

4. Analysis of Enrollment and Finance Data

Enrollment

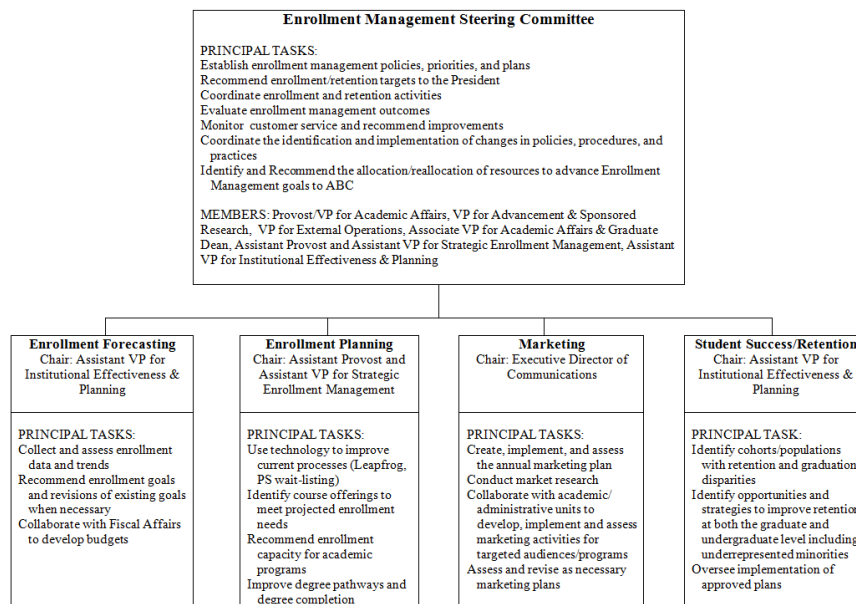
Although declines in the number of high school graduates in central and western Pennsylvania have resulted in enrollment decreases at nearly all other State System universities, WCU's enrollment has grown steadily and annually for more than a decade. This trend is due to favorable demographics in the university's principal service region (southeastern Pennsylvania) and purposeful efforts to manage enrollment in a highly competitive market (more than 100 colleges and universities are located within 50 miles of WCU's main campus). To ensure a focus on strategic enrollment objectives, the University's Enrollment Management Committee (EMC) serves to accomplish the following objectives:

- Improve the integration and coordination of activities that affect the recruitment and retention of students;
- Strengthen the link between policymaking and policy implementation for the recruitment and retention initiatives of three work-groups: enrollment forecasting, marketing, and student retention/graduation and customer services (Note: In 2014 EMC separated the Student Retention/Graduation and Customer Services workgroup into separate work groups titled Student Success/Retention and Enrollment Planning).

The enrollment management model is comprised of a steering committee and several workgroups which report to it. Figure 4.1 is the institutions Enrollment Management Model.

Figure 4.1: Enrollment Management Model

ENROLLMENT MANAGEMENT MODEL: A SUMMARY
The following chart describes the structure of WCU's Enrollment Management model and the principal responsibilities of the Steering Committee and each work group.



EMC reviews enrollment related data and recommends to Cabinet new student enrollment goals for the fall and spring semesters. Enrollment goals are determined based on strategic plan objectives, budget needs, anticipated classroom and housing availability, and overall capacity. For the last five years, the Office of Undergraduate Admissions has successfully exceeded the expectation of increasing the total number of first-time freshmen and transfer students. The Office of Graduate Studies (which is responsible for graduate enrollment) has also exceeded semester goals for the past several years, increasing graduate enrollment by 11%. This positive trend is notable as it follows a period of decline that hit its lowest point in 2012. Figure 4.2 demonstrates the previous and projected headcounts for new and returning undergraduate and graduate students.

Figure 4.2: Historic Fall Headcount: New and Returning Undergraduate and Graduate Students

Undergraduate	Enrollment				Projected			
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
New First-Year	2,334	2,298	2,351	2,395				
New Re-Admit	98	76	107	100				
New Transfer	1,316	1,350	1,331	1,415				
New Non-degree	98	97	71	120				
Returning Degree-seeking	9,307	9,733	9,824	10,050				
Returning Non-degree	148	159	165	146				
Total Undergraduate	13,301	13,713	13,849	14,226				

Graduate								
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
New Master's	533	621	612	686				
New Doctoral	-	-	17	38				
New Non-degree	184	194	168	146				
Returning Non-degree	234	187	219	188				
Returning Master's	1,163	1,132	1,211	1,287				
Returning Doctoral	-	-	15	40				
Total Graduate	2,114	2,134	2,242	2,385				

University Total	15,415	15,847	16,091	16,611				
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Excellence in Action (Closing the Loop):

In order to develop successful enrollment strategies in a very competitive environment, each of the EMC workgroups conducted analyses resulting in recommendations for actions related to their principal tasks. Examples of recent initiatives are as follows:

- The Enrollment Planning workgroup has improved customer service processes in the last two years by implementing a customer relationship management (CRM) system that allows WCU to track inquiries through applications. The workgroup also recommended and Cabinet approved a proposal to test the use of scholarships to attract additional out-of-state students. The project is part of a broader effort to increase WCU's enrollment footprint in light of anticipated demographic changes in its traditional market area beginning in several years.
- In response to strategic plan priorities to increase University visibility as well as graduate, out-of-state and distance education enrollment, the Marketing work group recommended a significant expansion of advertising resources. As a result, the advertising budget has increased fivefold over the past four years which has enabled the institution to engage in a focused effort to achieve and surpass enrollment goals. In addition to the marketing tactics

described earlier in the document, the workgroup was successful in launching an advertising campaign in 2011. The Learn More campaign has increased the perceptions of University quality (as measured by two marketing studies) and increased potential student inquiries through commercials on local television and radio stations and web-based promotions. The University's strategic plan calls for out-of-state enrollment increases to come specifically from growth areas of the Mid-Atlantic region; therefore, additional funding has been allocated to attract students from metropolitan Washington and northern Virginia and the New York City metro area (principally Long Island). As a result of digital marketing capabilities, the University is expanding its Google and Facebook reach to engage students in the highest migration states for college-age students (e.g, California, Florida, New Jersey, and Texas). Given that this is the first year of this out-of-state initiative, the results are inconclusive at this point. However, comparing October 1 to December 1 to the previous two month period (July 31 – September 30), traffic across the website is up: 19.74% on the homepage; 76.23% on the undergraduate admissions page; 35.6% on the Philadelphia page; and 14.89% on the graduate studies page. On the undergraduate admissions site, there have been double and triple digit increases in the traffic from neighboring and targeted states: 89.24% increase from NJ; 89.81% increase from Washington, D.C.; 116.59% increase from New York; 218.57% increase from Virginia. While these growth rates are unlikely to be sustained throughout the admissions cycle, it's clear that the tactical plan has been working.

- Over the past several years, the Student Success and Retention workgroup has focused primarily on a variety of projects described throughout this document related to URM student recruitment and retention with the primary focus on the Equity Scorecard project. Currently this workgroup plans to implement an interface using Nuventive's *Action Point* software and *I-Dashboard* to engage college-level Deans and administrators in tying visual data views directly into strategic planning and academic or administrative outcome processes as it relates to the retention and success of URM students. As a result, this activity can be appropriately tracked and reported on in a structured and easily comparable way throughout the colleges.

Looking forward, planned enrollment increases are expected to continue to persist until the University reaches a headcount of 17,000, which is consistent with the institution's strategic plan. Several strategic initiatives have enabled the institution to meet the recent targets. The institution has hired additional staff in the Office of Undergraduate Admissions and the Office of Graduate Studies to support recruitment goals, developed undergraduate and graduate programs to meet regional and community needs, continued to recruit international students, as well as recruited military and community college transfer students.

Undergraduate Education and Admissions

The Office of Undergraduate Admissions has been successful in achieving its undergraduate enrollment goals through a combination of marketing and recruitment innovations. Over the last few years there have been several staff enhancements including the addition of a permanent assistant director of admissions for URM transfer student recruitment and an admissions counselor for out-of-state recruitment. Several positions within the office were reclassified to allow for a more efficient and effective organizational model. Additional operational changes implemented over the past several years include: increased visibility on social media, use of iPads and QuickTap software to

collect and process information on prospects identified at recruitment events, the WCU Accepted Student Campaign on twitter, and enhancements to document management systems to ensure efficient processing of credentials, applications, and admissions decisions.

With regard to undergraduate curricula, the University's strategic plan called for immediate attention to expand graduate programming as part of the plan's first phase, with undergraduate programming coming into focus in the second phase. However, two significant undergraduate programs are currently under development at the end of the first phase. The first is a major in international business in the institution's AACSB-accredited School of Business. Currently under review by PASSHE, this undergraduate major represents a significant milestone in the internationalization of academic offerings, which is consistent with the strategic plan. The other includes the development of a suite of engineering programs that are designed to meet community and regional needs and are in keeping with the aim of being a truly comprehensive institution. With a significant regional industrial concentration of bio-pharmaceutical employers, the University is working with external consultants to develop a biomedical engineering program. Similarly, the institution is developing an industrial operations engineering program that will serve regional employment demand. During the second phase of the strategic plan, the University will emphasize the development of new undergraduate offerings and focus on revising existing programs.

Graduate Education and Admissions

As outlined in the strategic plan, WCU has embraced the opportunity to expand graduate education over the last several years focusing on an intentional plan to expand graduate programs both in number and delivery format. As a result, graduate student enrollment has increased by 11% from fall 2012 to fall 2015, with the recent fall semester posting the largest graduate student population in the institution's history. The University has identified areas of strength and potential growth as it relates to graduate academic programs, implemented a targeted marketing strategy, and revised the budget model and policies to allow for greater flexibility in the awarding of graduate assistantships. These changes have significantly increased the number of students awarded graduate assistantships without additional financial investment.

As discussed above, the strategic plan calls for efforts to be made at increasing the graduate student population and the number of programs available. WCU has made considerable progress in this area, having secured PASSHE approval for a number of new master's and doctoral programs. At the master's level, the University has added the following programs in the past five years: MS in Clinical and Mental Health Counseling, MS in Athletic Training, MS in Applied and Computational Mathematics, and MS in Community Nutrition. Each of these programs represents a concerted effort to increase the number of graduate offerings in science, technology, mathematics and health.

At the doctoral level, the University has secured approval from both MSCHE and PASSHE for three new doctoral programs and is in the final stages of seeking approval for a fourth. Currently, the University offers the Doctor of Nursing Practice, the Doctor of Public Administration, and the Doctor of Education. Each of these doctorates builds upon areas of excellence at the masters and undergraduate level. WCU has a strong tradition of quality nursing education. In an attempt to meet student and employer need, the University began offering doctoral-level nursing programming.

WCU is the only PASSHE institution with a Network of Schools of Public Policy, Affairs, and Administration (NASPAA)-accredited master's program in public administration. The master's program has remained among the top performing graduate programs in terms of admissions and completions. Given this area of excellence, the institution crafted a Doctor of Public Administration degree to help advance the careers of mid- and senior-level public servants. The program has already exceeded its enrollment targets and is proving to be a critical addition to graduate offerings.

The institution has long been known for the quality of the teacher education programs. In fact, the University is among the largest producers of teachers in the Commonwealth of Pennsylvania. Building upon this rich tradition of teacher preparation, the institution will begin offering the Doctorate of Education in Summer 2016. With each of these doctoral programs, WCU has intentionally built upon areas of excellence instead of adding new doctoral programs for which the institution has not had experience or those that are not part of the institution's mission or strategic plan. As part of this process, the University has secured the requisite number of substantive changes to fully include within the scope of accreditation future research/scholarship doctoral programs without further MSCHE approval. Lastly, WCU has gotten final PASSHE approval for the clinical doctorate in psychology (PsyD), the University will be seeking MSCHE clearance to offer this program beginning in fall 2016. If the impending request to offer the PsyD is approved by MSCHE, the institution will be able to include all future applied/practice doctorates within the scope of accreditation.

Student Success and Retention

In fall 2015 the Academic Affairs division became part of the Predictive Analytics Reporting Framework (PAR). PAR is a non-profit organization that offers a unique combination of software and service that has the potential to transform WCU's approach to student retention and graduation. PAR works with institutions to identify students that are "at risk" of attrition and positively intervene in their academic careers. This undertaking is important because the institution has significant resources aligned with student success and this collaboration is intended to increase student retention and graduation. This project will allow senior leadership to understand the optimal portfolio of student support services that increase student success. PAR's proprietary predictive model harnesses logistic regression to identify at-risk students. This partnership will allow the institution to transform student success strategies from guesswork to data-driven improvement efforts.

International Education

Several of the objectives in *Building on Excellence* are centered on international education. Like many institutions of higher education, WCU recognizes that international students and experiences provide opportunities to enhance the diversity of the campus as well as the visibility of the institution in the marketplace. The institution has capitalized on this by providing increased funding for several initiatives related to international education such as scholarships and recruitment programs targeting international students. Within the last three years, there have also been 12 articulation agreements signed with international institutions in an effort to recruit more international students. To date, the results have been successful, as the international student population has grown nearly 40% in the last three years. A new English as a second language (ESL) provider has been identified and the University will begin offering programs beginning in 2016.¹³ In addition to increasing the

international student population, WCU has prepared students to be global citizens through international travel and exchange programs. The University's commitment to Generation Study Abroad's goal of doubling the number of students studying outside the US has led to a surge in student participation in studying abroad. Generation Study Abroad stipends and scholarship awards aimed at supporting students with financial need have helped to support this effort. Study abroad participation by WCU students increased by 43% in 2014-15. In 2012-13, WCU sponsored 251 international learning experiences, and by 2013-14 that number had soared to 357.

Military Friendly

Building on Excellence identifies veterans among the diverse populations the institution is seeking to increase. As a result, the institution is proud to provide educational opportunities for the nation's military members and to serve them as they return to civilian life. Prospective military members are a growing segment of the student body. WCU's Army ROTC program is now one of the largest in its battalion. Opening in 2011, the Veteran's Center strives to create an intentional culture of understanding, acceptance, and success for veterans, active military, and those who support them with a coordinated system of campus services. Recently, the Veteran's Center received a \$500,000 in honor of Greg and Sandra Weisenstein, which will be used to support the Center's ongoing activities. Beginning in January 2013, the institution committed a full-time employee to oversee the operation and functioning of the Veteran's Center. Over the past two years, the number of student veterans using their education benefits through the GI Bill has jumped by 16%. For the past two academic years, WCU was awarded Military Friendly status by Victory Media. This designation is awarded to the top 20 percent of colleges, universities, and trade schools in the country that are doing the most to embrace military students and ensure their success in the classroom and after graduation.

Articulation Agreements with Community Colleges

WCU has a longstanding commitment to helping community college students attain baccalaureate degrees. In fact, this is a strategic priority of the State System and the University. As part of its efforts to serve this population, West Chester is a member of the Pennsylvania Statewide Transfer and Articulation Center (PA TRAC). This membership requires careful, consistent, and deliberate collaboration with partner institutions across the state. WCU works with 14 community colleges to develop and maintain articulation agreements, which allows students to seamlessly transfer up to 30 credits of general education and foundational course work from the community college to WCU. These agreements are sourced on the PA TRAC website and available to students as the "30-Credit Transfer Framework."¹⁴ Additionally WCU has extended this relationship to Statewide Program to Program (P2P) Articulation. WCU has developed over 100 program-specific articulation agreements, which allow students who graduate with specified associate degrees to transfer as juniors into bachelor degree programs in similar fields of study. By aligning the program curricula of associate and bachelor degrees, WCU has worked with its community college partners to build other pathways into undergraduate majors and maximizes the number of credits that transfer and apply towards a student's bachelor degree.

Excellence in Action (Closing the Loop): Responding to Transfer Students

During the previous five-year period, the faculty and administration of the University took the extra step of implementing the PASSHE Academic Passport policy to its fullest potential by moving

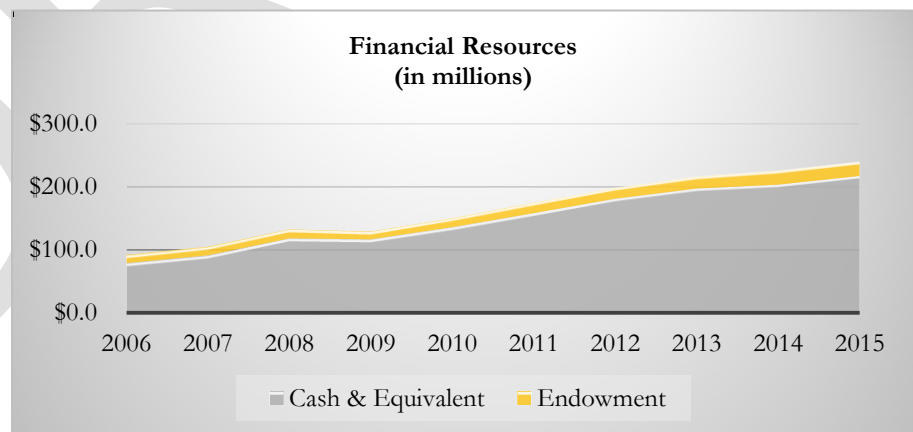
beyond issues of transfer equivalency to satisfaction of the general education curriculum. This has the practical effect of satisfying the general education requirements of the institution for any student graduating from a Pennsylvania community college with an Associate of Arts, Associate of Science, or an Associate of Fine Arts degree, with the exception of the diverse communities course requirement. Being able to evaluate the impact of structural inequality upon historically marginalized populations is one of the defining features of a WCU education. Given this, the University has decided that all students, including those taking advantage of the Academic Passport policy, are required to take a course that imparts such knowledge and ability.

Financial Trends and Projections

The University is financially strong. Figure 4.3 illustrates that the total financial resources have grown by 37% in the last five years and 160% in the last ten. Most significantly in the past ten years, the University's annual student population increased by 26% from 12,037 FTE in FY2006 to 15,128 FTE in FY2015 and ten percent in the most recent five year period from FY2011 (13,747 FTE) to FY2015 (15,128 FTE). Due to this rapid growth and the infrastructure constraints mentioned above, the University has not been able to physically expand to support the increased campus demands at the pace the institution would have liked; thus, cash and cash equivalents have risen by \$59 million to more than \$217 million and the endowments and long-term investments have risen by \$5 million to more than \$21.5 million. All new endowments are managed by and reside with the West Chester University Foundation and are not reflected in these balances. Currently, construction on the Business and Public Affairs building is under way as well as plans for the construction of the proposed Commons building. Both of these facilities will significantly add to the academic and student services space on campus and will require the drawdown on the University's financial resources.

Another indication of the financial stability of the institution is its audited financial statements.¹⁵ The University has received unmodified opinions from its external auditors. The auditors' unmodified opinions are the highest assurances they can give that indicate the audited financial statements represent fairly and materially the institution's financial position. The University has had no audit findings during the last five years. In addition to positive audit results, comments and suggestions included in audit management letters have been modest and have been addressed in a timely fashion.¹⁶

Figure 4.3: Financial Resources



PASSHE and University administrators also monitor financial stability by tracking several key metrics demonstrated in Figure 4.4. The University continued to show financial strength due to its prudent financial management while operating in a highly competitive environment. Year-end results demonstrated strong unrestricted liquidity and good cash flow to cover debt service, as indicated by the current ratio (ratio of current assets to current liabilities). This ratio increased from 4.78 to 6.34 over the last three years. In addition, the Moody's operating margin calculation indicated positive operating results and ranged from 6.43% to 9.85% during the three-year period. Financial resources to bond debt also indicated positive trends as the ratio increased to 4.8 from 3.4 due to the decrease in debt service and increase in cash and cash equivalent. Another financial ratio is the financial resources to student FTE, this too, indicates positive changes of \$15,792 per student FTE in 2015 compared to \$14,839 in 2013. Consistent results for each net position category occurred in 2013 and 2014. In 2015, due to the implementation of GASB 68, the liability for pension obligations was recorded on the balance sheet for the first time as of June 30, 2015. The combined pension liability was \$72.0 million comprised of \$63.1 million for the State Employee Retirement System (SERS) and \$8.9 million for the Public School Employees' Retirement System (PSERS).

Figure 4.4: Key indicators of financial stability

Key Metrics	2015	2014	2013
Current Ratio	6.34	5.96	4.78
Net Position Composition:			
Unrestricted Net Position	-12%	21%	23%
Restricted Net Position	24%	17%	16%
Net Investment in Capital Assets	88%	62%	62%
Moody's Operating Margin Ratio	6.43%	8.48%	9.85%
Financial Resources to Bond Debt Ratio	4.8	4.2	3.4
Financial Resources to Student FTE	\$15,792	\$15,151	\$14,839

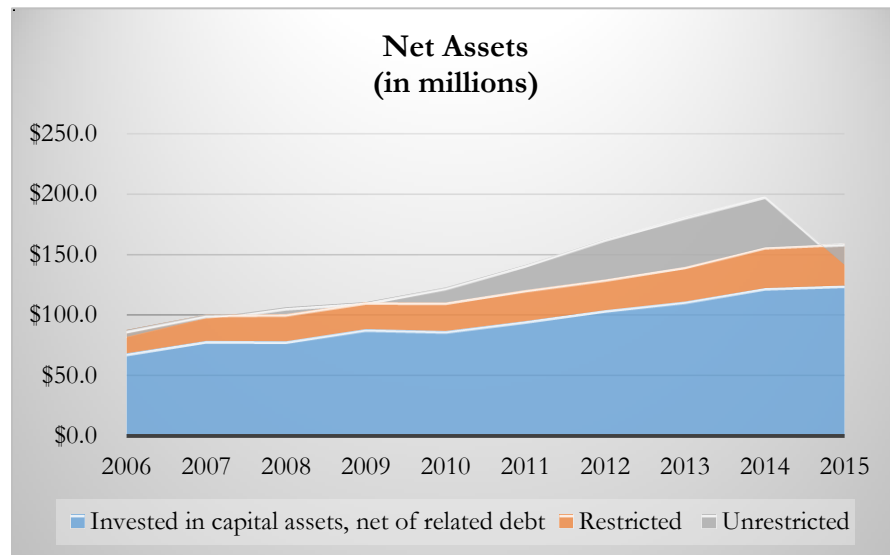
Audited financial statements demonstrate that WCU has maintained its investment in instruction and academic support over the last three years as seen in Figure 4.5. These two functional categories have totaled between 52% and 53% of all expenditures over the past three years.

Figure 4.5: Expense Percentages by Functions

	2015	2014	2013
Scholarship Allowance as a % of Tuition and Fees	12%	12%	13%
Expense Composition			
Instruction	40%	39%	39%
Research	1%	1%	1%
Public Service	1%	1%	1%
Academic Support	13%	13%	13%
Student Services	7%	7%	7%
Institutional Support	11%	11%	11%
Operations and Maintenance of Plant	7%	8%	7%
Depreciation	6%	6%	6%

Student Aid	4%	4%	4%
Auxiliary Services	11%	11%	12%

Figure 4.6: Net Assets



Net investment in capital assets is the cost of land, buildings, improvements, equipment, furnishings, and library books, net of accumulated depreciation and less any associated debt such as bonds payable. This balance, \$124.4 million (Figure 4.6), is not available for the University's use in ongoing operations, since the underlying assets would have to be sold in order to use the balance to pay current or long-term obligations. The Commonwealth prohibits the State System from selling university land and buildings without prior approval.

Development of the budget begins with the University Budget Office's drafting of multiyear budget projections and "what-if" scenarios to assist in strategic planning. This modeling strategy is employed because the budget cannot be finalized until state allocations, performance funding, and tuition and fees are determined (typically in the July to September timeframe). As part of this process, university planners have elected to use conservative revenue and expense projections to avoid negative revisions when state- and system-level revenue decisions are finalized.

The University's Council of Trustees (composed of 11 members including a student trustee) approves the University's annual operating budget and the capital budget request submitted to PASSHE. These actions are taken at formal meetings that are publicly advertised and open to the community. In addition, at each of the council's formal meetings, University representatives inform the COT of the financial condition of the University, and the COT regularly provides feedback and direction to the University president and vice presidents. Once a year, the council receives a formal presentation and analysis of the University's audited financial statements. When the budget is finalized each fiscal year, the University's Council of Trustees (COT) approves it in September of that year. Summary budget information approved by the COT for the fiscal year ending June 30, 2015, can be found on the COT website.¹⁷

As stated previously, despite its strong financial position, WCU will face challenges in the years ahead. Among these challenges are level or declining state appropriations, modest tuition increases, and new collective bargaining agreements that are yet to be negotiated but are likely take effect

beginning July 1, 2016. Additionally, PASSHE may revise its formula for allocating the state appropriations to the 14 PASSHE universities. Any revision most likely would redistribute some funding from financially strong universities, such as WCU, to the struggling universities. Despite these challenges, the University has undertaken a variety of academic and student service enhancements and capital investments to remain current with its ten year facilities plan.¹⁸ The institution has invested over \$50 million during the last 5 years to this plan. The University purchased \$13.4 million in capital assets in fiscal year 2014-15, as compared to \$18.8 million in fiscal year 2013-14. Major academic, student service, and campus facilities projects in progress or completed during the last several years are detailed below.

Academic Facilities

Mitchell Hall has been renovated and now serves as classroom space for the Department of Languages and Cultures as well as the Center for International Programs. The renovation and repurposing of five floors in Wayne Hall (a previous dormitory) for classrooms and faculty offices has been completed and plans are being developed for renovating the remainder of the building, including HVAC and other upgrades for currently occupied floors. Looking to the future, the opening of the new Business and Public Affairs Center is expected in Spring 2017 after a delay during 2015 and design has begun for the Commons building, which is projected to be a 177,000 gross square foot facility that will house several health science programs, science labs, and auxiliary food service operations.

Student Service Facilities

In 2012, the 72,500 square foot Student Recreation Center was completed. This building provides students a fitness center, three-court gymnasium, indoor jogging track, juice bar and many other amenities that assist with student health and wellness. Additional construction by the affiliated University Student Housing in 2014 increased the institution's residential capacity. Two complexes, East Village and Commonwealth Hall provide 920 beds for students. The affiliated housing offers students suite-style living with semi-private bathrooms. These facilities are privately owned and operated by the WCU Foundation. Over the last two years there were several upgrades to the athletic facilities including the creation of a turf soccer field and a restoration of the current field hockey turf.

Additional Campus Improvements

Several campus facilities have been renovated or created over the last five years. After careful research and deliberation one of the focal points of campus, the Academic Quad received a renovation. This area also includes the Frederick Douglass Statue in the DeBaptiste Plaza. This plaza serves as visual reminder of the campus community's dedication to Frederick Douglass' message of justice and inclusiveness. Parking services have also expanded over the last five years as a new parking structure on the outside perimeter of campus was built. The institution is also committed to a more sustainable campus by implementing several phases of a geothermal project. Currently, 50% of the square footage on campus is heated and cooled with geothermal; this conversion to geothermal has reduced the University's annual carbon footprint by 7,500 tons of CO₂.

The most significant investments in the areas of academic programs and student services include:

- More than 90 percent of campus classroom have been upgraded to include new projectors, audio enhancements and motorized screens with high definition connectivity. Several locations offer interactive and collaborative classroom technologies. The campus has 10 locations offering Mediasite Lecture Capture capabilities and 11 locations for Video Conferencing.
- Implemented an all-wireless environment to deliver high-performance Gigabit Wi-Fi to all campus classrooms and student residences for over 50,000 unique devices. This enterprise, scalable, 802.11ac-enabled WLAN has been featured nationally for its performance, security, cost savings and sustainability benefits.
- Implemented RamCloud (aka Virtual Desktop Infrastructure VDI) allowing the institution to securely deliver applications for faculty and students to learn and work from any location using any device (including mobile devices) whether University owned or personal.
- Integration of 25Live campus wide class and event scheduling with the university website providing easy access to campus space and resources in one program.
- Microsoft Office 365 ProPlus, a full version of Office applications is available to WCU faculty, staff and students on personal devices at no cost.
- Technical Services supports multiple computing platforms in 80 computer labs and 30 mobile carts (laptops and tablets). The University has more than 2,500 computers combined in different facilities campus-wide for student use.
- Completed the bandwidth upgrade of the two campus Internet connections from 1GB to 10GB for faster speeds accommodating growing user needs and devices.
- Completed the final phase of the Digital Media Center (DMC) studio upgrade, which records high quality HD video in digital formats and is used for live television productions, digital signage videos, WCU Weekly, and WCCTV community station.
- Completed 51 Student Technology Fee projects in FY15 for the 5 colleges, Library, Student Affairs, Undergrad, and Student Support Services. An array of hardware, software, and services were deployed such as computers, printers, and Library online subscriptions.
- Continuing to support the Office of Services for Students with Disabilities (OSSD) by developing an accessible and confidential D2L page where OSSD approved captioners, or note-takers, post notes for their assigned students. This allows the student to have a central location for digital notes regardless of the course or semester they are in. Implemented Listening Devices/Carts in select classrooms to assist the needs of the OSSD.
- Integration of CourseLeaf's curriculum and course management solution streamlining catalog management.
- Released the first version of WCU mobile app to Android and Apple stores, which has been downloaded by more than more than 5,000 users. Majority of the university websites have been converted to responsive design allowing for optimal viewing and interaction experience across a wide range of devices.

Still to be included are the predicted budget projections for the next three years. This will occur in April

1197 *Conclusion*

1198 The University has robust enrollments and will continue to enjoy strong enrollments in the years
1199 ahead. Despite being located in a competitive market and the impact of anticipated demographic
1200 changes, the University is prepare for continuing success based on strategically-developed new
1201 enrollment strategies, new undergraduate and graduate programs, and new sites and methods for
1202 program delivery. In addition, the University's financial position remains strong despite the
1203 challenges associated with declining state appropriations and the uncertainty of financial conditions
1204 within the State System.

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