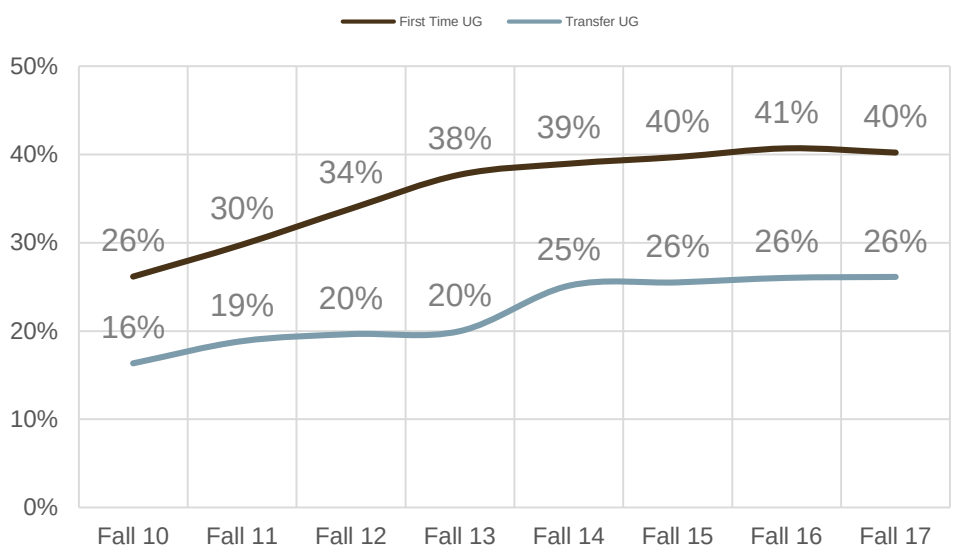
Historic Trend in Pell-Eligible Enrollment: Fall 2010 – Fall 2017



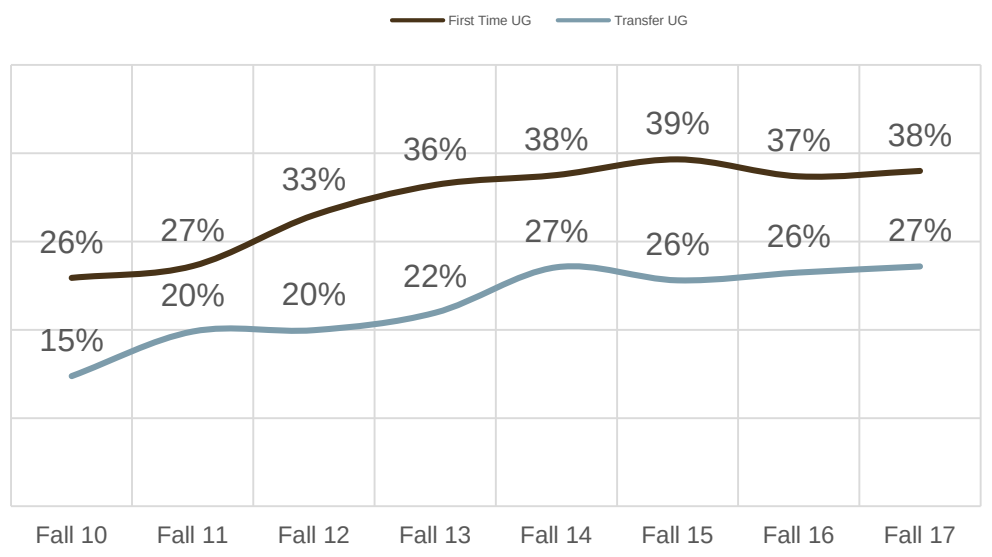
First-Generation, Pell-Eligible, and Traditionally Underrepresented

Since 2010, there has been a marked increase in the percentage of new undergraduates (first-time and transfer) who are members of traditionally underrepresented populations and are either first-generation or Pell-eligible. Specifically, the percentage of first-time undergraduates who are both first-generation and underrepresented increased from 26 percent to 40 percent, and the percentage of first-time undergraduates who are both Pell-eligible and underrepresented increased from 26 percent to 38 percent.

First-Generation and URG



Pell-Eligible and URG

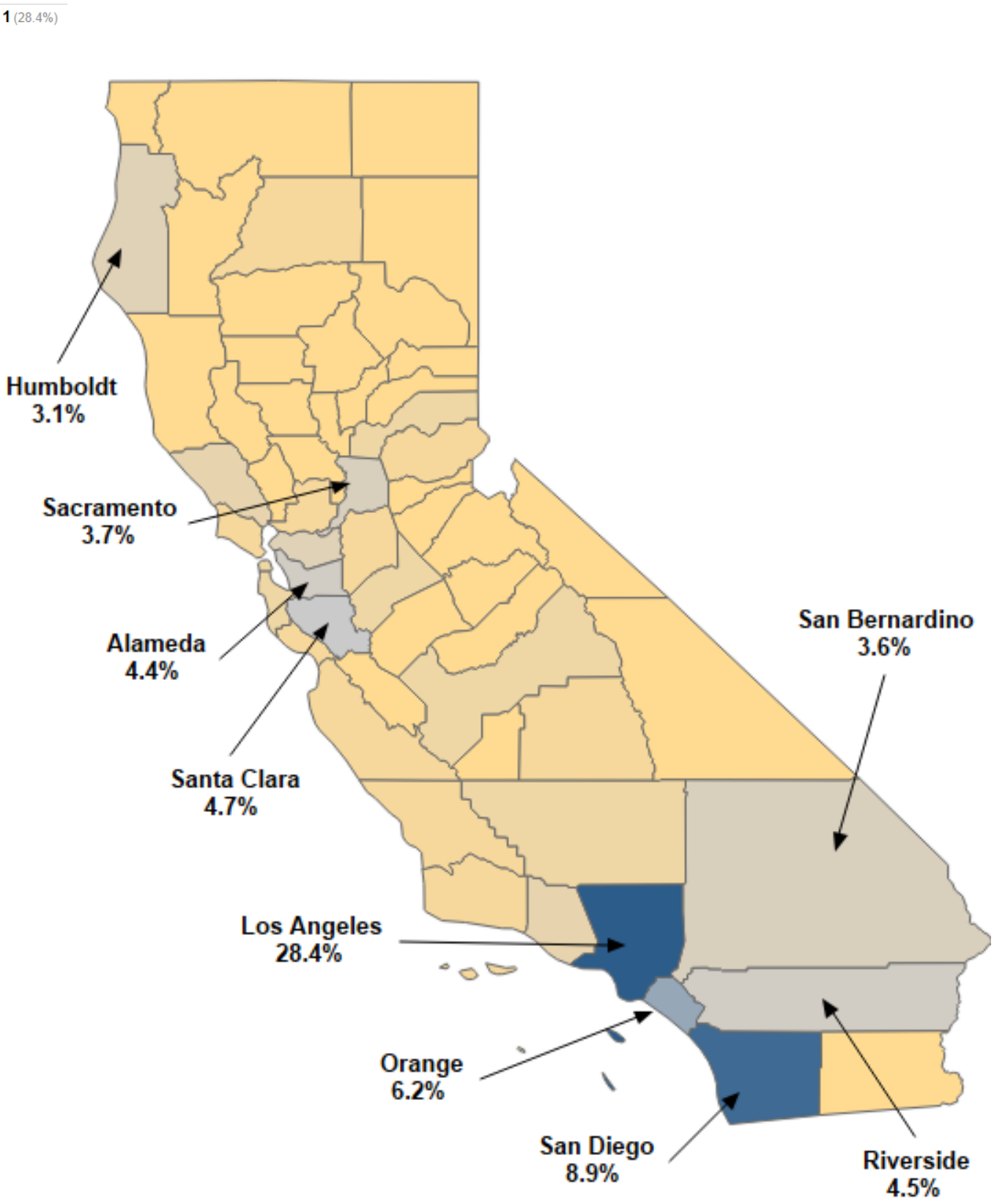


RECRUITMENT

California Residents

Nearly 100,000 students have applied to be Lumberjacks since 2012, with applications distributed evenly across the three academic colleges. These applicants hail from all over California—although the percentage coming from southern California has been increasing—and they represent more diverse backgrounds than ever before. Most of them applied for programs in biological sciences, business administration, psychology, and sociology, while just under 10 percent had not yet decided on a major.

Los Angeles	1 (28.4%)
San Diego	2 (8.9%)
Orange	3 (6.2%)
Santa Clara	4 (4.7%)
Riverside	5 (4.5%)
Alameda	6 (4.4%)
Sacramento	7 (3.7%)
San Bernardino	8 (3.6%)
Humboldt	9 (3.1%)
Contra Costa	10 (3.0%)
Ventura	11 (2.3%)
Sonoma	12 (2.0%)
Kern	13 (1.7%)
San Mateo	14 (1.7%)
San Francisco	16 (1.5%)
Fresno	15 (1.5%)
Placer	17 (1.5%)
Stanislaus	18 (1.4%)
Santa Barbara	19 (1.3%)
San Joaquin	19 (1.3%)
Monterey	21 (1.2%)
Santa Cruz	22 (1.1%)
Tulare	23 (1.1%)
San Luis Obispo	24 (1.0%)
Marin	25 (0.9%)
Solano	26 (0.8%)
Shasta	27 (0.8%)
El Dorado	28 (0.7%)
Butte	29 (0.6%)
Mendocino	30 (0.6%)
Napa	31 (0.6%)
Yolo	32 (0.5%)
Merced	33 (0.5%)
Nevada	34 (0.3%)
Sutter	35 (0.2%)
Siskiyou	36 (0.2%)
Tuolumne	37 (0.2%)
Kings	38 (0.2%)
Imperial	39 (0.2%)
Yuba	40 (0.2%)
Madera	41 (0.2%)
Del Norte	42 (0.2%)
Lake	43 (0.1%)
San Benito	44 (0.1%)
Trinity	45 (0.1%)
Tehama	46 (0.1%)
Plumas	47 (0.1%)
Lassen	48 (0.1%)
Amador	49 (0.1%)
Colusa	50 (0.1%)
Glenn	51 (0.0%)
Calaveras	52 (0.0%)
Inyo	53 (0.0%)
Mono	54 (0.0%)
Modoc	55 (0.0%)
Mariposa	56 (0.0%)
Sierra	57 (0.0%)



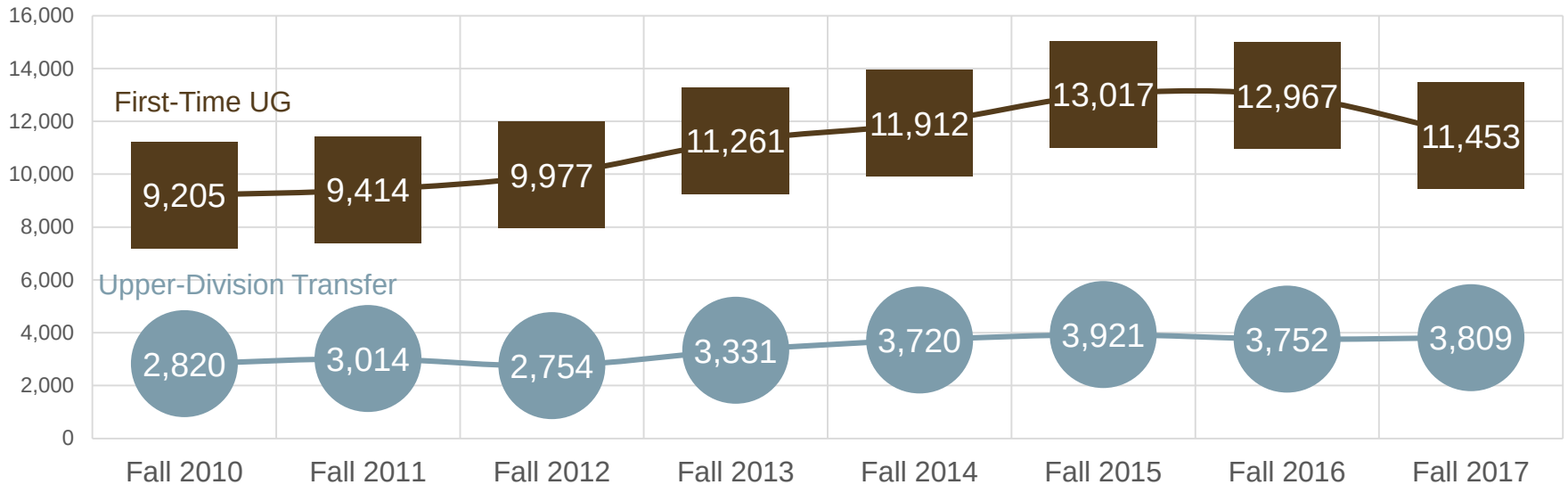
From 2015 to 2017, nearly 30 percent of applicants to HSU called the Los Angeles area home—by far the largest representation across all counties in California.

Application Yield Flow

A decline in interest?

From 2010 to 2015, HSU saw a steady and continuous increase in the number of undergraduate applicants. Since its high-water mark in 2015, the undergraduate application trend has shifted downwards. Upper-division transfer applicants rebounded for the 2017 class, however.

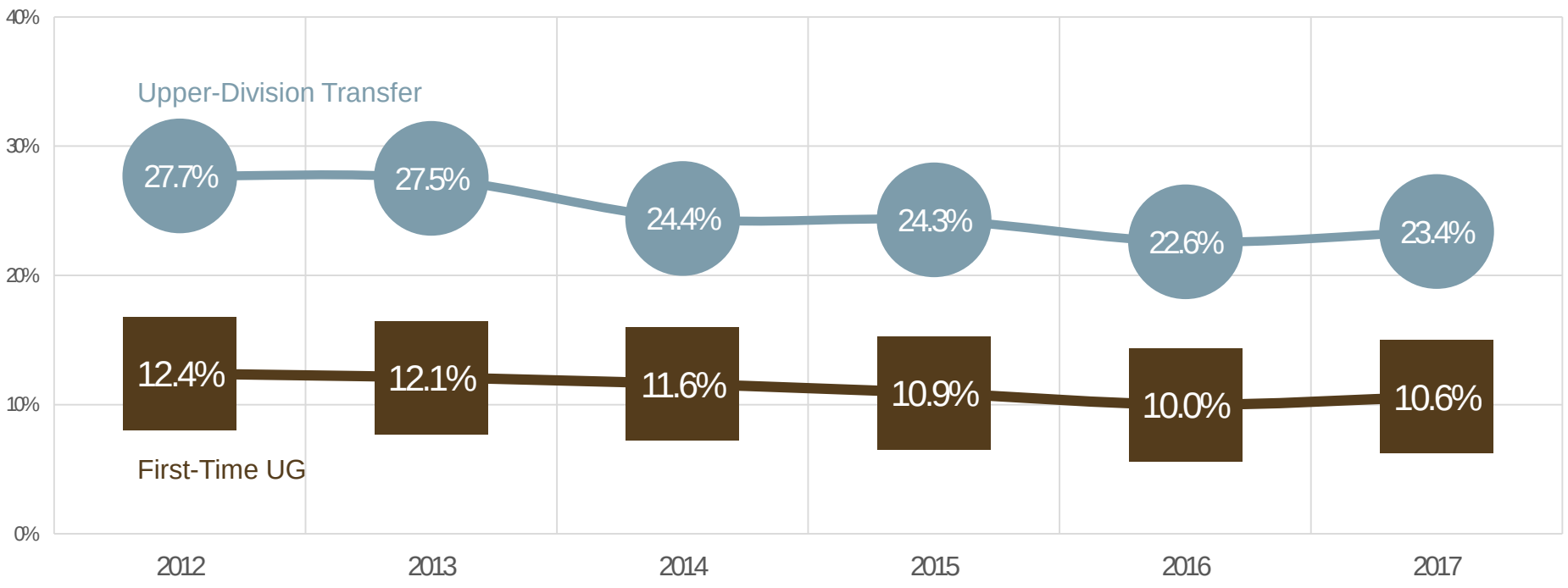
Undergraduate Application Trend: Fall 2010 – Fall 2017



Interest to commitment: A shrinking application-to-enrollment yield

During this time, HSU has seen a steady decline in the yield from application to enrollment for both first-time undergraduates and transfer students. The relationship between the number of students who apply to an institution and the number who eventually matriculate is one measure of enrollment health. This measure of recruitment success informs our understanding of how students feel about the narratives we are telling them.

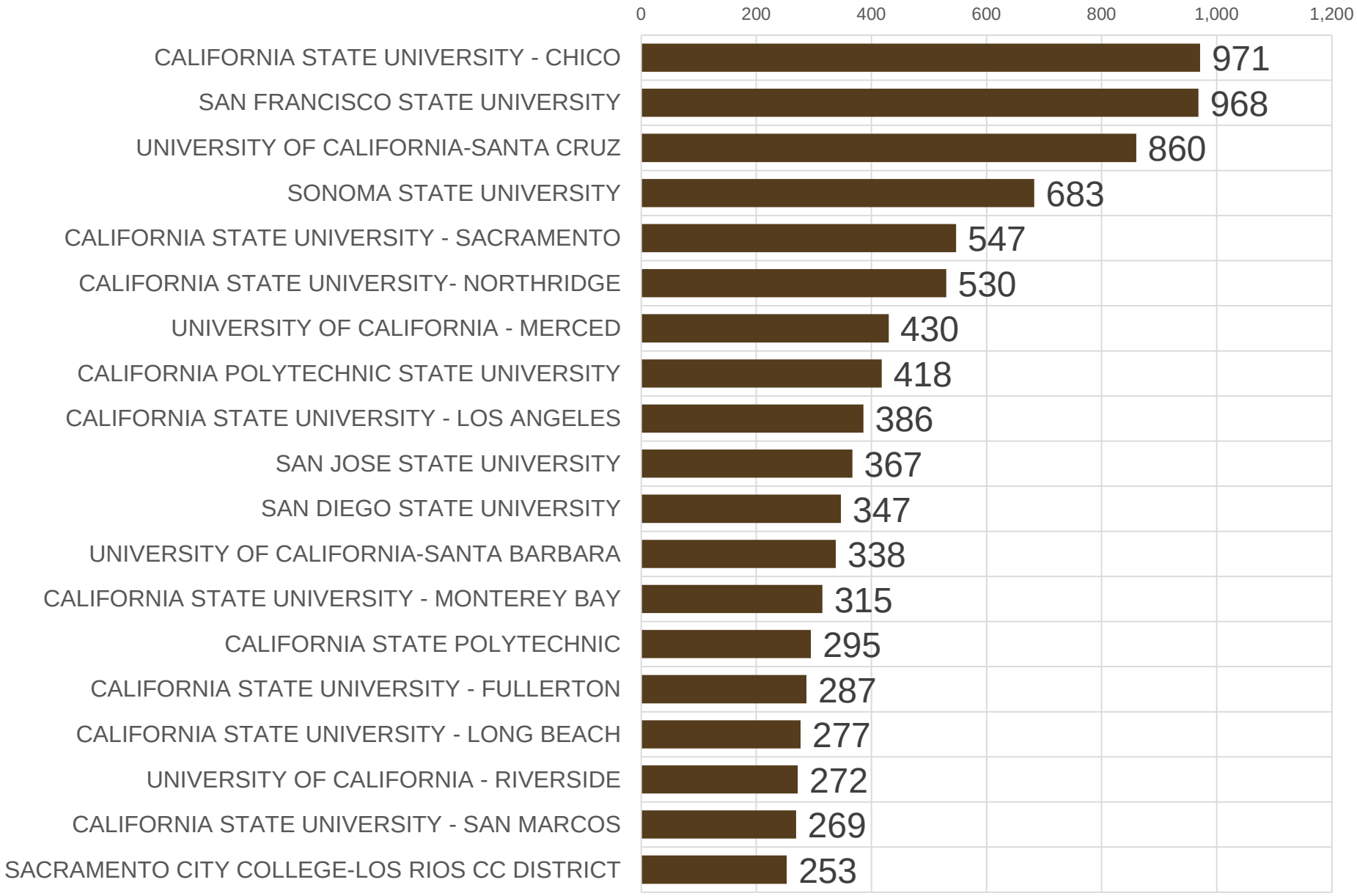
Undergraduate Application-to-Enrollment Yield Trend: Fall 2012 – Fall 2017



Competitors

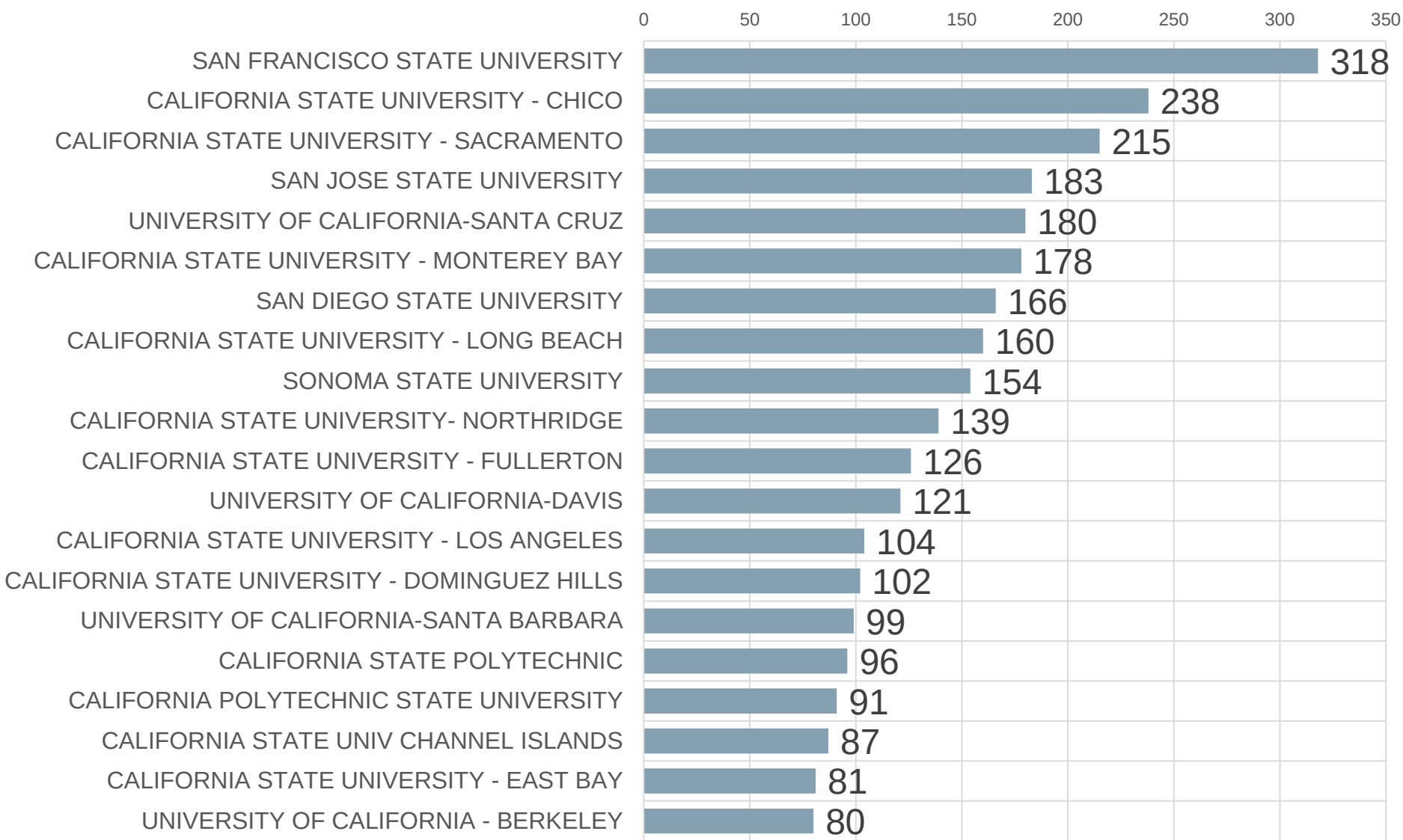
For incoming freshmen who apply to HSU but go elsewhere, CSU Chico and San Francisco State are the most popular destinations. UC Santa Cruz is also a significant competitor.

Competitor Campuses for First-Time Undergraduate Cohorts 2015 – 2017



San Francisco State and CSU Chico are also the most popular destinations for transfer students who apply to HSU but go elsewhere. Many HSU transfer applicants also end up at CSU Sacramento.

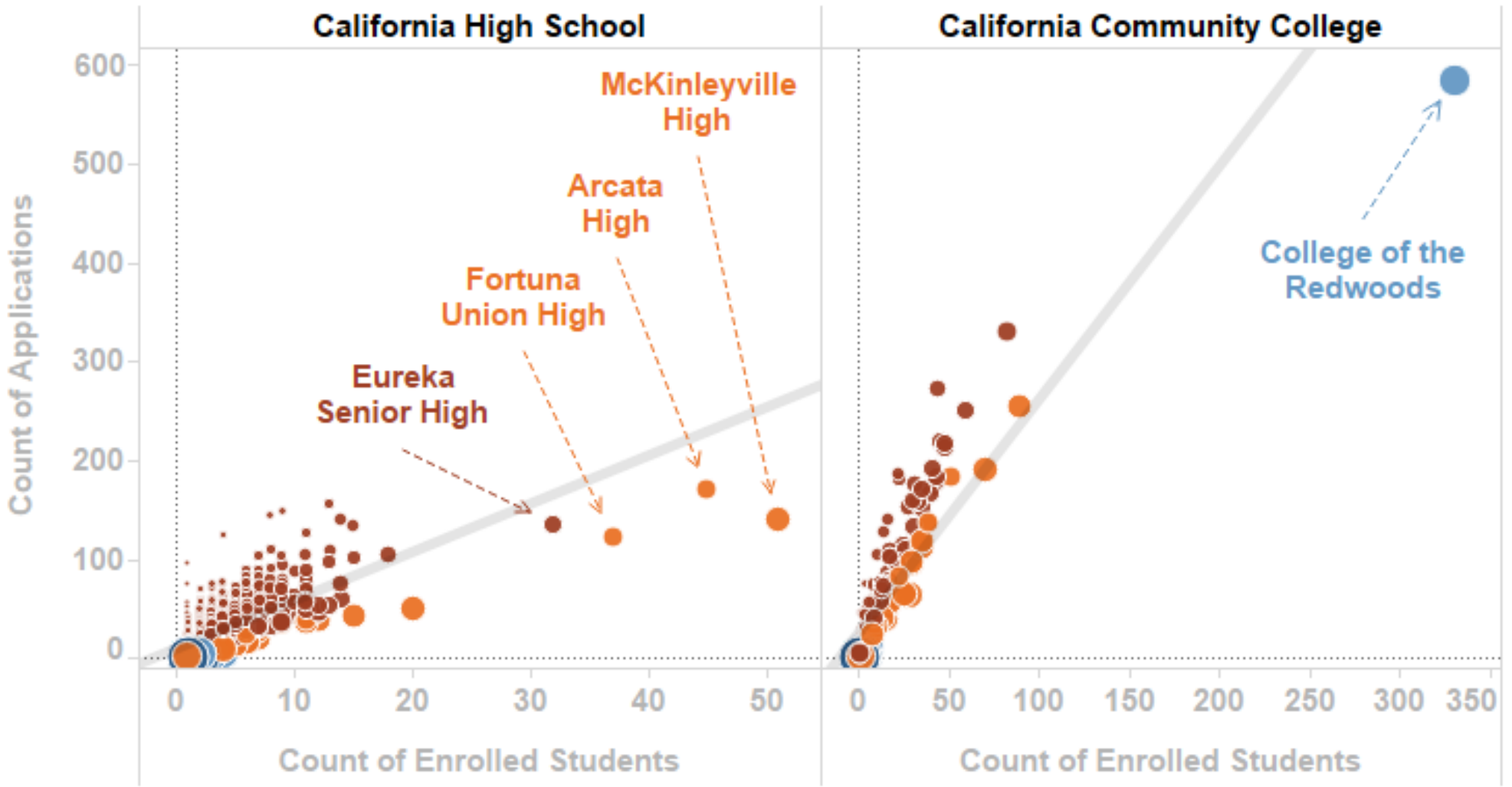
Competitor Campuses for Undergraduate Transfers Cohorts 2015 – 2017



Feeder Schools

Humboldt State recruits potential students across the whole of California. This is vital to meeting our enrollment goals given that, unlike many typical master's-comprehensive institutions, we have only a handful of significant local feeder high schools (Arcata High, McKinleyville High, Eureka High, and Fortuna High) and just one local community college (College of the Redwoods). With only about 3 percent of our recent applicants coming from Humboldt County, the need for long-distance recruitment is evident.

Applications to Enrollment 2015 – 2017



First-time undergraduate (FTUG) students accounted for 74 percent of new undergraduate applications from 2015 to 2017, yet they only accounted for 55 percent of newly enrolled undergraduates. Applicants transferring from a California community college were more than twice as likely to enroll as FTUG applicants (24 percent to 11 percent).

Feeder Schools

California Feeder High Schools 2015 – 2017

A cluster analysis of California feeder high schools revealed three distinct clusters.

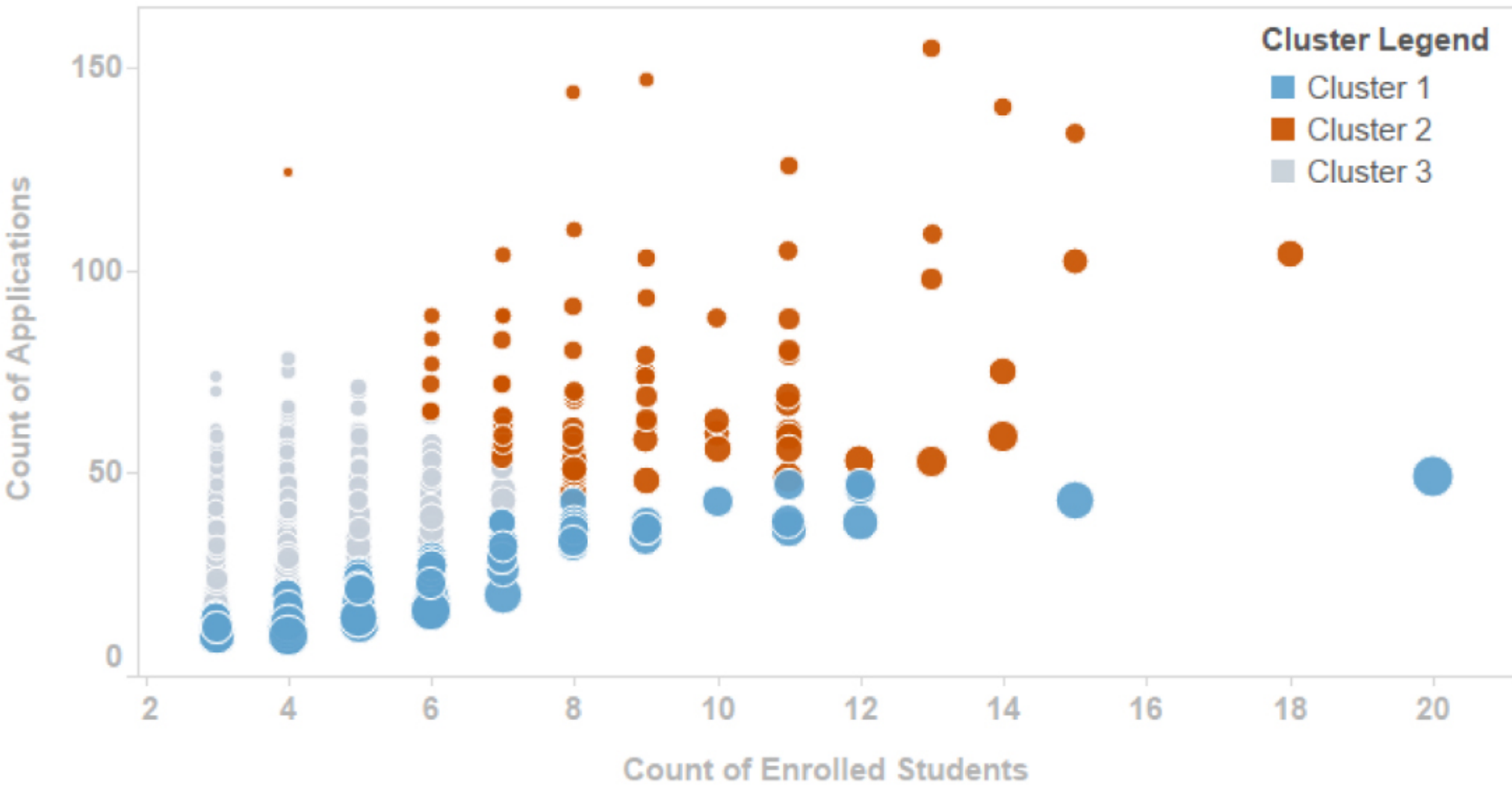
Cluster 1 comprises 100 high schools with high application-to-enrollment ratios. These are institutions with which HSU needs to maintain a strong relationship.

Cluster 2 comprises 79 high schools with low application-to-enrollment ratios. HSU could strengthen relationships with these institutions to potentially convert a high number of applicants into registered students.

Cluster 3 comprises 291 high schools in an uncertain middle. The HSU brand may not be well established with these institutions.

An efficient use of resources would focus recruitment efforts in clusters 1 and 2. Rebranding efforts in cluster 3 could be considered.

California High Schools Cluster 2015 – 2017



Note: *Cluster analyses exclude outliers (fewer than three registered students and fewer than ten applicants per institution) as well as the top five feeder institutions.*

Feeder Schools

California Community Colleges 2015 – 2017

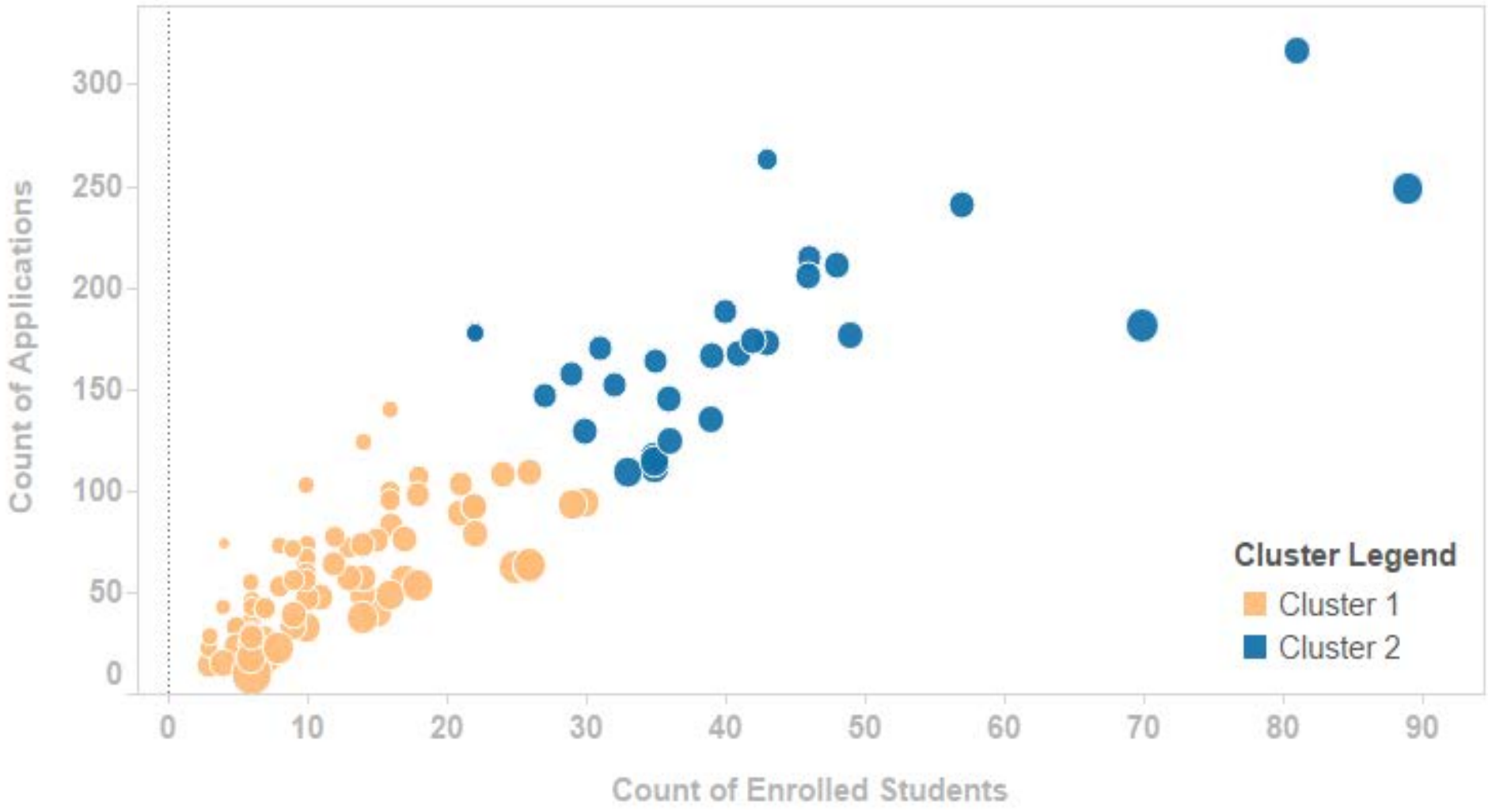
A cluster analysis of feeder California community colleges (CCC) revealed two distinct clusters.

Cluster 1 comprises 74 CCCs with low application and enrollment numbers. HSU could increase the number of applications to these schools to convert applicants to enrolled students.

Cluster 2 comprises 29 CCCs with high application and enrollment numbers. HSU needs to maintain a strong relationship with these institutions.

An efficient use of resources would focus CCC recruitment efforts in cluster 2.

California Community Colleges Cluster 2015 – 2017

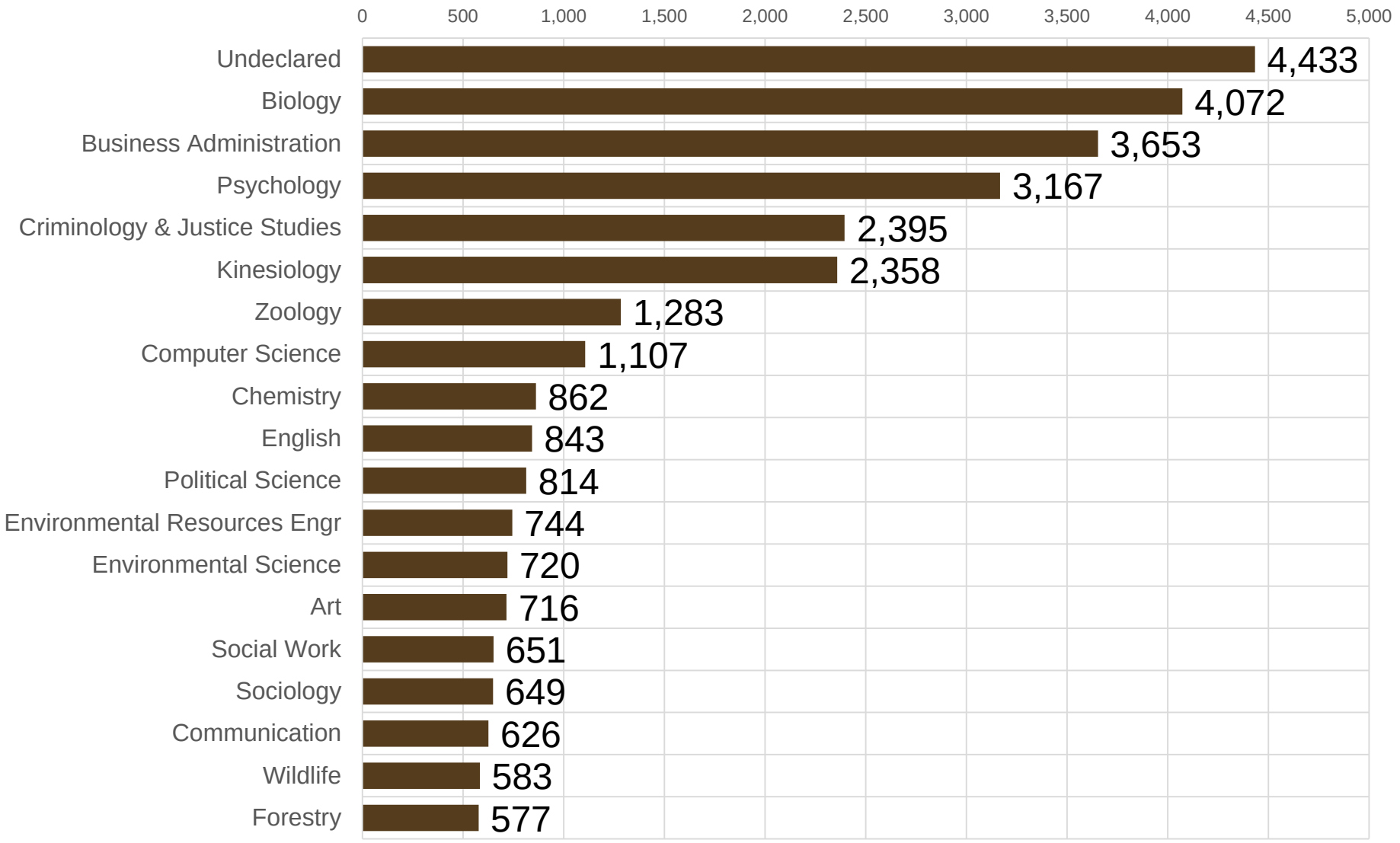


Note: *Cluster analyses exclude outliers (fewer than three registered students and fewer than ten applicants per institution) as well as the top five feeder institutions.*

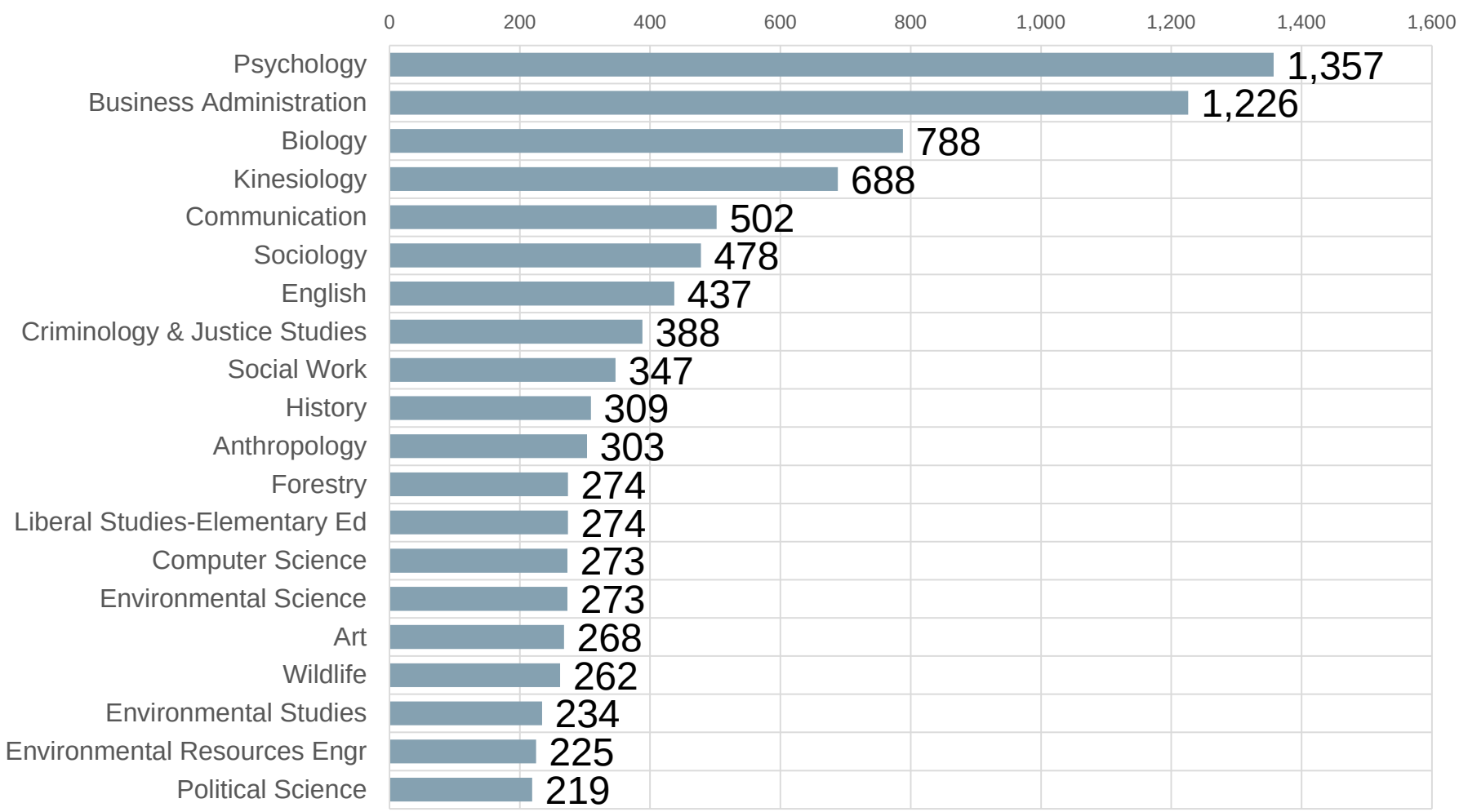
Applicant Major Interests

Biology, business, and psychology are the most popular majors for both incoming freshmen and transfer students. The high number of freshmen arriving at HSU undeclared is noteworthy. Curricular innovations like place-based learning communities and cluster programming may be of particular appeal to undecided students, who may wish to get a feel for college life and/or consider several related areas of study before declaring a major.

First-time Undergraduate Application Major Interests Fall 2015 – Fall 2017



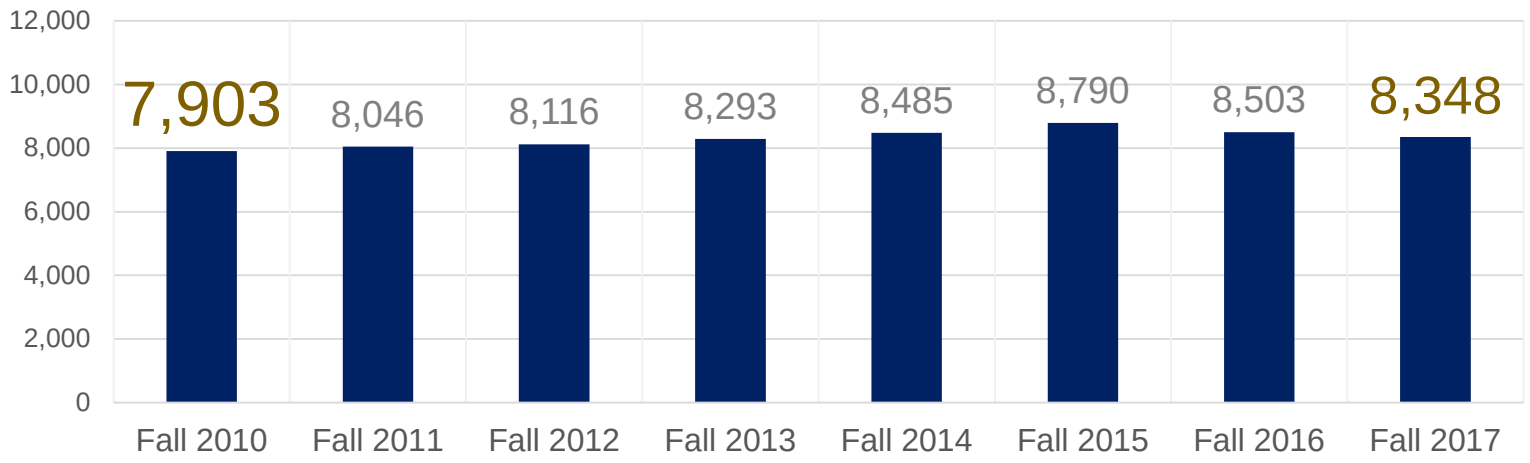
Undergraduate Transfer Application Major Interests Fall 2015 – Fall 2017



ENROLLMENT

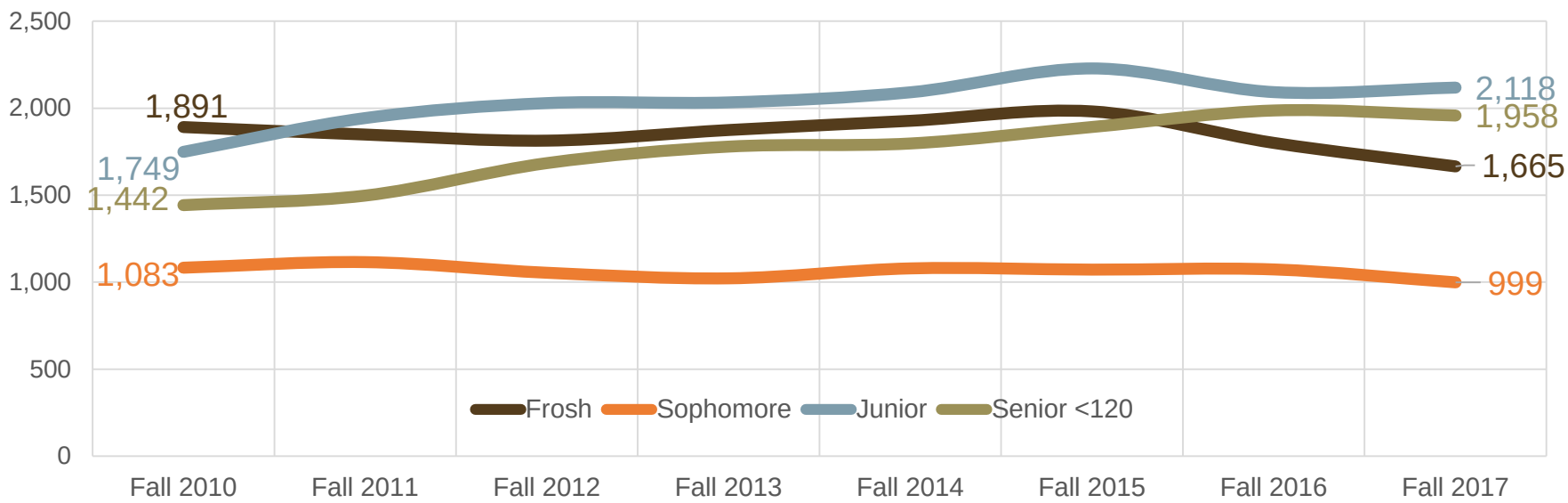
A Recent Decline

Enrollment climbed steadily for several years, peaking at 8,790 in 2015. Changes in the admissions landscape alongside other factors contributed to an enrollment decline in the past two years. Recruitment changes are in process to correct the direction of applicants and enrollment for 2018-19 and 2019-20.



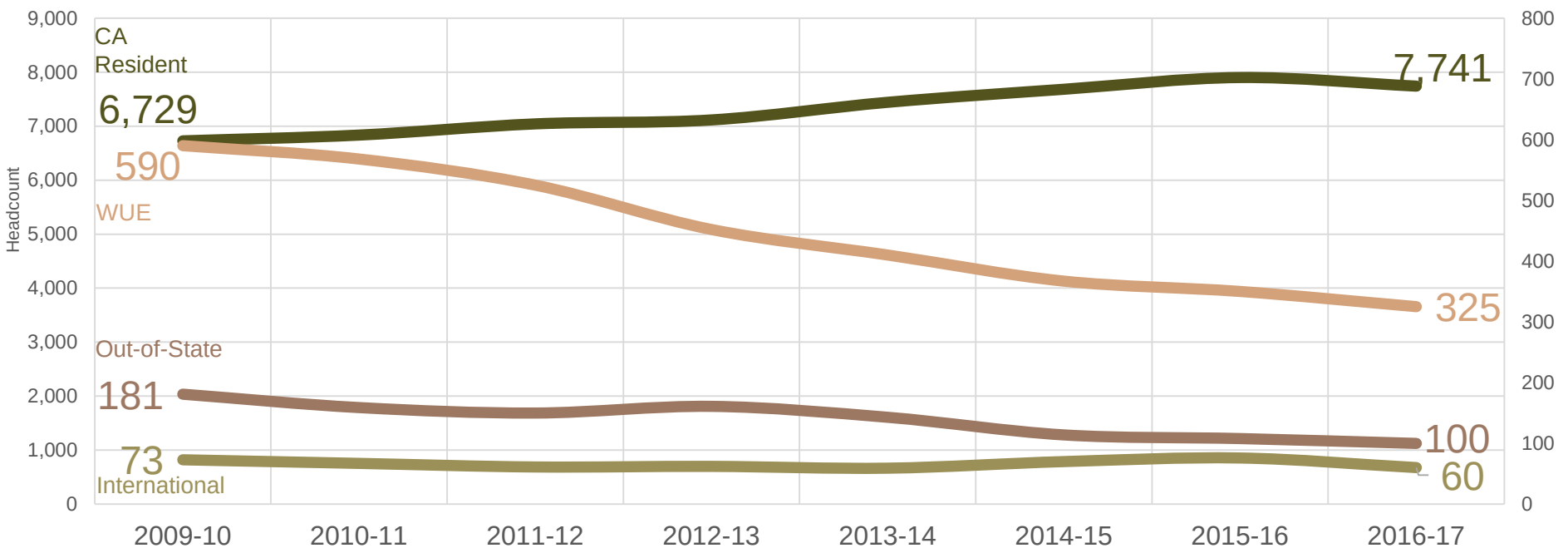
Shift in Enrollment by Class: Drop in Lower Division

Declining incoming freshmen numbers and retention rates results in double jeopardy, with fewer students working toward upper division status and fewer of them making it there. HSU currently has fewer lower-division students than upper-division, which will result in a decline in upper-division students unless it's offset by increasing transfer enrollment and improving declining retention rates. Moreover, gains toward the graduation rate goals of GI 2025 will result in upper-division students leaving campus more quickly, which will only increase the need for more incoming freshmen and transfer students. In summary, the combination of fewer students entering college, fewer retaining, and more graduating makes increasing and stabilizing enrollment a challenge.



Average Annual Enrollment: Recent Downward Trends

Enrollment of California residents has climbed steadily until a recent small decline. Enrollments of international, out-of-state, and Western Undergraduate Exchange (WUE) students, however, have been in steady decline. HSU's charge as a CSU institution is certainly to serve the needs of California's students, but maintaining a steady number of non-California students is not without merit. WUE students present minimal recruitment and retention challenges, as many come from cities and towns closer to Humboldt in distance and climate than Southern California. Finally, students coming from outside the West Coast or outside the US add to the diversity of our campus community, which dovetails with HSU's strategic plan goal of fostering meaningful relationships across differences.

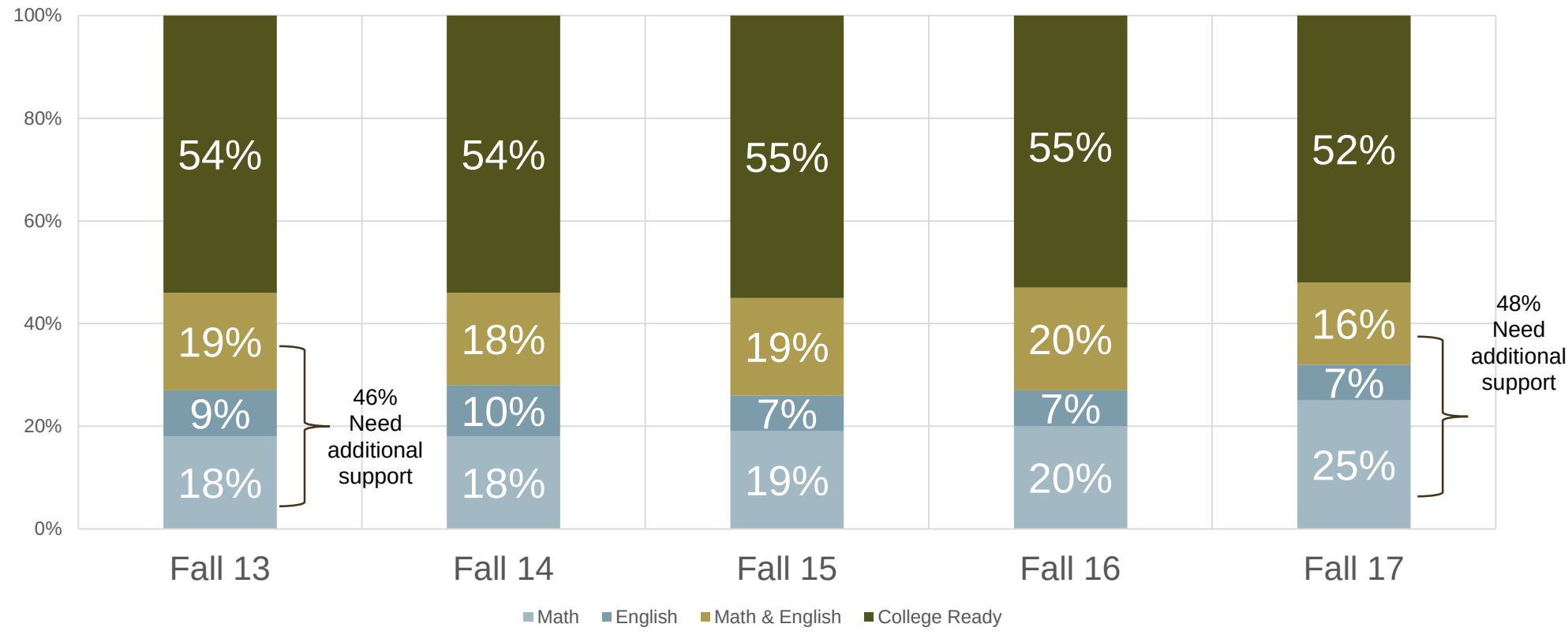


READY FOR COLLEGE?

In the CSU, the classification *college ready* indicates that a student has demonstrated readiness for baccalaureate credit-bearing courses in mathematics and English. Students may demonstrate their readiness by a variety of measures including successful completion of high school or college coursework, SAT/ACT scores, and placement exams.

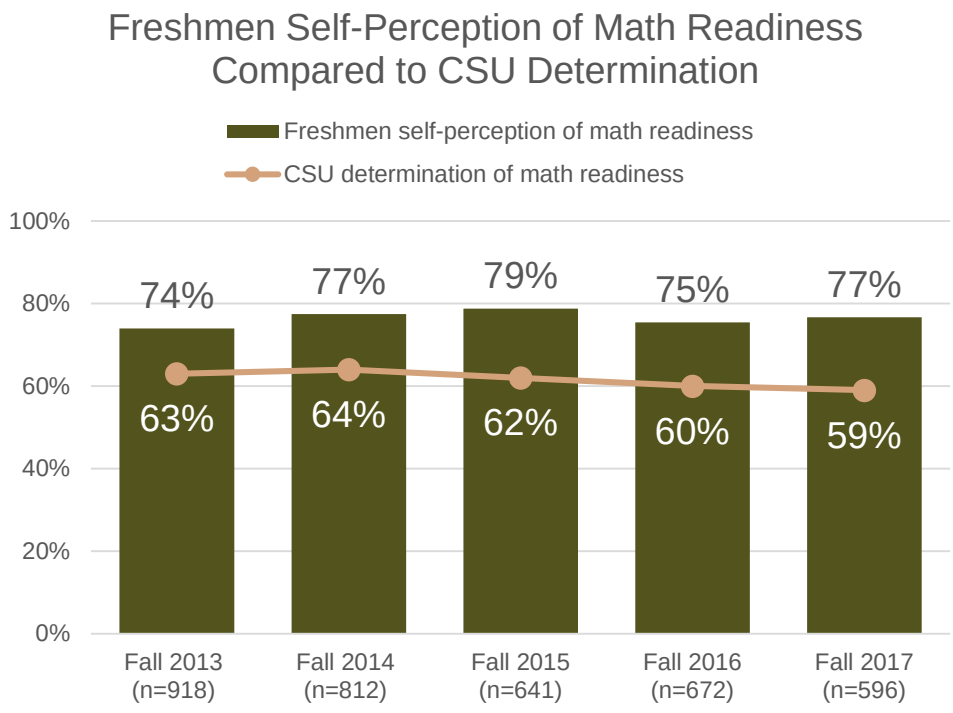
The figure below shows the percentages of incoming HSU students who are college ready compared with those who are still developing in math, writing, and both math and writing. After four years at 54-55 percent, readiness numbers dropped in 2017, as an increase in writing-ready students was offset by a sharp decline in students who are math ready.

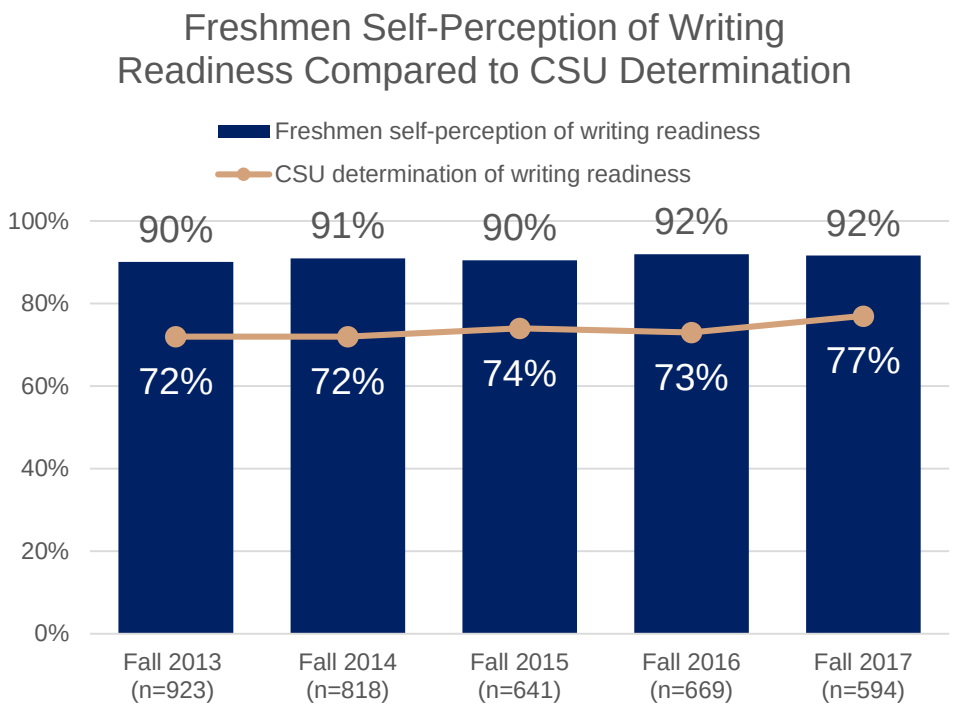
Incoming Student College Readiness Fall 2013 – Fall 2017



College Readiness Self-Assessment

Three to five weeks into the semester each fall, incoming HSU freshmen are asked to describe their math and writing abilities. These self-assessments contrast markedly with the performance-based CSU determinations of readiness described above. As we see in the figure below, 77 percent of responding students in 2017 consider themselves at least average in math ability, compared to only 59 percent who are officially math ready, and 92 percent of students consider themselves at least average in writing ability, compared to 77 percent who are officially writing ready.

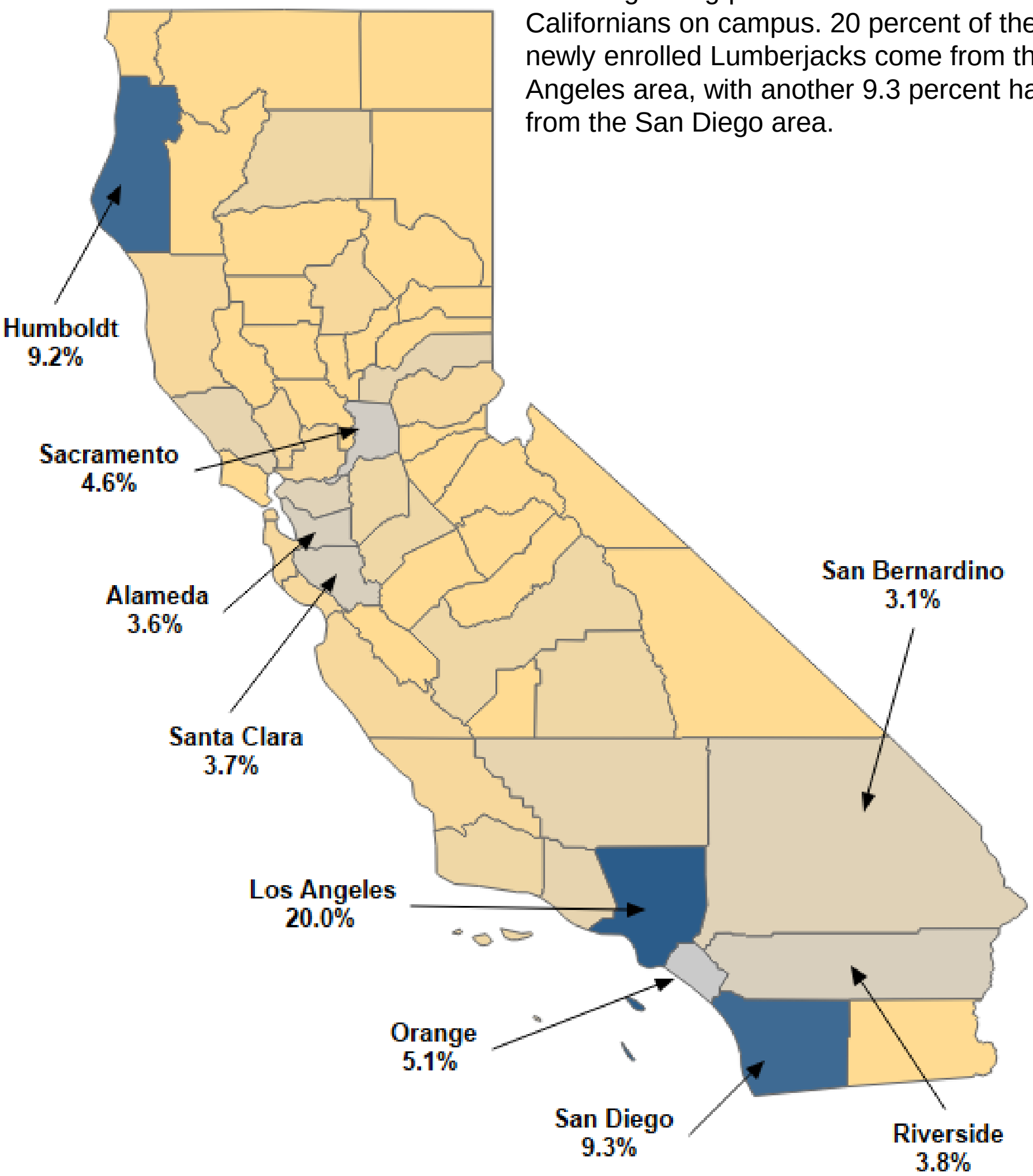




Additional analyses concerning student self-assessment will be available spring 2018.

WHAT PARTS OF CALIFORNIA DO OUR STUDENTS REPRESENT?

Roughly 9 percent of HSU students come from the immediate area. The rest of the student body come from all across California. Looking at the incoming cohorts from 2015 to 2017, one can see the growing presence of Southern Californians on campus. 20 percent of these newly enrolled Lumberjacks come from the Los Angeles area, with another 9.3 percent hailing from the San Diego area.

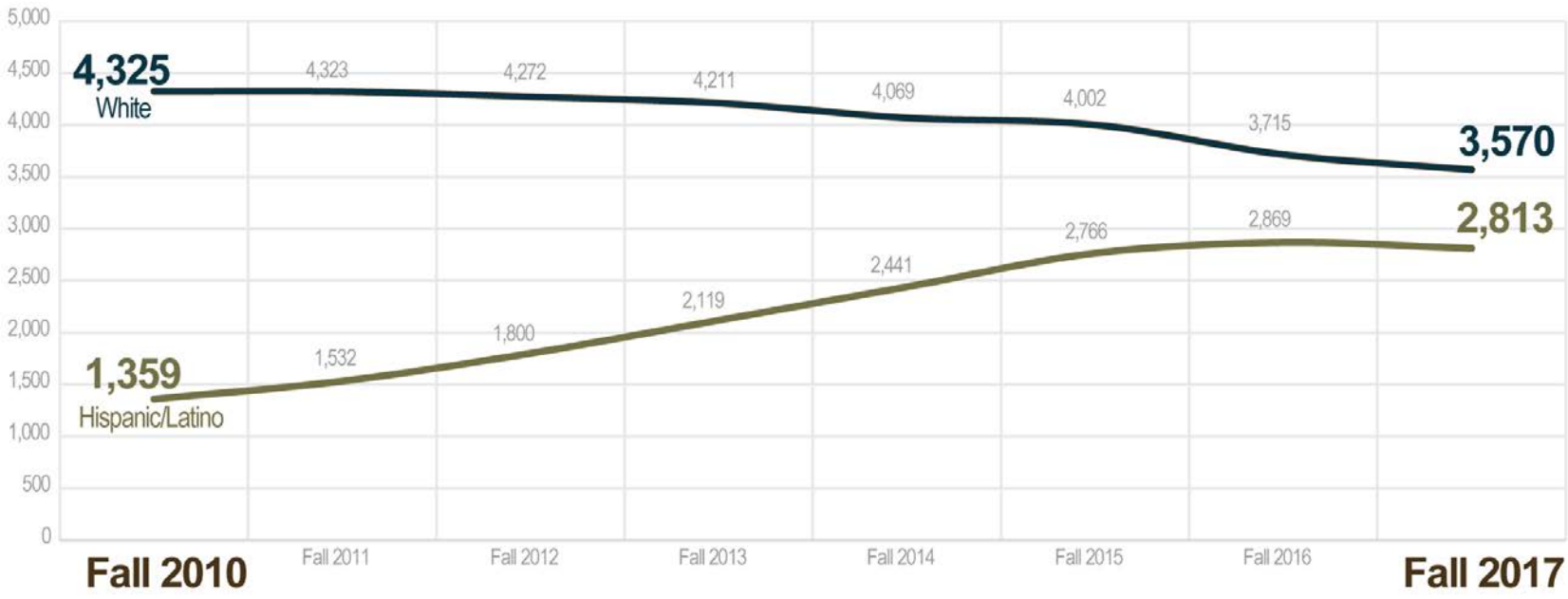


STUDENT DEMOGRAPHICS

Diversity Trends Signal Change

Since 2010, Humboldt State has seen an explosive growth of students from traditionally underserved populations. We attribute this growth to the changes in California's student demographics coupled with our increased recruitment in southern California. The number of students who identify as Hispanic/Latino has more than doubled in this time (1,359 to 2,813), and the number of students who identify as two or more races has increased 59% (364 to 580). See the table below for a full breakdown by federal reporting categories.

Hispanic/Latino vs White Population Trends Fall 2010 – Fall 2017



Enrollment by Ethnicity Fall 2010 – Fall 2017

Ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian	114	114	110	91	85	96	89	97
African American	227	279	291	291	320	290	271	282
Hispanic/Latino	1,359	1,532	1,800	2,119	2,441	2,766	2,869	2,813
Asian American	222	225	248	266	293	302	279	248
Pacific Islander	30	30	23	20	21	16	20	17
Two or More Races	364	441	468	492	531	558	570	580
White	4,325	4,323	4,272	4,211	4,069	4,002	3,715	3,570
Unknown	1,169	1,013	817	716	605	622	550	596
Non-resident Alien	93	89	87	87	120	138	140	145

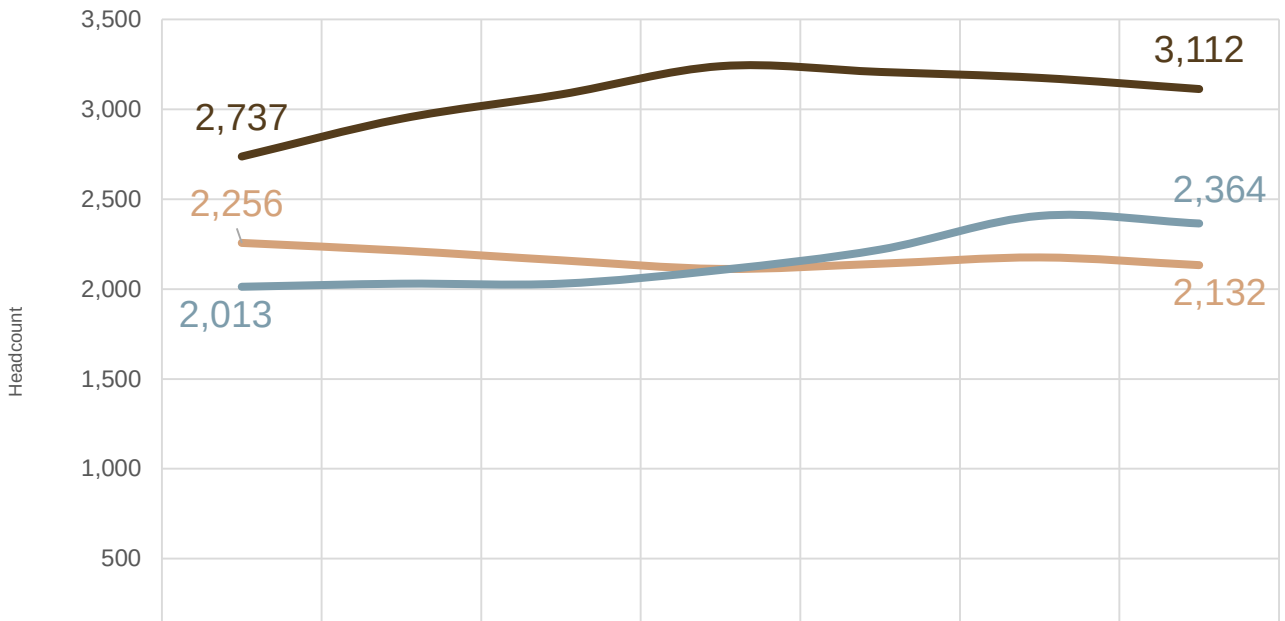
A word of caution: Due to federal reporting guidelines, small sample sizes of certain ethnicities, such as American Indian/Native American can be underreported. When examining all ethnicities students may self-select, HSU's American Indian/Native American enrollment is about 5%.

Naming conventions are federally determined. The non-resident alien category includes students counted as residents (paying resident fees) due to type and length of visa; the international student category referenced elsewhere includes only students not paying resident fees.

ENROLLMENT IN THE MAJOR

Though enrollment at HSU has declined the past two years, numbers are still higher than they were in 2010, which means that the enrollment pattern among the colleges reflects some increases.

At right: Overall undergraduate enrollment by each of the three academic colleges, 2010-11 to 2016-17.



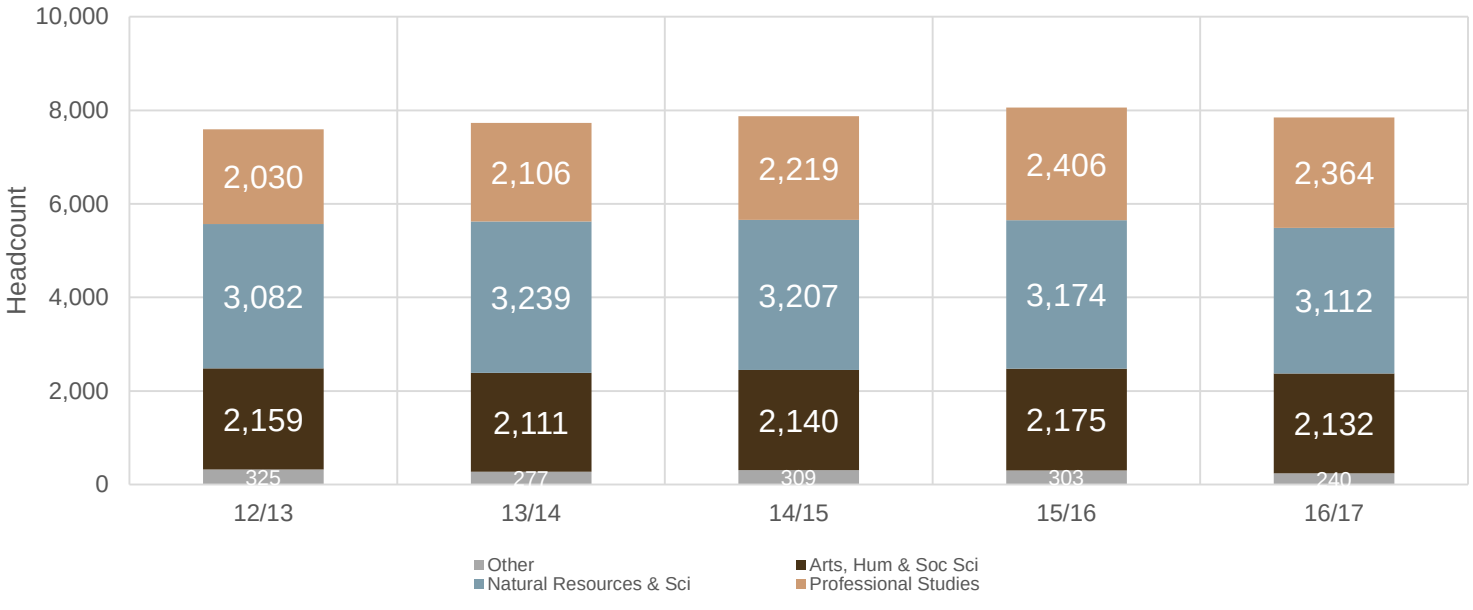
	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Arts, Hum & Soc Sci	2,256	2,213	2,159	2,111	2,140	2,175	2,132
Natural Resources & Sci	2,737	2,947	3,082	3,239	3,207	3,174	3,112
Professional Studies	2,013	2,030	2,030	2,106	2,219	2,406	2,364

Enrollment in two of the three colleges has grown since 2010. The College of Natural Resources and Sciences increased by nearly 14 percent, and it continues to be the largest college by headcount; the College of Professional Studies grew a little over 17 percent, and it is now the second most popular college at the university; and although the College of Arts, Humanities, and Social Sciences saw a decrease in major enrollment, its rate of decline has slowed since about 2014-15.

The College of Arts, Humanities, and Social Sciences is the largest provider of general education units and serves all majors in that capacity. Unfortunately, consistent with trends across higher education, CAHSS has seen a decrease in enrollment during this time (5.5 percent). Some programs have seen exciting enrollment growth, however: the number of sociology majors rose 14 percent, and its newest program, criminology and justice studies, has grown 63 percent since its debut in 2014.

The College of Professional Studies' recent increase in enrollment has been driven by the growing popularity of programs in business administration (up 31 percent), psychology (up 29 percent), and kinesiology (up 27 percent).

The increased enrollment in the College of Natural Resources and Sciences is mostly due to a 20 percent rise in environmental science enrollment. This increase would have been even higher if capacities for particularly popular programs were not already at their limits. Demand for the biology, forestry, and wildlife programs has strained faculty and lab space resources to the point that enrollment has been intentionally restrained.

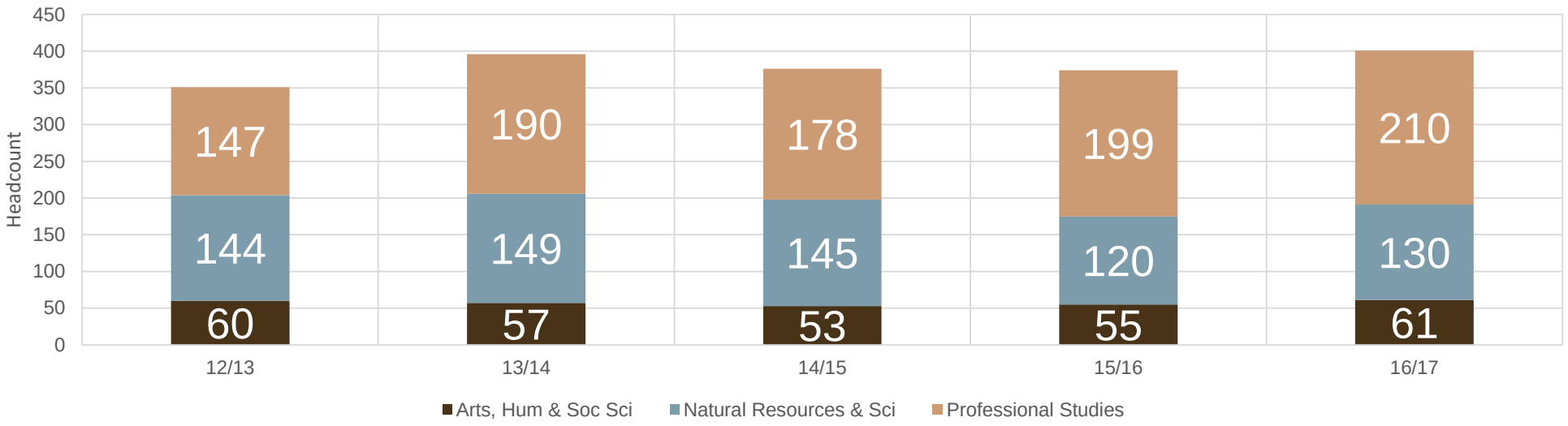


At left: Undergraduate enrollment by each of the three academic colleges, 2012-13 to 2016-17.

Advanced Programs: Master's and Credentials Enrollment

Enrollment in HSU graduate programs has been relatively steady in the past five years. A recent drop in graduate students in the College of Natural Resources and Sciences has been offset by a rise in students in Professional Studies graduate programs.

Master's Enrollment by College: AY 2012-13 to 2016-17



The College of Professional Studies offers all of HSU's credential programs. The School of Education offers credentials for teachers of elementary, secondary, and special education as well as for school administrators. Availability of area teachers to mentor student teachers can affect year-to-year enrollment.

Credential Enrollment by College: AY 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17
CNRS	0	0	0	0	0
CAHSS	0	0	0	0	0
CPS	115	97	97	115	87

Targeted Impaction

The division of academic affairs was restructured in 2017 to include enrollment management. This change was made to more fully incorporate strategic enrollment planning with academic planning. Space and resource pressures have been an ongoing concern at HSU, to the extent that the university began impacting specific programs in 2015. Enrollment was limited via higher high school GPA requirements for incoming freshmen and by increasing the number of prerequisite classes for transfer students.

Impaction Matrix

Program	Freshman	Transfer	Effective Term
Biology	x	x	Fall 2015
Botany	x	x	Fall 2015
Environmental Resource Engineering		x	Fall 2016
Environmental Science & Mgt	x	x	Fall 2016
Social Work		x	Fall 2017
Wildlife	x	x	Fall 2015
Zoology	x	x	Fall 2015
Overall Freshman Impaction	x		Fall 2015

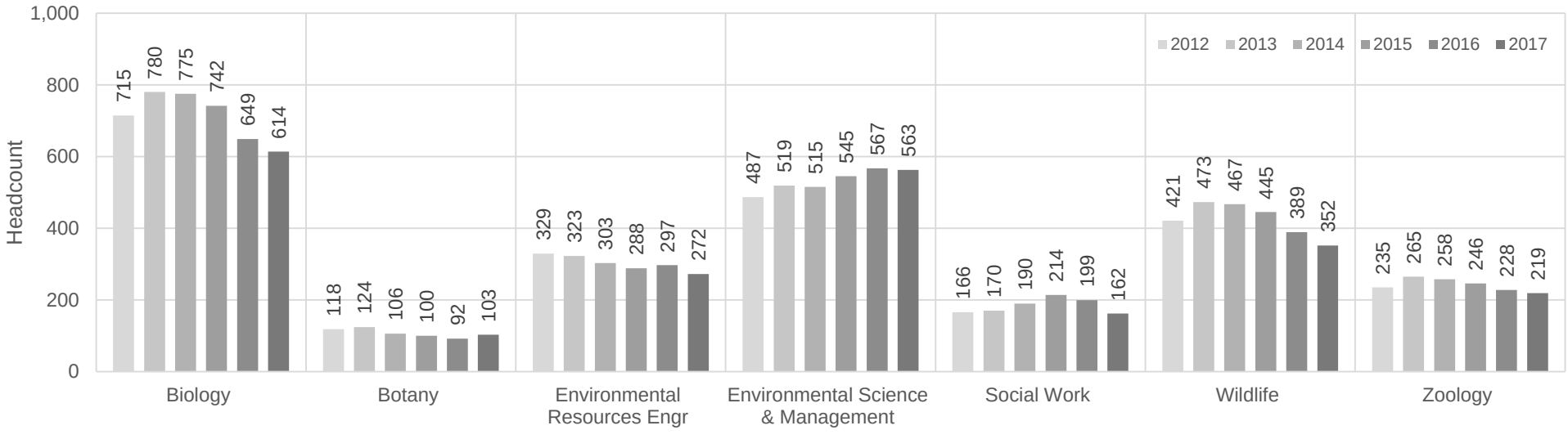
Impaction's Effect

As expected, impaction across these programs lowered their enrollments, though the drops in the Environmental Science & Management and Botany programs are not as significant as the other programs. It is noteworthy that analyses of past student flow indicate that a portion of students who left these majors used to remain at HSU and enroll in one of the other colleges. Thus, although the impaction may have assisted in relieving some back pressure for these programs, it may have inadvertently resulted in a slight drop in enrollment university-wide.

Impaction requires a delicate balance between demand for enrollment in these programs and the pressure on personnel and resources that these demands create. Of the nearly 50 thousand undergraduate applications during this time, 13.5 percent have been for programs in the biological sciences (excluding redirected applicants); no other programs received more than 10 percent of total application interest during this same timeframe. Turning away applicants at a time when the university is trying to remedy declining enrollment has been an unfortunate necessity, and it illustrates just why developing a strategic enrollment plan is a paramount concern.

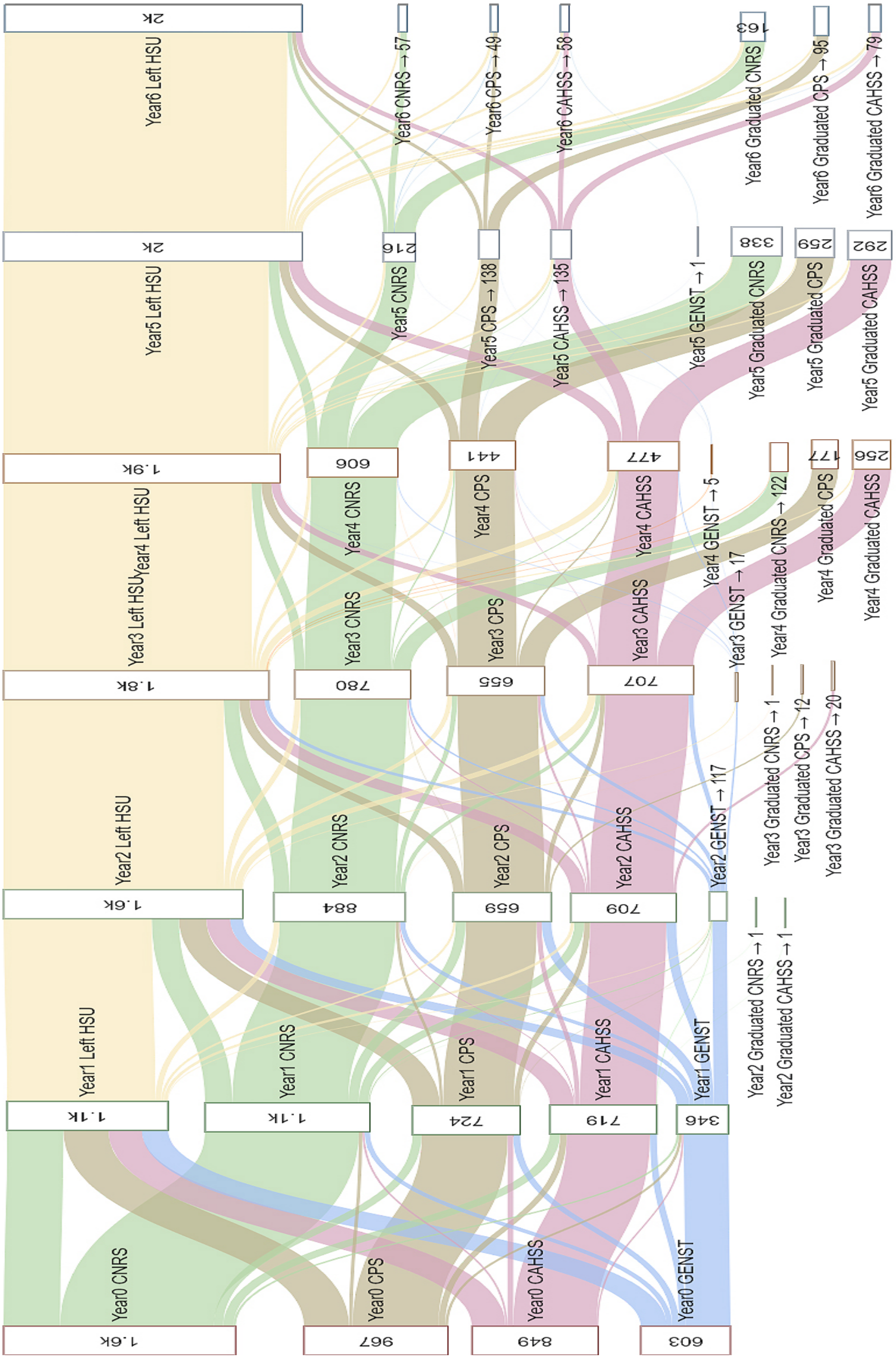
Impacted Major* Enrollment: Fall 2012 to Fall 2017

*Does not include second majors



Student Flow Visualized

One method of understanding student migration is through a flow visualization. The visualization here represents three first-time undergraduate cohorts and follows student movement within and across colleges each successive year. By following student paths, both historically and real-time, HSU can better determine (1) where to place intervention strategies and (2) what, if any, decisions should be made related to impaction.



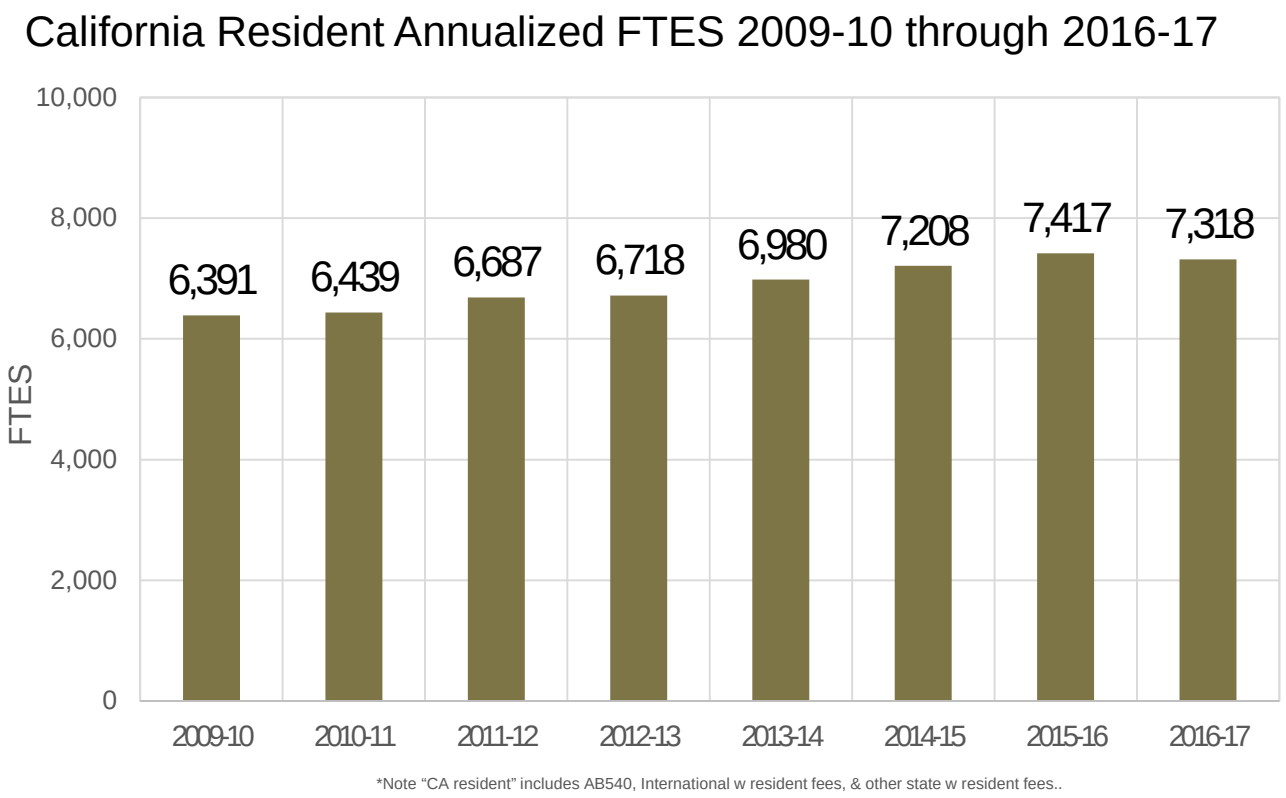
ANNUALIZED ENROLLMENT

Annualized FTES

A critical component of strategic enrollment management planning is the relationship between any given semester's enrollment and the annualized average of full-time equivalent students (FTES). This average serves as the basis for funding from the CSU, and it is the enrollment target the university is expected to meet. These measures influence budgetary discussions and short- and long-term resource planning.

CA Resident FTES

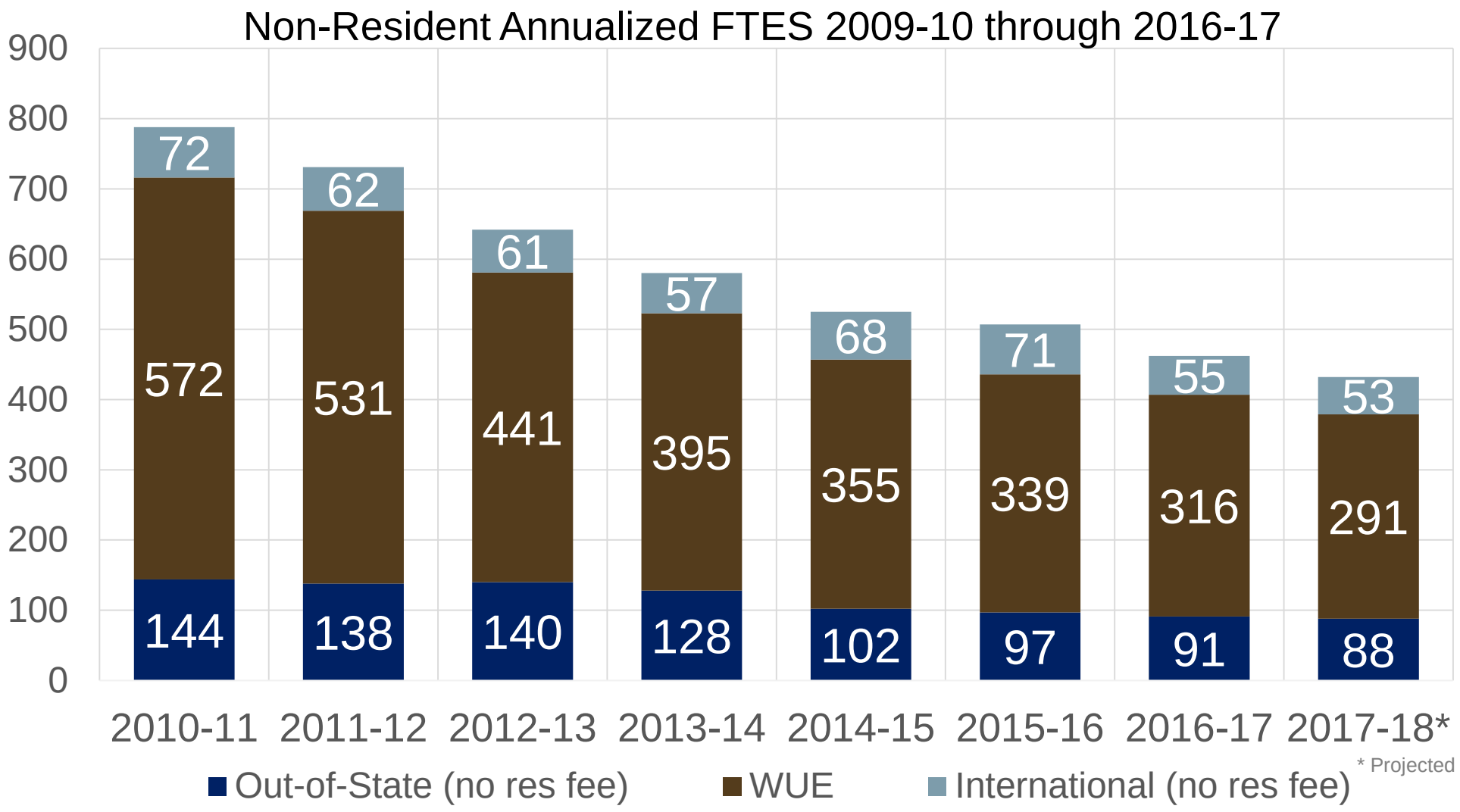
HSU saw reasonable, consistent growth in CA Resident FTES until last year. This downward shift is not typical across the CSU, and it looks to continue through 2017-18.



*Note "CA resident" includes AB540, International w resident fees, & other state w resident fees..

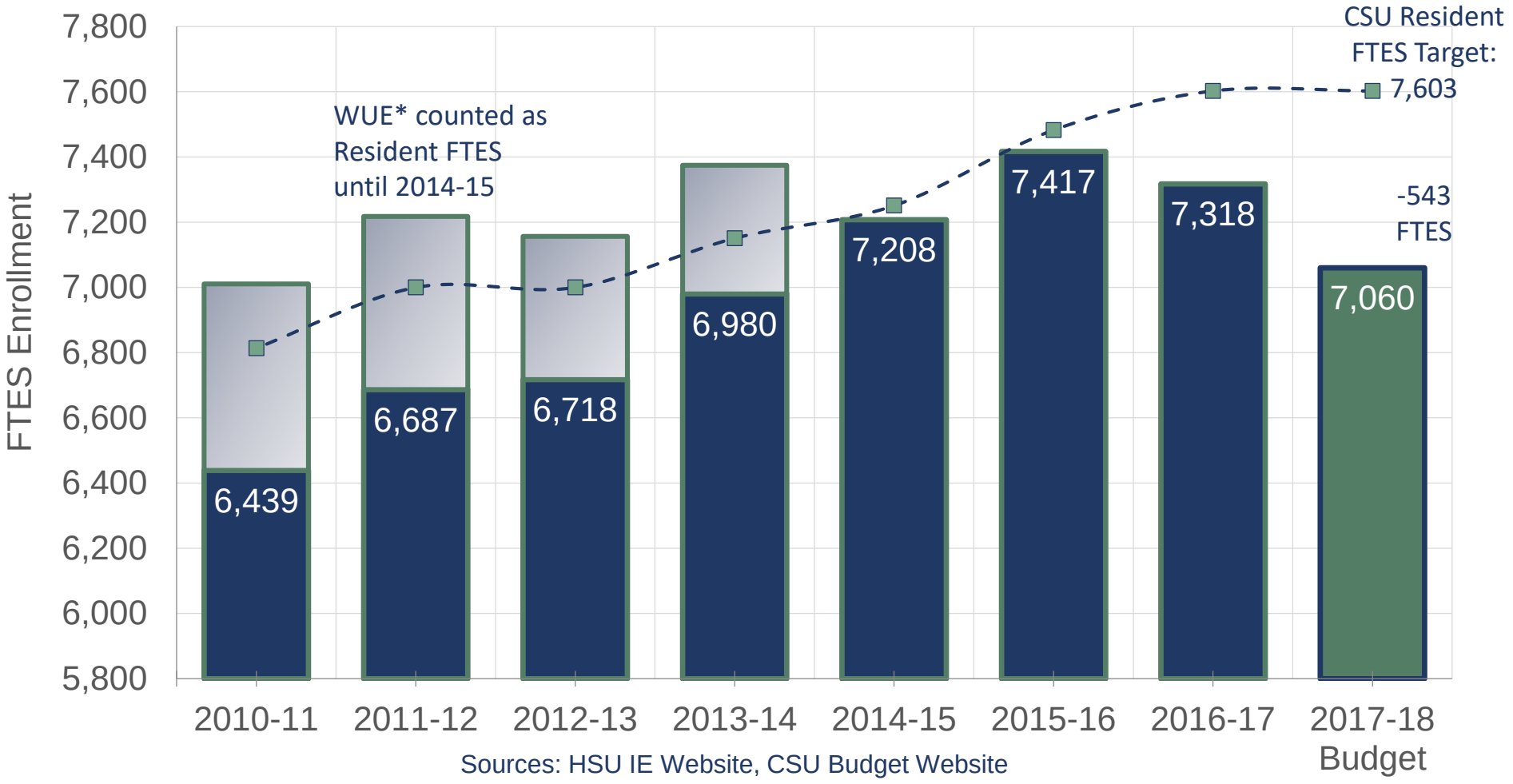
Non-Resident FTES

Since 2009-10, HSU has seen a decline in enrollment across all non-resident categories. There has been a deliberate shift in recent recruitment efforts toward exclusively California students. This is due, in part, to appropriation changes wherein Western Undergraduate Exchange students are no longer counted in our in-state resident FTES numbers.



ANNUALIZED ENROLLMENT & CSU TARGETS

The CSU has a resident FTES target of 7,603 for HSU, meaning that it provides funding to HSU to serve 7,603 resident full-time students. Of the 23 CSU campuses, HSU is one of only three currently below their funded resident FTES target. This puts HSU in a vulnerable position, as the university is being funded to educate students not currently enrolled, while other campuses are over-enrolled and earnestly requesting additional funding. If the CSU decided to dial back HSU's target to match our actual enrollment level, HSU could lose $2 to $3 million in funding.



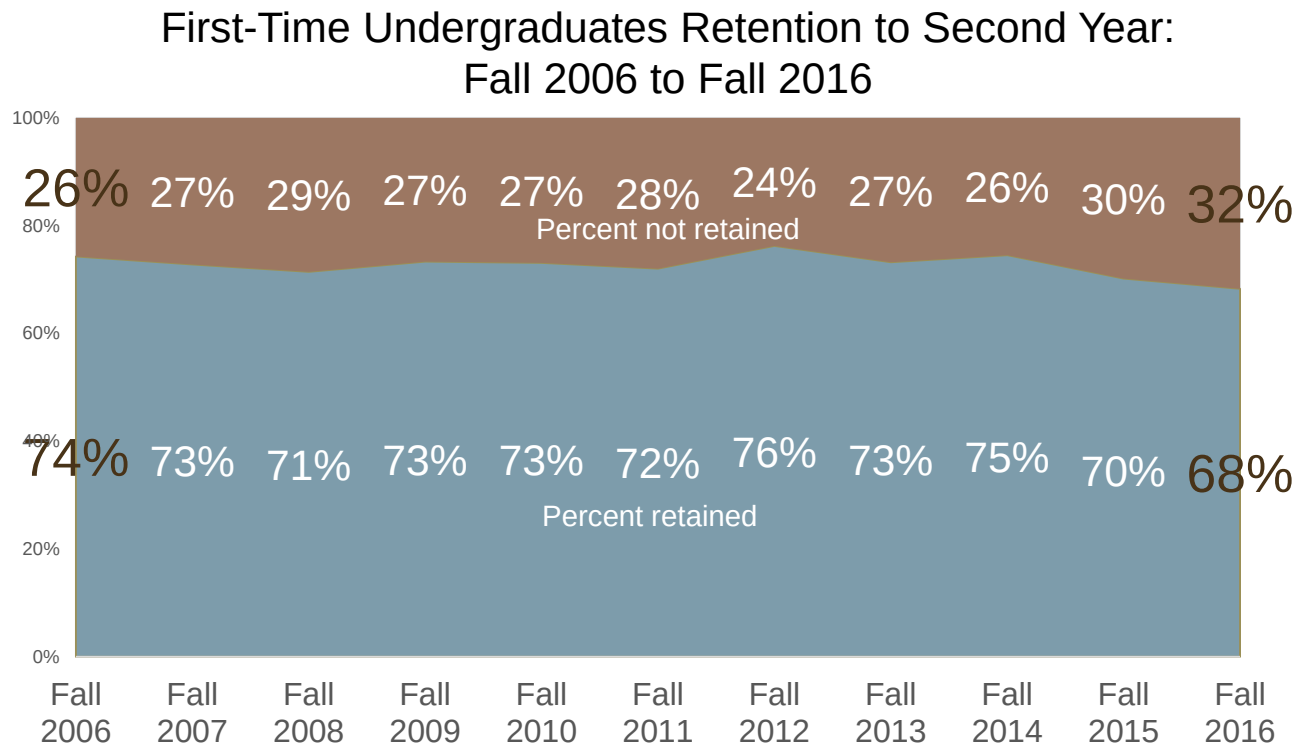
HSU enrollment was above its funded resident FTES target until 2014-15, at which time Western Undergraduate Exchange (WUE) students were removed from resident classification. Despite this loss, the university was initially successful in continuing to grow its resident enrollment, but the decline of the past two years has us well below our resident target of 7,603. As reflected in the chart, HSU's 2017-18 budgeted resident FTES enrollment level—which drives tuition and fee revenue budget planning—was 7,060. That is 543 resident FTES below our CSU target. It should be noted that fall 2017 enrollment was higher than HSU anticipated in the budget; HSU will likely end up 250-300 resident FTES below target. This is much better than the 543 student shortfall, but it is still well under target.

RETENTION

Uneven Progress

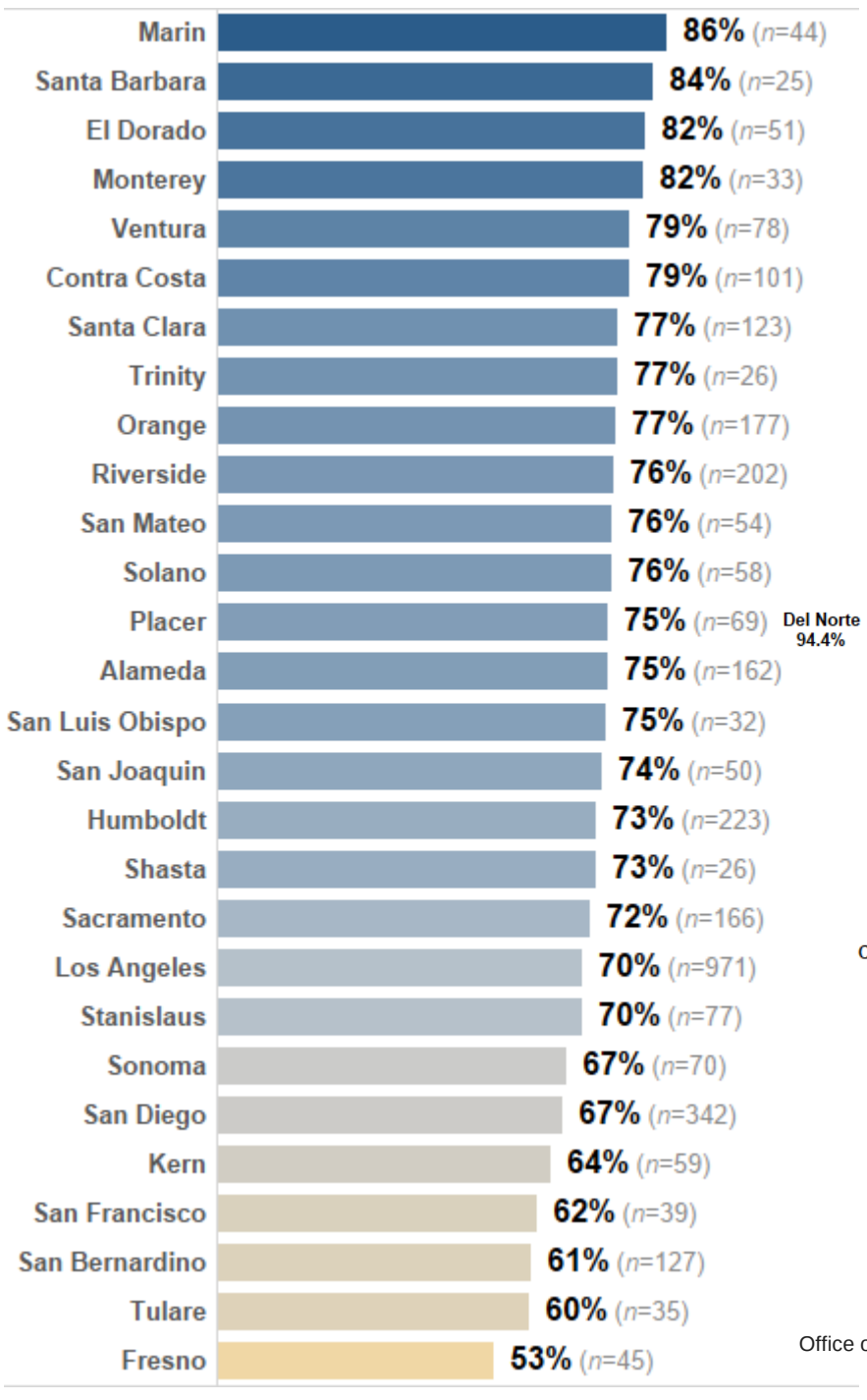
Increasing the percentage of students who return for a second year at HSU remains elusive. The retention rate has vacillated since 2008 with little sustained positive change. The most notable aspect of rates in this time is just how stable retention of each student group remains. Fall 2015 was the first time the university reversed the opportunity gap between underrepresented and non-underrepresented students, but the reversal did not carry over to the class arriving fall 2016.

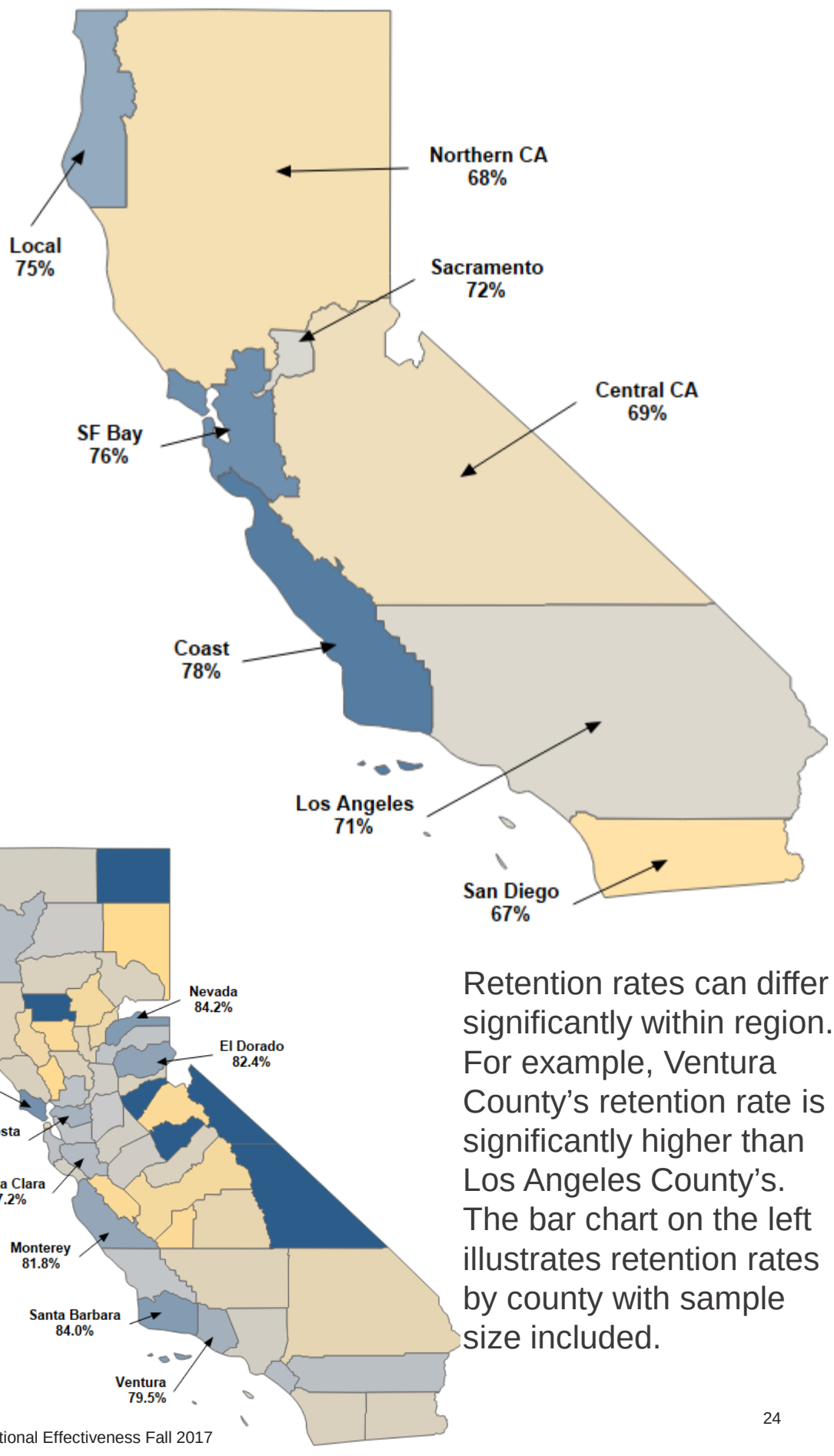
The rate of retention to second year improved marginally from 2006 to 2012, but the improvement was not sustained. Fall 2012 still remains the highest rate at 76 percent.



The Location Myth

Data indicate that there is not a clear negative correlation between distance from home and later student retention. Contrary to campus perception, it is not true that the farther HSU students are from home, the less likely they are to return for their second year.



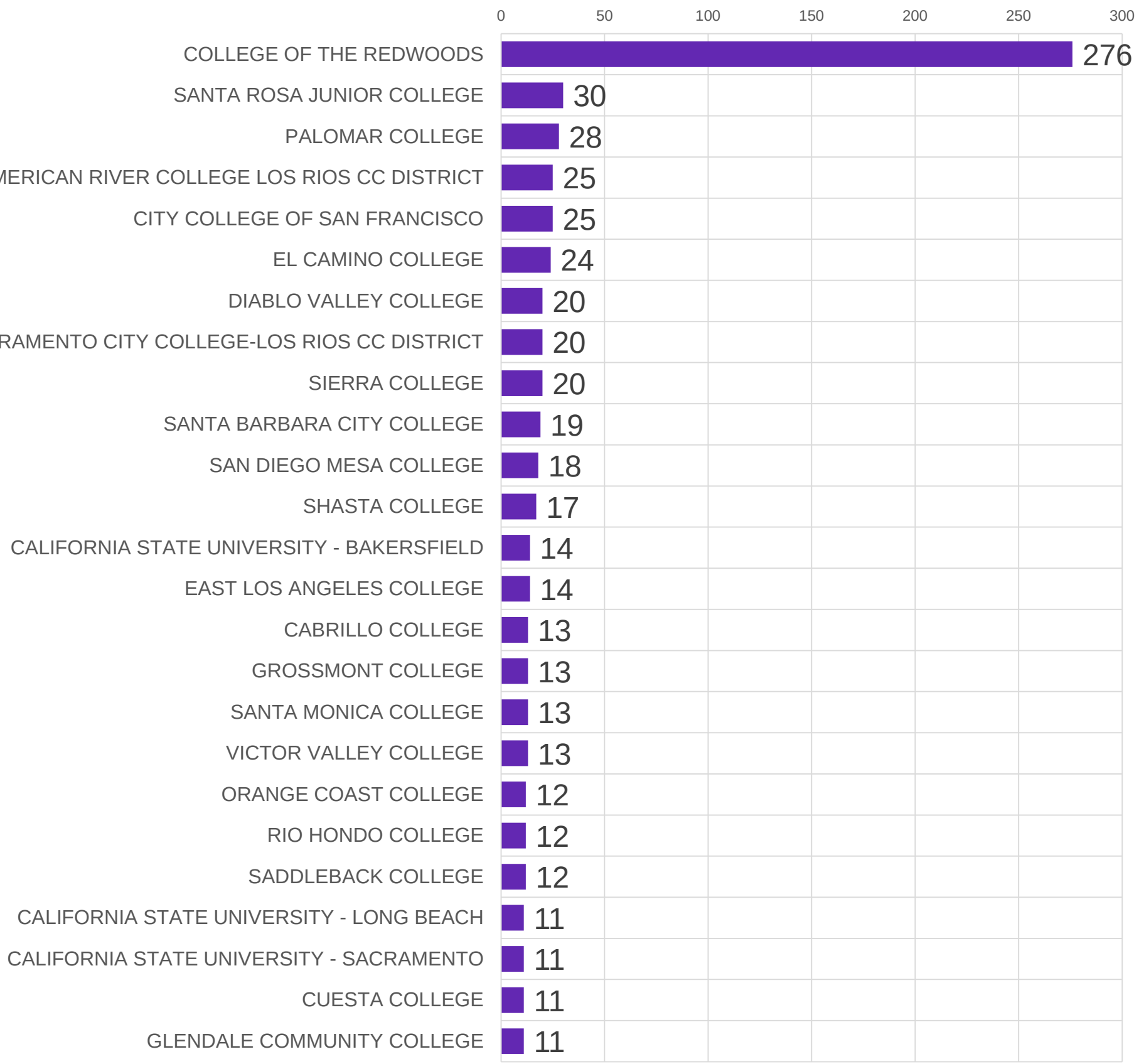


Retention rates can differ significantly within region. For example, Ventura County's retention rate is significantly higher than Los Angeles County's. The bar chart on the left illustrates retention rates by county with sample size included.

Stop and Drop Outs: Where Do They Go Next?

Of students who leave HSU and eventually earn a baccalaureate degree elsewhere, nearby College of the Redwoods is the most popular transfer institution. Many students leave HSU after landing on academic probation, so the nearest community college is an attractive option for those wishing or needing to stay in the area and/or for those intending to return to HSU.

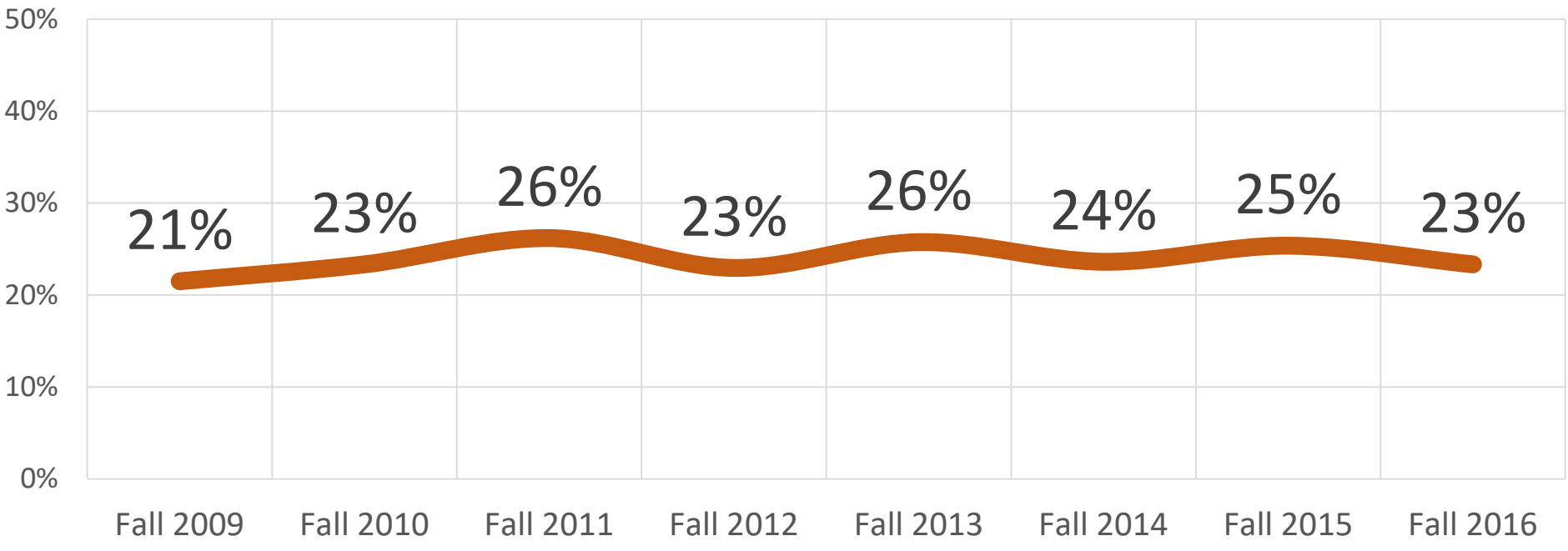
First-time Undergraduate Initial Transfer-Out Destinations
Fall 2009 – Fall 2011



Academic Difficulty After Year One and Retention

Starting with the incoming cohort fall 2010, the number of HSU first-time undergraduates who find themselves in academic difficulty has fluctuated between 23 and 26 percent.

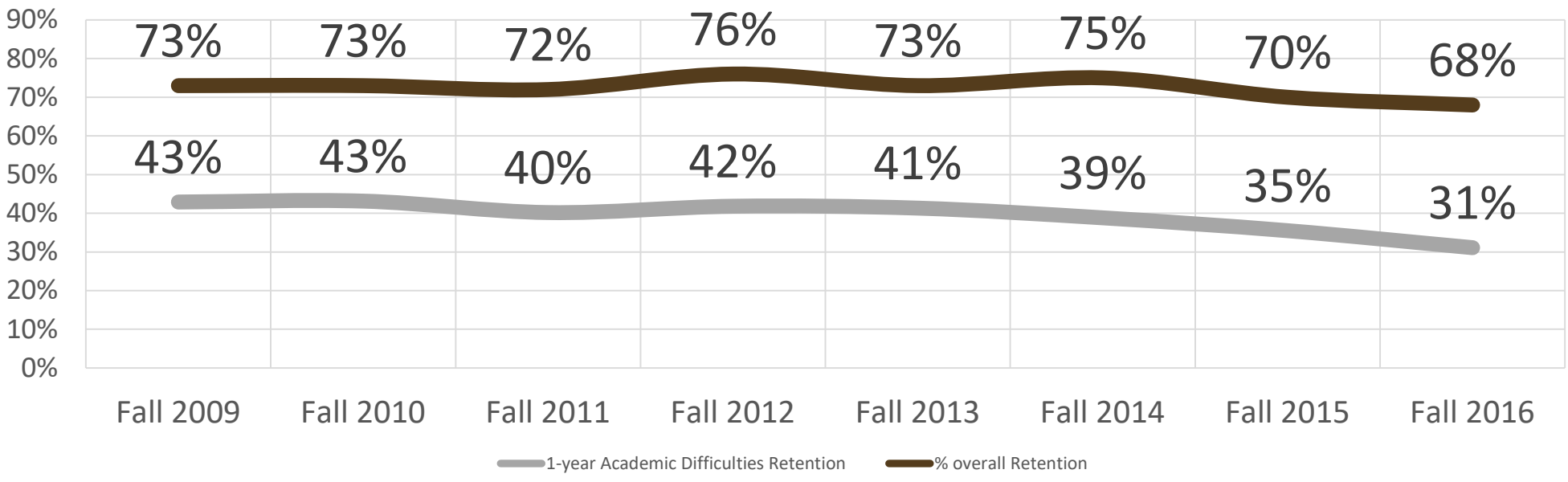
First-time Undergraduate Percent in Academic Difficulty*: Incoming Cohorts Fall 2009 through Fall 2016



+Academic difficulty is defined as Probation, Disqualification, or Reinstatement.

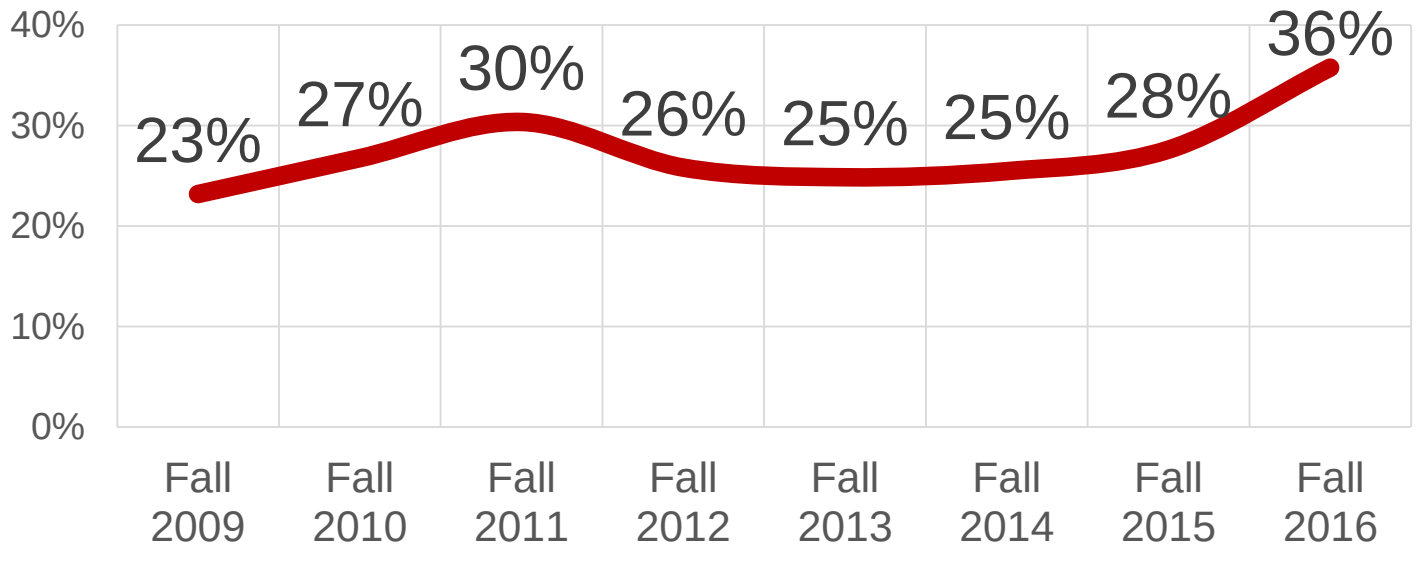
A significant decrease in retention rates of students on academic probation began around 2013.

Retention of First-time Undergraduates in Academic Difficulty* vs Overall Retention: Fall 2009 Cohorts through Fall 2016 Cohorts



The above decrease in retention of students in difficulty coincides with an increase in student disqualification rates seen in the figure at right.

In short, fewer students are rebounding off probation.



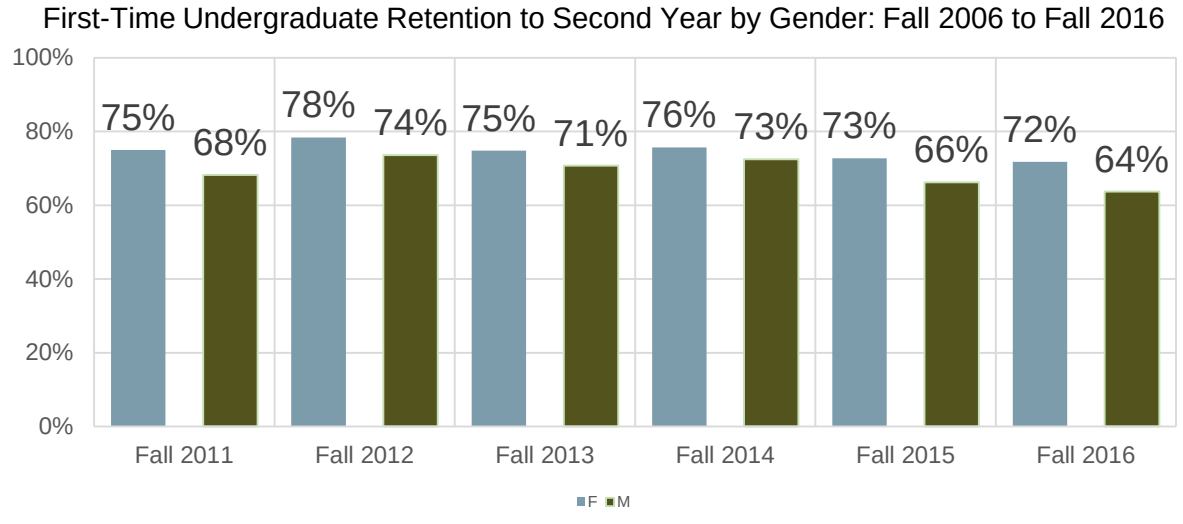
Gaps in Retention*: Opportunity and Access

*per Graduation Rate 2025 definitions, local definitions vary

HSU must increase first-to-second-year retention if we are to meet the goals of Graduation Initiative 2025. And if we are successful in graduating students more quickly, that will increase the demand for new students each fall to replace the previous spring's graduates. Successful enrollment management requires careful monitoring of student flow from arrival to graduation.

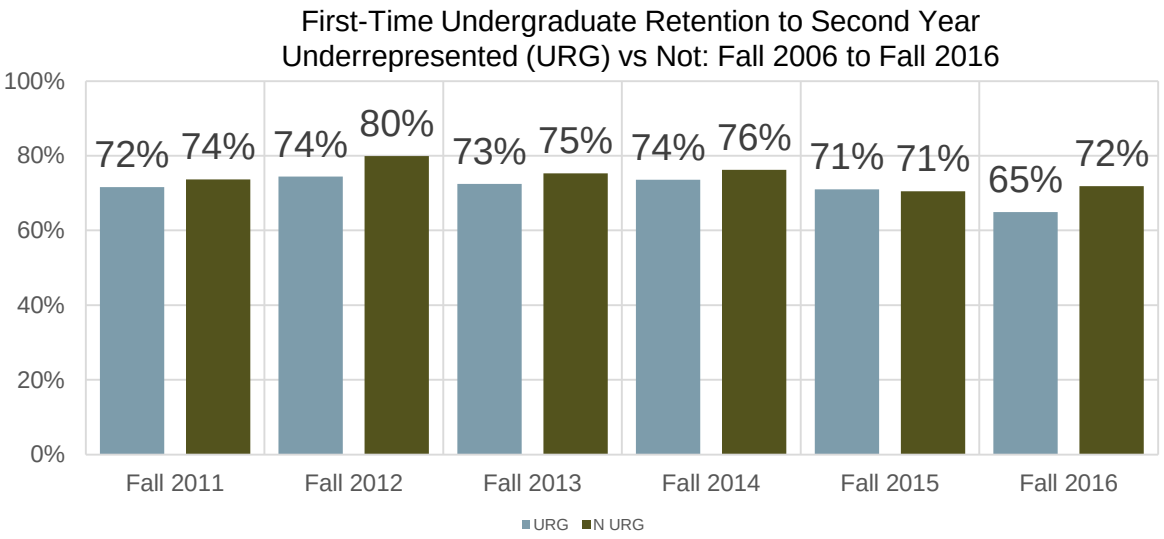
The Gender Divide

Since 2011, there has been a consistent opportunity gap in retention between female and male undergraduates. Female students retain to their second year at a higher rate than male students and, more often than not, retain at a higher rate than the overall average.



The Underrepresented* Divide

*per Graduation Rate 2025 definitions, local definitions vary

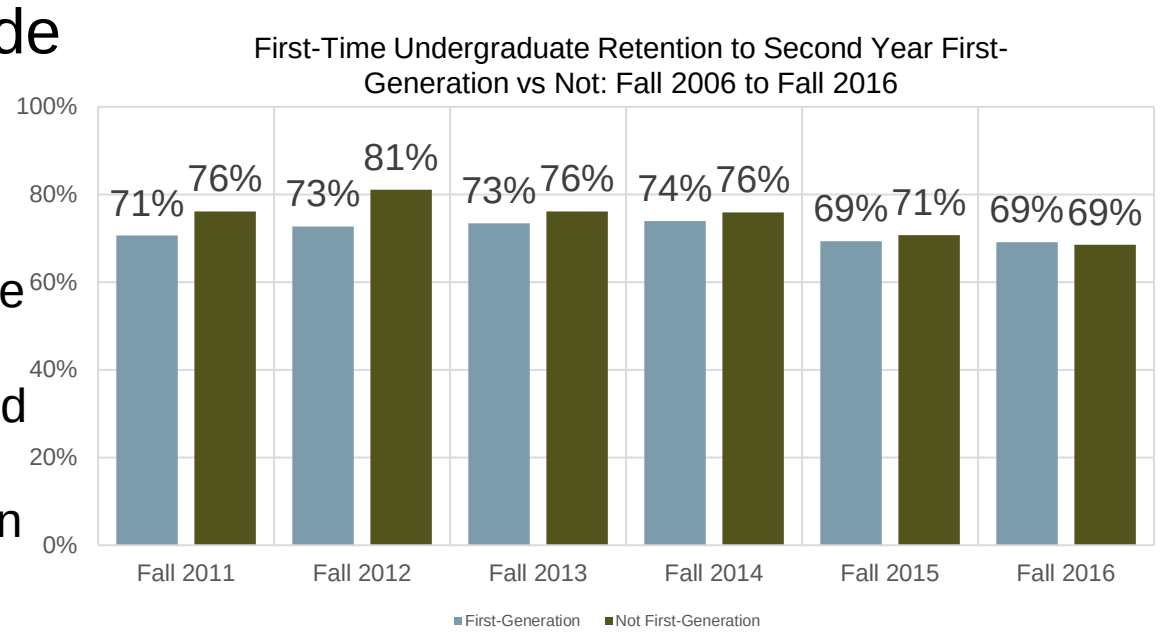


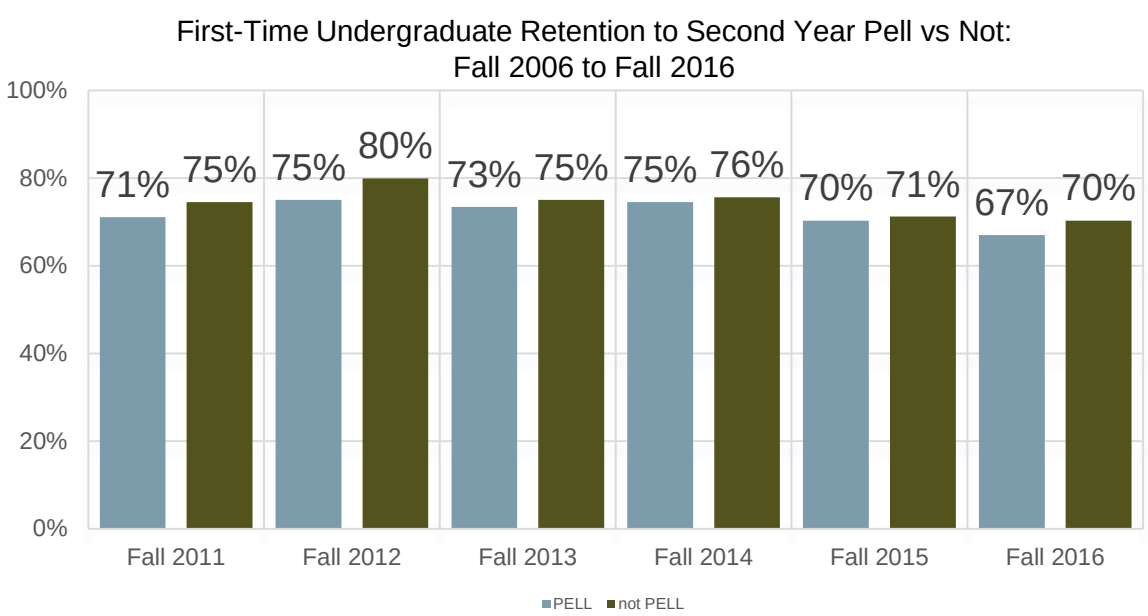
Since 2011, there has been a consistent opportunity gap in retention between underrepresented students and those who are not. One notable exception was in the 2015-16 academic year, when the gap was reversed (less than 1 percent) and underrepresented students retained at a slightly higher rate than those who were not.

The First-Generation* Divide

*per Graduation Rate 2025 definitions, local definitions vary

Since 2011, there has been a consistent opportunity gap in retention between students who are first-generation and those who are not. That gap has been closing, and it even reversed in the 2015-16 academic year, but overall retention has been dropping simultaneously.





The Pell* Divide

*per Graduation Rate 2025 definitions, local definitions vary

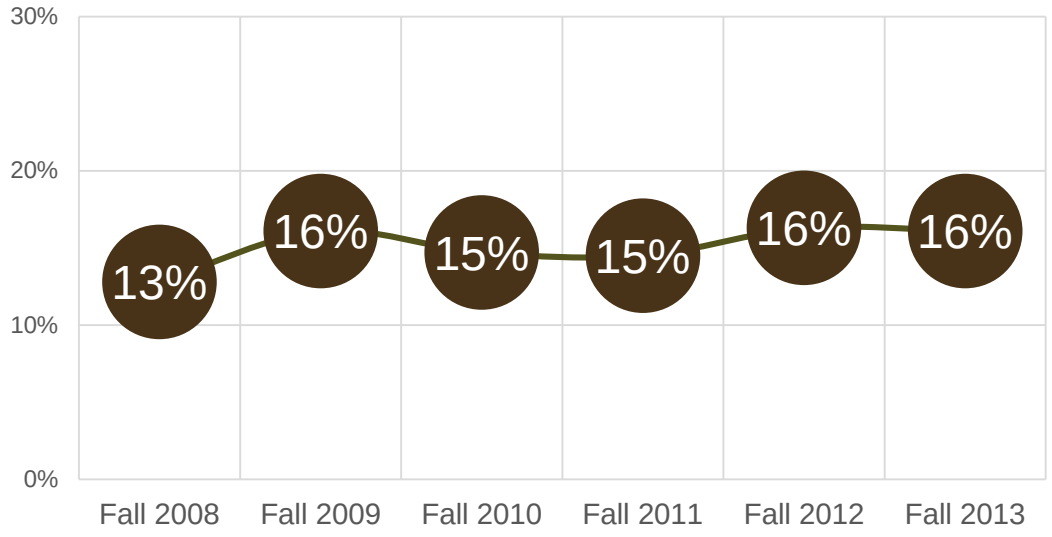
Since 2011, there has been a consistent opportunity gap in retention between students who are Pell eligible and those who are not. That gap was closing, but it opened up again in the 2016-17 academic year.

FOUR-YEAR GRADUATION

Introduction

Increasing the number of baccalaureate degree holders in California is a key component of Graduation Initiative 2025, and increasing four-year graduation rates is a way to meet that goal. This has significant implications for enrollment management planning. As four-year rates increase, it will be critical that we ensure adequate new enrollments and robust retention rates to stabilize enrollment overall.

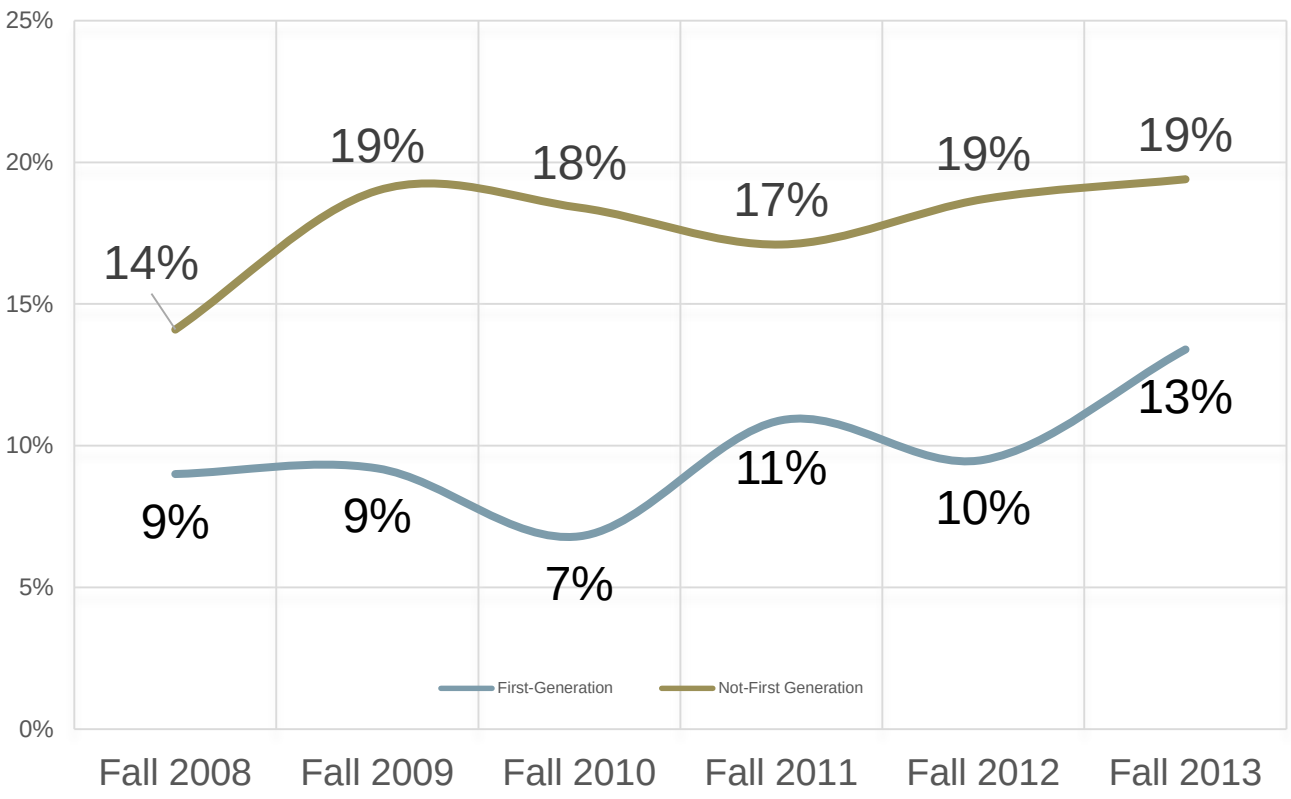
Four-Year Graduation Rate Trends: 2008 Cohort to 2013 Cohort



Four-Year Graduation Opportunity Gaps

First-Generation Four-Year Graduation Rate* Trends: 2008 Cohort through 2013 Cohort

*per Graduation Rate 2025 definitions, local definitions vary

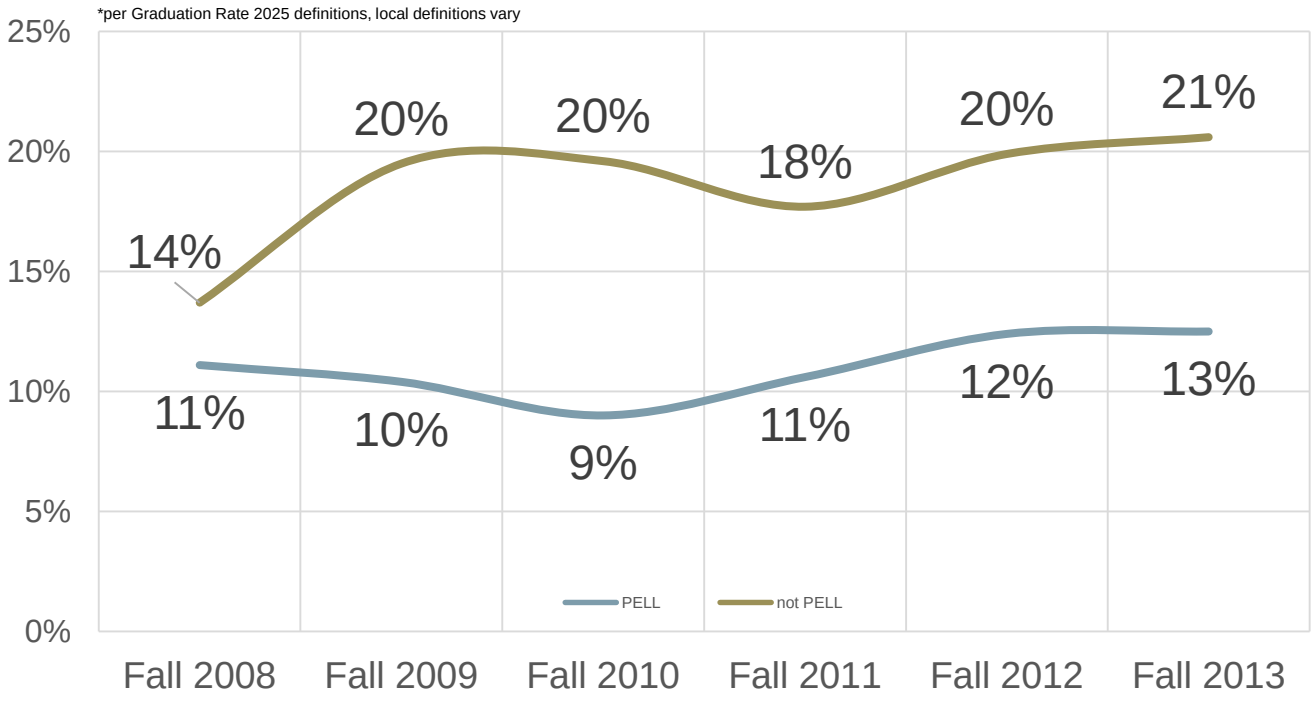


Since the fall 2008 incoming cohort, HSU's four-year graduation rate has varied between 13 and 16 percent. When we compare the rates of first-generation and non-first-generation students, an opportunity gap is revealed. The gap for the 2013 cohort was 19 to 13 percent. The goal of GI 2025 is to eliminate this gap.

The four-year rate of non-Pell-receiving students increased markedly in this time, while Pell recipients saw limited gains. The gap for the 2013 cohort stood at 21 to 13 percent.

Pell Four-Year Graduation Rate* Trends: 2008 Cohort to 2013 Cohort

*per Graduation Rate 2025 definitions, local definitions vary

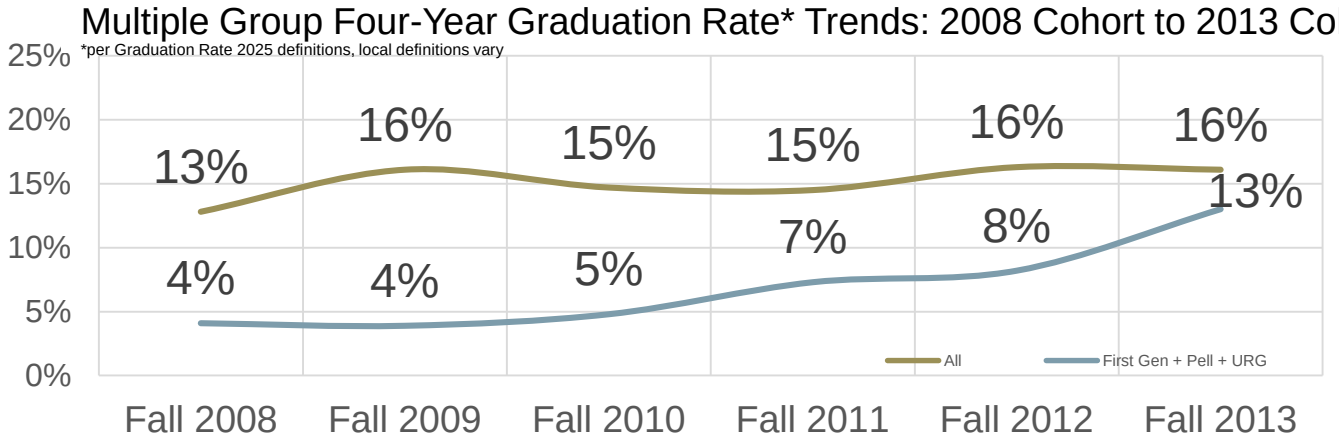


Finally, it is important to examine the intersection among first-generation, Pell-eligible, and underrepresented students as it relates to opportunity and access and later graduation. As the composition of the student body increasingly mirrors the state of California, it is imperative that a strategic enrollment management plan consider how serving these students' needs can have a positive effect on graduation rates.

Since the fall 2008 incoming cohort, the gap between first-generation, Pell-receiving, traditionally underserved students and other students has decreased. This shift is mostly due to the overarching demographic shift in enrollment towards these groups.

Multiple Group Four-Year Graduation Rate* Trends: 2008 Cohort to 2013 Cohort

*per Graduation Rate 2025 definitions, local definitions vary

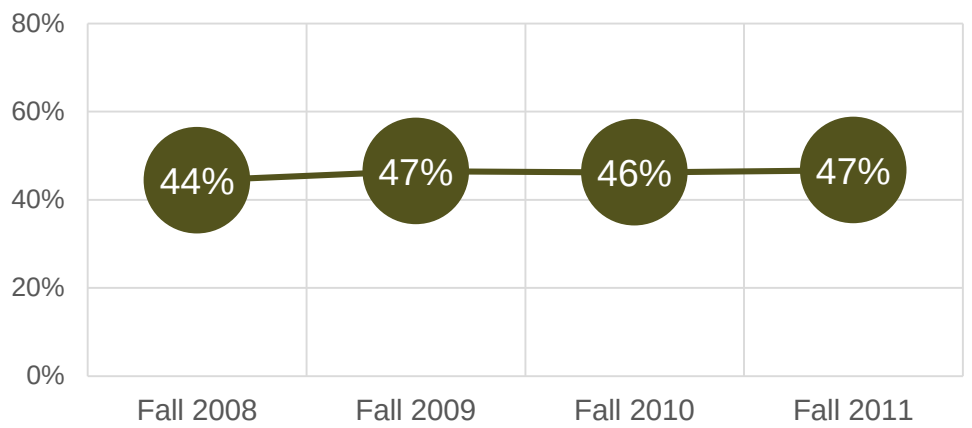


SIX-YEAR GRADUATION

Introduction

Increasing the number of baccalaureate degree holders in California is a key component of Graduation Initiative 2025, and increasing six-year graduation rates is a way to meet that goal. This has significant implications for enrollment management planning. As six-year rates increase, it will be critical that we ensure adequate new enrollments and robust retention rates to stabilize enrollment overall.

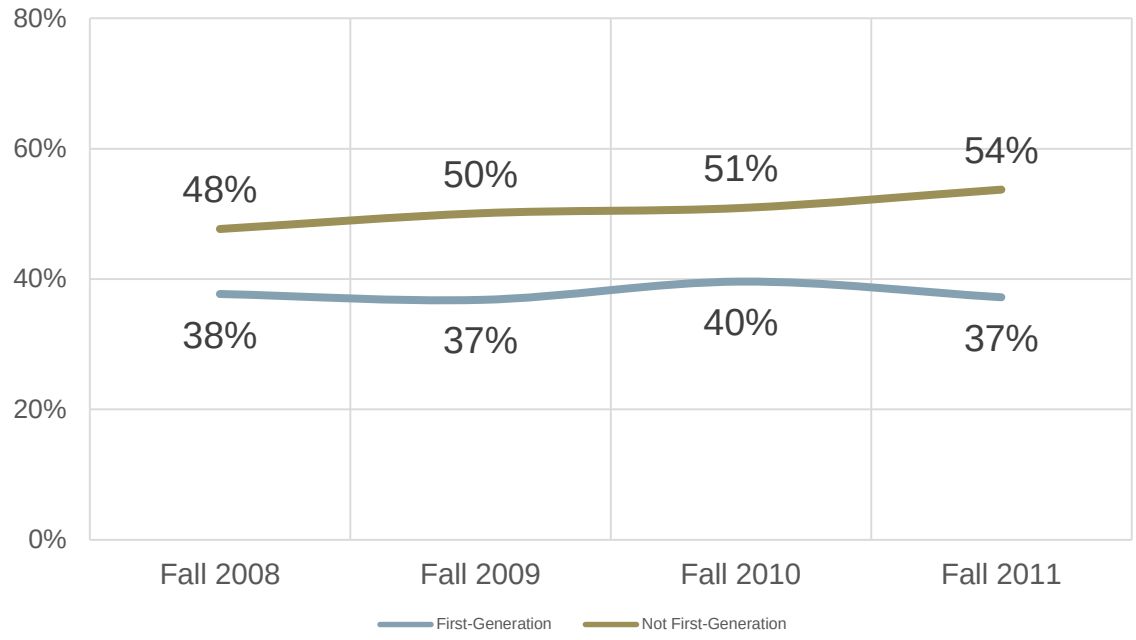
Six-Year Graduation Rate Trends: 2008 Cohort to 2011 Cohort



Six-Year Graduation Opportunity Gaps

First-Generation Six-Year Graduation Rate* Trends: 2008 Cohort to 2011 Cohort

*per Graduation Rate 2025 definitions, local definitions vary

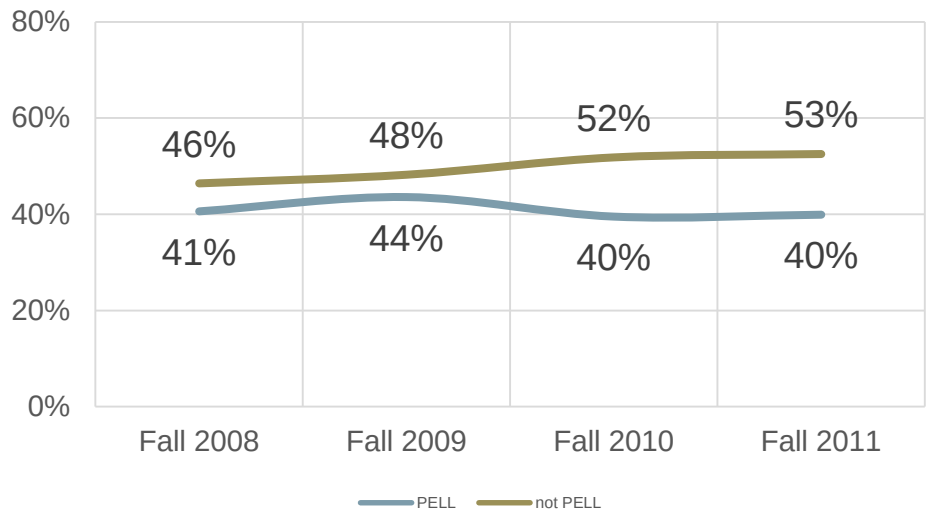


Six-year graduation rates have remained fairly stable campus-wide since 2008 (above), but a gap is apparent when first-generation students are compared to non-first-generation students (left). The gap widened significantly with the 2011 cohort.

The success gap for six-year graduation rates among Pell-eligible students was growing smaller with the 2008 and 2009 cohorts, but the gap has widened recently. 53 percent of the 2011 cohort's non-Pell-eligible students graduated in 2017 compared to 40 percent of its Pell-eligible students.

Pell Six-Year Graduation Rate* Trends: 2008 Cohort to 2011 Cohort

*per Graduation Rate 2025 definitions, local definitions vary

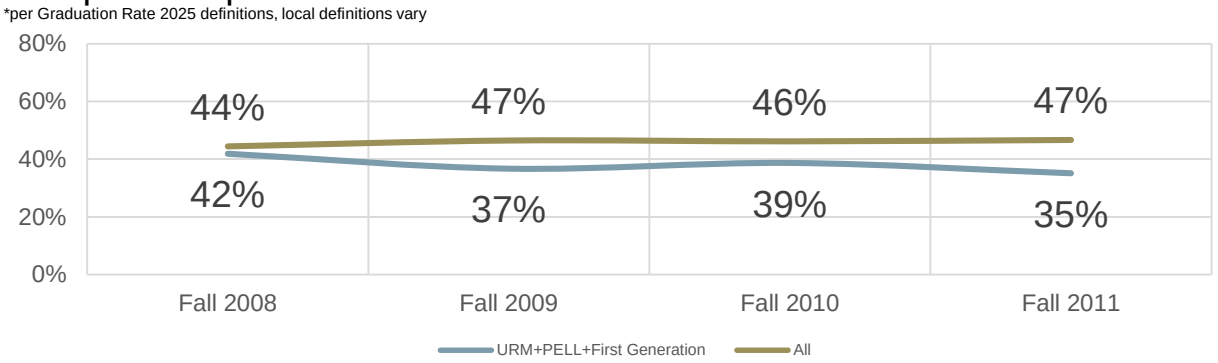


Finally, it is important to examine the intersection between first-generation, Pell, and underrepresented as it relates to opportunity and access and later graduation. As the composition of the student body continues to mirror California, it is imperative for a strategic enrollment management plan to consider these students' needs and how serving those needs can positively impact graduation.

The gap between the six-year graduation rates of first-generation, Pell-receiving, traditionally underserved students and other students has been increasing. The gap was 47 to 35 percent for the 2011 cohort.

Multiple Group Six-Year Graduation Rate* Trends: 2008 Cohort to 2011 Cohort

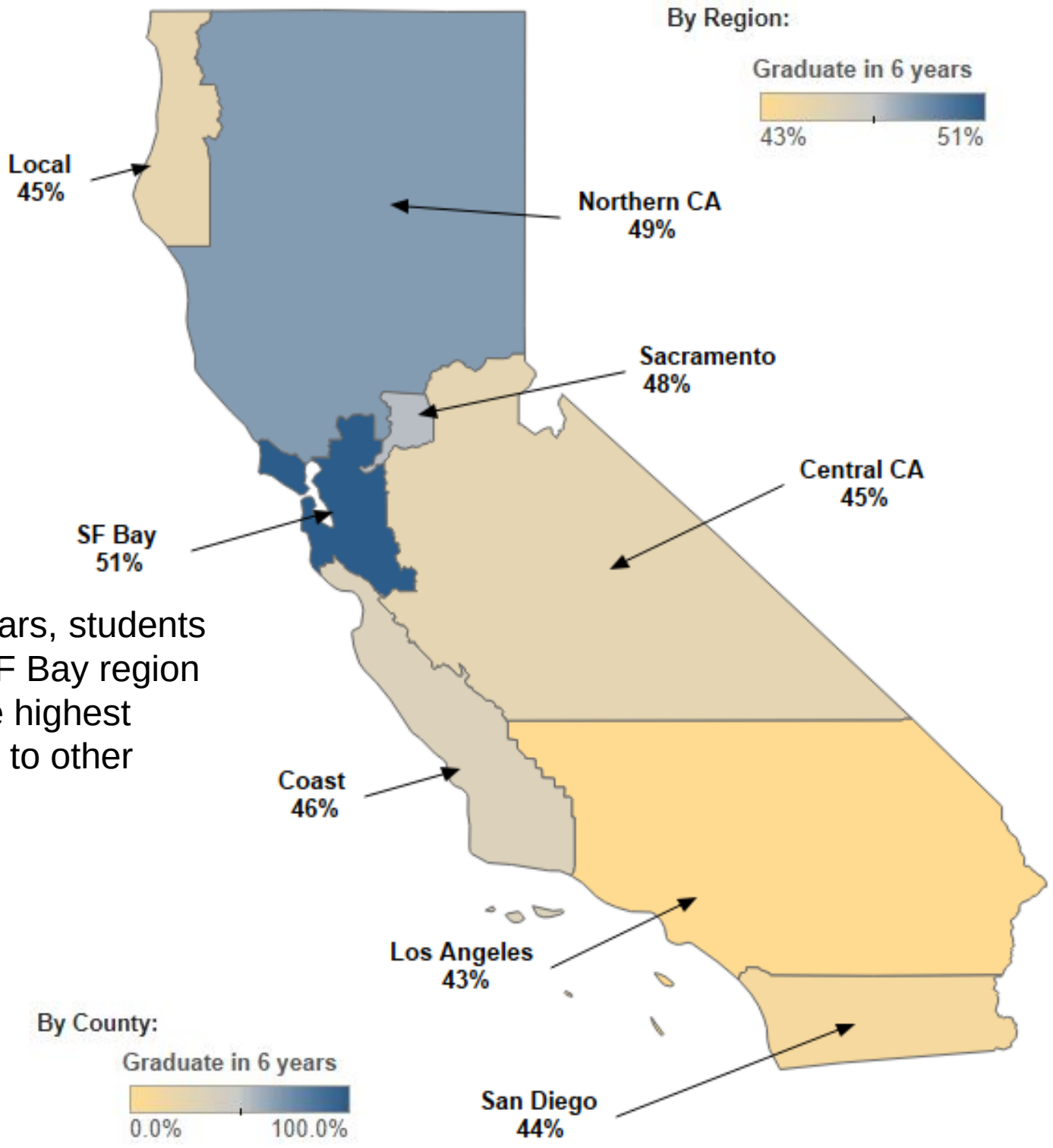
*per Graduation Rate 2025 definitions, local definitions vary



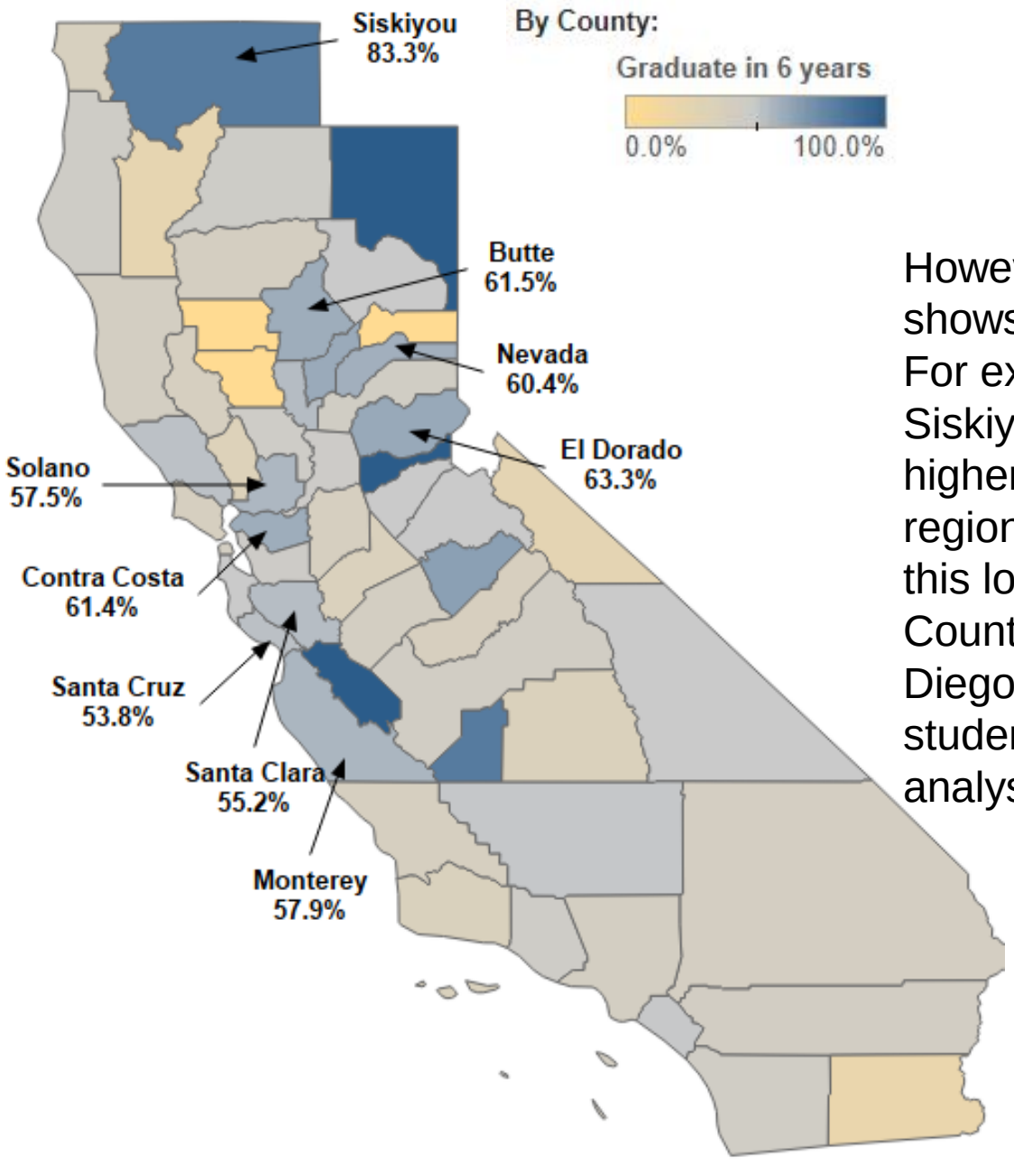
SIX-YEAR GRADUATION

Progress Varies by Location of Origin

As part of a larger strategic enrollment management strategy, it is necessary to consider location of origin when anticipating how much enrollment could grow—or shrink—as a result of increasing graduation, both at four- and six-year rates. Rates seem to differ by region, and students who are far from home do not always finish at slower rates than students close to home.



Over the last three years, students who come from the SF Bay region have graduated at the highest rates when compared to other regions.

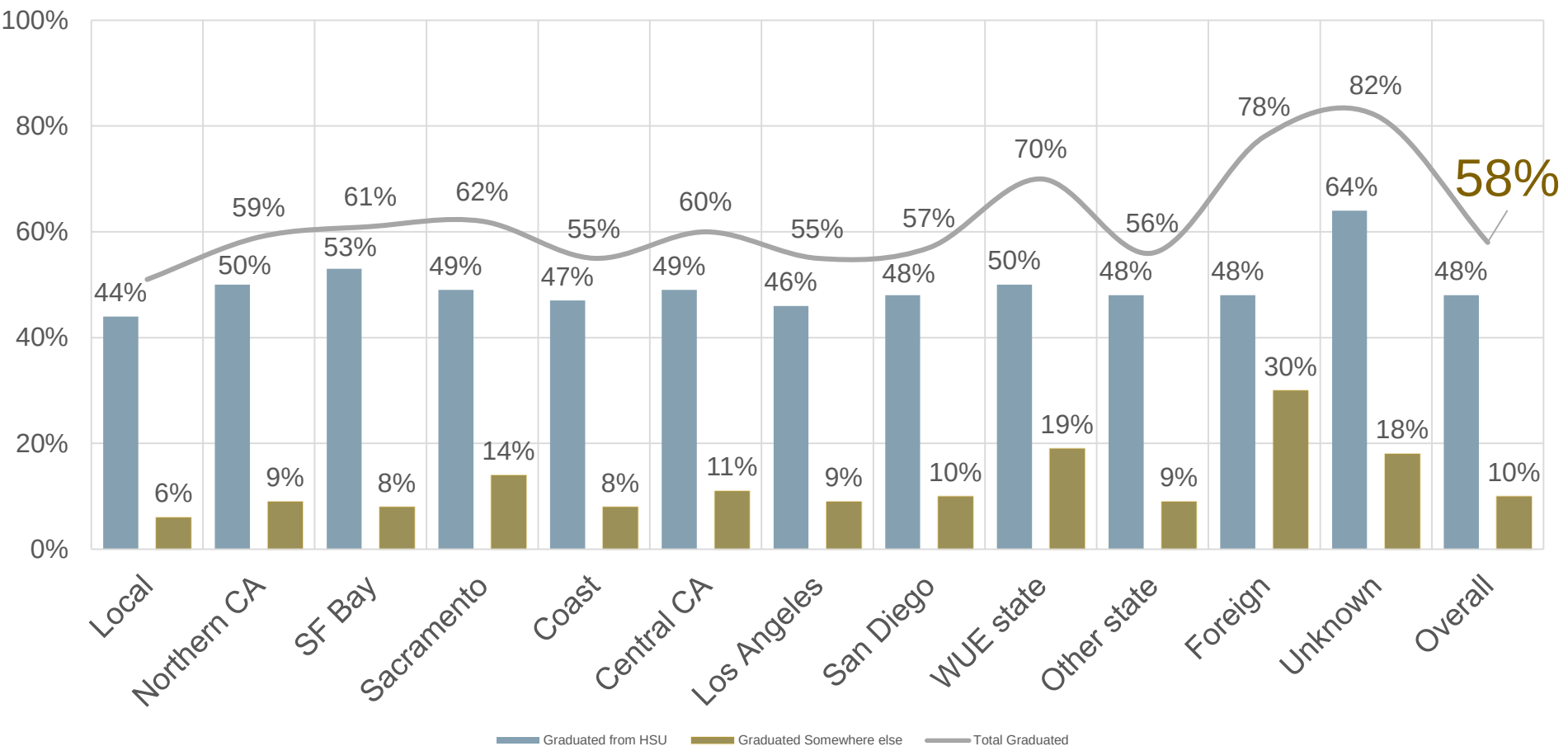


However, a closer inspection by county shows variation in rates within regions. For example, students coming from Siskiyou County graduate at a much higher rate than the Northern California region they are part of. Sample sizes from this location are small, unfortunately. Counties such as Los Angeles and San Diego, with large numbers of enrolled students, lend themselves to more robust analyses.

BEYOND YEAR SIX: LONG-TERM GRADUATION RATES HERE AND ELSEWHERE

Using the data for the National Student Clearinghouse, HSU is able to track later student progression outside its own graduates. Data indicate that a large number of our students take longer than six years to complete their baccalaureate degree and that a significant percentage finish at other post-secondary institutions. These rates vary by location of student origin and, contrary to some beliefs, local students do not graduate at a higher rate than those who come from farther away.

Long-Term Graduation Rates: Place of Graduation by Student Origin
2007 Cohort to 2011 Cohort



Looking back over the last ten years, 58 percent of our students eventually graduate, but 10 percent of them do so elsewhere. These numbers represent opportunities to increase successful student outcomes by improving retention and graduation rates.

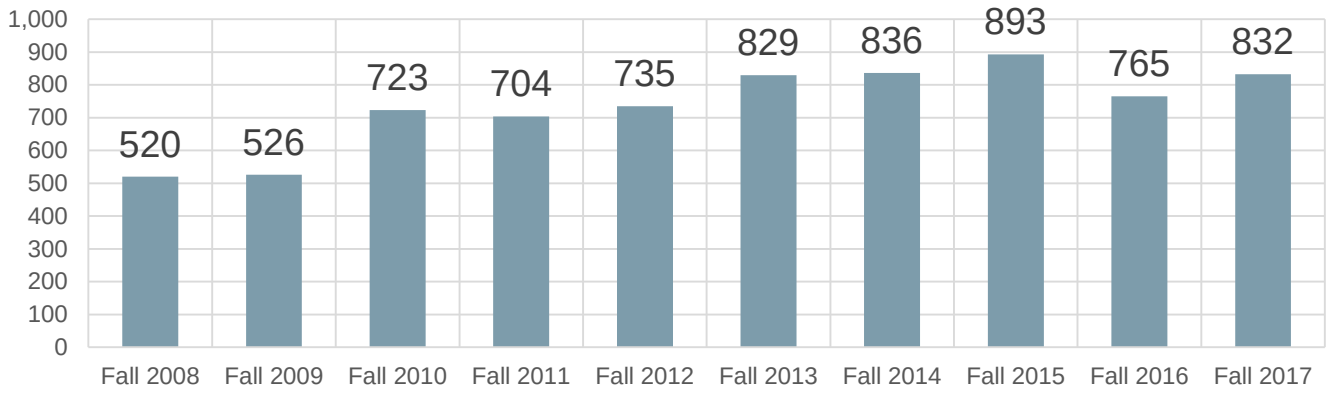
Survey research continually identifies areas in need of attention. Many students do not consider HSU their top choice of school, which can translate to a low level of campus commitment. Financial constraints, debt concerns, and frustrations with the unavailability of bottleneck and gateway courses lead others to stop-out or transfer to community colleges. And many students describe a disconnection with the campus culture, a feeling of not belonging or fitting in.

CALIFORNIA COMMUNITY COLLEGE TRANSFERS

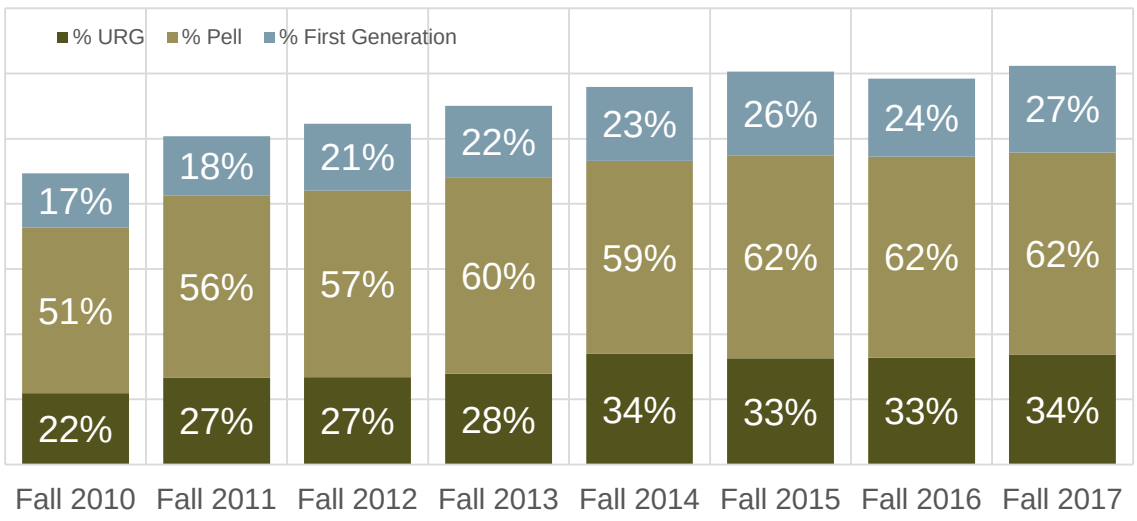
One way a campus like Humboldt State can strategically manage its enrollment is through the mobility of community college students continuing their education toward baccalaureate degrees. As part of the CSU Graduation Initiative 2025, special attention has been placed on increasing that upward mobility for students who previously attended a California community college (CCC). The overarching goal is to increase both the 2-year and 4-year graduation rates of students who transfer to HSU.

Since 2008, HSU has seen somewhat steady growth in the number of CCC transfers enrolled. While 2016 saw a slight dip from 893 to 765, transfers rebounded in 2017. Some of that increase is due to an increase in lower- versus upper-division transfers. Increases in lower-division transfers can affect GE course availability, which needs to be considered when planning enrollment long-term.

CA Community College Transfer* Trends: Incoming Cohorts 2008 to 2017



CA Community College Transfer*: Percent Underrepresented, Pell, or First-Generation



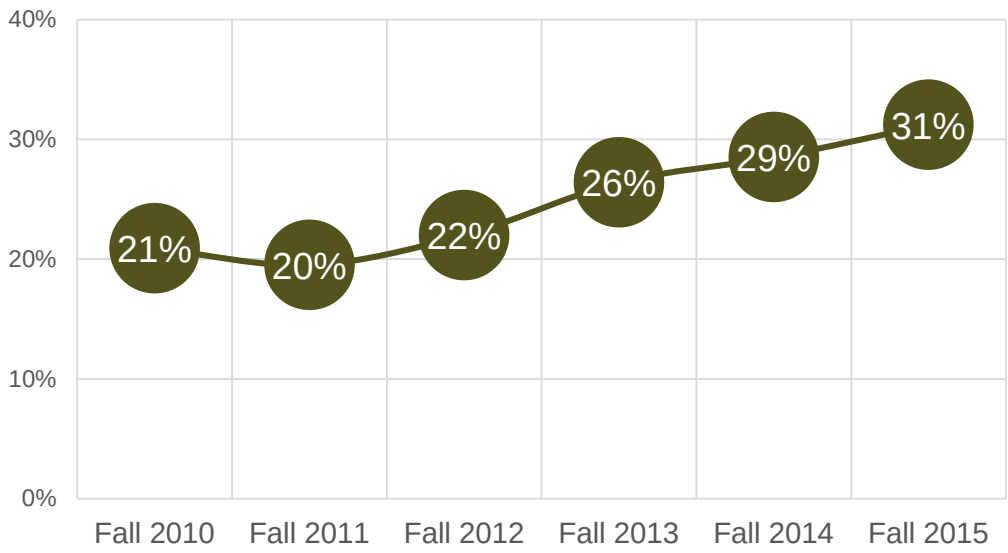
CA Community College Transfer Diversity

Since 2010, similar to overall enrollment, California community college transfers have increased in diversity. The percentages of those who are Pell recipients and those who are first generation have also increased.

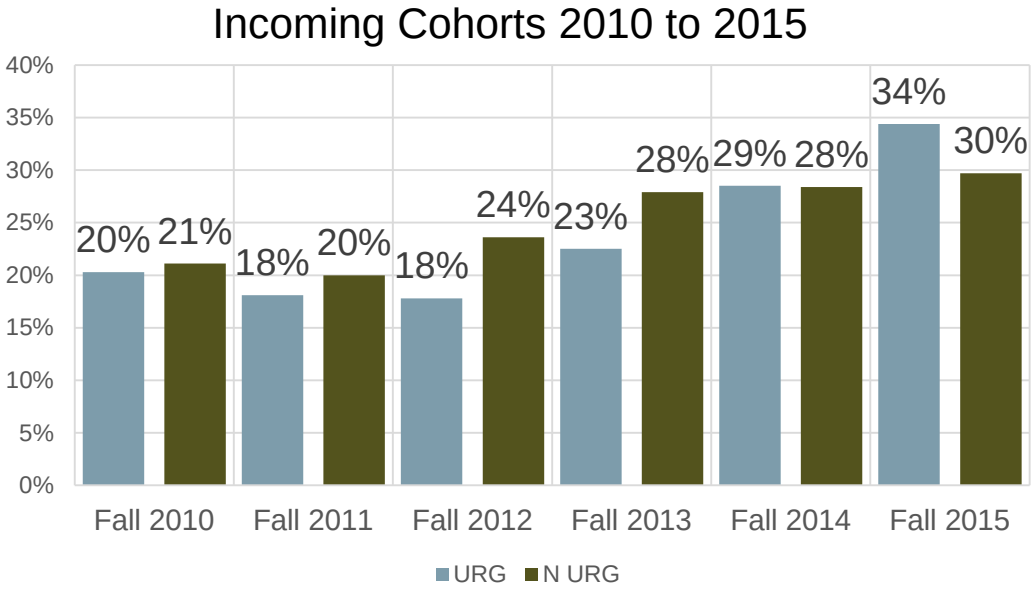
CA Community College Transfer 2-Year Graduation Rates

In an encouraging trend, the percentage of transfer students who graduate within two years of arriving at HSU went up roughly 50 percent between 2010 and 2015.

CA Community College Transfer* 2-Year Graduation: Incoming Cohorts 2010 to 2015



CA Community College Transfer* Underrepresented 2-Year Graduation: Incoming Cohorts 2010 to 2015



CA Community College Transfer 2-Year Graduation Rates Underrepresented Groups

The above successful trend also features a gap reversal: Students from traditionally underrepresented groups improved their 2-year transfer graduation rate to where they out-performed their non-URG peers.

*per Graduation Rate 2025 definitions, local definitions vary

INSECURITIES: FINANCES, FOOD, AND HOUSING

Basic needs insecurity affects the level of effort that can be spent on academic goals; it limits the number of universities that students can afford to attend, and it limits chances of attending long enough to complete a degree.

The Fallacy of the Full Ride

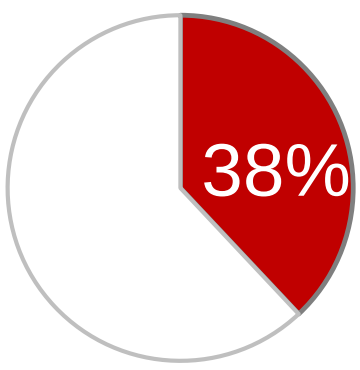
In the past, a student could cover the costs of attending college with a Pell Grant, a State University Grant, and a small loan. Today, it is rare to see students who have their needs met by financial aid, even if they elect to receive student loans.

Estimated Cost of Attendance	**$24,910**
Less Pell Grant	$5,920
Less State University Grant	$5,472
Less maximum student loan	$5,500
Shortfall	**$8,018**

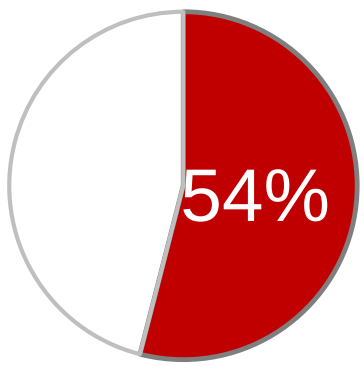
The estimated cost of attending HSU is over $8000 higher than the maximum grant/loan package that students receive. The most frugal of students might reduce that shortfall to near $1000, but they would live on two small meals a day and have no money to cover books, personal care needs, and transportation for visits home.

Financial Insecurity

Of freshmen surveyed 3-5 weeks into their first semesters at HSU, 2013-17:



expressed moderate-to-extreme lack of confidence about ability to pay for next term



expressed moderate-to-extreme lack of confidence about ability to pay for next year

Food Insecurity

The prevalence of food insecurity has been estimated at 20 percent for CSU students (Crutchfield 2016), but recent data suggest that ***over half*** of HSU students experience food insecurity (Maguire, et al. 2016).

- About 23 percent of HSU students reported low food security.*
- About 30 percent of HSU students reported very low food security.*

*Low food security: Students report that financial needs require them to reduce the quality, variety, or desirability of their diet.
*Very low food security: Students report multiple indications of disrupted eating patterns and reduced food intake.

Housing Insecurity

Estimated number of students who experienced homelessness in the last year:

- 10 percent of CSU students (Crutchfield 2016)
- 15 percent of HSU students (Maguire et al. 2016).

This is not surprising—our region faces more challenges to housing college students than faced in other parts of the state.

Demand for campus housing at HSU outweighs supply by nearly 40 percent. A comprehensive market analysis of the off-campus housing market described it as student adverse. With 77 percent of HSU students living off campus, improving that situation may be critical for both recruitment and retention.

DISPARITY IN NEEDS AND CARE CAPACITY

Humboldt State's ability to meet the physical and mental health needs of its students has a significant impact on retention.

Four factors affect our success in this area.

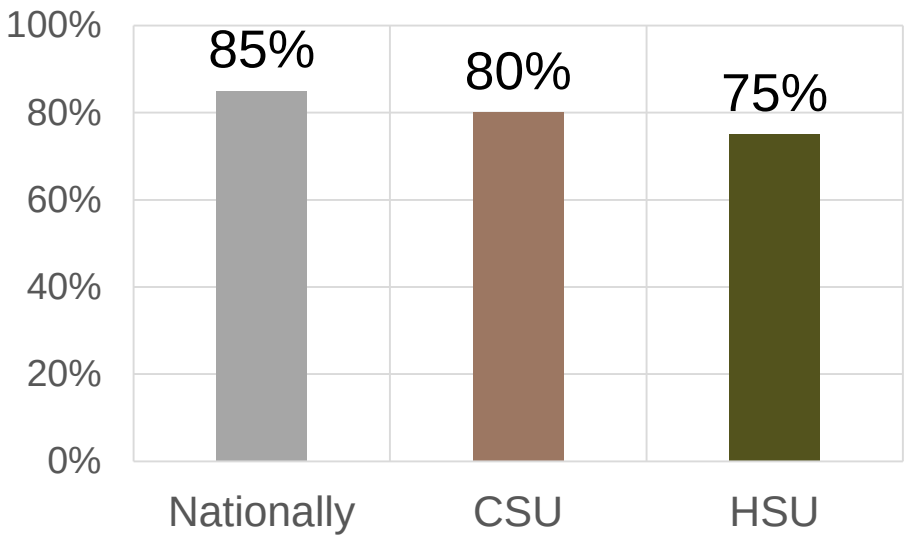
University Size

While Student Health staff costs scale with enrollment, costs such as laboratory services, accreditation compliance, staff training, building maintenance, and many others do not. As costs per student, these services are much more expensive to provide at HSU than at the larger universities in the CSU.

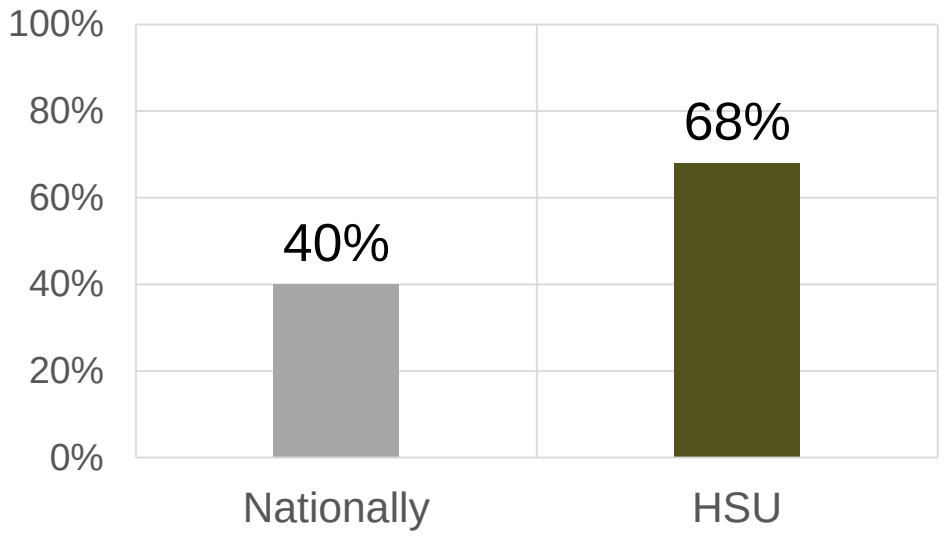
Greater Need

Surveys (Healthy Minds, NSSE, NCHA) indicate that the health needs of HSU students are elevated compared with both other CSUs and national averages.

College students who describe their health as good or better



College students who screen positive for anxiety



College students who have reported attempting suicide in the past year

- Just over 1 percent nationally
- 4 percent of HSU students

Systemic Barriers

Resource insecurity and systemic barriers to accessing health services result in a population of students who arrive at HSU underserved and underinsured or uninsured. This is particularly true of students from traditionally underrepresented groups, who are disproportionately affected by these systemic barriers and experience, on average, twice as many adverse childhood experiences as non-URG students.

Location

Mental health care as determined by psychiatrists per capita:

- Arcata area: one psychiatrist for every 4600 residents
- San Luis Obispo area: one psychiatrist for every 1500 residents

The ratio of primary care and other providers around Arcata is similarly low, making it challenging and at times impossible for students to find health care in the community.

KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT

Spring 2017, Humboldt State University participated in the National Survey of Student Engagement (NSSE), a nationally recognized instrument that measures the degree to which students engage in activities positively correlated with retention. Students were also asked how their educational experience at HSU prepared them in areas such as critical thinking and personal development. Roughly one-third of seniors participated and indicated how HSU helped them develop and grow.

Thinking Critically & Analytically

An impressive 84 percent of seniors reported that their experiences at HSU contributed at least quite a bit to developing their knowledge and critical thinking skills.

Experience at this institution contributed “very much” or “quite a bit” to their development.

Writing Clearly & Effectively

72 percent of seniors reported that their experiences at HSU contributed at least quite a bit to their becoming clear and effective writers.

Experience at this institution contributed “very much” or “quite a bit” to their development.

Speaking Clearly & Effectively

68 percent of seniors reported that their experiences at HSU contributed at least quite a bit to their becoming clear and effective speakers.

Experience at this institution contributed “very much” or “quite a bit” to their development.

82%

If they could do it all over again, 82 percent of seniors indicated that they would “definitely” or “probably” choose HSU again.

First-time Undergrad Student Lifecycle: Facilitating the First Year

First day/week activities aimed at validating, connecting, and early feedback.

Academic depts.
Centers for Academic Excellence
Retention through Academic Mentoring
H&RL

Professional Advising
Faculty Advising
Advising by Student Segment (EOP, Athletes, Vets, etc)

Help misdeclared students change their major sooner.

Understand why students leave after their 1st term.

Help misdeclared students change their major sooner.

Understanding why students leave after their 2nd term.

Scheduling: Curricular and co-curricular

Reduce the % of probation leavers after their first term.

Reduce the % on academic probation after their 1st term.

Reduce the % of probation leavers after their 2nd term.

Reduce the % on academic probation after their 2nd term.

Pre-and Post Matriculation Activities
Re-imagined onboarding
Parent/Family programming
ALEX-PPL

Recruitment strategies that increase application to enrollment yield.

Navigating challenges :

Student-directed scheduling (u-Direct)
Health & Wellbeing Ambassadors
Peer mentors/ Professional Advisors
SkillShops and Library programming
.

Long-term Goal: After ONE Year

Around eight out of 10 students return for their 2nd year.
Average units earned: 30
Fewer are considering leaving HSU.

Humboldt State University 2017 Office of Institutional Effectiveness

CONCLUSION

Mission

HSU has a bold mission to improve retention and graduation rates while recruiting a consistent population of new students to help meet the state's workforce needs.

Students, Success, and Retention

HSU students come from all over the state, and they are more diverse in race, ethnicity, financial means, and family background than ever before.

This diversity reveals equity gaps in success and retention—gaps that represent opportunities for HSU to better fulfill its mission to serve the students of California.

Nearly 60 percent of all freshmen arriving HSU eventually earn a diploma, but 10 percent earn it elsewhere. Both these figures represent further opportunities to improve our service as an institution of higher learning.

Enrollment Picture

Growth has been uneven across the three colleges. Enrollment peaked university-wide in 2015, and it has been falling since. Deliberate impaction, recruitment strategies, retention issues, and the changing California landscape are all factors.

Student Life

HSU students experience significant financial, food, and housing insecurities, and several factors unique to HSU and the surrounding area create challenges in our ability meet their mental health needs.

Many of our students display impressive resilience in the face of these challenges. Roughly 84 percent of our graduating seniors recognize HSU as an important contributor in their intellectual development, and 82 percent of graduating seniors would choose HSU again.

Going Forward

CSU Graduation Initiative 2025 requires HSU to improve graduation and retention rates while eliminating opportunity and achievement gaps. Striving to meet these goals is consistent with the priorities detailed in the university's strategic plan.

An aggressive, informed enrollment plan is integral to HSU's mission and goals, and the data in this environmental scan will inform that plan. Increasing retention and graduation rates, eliminating the success gap, and meeting enrollment goals all run hand-in-hand with the university's goal of sustainable stewardship of its financial resources and its mission to prepare students to be responsible members of diverse societies.

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Questions?

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