Office of Admissions

Division of Academic Affairs

Recruitment Plan
Fall 2019
# TABLE OF CONTENTS

## I. BACKGROUND
1. Mission of the Office of Admissions  
   Page 4
2. Scope of Recruitment Plan  
   Page 4
3. Recruitment SWOT Analysis  
   Page 4
4. Freshmen Recruitment Travel: Past year observations  
   Page 5

## II. ADMISSIONS & RECRUITMENT GOALS
1. Recruitment Goals  
   Page 8
2. Admissions Operations Goals  
   Page 8

## III. THE RECRUITMENT PLAN
1. Recruitment Goal- Action Plan  
   Page 10
2. Other Recruitment- Action Plan  
   Page 12
3. Other Initiatives- Action Plan  
   Page 12
4. Recruitment Territory Assignments  
   Page 13

## IV. THE ADMISSIONS OPERATIONS PLAN
1. Operations Goals- Action Plan  
   Page 15
2. Additional Resources  
   Page 15

## V. ENROLLMENT PROJECTIONS
1. Freshmen Enrollment Projections  
   Page 17
2. Transfer Enrollment Projections  
   Page 18

# APPENDIX

- Academic Clusters  
  Page 19
- Communication Plans  
  Page 23
**Background**

*Mission of the Office of Admissions*

*Scope of the Recruitment Plan*

*Recruitment SWOT Analysis*

*Freshmen Recruitment Travel: Previous year observations*
Background

Mission
Our mission is to provide information about program offerings, academic services, and experiential opportunities to prospective students. It is our goal to enroll a diverse new incoming cohort.

Scope of this Recruitment Plan
In alignment with the University’s strategic plan, the goal of the plan is to develop a recruitment strategy that will result in a diverse and academically competitive incoming cohort. This recruitment plan documents the goals and provides insight to the entire campus community on how we can work together to meet the university’s enrollment targets.

Recruitment SWOT Analysis
Strengths
Institutional Strengths: (from strategic plan)
- Institutional focus on strengthening academic programs
- Institutional focus on promoting student success by breaking down barriers to degree completion
- Desire to enhance our competitive position within the region and the state.
- Dedicated Faculty
- State-of-the art facilities
- Appealing residence halls and apartments
- Smaller Class Sizes
- Public school affordability

Recruitment Strengths:
- Growing support from the campus community to participate in recruitment
- Good customer service philosophy
- Slate CRM- Communication Plan and Application Management
- Clearly identified primary markets
- Structured Tour Guide Program
- Multiple Campus Visitation Options
- Yield/Search Campaign
- Niche Programs- Game Design, Police 4+1, and Nursing

Weaknesses
- Less name recognition outside of primary and secondary markets; as well as outside of home state
- Limited scholarship funds
- Inconsistent out-of-state recruitment
- No Alumni recruitment; especially educators in Massachusetts
- Institution seen as a “back up school”

Opportunities
- Establishment a Recruitment Strategy and Enrollment Projections
- Collaboration with Faculty in Recruitment
- Exploration of new target markets
- Expansion of the capacity of our Niche programs
- Expansion of our Summer Bridge Program
- Our differences from the other State Universities

**Threats**
- Our similarities to the other State Universities
- Geographic location

### Freshmen Recruitment Travel: Previous year observations

<table>
<thead>
<tr>
<th>Are there trends or patterns in the data?</th>
<th>Boston &amp; Cambridge (MA 06) &amp; Milton, Lexington, Waltham (MA 10)</th>
<th>Fitchburg &amp; N. Worcester Co (MA 03) &amp; Worcester (MA 11)</th>
<th>Cape Cod &amp; Islands (MA 05), Quincy &amp; Plymouth Co (MA 07), &amp; Norfolk &amp; Bristol (MA 09)</th>
<th>Essex Co (MA 04) &amp; Lowell, Concord, Wellesley (MA 08)</th>
<th>Other States</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 06; inconsistent in apps, accepts and deposits. Up 2014 to 2015, down 2015 to 2016. MA 10; slow increase in app, accepts, deposits, yet decline in all in 2018.</td>
<td>Significant increase in applicants 2016-2017 for both MA 03 and MA 11</td>
<td>There is a significant trend of up and downs within territories.</td>
<td>Numbers are steady but a slight decrease in applications in Fall 2018</td>
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</tr>
<tr>
<td>Think back to what may have caused these trends. What was successful in those years?</td>
<td>Prior to fall 2017 multiple people covered this area.</td>
<td>From 2013-2016 three counselors managed this territory, the changes caused ups and downs in the relationships with local high schools. Beginning 2016 the territory was</td>
<td>Inconsistent representation, this territory has been managed by multiple counselors/road runners for several years.</td>
<td>These territories have been consistent</td>
<td>- The recruitment plan changed each year; some years out-of-state was a focus others it was not. Recruitment for Fall 2018 the focus was on MA travel.</td>
</tr>
<tr>
<td>- Beginning Fall 2017 Diversity Counselor was hired. Travel Schedule was very aggressive.</td>
<td>- Fall 2018 travel schedule was less</td>
<td>- These territories have been consistent Need more classroom visits. There are quite a few Vocational schools within this area.</td>
<td>- Areas further north that are still unfamiliar with the</td>
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</table>
**Observations:**

- MA 6 more affluent population with more colleges choice. MA 10 many of these students need funds to help close the GAP of cost and Aid offering.

- reassigned with a focus on mending strained relationships with HS counselors.

- MA 11; Is similar in that three counselors managed this area since 2013.

**Fitchburg city and university.**

---

**What will need to do moving forward? What we need to improve?**

- Have two counselors focusing on Boston and surrounding territories.
- Find funds to scholarships for students from MA 10.
- Develop more pathway programs for local high schools.
- Provide specific events for feeder schools on campus.
- Re-establish relationships with HS in this area.
- I would suggest that we increase our visual marketing efforts. It would also be nice if we could work in connection with the city to increase awareness that Fitchburg the city is a great place to be.
- Split these territories to have counselors focus on each area.
- Re-establish relationships with HS.
- Purchase leads in these areas.
Admissions & Recruitment Goals

Recruitment Goals
Admissions Operations Goals
**Goals**

**Goal 1: Meet our new student enrollment goals:**

1a. Freshman Enrollment Goal - Add Projection

1b. Honors Enrollment Goal – 50 FT

1c. Transfer Enrollment Goal - Add Projection

1d. Local Enrollment Goal – Increase by 4% of 5-year average (250)

1e. Support Enrollment of our niche, popular, and under-enrolled programs

1f. Increase Enrollment of Minority Students

**Goal 2: Enhance Admissions procedures, policies, and office structure based upon best practices:**

2a. Improve the Slate to Banner data transfer

2b. Review of Business processes
The Recruitment Plan
Recruitment Goal Action Plan
Other Recruitment
Other Initiatives
Recruitment Territory Assignments
Recruitment Plan

Goal Action Plan

Goal 1: Meet the new student enrollment goals:

1a. Freshman Enrollment Goal- Add Projection

1. Purchase leads in primary (MA03, MA11), secondary (MA 1, 2, and 4-10; CT; RI; VT), and tertiary markets (NY)

2. Focus Recruitment travel on primary (MA03, MA11) and secondary (MA 1, 2, and 4-10; CT; RI; VT) markets

3. Limited but strategic travel to tertiary market (NY)

4. Targeted communication plan for specific constituents of the Admissions process (inquiries, applicants, admits, deposits, Parents, High School Counselors)

5. Invite students to our multiple Campus Visitation Opportunities

1b. Honors Enrollment Goal – 50 FT

1. Purchase leads in primary (MA03, MA11), secondary (MA 1, 2, and 4-10; CT; RI; VT), and tertiary markets (NY) with 3.0 minimum GPA

2. Host celebratory Honors event at Fitchburg High and other local schools.

3. Continue Honors Breakfast as Future Falcon

4. Better communication with Honors students throughout the admissions process; work with Catherine Buell to create a honors Comm plan

5. Work with Housing to have pictures of Honors housing shared with honors students (they don’t see Honors housing at Open House)

6. Work with Catherine to recruit more minority students into the Honors Program

1c. Transfer Enrollment Goal – Add Projection

1. Waive final high school transcripts earlier and more frequently for next cycle.

2. Incentivize completion with application fee waivers and “priority” registration

3. Enhance Transfer Communication plan

4. Host a Transfer Advisor Open House this academic year for community college advisors
5. Host a Lunch at feeder CCs.

1d. Local Enrollment Goal – Increase by 4% of 5-year average (240.6 to 250)

1. Purchase “prime” leads in primary market (MA03, MA11) through Hobsons Search Match

2. Fitchburg Honors Academy and Sizer Early College STEM Programs; explore ways and opportunities to connect the students with the campus to encourage full time enrollment after graduation

3. Host celebratory Honors event at Fitchburg High and other local schools.

1e. Support Enrollment of our niche, popular, and under-enrolled programs

1. Identify the under-enrolled programs with the ability to grow enrollment

2. Recruit using the Academic Cluster model (See Appendix 1)

3. Involve faculty in recruitment

1f. Increase Enrollment of Minority Students

1. Build name recognition and relationships with Minority Serving Community Based Organizations in Mass.

2. Refocus Recruitment Travel to MA 10 and MA 6.

3. Admissions Counselors attend diversity training

4. Director will work with diversity counselor to attend events new geo markets (NY)
Other Recruitment- Action Plans

Athletics:
- Currently working with new AD to help him understand the enrollment at Fitchburg State University.
- Attending Coaches meeting on 8/10 to discuss Admissions
- Recommendation to have a full-time Admissions/Athletics recruiter – will be the bridge between both departments & will train new hires within the Athletic dept. on how to recruit students
- With the purchase of Front Rush Bridge, Slate & Athletics Front Rush would be able to communicate and would better assist the coaches and admissions with top

Summer Bridge:
- Offer SB to (800-900 and 2.25 to 2.49) students we may have denied; increasing our admit pool and yield potential
- Work with SB office to assess challenges from 2018; out of pockets costs
- Consider more residential spots are needed

International:
- Working with OIE on the possibility of working with agents to recruit international students
- Revising the international admissions process to make it more student friendly
- Because the majority of our international student are graduate, work with GCE and OIE on international graduate recruitment strategies

Other Initiatives- Action Plans

Dual Enrollment:
- We need to address the following observations;
  o More interest from student not planning to enroll in Fitchburg State after participating in DE
  o The process of enrolling in a class as a DE student does not make full time enrollment attractive.
  o Participants of this program commonly have concerns/issues regarding course work, matters involving professors, concerns about grades and/or status in a course, and add/drop.
  o This program needs a coordinator outside of the Office of Admissions that could mitigate these concerns.
- Would like to develop a more prescribed menu of course offerings; with dedicated course for these students. (this may require conversation about changes to the fee structure).

Fitchburg Honors Academy and Sizer Early College STEM Programs:
- Continue to explore ways and opportunities to connect the student with the campus
- Continue the celebratory visit to FHS for student offered spots in the Honors program
Fall 2019 Recruitment Travel Territory Assignment:

Gretchen Mayhew: 4, 8 & 5 NH, ME

Vacant: 1 & 2 Northern CT, VT

Katherine Henry-Schill (Roadrunner): 7 & 9, Southern CT

Alexandra Cardinale: 3 & 11

Vivian Suavita: 6 & 10 & RI
Admissions Operations Plan

Operations Goals Action Plan
Additional Resources
Operations Plan

Goal Action Plan

Goal 2. Enhance Admissions procedures, policies, and office structure based upon best practices.

2a. Improve the Slate to Banner data transfer

1. Identify optimal resolution
2. Work with Executive Cabinet to secure resources for resolution
3. Updating SZUSRT2 to include all testing (SAT, ACT, MTEL) as well as employer information (in process)
4. Creating a Finance Script (in process)

2b. Review of Business processes

2c. Enhance Communications

1. Update communication plans to include:
   - International
   - Transfer
   - Graduate
   - Parents
2. Update Application to be more user friendly – building 4 separate applications
   - Undergraduate Day
   - Undergraduate Continuing Education
   - Graduate
   - 100% Online
3. Updated Portals / Status Page
   - Create Graduate Student Portal
   - Update UG Status Page
   - Create Parent Portal

Additional Resources Needed

- IT Support – Having someone with the knowledge of SQL and script writing along with Banner knowledge. This person would be able to assist with the Slate to Banner Integration, working with consultants on script writing, updating data in Banner (ex: adding high schools, creating fields that may be missing) – could also serve as a back-up for all Slate processes (data loads, SAT loads, prospect loads, daily updates from Banner to Slate processes)
Enrollment Projections
Freshmen Projection Scenarios
Transfer Projection
## Enrollment Projections - Freshman

### Scenario 1 (no change) - using estimated acceptance rate of 64.0% and 5-year average conversion rate of 25.7%

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates (K)</th>
<th>Rate of Change</th>
<th>Applications</th>
<th>Avg Accept Rate</th>
<th>Admits</th>
<th>Avg Admit to Enroll Rate</th>
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</table>

*Actuals for Fall 2017

### Scenario 2 (2018 as new norm) - using 2018 as the benchmark number of applications and the 2018 acceptance rate of 60% and 2018 conversion rate of 28.8%

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<th>Graduates (K)</th>
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<th>Applications</th>
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<th>Admits</th>
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**Actuals for Fall 2017**

### Scenario 3 (aggressive) - using the 5-year average acceptance rate of 65.7% and 5-year average conversion rate of 25.7%

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<th>Rate of Change</th>
<th>Applications</th>
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*Actuals for Fall 2017

### Scenario 4 - using no change numbers (scenario 1) and projecting if 4 underperforming majors (CS, BUS, EXSC, ITEC) would perform to level of top performing majors based on demand (adding 10% per year topping at 30%)

<table>
<thead>
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*Actuals for Fall 2017
# Enrollment Projections - Transfer

Scenario 1 - (average) using 5-year avg applications of 875, 5-year avg acceptance rate of 62% (including a .2% annual increase), and 5-year avg conversion rate of 54%

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<td>62.2%</td>
<td>544</td>
<td>54.0%</td>
<td>294</td>
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<td>20</td>
<td>875</td>
<td>62.4%</td>
<td>546</td>
<td>54.0%</td>
<td>295</td>
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<td>21</td>
<td>875</td>
<td>62.6%</td>
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<tr>
<td>22</td>
<td>875</td>
<td>62.8%</td>
<td>550</td>
<td>54.0%</td>
<td>297</td>
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<tr>
<td>23</td>
<td>875</td>
<td>63.0%</td>
<td>551</td>
<td>54.0%</td>
<td>298</td>
</tr>
<tr>
<td>24</td>
<td>875</td>
<td>63.2%</td>
<td>553</td>
<td>54.0%</td>
<td>299</td>
</tr>
<tr>
<td>25</td>
<td>875</td>
<td>63.4%</td>
<td>555</td>
<td>54.0%</td>
<td>300</td>
</tr>
</tbody>
</table>

*Actuals for Fall 2017

Scenario 2 - (aggressive) increasing applications to 900, increasing acceptance rate of 62% (including a .2% annual increase), and increasing conversion rate of 60%

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Accept Rate</th>
<th>Admits</th>
<th>Accept to Enroll Rate</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>870</td>
<td>59.8%</td>
<td>520</td>
<td>61.3%</td>
<td>319</td>
</tr>
<tr>
<td>18</td>
<td>900</td>
<td>62.0%</td>
<td>558</td>
<td>60.0%</td>
<td>335</td>
</tr>
<tr>
<td>19</td>
<td>900</td>
<td>62.2%</td>
<td>560</td>
<td>60.0%</td>
<td>336</td>
</tr>
<tr>
<td>20</td>
<td>900</td>
<td>62.4%</td>
<td>562</td>
<td>60.0%</td>
<td>337</td>
</tr>
<tr>
<td>21</td>
<td>900</td>
<td>62.6%</td>
<td>563</td>
<td>60.0%</td>
<td>338</td>
</tr>
<tr>
<td>22</td>
<td>900</td>
<td>62.8%</td>
<td>565</td>
<td>60.0%</td>
<td>339</td>
</tr>
<tr>
<td>23</td>
<td>900</td>
<td>63.0%</td>
<td>567</td>
<td>60.0%</td>
<td>340</td>
</tr>
<tr>
<td>24</td>
<td>900</td>
<td>63.2%</td>
<td>569</td>
<td>60.0%</td>
<td>341</td>
</tr>
<tr>
<td>25</td>
<td>900</td>
<td>63.4%</td>
<td>571</td>
<td>60.0%</td>
<td>342</td>
</tr>
</tbody>
</table>

*Actuals for Fall 2017

Scenario 3 - using avg yield, accounting for the maturation of the RN-BSN guaranteed admissions with Mt. Wachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Accept Rate</th>
<th>Admits</th>
<th>Accept to Enroll Rate</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>870</td>
<td>59.80%</td>
<td>520</td>
<td>61.3%</td>
<td>319</td>
</tr>
<tr>
<td>18</td>
<td>875</td>
<td>60.0%</td>
<td>525</td>
<td>54.0%</td>
<td>284</td>
</tr>
<tr>
<td>19</td>
<td>875</td>
<td>60.0%</td>
<td>525</td>
<td>55.0%</td>
<td>289</td>
</tr>
<tr>
<td>20</td>
<td>935</td>
<td>62.6%</td>
<td>585</td>
<td>58.0%</td>
<td>339</td>
</tr>
<tr>
<td>21</td>
<td>915</td>
<td>61.7%</td>
<td>565</td>
<td>60.0%</td>
<td>339</td>
</tr>
<tr>
<td>22</td>
<td>920</td>
<td>64.4%</td>
<td>592</td>
<td>62.0%</td>
<td>367</td>
</tr>
<tr>
<td>23</td>
<td>920</td>
<td>64.6%</td>
<td>594</td>
<td>64.0%</td>
<td>380</td>
</tr>
<tr>
<td>24</td>
<td>920</td>
<td>64.8%</td>
<td>596</td>
<td>64.0%</td>
<td>382</td>
</tr>
<tr>
<td>25</td>
<td>920</td>
<td>65.0%</td>
<td>598</td>
<td>64.0%</td>
<td>383</td>
</tr>
</tbody>
</table>

*Actuals for Fall 2017

*first RN-BSN cohort
### Appendix 1 - Academic Clusters

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What interests you?</strong></td>
<td>Do you care about people and want to help in some way?</td>
<td>Do you like to perform in front of an audience?</td>
<td>Do you enjoy working with other people?</td>
<td>Would you like to get paid to help others learn new things?</td>
<td>Are you detail-oriented?</td>
<td>Do you like the idea of protecting people?</td>
<td>Are you a visual person or like to work on creative projects?</td>
</tr>
<tr>
<td></td>
<td>Are you a visual person or like to work with productions and technology?</td>
<td>Are you a visual person or like to work with productions and technology?</td>
<td>Do you like to plan and organize activities?</td>
<td>Are you interested in politics?</td>
<td>Are you interested in politics?</td>
<td>Do you want to help people figure out the legal system?</td>
<td></td>
</tr>
<tr>
<td><strong>Career Descriptions</strong></td>
<td>Health science careers promote health and wellness. They diagnose and treat injuries and disease. In a clinical career you could work directly with patients. You could also work in a laboratory to get information used in research or provide administrative support by keeping medical records.</td>
<td>Arts, audio/video technology, and communications workers use creativity and their talents on the job. You might work for an audience as a performer or artist. This includes painters, dancers, sculptors, actors, and singers. Or, you might work behind the scenes to make a performance successful. This includes set designers, editors, broadcast technicians,</td>
<td>Business, management, and administrative careers give the support needed to make a business run. You might check employee time records or train new employees. Or, you might work as a top executive and provide the overall direction for a company or department.</td>
<td>Education and training workers guide and train people. As a teacher, you could influence young lives. You could also support the work of a classroom teacher as a counselor, librarian, or principal. You could coach sports activities or lead community classes. You could also work with adults. For example, you could lead training to employees in a business. Or you could work as a university or college</td>
<td>Science, technology, engineering, and mathematics careers do scientific research in laboratories or the field. Others plan or design products and systems. Or, you might support scientists, mathematicians, or engineers as they do their work. For example, you might oversee the construction of roads, develop systems to</td>
<td>Law, public safety, corrections, and security workers are found in a variety of settings. For example, you might guard the public and enforce the law as a police officer or security guard. Or, you might provide fire protection as a firefighter. Other workers provide legal services to people who</td>
<td>Arts, and humanities careers creativity and their talents on the job. You might work for an audience as an artist. Or, you might work behind the scenes to make a performance successful. This includes set designers, editors, broadcast technicians, and camera operators. You may work in fields for languages are important.</td>
</tr>
</tbody>
</table>
are found at a variety of different sites. For example, you could work in a hospital, office, clinic, or nursing home.

Health and human services workers help individual and families meet their personal needs. You might work in a government office, hospital, nonprofit agency, nursing home, spa, hotel, or school. Or, you might work in your own home.

Some audio/video technology and communications workers have high-profile jobs. For example, you might work as a news reporter or fashion designer. Or, you might use your creative talents with technology and work as an animator, graphic designer, game designer or film editor.

Government and public administration workers help pass and enforce the law. You could work in national, state, or local government. You will find almost every type of occupation within the government, including some jobs that are only found within government.

prevent diseases, or help engineers do research and read blueprints.

commit crimes. For example, you might monitor activities within a prison, advise clients of their legal rights, or research legal procedures to support court cases.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Trainers</td>
<td>Audio/Video Technology &amp; Film</td>
<td>Business Information Management</td>
<td>Community Planning</td>
<td>Laboratory Scientist</td>
<td>Arbitrators, Mediators, and Conciliators</td>
<td>Writing</td>
</tr>
<tr>
<td>Audiologists</td>
<td>Journalism &amp; Broadcasting</td>
<td>Management General</td>
<td>Foreign Service Governance</td>
<td>Biotechnology Technology &amp; Research</td>
<td>Correctional Officers and Jailers</td>
<td>Writing is relevant—and often central—to many careers, including content or copywriting, journalism, screenwriting, editing, and grant writing.</td>
</tr>
<tr>
<td>Cardiovascular Technologists and Technicians</td>
<td>Telecommunications</td>
<td>Management Human</td>
<td>National Security Public Management &amp; Administration</td>
<td>Consumer Services</td>
<td>Criminal Justice researchers</td>
<td>Writing</td>
</tr>
<tr>
<td>Dentists</td>
<td>Printing Technology</td>
<td>Resources Management</td>
<td>Regulation</td>
<td>Cyber Security</td>
<td>Detectives and Criminal</td>
<td>Writing</td>
</tr>
<tr>
<td>Dietitians and Nutritionists</td>
<td>Performing Arts</td>
<td>Accounting</td>
<td>Revenue &amp; Taxation</td>
<td>Diagnostic Services</td>
<td>Arbiter, Mediators, and Conciliators</td>
<td>Writing</td>
</tr>
<tr>
<td>Epidemiologists</td>
<td>Visual Arts</td>
<td>Banking Services</td>
<td>Consumer Services</td>
<td>Natural Resource Systems</td>
<td>Correctional Officers and Jailers</td>
<td>Writing</td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
<td>Counseling &amp; Mental</td>
<td>Power, Structural &amp;</td>
<td>Criminal Justice researchers</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Detectives and Criminal</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing is relevant—and often central—to many careers, including content or copywriting, journalism, screenwriting, editing, and grant writing.</td>
<td></td>
</tr>
<tr>
<td>Professionals</td>
<td>Recreational Institutions</td>
<td>Business Finance</td>
<td>Health Services</td>
<td>Technical Systems Regulation</td>
<td>Language</td>
<td></td>
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<tr>
<td>---------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Physicians</td>
<td>Medical Assistants</td>
<td>Restaurant &amp; Food/Beverage Services</td>
<td>Early Childhood Development &amp; Services</td>
<td>Telecommunications Construction</td>
<td>Publishing</td>
<td></td>
</tr>
<tr>
<td>Pharmacists</td>
<td>Medical Laboratory Technicians</td>
<td>Travel &amp; Tourism</td>
<td>Family &amp; Community Services</td>
<td>Design/Pre-Construction</td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Physicians (Assistant)</td>
<td>Medical Records and Health Information Technicians</td>
<td>Marketing Communications</td>
<td>Personal Care Services</td>
<td>Maintenance/Operations</td>
<td>Marketing/Advertising/Public Relations</td>
<td></td>
</tr>
<tr>
<td>Public Health Educator</td>
<td>Medical Scientists</td>
<td>Marketing Management</td>
<td>Correction Services Emergency &amp; Fire Management Services</td>
<td>Landscape Design &amp; Green Infrastructure</td>
<td>Law Enforcement</td>
<td></td>
</tr>
<tr>
<td>Public Health Scientist</td>
<td>Medical and Health Services Managers</td>
<td>Professional Sales</td>
<td>Information Support &amp; Services</td>
<td>Law Enforcement Services</td>
<td>Legal Services</td>
<td></td>
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<tr>
<td>Physicians (Assistant)</td>
<td>Occupational Therapists</td>
<td>Agribusiness Systems</td>
<td>Food Products &amp; Processing Systems</td>
<td>Legal Services</td>
<td>Agribusiness Systems</td>
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<tr>
<td>Public Health Scientist</td>
<td>Physical Therapists</td>
<td>Manufacturing Process Development</td>
<td>Transportation Systems/Infrastructure Planning, Management &amp; Administration</td>
<td>Additional Pathways</td>
<td>Food Products &amp; Processing Systems</td>
<td></td>
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<tr>
<td>Physician</td>
<td>Physician Assistants</td>
<td>Logistics Planning &amp; Management Services</td>
<td>Power, Structural &amp; Technical Systems</td>
<td>Administration</td>
<td>Manufacturing Production Process Development</td>
<td></td>
</tr>
<tr>
<td>Physician (Assistant)</td>
<td>Public Health Educator</td>
<td>Diagnostic Services</td>
<td>Professional Support</td>
<td>Environmental Service Systems</td>
<td>Manufacturing Production Process Development</td>
<td></td>
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<tr>
<td>Physician (Assistant)</td>
<td>Public Health Scientist</td>
<td>Consumer Services</td>
<td>Teaching</td>
<td>Natural Resource Systems</td>
<td>Maintenance, Installation &amp; Repair</td>
<td></td>
</tr>
<tr>
<td>Physician (Assistant)</td>
<td>Preventive Medicine Physicians</td>
<td>Design/Pre-Construction</td>
<td>Transportation</td>
<td>Power, Structural &amp; Technical Systems</td>
<td>Production</td>
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<td>Physician (Assistant)</td>
<td>Psychiatrists</td>
<td>Web &amp; Digital Communications</td>
<td>Teaching</td>
<td>Professional Support</td>
<td>Quality Assurance</td>
<td></td>
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<tr>
<td>Physician (Assistant)</td>
<td>Recreational Therapists</td>
<td>Consumer Services</td>
<td>Transportation</td>
<td>Teaching</td>
<td>Facility &amp; Mobile Equipment Maintenance</td>
<td></td>
</tr>
<tr>
<td>Physician (Assistant)</td>
<td>Registered Nurses</td>
<td>Logistics &amp; Inventory Control</td>
<td>Operations</td>
<td>Transportation</td>
<td>Health, Safety &amp; Environmental Management</td>
<td></td>
</tr>
<tr>
<td>Physician (Assistant)</td>
<td>Respiratory Therapists</td>
<td>Quality Assurance</td>
<td>Construction</td>
<td>Transportation Systems/Infrastructure Planning, Management &amp; Regulation</td>
<td>Logistics Planning &amp; Management Services</td>
<td></td>
</tr>
<tr>
<td>Physician (Assistant)</td>
<td>Sports Medicine</td>
<td>Sales &amp; Service</td>
<td>Health Services</td>
<td>Health Services</td>
<td>Sales &amp; Service</td>
<td></td>
</tr>
</tbody>
</table>

Publishing: When you think about the publishing field,
The first role that comes to mind.

**Majors**

- Nursing
- Health Sciences
- Human Services
- Clinical Exercise
- Physiology
- Fitness
- Management
- Strength and Conditioning
- Pre-Med
- Psychological Science
- Cognitive Science
- Applied Psychology
- Environmental Public Health*
- BA Health Admin*
- Communication Studies
- Film and Video
- Graphic Design
- Photography
- Professional Communication
- Technical Theater
- Theater
- Professional Writing
- Architectural Technology
- Interdisciplinary Studies for Fine and Performing Arts
- Game Design
- Accounting Management
- Marketing
- Health Admin*
- Computer Information Systems
- Science
- Economics
- International Business and Economics
- Mathematics
- Applied Mathematics
- Early Childhood Education
- Elementary Education
- Human Services
- Middle School Education
- English†
- General Science
- History
- Humanities
- Mathematics
- Mathematics-Science
- Secondary Education English
- Secondary Education
- Secondary Education History
- Secondary Education Biology
- Secondary Education Mathematics
- Sociology
- Special Education Technology Education
- Biology†
- Biotechnology
- Environmental Biology
- Health Sciences
- Neuroscience and Behavior
- Chemistry
- Computer Science
- Game Programming
- Cybersecurity
- Environmental and Earth Science
- Geographic Science and Technology
- Architectural Technology
- Construction Technology
- Electronics Engineering Technology
- Energy Management Technology
- Manufacturing Engineering Technology
- Applied Mathematics
- Mathematics
- Mathematics
- Psychological Science
- Cognitive Science
- Applied Psychology
- Game Design
- Cybersecurity
- Criminal Justice
- Criminal Justice (4+1 Police Program)
- Geographic Science and Technology
- Pre-Law
- Sociology
- Film and Video
- Graphic Design
- Photography
- Technical Theater
- Theater
- Literature
- Professional Writing
- Interdisciplinary Studies for Fine and Performing Arts
- Interdisciplinary Studies for Humanities
- Game Design
Appendix 2 - Communication Plans

Undergraduate Admissions communication for Inquiry

- Counselors recruit from September – November
- The office will receive inquiries from the following sources (including our Request for Info on the website)

Communication Plan

Inquiry:

Intro: Defy Expectations – 0 wait days
Picture yourself at Fitchburg State University – 10 wait days
Meet your Admissions Counselor – 15 wait days
Opportunities are Endless at Fitchburg State University – 20 wait days
Application deadlines (prior to Jan 1) – 40 wait days
File your FASFA today – 50 wait days

Postal Mailing

Search Piece
View Book
Admissions applicants – application received

Applicant:

Thank you for your application – immediate after submission
Check your application status at Fitchburg State – 5 wait days (then every 14 days)
Your application is incomplete – 10 wait days (then every 14 days after first mailing)
Meet your Admissions Counselor – only sent to applicants who were not inquiry – 15 wait days
File your FASFA today – only sent to applicants who were not inquiry – 15 wait days
Schedule an Interview – Friday’s

One off emails:
Greetings from Fitchburg State Athletics – only sent to applicants interested in Athletics - Thursdays
Missing 1st Quarter Grades – only sent to applicants missing HST w/out 1st Q Grades – Wednesdays

Accept
Congratulations Email
Meet Student Emails – 5 days after accept for each major individualized
Join the conversation – (Facebook Group Invite) – 15 wait days
Department Tour – 22 wait days (CRUJ, NURP, COMM/GAME, EDUC)
Campus Visit Options – 22 wait days
Shadow Program – Criminal Justice – 28 wait days
Shadow Program – Education – 28 wait days
Shadow Program – Nursing – 28 wait days
Shadow Program – Communications – 28 wait days
Falcon 101 – 28 wait days

Merit Scholarships have been awarded – Sent one time – to those receiving scholarship awards
Transfer Students receive email from Registrar re: Course Credits
Dean Letter – Health and Natural Sciences – (creation in progress)
Dean Letter – Arts and Sciences – (creation in progress)
Dean Letter – Education – (creation in progress)
Dean Letter – Business & Technology (creation in progress)
Department Letters – Congratulations (creation in progress)
Admissions workflow for applicants – deposit received

Deposit

Housing Application Coming Soon – Sent Mon, Wed and Fri sent to those who paid housing deposit
What’s Next – Mon, Wed, Friday
Transfer Advising / Registration

Housing
Housing Application Due May 15
Early Arrival Program
Roommate Linking Instructions
Shared Interest Floor – STEM
Shared Interest Floor - CJ
The Great Move In –

Criminal Justice
Criminal Justice, Cori Form

Information Technology
Information Technology – Information regarding BannerID, Falcon Key, Student Email – sent after Orientation
Alert Mobile Safety

Health Services
Submit Your Health Forms
Reminder – Health Forms Due

Placement Testing
Placement Testing Registration
Banner ID Number
Placement Testing Missing
Orientation
Register for Orientation
Orientation Dates Filling Fast
Falcons on the Move
Fall Orientation Survey
Commuter Orientation

Student Billing
Student Billing Emails

Registrar
Pre-Registration Survey

Financial Aid
Don’t forget to sign and return your award letter
Undergraduate – Evening

Inquiry contact: Community College Contacts, GCE Leads, GCE Info Sessions, walk-in’s, Online Request for Info, GCE Email

Inquiry:

Intro: Defy Expectations – 0 wait days
Picture yourself at Fitchburg State University – 10 wait days
Meet your Admissions Counselor – 15 wait days
Application deadlines (prior to Jan 1) – 40 wait days
File your FASFA today – 50 wait days

Applicant:

Thank you for your application – immediate after submission
Check your application status at Fitchburg State – 5 wait days (then every 14 days)
Your application is incomplete – 10 wait days (then every 14 days after first mailing)
Meet your Admissions Counselor – only sent to applicants who were not inquiry – 15 wait days
File your FASFA today – only sent to applicants who were not inquiry – 15 wait days
Your Application is Complete – sent once students application becomes complete

Accept:

Acceptance Letter – sent electronically with instructions on filling out Intent to Enroll Form
Email received from Registrar with Transferable Courses

Intent to Enroll Received

Intent to Enroll Letter – sent electronically with instructions on how to contact their Advisor
Graduate

Inquiry contact: GCE Leads, GCE Info Sessions, walk-in, Online Request for Info, GCE Email, Extended Campus Partners

Inquiry:
Intro: Defy Expectations – 0 wait days
Meet your Admissions Counselor – 5 wait days

Applicant:
Thank you for your application – immediate after submission
Check your application status at Fitchburg State – 5 wait days (then every 14 days)
Your application is incomplete – 10 wait days (then every 14 days after first mailing)
Your Application is Complete – Sent as application becomes complete

Accept:
Acceptance Letter – sent electronically with instructions on filling out Intent to Enroll Form

Intent to Enroll Received:
Intent to Enroll Letter – sent electronically with instructions on registering for classes and contacting their Advisor

**Academic Partnerships Separate Communication Plan**