

Strategic Enrollment Management Plan
TEXAS A&M UNIVERSITY-COMMERCE

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Strategic Enrollment Management Committee

RECOMMENDED GOALS

- GOAL:** Increase enrollment by 5% per year over the next five years.

- GOAL:** Become a Hispanic Serving Institution (HSI) by reaching 25% Hispanic student enrollment in three years.

- GOAL:** Increase enrollment of military veterans and active duty personnel by a total of 10% in next three years.

- GOAL:** Develop a carefully crafted advising system that focuses upon individualized service, student success, and personal development.

- GOAL:** Improve Financial Aid and Scholarship services to students.

- GOAL:** Establish and maintain a personal, user-friendly communication system.

- GOAL:** Continue upgrade of campus technology with focus on upgrading multi-media classrooms and wireless internet for residence halls.

- GOAL:** Establish an ongoing process to analyze economic environmental changes, examine undergraduate and graduate student enrollment patterns by academic major, and identify under/over-subscribed programs. Based on data analysis, (a) adapt student recruitment and retention emphases, (b) recommend for consideration new academic programs, and (c) appropriately modify or discontinue existing programs.

Strategic Enrollment Management Committee (SEMC)

Texas A&M University-Commerce is committed to student access and success. This commitment is central to our mission as a comprehensive regional university. Our growth will be dependent on the success of prospective students, current students, their families, our faculty and staff and our community. Their success is dependent upon the barrier free access that our university affords them. From our campus appearance to our Mane Event Preview Day to graduation and beyond, one very important goal is to be attentive to the ways that we interact with these various groups. We pledge to make our interactions knowledgeable, sincere, helpful, friendly and inviting!

Vision

To create an enrollment and retention culture that is sustained by the university community. A&M-Commerce faculty and staff will be informed, connected, resourceful, and committed to the success of the student, thus making the transition from prospect to alumnus seamless.

Mission

Create an authentic student-oriented enrollment plan that:

- defines target groups to recruit and enroll;
- determines effective recruitment and retention activities that attract and sustain target groups;
- delivers personal and integrated services that support recruiting and retention activities; and
- informs and educates the university community regarding its role in the plan's success.

The committee was asked to make recommendations to the University to address three areas:

- *Recruitment* - Increase enrollment 5% each year for the next 5 years
- *Retention* - Increase retention 2-3% each year over the next 5 years
- *Hispanic Serving Institution (HSI)* - Become an HSI in 3 years

Recommendations from the SEMC will include immediate proposals for Fall 2009, to address the need to increase enrollment and semester credit hours (SCH). Additionally, the SEMC provided recommendations for long-term planning that would address the following concerns:

- Marketing and Recruitment
- Communication
- Resources
- Retention
- Community Outreach

The Northeast Texas demographic data indicate the number of Hispanics living in our service area is about 40%; although, A&M-Commerce's student population is only 8.7%. To better serve our residents and to encourage a more reflective representation of our demographics, the SEMC placed emphasis on recruitment of Hispanic students with the expectation that there will be a continuation of efforts for all transfer students from community colleges and first-time, college-ready high school students.

To manage the overall mix of undergraduate and graduate students, the committee's plan calls for an increase in undergraduate students. Numerous goals address enrollment at both the graduate and undergraduate levels; however, for recruitment and retention goals the committee identified as critical a set of priorities for the immediate investment in undergraduate enrollment, persistence and retention to graduation.

Current Hispanic student enrollment at A&M–Commerce is 8.7% (Certified Coordinating Board Data). To achieve HSI status in three years, A&M-Commerce would need to increase Hispanic enrollment by 5.4% per year.

2009	8.7% = current Hispanic enrollment
2010	increase 5.4% = 14.1% Hispanic
2011	increase 5.4% = 19.5% Hispanic
2012	increase 5.5% = 25% Hispanic

To achieve HSI status in five years, A&M-Commerce would need to increase the enrollment by 3.25% per year.

2009	8.7% = current Hispanic enrollment
2010	increase 3.25% = 11.95 % Hispanic
2011	increase 3.25% = 15.2% Hispanic
2012	increase 3.25% = 18.45% Hispanic
2013	increase 3.25% = 21.7% Hispanic
2014	increase 3.3% = 25% Hispanic

The SEMC met weekly beginning in October, through January 2009. Initially the charge to the committee was to produce 3 quick start initiatives that would increase enrollment for the 2008 winter-mini and spring semester of 2009. As a result, the Money4Me initiative was created utilizing incentive funding in the form of scholarships to increase enrollment headcount and increase per-student semester hours. Enrollment results of the Money4Me initiative indicated that Winter-mini had a student headcount of 964 (278.6% growth over the previous year) and 2893 SCH (278.4% growth over the previous year). As of 2/3/09, Spring 2009 enrollment headcount is 8879 and 82556 SCH. (Appendix 1).

GOAL: Increase enrollment by 5% per year over the next five years.

Activities:

Increase opportunities to recruit students from targeted high yield/potential high yield independent school districts and community colleges by:

1. Initiating a formal communication plan that sends automated/targeted mailings, emails, announcements and prompts phone calls to prospects/students at each level in the enrollment funnel;

2. Initiating a communication plan to school districts and junior/community colleges that keeps them informed and connected with upcoming events, opportunities and university resources;
3. Expanding “open houses” by offering transfer preview day events for junior/community college students (in addition to continuing Mane Event Preview Day opportunities for all students) focused primarily on freshman prospects;
4. Expanding counselor receptions to increase exposure to campus and further develop relationships;
5. Improving and increasing marketing/recruiting materials and developing new pieces, as needed, to support increased efforts;
6. Updating website to include accurate information and directions specific to Spanish speakers, veterans, first time freshmen, transfer, graduate students and other potential student populations, thus increasing access to pertinent information.
7. Implementing and advertising Standards of Service for all divisions/departments to communicate expectations and hold accountable those delivering services;
8. Doubling the number of visits to targeted schools;
9. Increasing communication with area school counselors, English as a Second Language (ESL) and bilingual teachers;
10. Increasing visits to community colleges with a “Money4Me team approach” to admit, advise, register, and provide financial aid/scholarship packages;
11. Expanding information about higher education in general and the specific message of A&M-Commerce to middle school and junior high students;
12. Focusing on students who have not considered attending college or are considering community colleges;
13. Providing application workshops in schools;
14. Providing financial aid and scholarship workshops in schools;
15. Utilizing A&M-Commerce alumni to assist in providing referrals and facilitating relationships with prospective students. Send letter from the President asking them to refer new students to the University. Schedule targeted communication and visits to this group;

16. Visiting schools (by Dean of Enrollment Management and Director of Undergraduate Admissions) to set the tone and identify needs/strengths/weaknesses of the relationship, making a commitment to serve the counselor, etc., and their students; and,
17. Recruit a Student Campaign – Students, faculty/staff and alumni receive a benefit for recruiting students to enroll at A&M-Commerce. Students with a network of friends on campus are likely to persist and graduate from A&M-Commerce. Suggestions include book store vouchers and Lion Card cash.

Measurements:

Implementation of a formal student communication plan to include tracked data from effort;

Implementation of a formal ISD and junior/community college communication plan to include tracked responses from effort;

Number of transfer “open houses” and yield of applications, those admitted, and enrolled;

Number of counselor receptions and yield of applications, those admitted, and enrolled;

Increase conversion rate of prospects to application by 50%;

Increase conversion rate of undergraduate applications to enrolled by 50%;

Number of visits to targeted high schools and yield of applications, those admitted and enrolled;

Number of visits to targeted junior/community colleges and yield of applications, those admitted, and enrolled;

Number of on campus/off campus visits to provide educational information about higher education to middle school and junior high students; and,

Number of Recruit-A-Student students enrolled in Fall 2009 semester to establish baseline and increase by 20% each academic year for the next three years.

GOAL: Become a Hispanic Serving Institution (HSI) by reaching 25% Hispanic student enrollment in three years.

Activities

1. Identify top 50 high schools and community colleges in 100 mile radius that we currently either enroll a significant number of Hispanic students or have at least 50% Hispanic student population. Rank them into three levels based on number of students we attract and overall Hispanic population;
2. Develop communication and delivery plans for each level in both high schools and community colleges for the next three academic years. Plans will include initial contact steps for target schools, development of information packet for each level, and conducting financial aid &

scholarship/college application/college prep/counselor update workshops for level one and/or target schools;

3. Develop webpages in Spanish with link from main website which includes information on Student Bill of Rights, admissions, and academic programs by April 2009;
4. Create database of ESL/Bilingual teachers in Texas Education Area (TEA) Regions in 100 mile radius. These teachers work specifically with Hispanic students and may possibly allow an avenue to connect with students. Admissions office will develop communication and delivery plan for ESL/bilingual teachers for next three academic years. Effort in conjunction with other initiatives will increase enrollment by 5.4% for 2009-2010 academic year, 5.4% for 2010-2011 academic year, and 5.5% for 2010-2011 academic year;
5. Contact local Hispanic Scholarship Fund (HSF) coordinators in D/FW, Sulphur Springs, and Mount Pleasant. Admissions office will develop communication and delivery plan for next three years to build relationships with coordinators by conducting college prep (admissions, financial aid & scholarships, testing, exploring majors, residence life/commuting, etc.) workshops that will allow direct recruiter contact with Hispanic students. Effort in conjunction with other initiatives will increase enrollment by 5.4% for 2009-2010 academic year, 5.4% for 2010-2011 academic year, and 5.5% for 2011-2012 academic year;
6. Partner with HSF coordinators each year and contact them at least three times a semester to continue relationship;
7. Work with Alumni office to compile database of alumni who are teachers and school administrators in target area (100 mile radius). Admissions and Alumni office will develop communication plan to share goals with alumni and facilitate recruiting events;
8. Work with the Greater Dallas Hispanic Chamber of Commerce to recruit Hispanic students. President will initiate contact with coordinators through letter. Dean of Enrollment Management, Assistant Vice President Marketing Communications, Director of Undergraduate Admissions and other pertinent players will meet with Chamber representatives. Admissions Office will follow up with additional information, phone call, email, and information packet with gift by May 2009. As relationship is fostered, opportunities to conduct workshops or host events on-campus will occur. Involve in all Mane Event/Transfer Preview Day announcements to encourage communication, referrals and influence Dallas Hispanic students to attend event; and,
9. Develop and organize a HSI council devoted to creating a plan for achieving HSI status. Representatives could include the following (not limited to) local business owners, Hispanic Chamber of Commerce members, Hispanic students (collegiate and high school), Hispanic family members, A&M-Commerce Hispanic organizations and leaders in the Hispanic community. The HSI Council would work together as a unified group to increase the Hispanic enrollment at A&M-Commerce. This would involve developing a plan to improve the cultural diversity of the university community that will create a welcoming environment to individuals of all ethnic backgrounds.

Measurements:

Increase enrollment at A&M-Commerce by 5.4% for 2009-2010 academic year, 5.4% for 2010-2011 academic year, and 5.5% for 2011-2012 academic year with focus on schools with predominant Hispanic populations or have previously referred a high number of Hispanic students to A&M-Commerce. Targeted enrollment goals will consider graduation and retention rates before identifying specific numbers of new students required to achieve these goals. After recruiting period of 2010-2011 academic year, involved offices will evaluate recruiting efforts to measure enrollment in comparison and revisit communication and delivery plan for the next two years; and,

For all above initiatives, Admissions Office will keep reports of schools contacted, information mailed, and follow-up calls during initial plan. Recruiters will report on activities at workshops and recruiting events at target schools including number of personal contacts, information provided, and follow-up contacts. All activities, details and communication will be maintained in EMAS database for reporting and follow up purposes. At each event and initiative, Division of Access & Success/Enrollment Management will determine specific target numbers for each recruiter to meet or exceed for accountability. At each contact level, phone calls, admission applicants, and email inquiries will be asked how they heard about us and data will be used to streamline marketing efforts

GOAL: Increase enrollment of military veterans and active duty personnel by a total of 10% in next three years.

Activities

1. Finalize designation as a military friendly university before any initiatives are implemented in order to collect Government Issue (GI) money;
2. Develop a one off url Web page that is military/veteran-specific that links to the A&M-Commerce Web page via the Veterans Affairs link. The military centric Web site will include an FAQ section, Military Student Bill of Rights, step-by-step admissions and application procedures, and academic programs with special emphasis on online course and program options by April 2009;
3. Market online options to an extended service delivery area, in addition to our local service delivery area, to extend admission opportunities to individuals who do not live near and/or cannot commute to the area. Marketing will conduct direct mailing to potentially 6000 veterans in immediate area and 40,000 in 75XXX zip codes with postcard/brochure from university with greeting from VA staff, referring them to website.
4. Begin direct contact with education centers and counselors located on bases and military posts in A&M-Commerce service delivery area by June 2009. Initial contact may be phone call to counselor from Veterans Affairs (VA) staff to explain initiative, share opportunities, and possibly set-up future meeting or event at education center. In Fall 2009, contact will be extended to education centers in a determined radius in Texas, Arkansas, Oklahoma, and Louisiana;

5. Develop partnerships with local Veterans of Foreign Wars (VFW), United Service Organizations (USO), Disabled American Veterans (DAV), and National Guard Armories in A&M-Commerce service delivery area. President initiates contact with local organizations and Admissions office follows up with information packet. Host events sponsored by organizations, if possible, and solicit their involvement in on-campus events; and,
6. Hire a Veterans Affairs staff liaison by May 2009 to serve as direct contact for inquiries and admissions coordination efforts from veterans and active duty personnel . It is critically important to have an individual on-campus who can assist veterans during the application process and be able to effectively answer their questions about the GI Bill and other veterans benefits/financial aid as well as what course offerings and programs fit the unique requirements of veterans and military personnel.

Measurements:

Finalize designation as a military friendly university before any initiatives are implemented in order to collect Government Issue (GI) money;

Success of initiative will be measured by number of contacts, phone calls, admission applicants and email inquiries. All contacts will be asked how they heard about us. After initial mail-out to veterans, hits to veteran's website will be monitored for traffic. VA staff and admissions offices will monitor contacts for how they heard about A&M-Commerce. Admission and Marketing offices, with VA staff, will determine schedule and necessity of subsequent mail-outs to veterans in immediate area; and,

VA staff member may work part-time/temporary basis for 3-4 months to determine necessity. Based on success of initiatives to recruit veterans, position may become full-time.

GOAL: Develop a carefully crafted advising system that focuses upon individualized service, student success, and personal development.

Activities

1. Establish a centralized academic advising system:
 - a. ensure that all entering students are enrolled in appropriate courses that will support student success and lead to their career goals;
 - b. provide knowledgeable information and aid to students that encourage satisfactory academic progress and timely graduation;
 - c. cross-train advisors to provide initial information regarding financial aid basics, career awareness, disability services, study abroad, graduate programs, registration, cashier, loan office, testing, etc.;
2. Provide support for "at-risk" students by delivering targeted, appropriate, and effective support services; and,

3. Reduce impediments to student progress by bringing institutional entry scores for college-level math more closely in line with TSI expectations, while differentiating entry expectations for individual University Studies math courses.

Measurements:

Measurements should be differentiated along two tracks. Track 1-Entering first-time and entering transfer students; Track 2- current continuing students:

Track 1 Assessments (New students beginning Fall 2009)

- 1% retention FTFTF – 5 yr
- Increased avg. course load = 14 SCH – 5 yr
- 50% core complete at end of soph yr- 1-5 yrs
- Decrease % students in develop math each yr. 1-5
- Reduced failure & repetition of developmental or college level math
- Demonstrated satisfaction level of students through self-report survey response on financial aid, career planning, advising university services, i.e. – 55% @ 5 yr

Track 2 Assessments (current students prior to Fall 2009)

Same as above except:

- 12 SCH avg course load – 5 yr
- Demonstrated satisfaction level of students through self-report survey response on financial aid, career planning, advising university services, i.e. – 50% @ 2010 increase by 1% per yr through 5 yr.

GOAL: Improve Financial Aid and Scholarship services to students.

Activities:

1. Implement and advertise Standards of Service for to communicate expectations and hold accountable those delivering service;
2. Add an academic component to the financial aid appeals process. Recommend revisions to class schedules and require that students attend tutoring and a financial aid workshop;
3. Implement AppWorx job scheduler software, and streamline the reapplication process for financial aid and scholarships;
4. Conduct minimum of monthly inventory of all scholarship budgets to accurately report renewal and expendable funds;
5. Attractively package financial aid and scholarship resources to compete for and service high quality students;
6. Revamp departmental award process to ensure compliance as well as the ability to leverage all available aid to attract quality students; and,

7. Provide designated number of scholarships to admissions and college personnel for immediate “on the road” awarding during recruiting activities.

Measurements:

Measure the number of students placed more than once on financial aid and scholarship suspension;

Track improvement in student GPAs;

Decrease number of repeat appeals;

Provide monthly scholarship budget reports;

Expend all available funds for award year;

Determine the number of “on the road” scholarships awarded which immediately entices and attracts high quality students;

Reduce turnaround time on complete applications for Financial Aid and Scholarships awards (more specificity to be determined when the audit report is received); and,

Survey students to determine if they received financial aid notification in an appropriate timeframe and received exceptional service.

GOAL: Establish and maintain a personal, user-friendly communication system.

Activities

1. Implement central phone system with “live” operator assistance that directs caller to requested service and remains online for additional assistance if necessary; and,
2. Increase communication between and among students, parents, faculty, staff and stakeholders.
 - a. Reconstruct university web site to become consumer friendly and easy to navigate.
 - b. Develop multiple independent intranets with associated blogs:
 - Administration, Alumni & Student Access and Success
 - College of Arts and Science
 - College of Education and Human Services
 - College of Business and Technology.

Measurement:

On-going assessments of students, faculty and staff to determine level of customer service and increased communication.

GOAL: Continue upgrade of campus technology with focus on up-grading multi-media classrooms and wireless internet for residence halls.

Activities:

1. Equip all classrooms for multi-media function in the next 24 months. Currently there are approximately 50 out of 75 classrooms on campus with multi-media delivery;
2. Install the necessary hardware to provide wireless service to residence halls and classroom buildings on campus within the next 3 years;
3. Establish an ongoing process to review classroom and residence hall technology needs; and,
4. Develop a measurement for student/faculty satisfaction.

Measurements:

Progress towards completing conversion of all classrooms to multi-media delivery systems should be assessed at the end of one year. Remaining classrooms should be converted by the end of the following year;

Progress towards full campus access will be measured annually. Those buildings and areas still to be covered should be mapped with a strategy to move through remaining areas to reach full coverage within three years; and,

A survey instrument will be administered to measure student/faculty satisfaction regarding campus technology. Measurements can be taken each year with data compilation and analysis. Recommendations for future action would then be developed from the results of that analysis.

GOAL: Establish an ongoing process to analyze economic environmental changes, examine undergraduate and graduate student enrollment patterns by academic major, and identify under/over-subscribed programs. Based on data analysis, (a) adapt student recruitment and retention emphases, (b) recommend for consideration new academic programs, and (c) appropriately modify or discontinue existing programs.

Activities:

1. Create a standing committee to develop proposals and make recommendations to the university, colleges and departments for new programs;
2. The committee will utilize existing studies that address Hispanic choices for college and courses of study as well as examining existing program structures used at other Hispanic Serving Institutions and make recommendations for new programs that may assist to attract and retain Hispanic students; and,

3. The committee will review existing programs and make recommendations to modify or eliminate programs.

Measurements:

Within six months, the committee will present a list of potential new programs for consideration by individual colleges or departments. These recommendations should include:

- an effort to address programs intended to address the goal of becoming a Hispanic Service Institution
- proposals for modifying or eliminating existing programs;

Six months after the initial proposals, a final list of potential new programs (and programs to be modified or eliminated) will be presented by each college for further review and approval as required; and implementation would then proceed based on approval and funding.

Concluding Annotations:

This document is focused on undergraduate strategic enrollment management, though some goals are directed to both undergraduate and graduate planning. Graduate Studies and Research is encouraged to develop a strategic enrollment management plan that includes specific strategies and performance metrics related to each of the university's graduate programs.

Spring 2009 Local Enrollment through 20th class day Monday, February 16, 2009 (Drop Date)							
compared to Spring 2008 Local Enrollment through 20th class day Monday, February 11, 2008							
Day to Day Comparison							
Headcount by Classification							
Class	2009	2008	Difference	Percent	Full-time	Part-time	Final 08
Freshmen	678	732	-54	-7.38%	592	86	721
Sophomores	794	766	28	3.66%	675	119	750
Juniors	1256	1229	27	2.20%	947	309	1209
Seniors	2066	2029	37	1.82%	1404	662	1997
Total Undergraduates	4794	4756	38	0.80%	3618	1176	4677
Post Bacc & Grad Non-Degree (incl. Teacher Cert)	685	758	-73	-9.63%	54	631	639
Masters	2904	2781	123	4.42%	832	2072	2503
Total Masters	3589	3539	50	1.41%	886	2703	3142
Doctoral	382	371	11	2.96%	59	323	365
Total Doctoral	382	371	11	2.96%	59	323	365
Total Graduates	3971	3910	61	1.56%	945	3026	3507
TOTAL ENROLLMENT	8765	8666	99	1.14%	4563	4202	8184
Credit Hours by Level							
	2009	2008	Difference	Percent			Final 08
LL	22509	23768	-1259	-5.30%			25956
UL	35735	35077	658	1.88%			29936
Total Undergraduate	58244	58845	-601	-1.02%			55892
Masters	21733	21717	16	0.07%			18695
Doctoral	1802	1724	78	4.52%			1614
Total Graduate	23535	23441	94	0.40%			20309
TOTAL CREDIT HOURS	81779	82286	-507	-0.62%			76201
Credit Hours by College							
	2009	2008	Difference	Percent			
College of Arts & Sciences							
Total Undergraduate	29405	31151	-1746	-5.60%			
Total Graduate	4065	3356	709	21.13%			
Total CAS	33470	34507	-1037	-3.01%			
College of Business & Technology							
Total Undergraduate	9931	9315	616	6.61%			
Total Graduate	7500	8086	-586	-7.25%			
Total CBT	17431	17401	30	0.17%			
College of Education & Human Services							
Total Undergraduate	18908	18379	529	2.88%			
Total Graduate	11970	11999	-29	-0.24%			
Total COEHS	30878	30378	500	1.65%			
TOTAL	81779	82286	-507	-0.62%			
Demographics							
	2009	2008	Difference	Percent	09 Female	09 Male	Final 08
White/Non-Hispanic (1)	5759	5654	105	1.86%	3703	2056	5331
Black/Non-Hispanic (2)	1537	1525	12	0.79%	1042	495	1419
Hispanic (3)	736	720	16	2.22%	470	266	689
Asian/Pacific Islander (4)	203	198	5	2.53%	104	99	166
American Indian/Alaskan Native (5)	80	79	1	1.27%	55	25	72
Non-Resident Alien/Foreign National (6)	450	490	-40	-8.16%	172	278	507
TOTAL	8765	8666	99	1.14%	5546	3219	8184

Fall 2007 to Spring 2008 Retention - 528/615 = 85.85 - Final	Spring 2008 First Class Day - January 14
Fall 2008 to Spring 2009 Retention - 526/597 = 88.11 FINAL	Spring 2009 First Class Day - January 20

Spring 2008 - January 22, 2008 - 311 schedules dropped - 6th class day
 Spring 2009 - February 16, 2009 - 93 schedules dropped-20th Class Day

*MLK fell on Monday of 1st week of classes for 2009.
 Day to Day comparisons for 1st week of classes one day off.

Final numbers are CB certified and include Fall flex entry, Winter Mini and Spring
 Local reports reflect only the current term and include flex entry

Graduation Application Totals for Spring 2009 (includes Navarro)
 CAS UG-220
 CBT UG-145
 COEHS UG-339
 Masters-412
 Total 1121