

**ENROLLMENT MANAGEMENT ADVISORY COMMITTEE MEETING
THURSDAY NOVEMBER 15, 2007
EFFINGHAM ROOM – MARTIN LUTHER KING, JR. UNIVERISTY UNION**

MEMBERS PRESENT

Deborah Barker, Mona Davenport, Bud Fischer, Sue Harvey, Sue Harvey, William Hine, Mark Hudson, Bonnie Irwin, Fern Kory, Brenda Major, Chair, Bonnie Irwin, Kimberlie Moock, Steve Rich, Stacey Ruholl, Karla Sanders, Julie Sterling, Mary Wallace, Jone Zieren.

MEMBERS ABSENT

Julia Abell, Robert Augustine, Julie Chadd, Teresa Freking, Mary Herrington-Perry, Richard Higginbotham, Stacia Lynch, Rodney Marshall, and Keith Wilson.

APPROVAL OF MNUTES OF 10/18

On a motion by Dean Hine and a second by Mark Hudson minutes of the October 18th meeting were approved.

APPLICATION REPORTS

Brenda Major shared the admitted numbers for the fall semester as of November 13th for freshmen 1,714 and 261 denied. The community college transfers admitted are 141 with 2 denied. Senior college admits 8 and denied none. Total freshmen applications 3,900 and total transfer applications number 364. Our numbers are up from where we were in 2006. In future meetings you will be given a comparison for now and where we were in 2003 when we yielded a little over the 1900 freshmen that we are being asked to yield for fall 08.

Mona Davenport reported that as of last week 15 Gateway have been admitted and 4 BOOST. Last year at this time they had admitted 17 and in 05 they had admitted 18. Additional applications will be received tomorrow.

Dean Hine reported that the off-campus enrollment compared to this time last year is up 3%.

Dean Irwin reported 40 applications to the Honors College with 26 already admitted and 14 pending. This is slightly higher than last year and still behind 05.

STRATEGIC ENROLLMENT PLAN CONTINUED DISCUSSION

Brenda shared a written report of transfer students that Larry Larvick has updated going back to 1998. The definition of a transfer student is a student who has taken classes since their high school graduation.

Comments after looking at the report:

The data shown indicates that families are not saving money by students starting at the community colleges because most are coming without degrees. This indicates that we need to change how we recruit. We need to recruit them away from the community colleges if they are not going to get a degree.

We are uncertain if students go to community colleges to work on their degrees or just to take their generals. If they come without degrees there are requirements here that will result in a longer time to college graduation which does not justify them going there first.

Some students go to community colleges to just continue school but do not have a plan. It is best for them to just be in school, take the generals, and hope to find where they want to go and what they want to do.

Students think it is cheaper to go to a community college for 2 years and do not realize that our tuition goes up every year so the earlier they come the lower their tuition is going to be because they are locked in. Affordability could be a better recruiting tool for us. There is an academic message too as we offer a wide variety of courses to choose from that will help them know what you want to be.

Career development is also something that students are not made aware of at community colleges. This would be something else that we can offer to help students.

We do not see a strategic move that students are going to be finishing their AA Degree. 24 to 36 hours is getting to be more of what we see students transferring with. Part of that is the generation gap where we are getting younger transfer students now as compared to those who used to transfer in with a degree. Families feel their students are not really prepared to go away and want to see if they are going to be okay. They are keeping them at home to do an extended year and making sure their student can be successful before they send them further away.

Bringing students in without degrees is not always serving the student as often they will be here 4 years plus what they have transferred in (depending on their major). We haven't saved the student any money, they often have not had a good orientation experience, PROWL experience, book experience, they do not know what National Student Exchange is, they don't understand study abroad, they do not understand community learning in a residence hall, and they do not get to live away from home and learn responsibility. If the student does get a degree they have something tangible when they graduate as well an idea of what they want to do and that was the reason for the degree. If a student is just going to school and not making any career choices, why not do so where they can do more academic things that they can benefit from. Students without degrees cause us to need more sections/faculty.

Dual admission does not help the student for tuition as they are not enrolled here. Community colleges across the state have made a major effort and are successful in offering dual credit during the senior year in high school. It is the goal of some community colleges to have every high school student in their area graduate with 12 semester hours of college credit. With dual credit the student does not pay the full amount of tuition as they would if attending the community college. How does the community college afford to do that? The college thinks that if they can get them in the door they will stay. Also, the high school faculty is teaching the courses. Some students feel that if they get their degree in 2 ½ or 3 years employers and graduate schools are going to be impressed. We tell them that is not the case; they will probably be questioned about their qualities. This is a huge problem with Honors in trying to work in their honors hours. We do not have contact with these students at the point in high school when they are sophomores and juniors and making decisions. This gets back to the PLAN mailing (end of sophomore year.) Is there something we can do with our PLAN piece to stress the quality of a four-year degree? Honors has not seen much down state on International Baccalaureate credit. It is coming and it is going to be popular. Several schools in the Chicago area are offering this. It is a class issue and that is part of the problem. It is a very expensive program and traditionally only offered in wealthy school districts. Those students are getting college credit and doing extraordinarily advanced work. It is a high-quality program. However, at a school like Newton or Olney they are never going to have that so dual credit is as close to having the same thing. Across the country we are seeing honors instructors struggling because many of them are giving honors credit for IB, sometimes for AP, and hardly ever for dual credit because the perception is dual credit is lower quality. It becomes a social issue. We are doing a disservice to students from low-income school districts. Our catalog states that we do not recognize IB credit. If we are recognizing dual credit, we should be recognizing International Baccalaureate. This is somewhat like an AP program only on a higher scale. This is a secondary issue not tied to a two-year or four-year school. Some students have indicated that in order to receive dual credit, they must also enroll at the community college and actually take a different course on campus. We do not know if that college will transcript the class if they end up going to a different college.

How do we compare that experience versus the students that are not serious the last semester of their senior year? They have work cooperative, are only at the high school for the mandatory courses they have to sit through, and just taking any course(s). That group of students is struggling here because they have not had to focus, have not had to study, or take school seriously, they also do not understand why they do not have extra credit. These students are out of the solid courses and have problems when they come here and have to take the math, etc. The high schools are funded on their head count so the number of students they can enroll in dual credit their senior year will help their funding versus students graduating early.

The new ACG Grant for financial aid does not allow students to be eligible if they have earned college credit while in high school. This hurts the student if that is a tool to get community college level classes. The grant amounts to \$750.00.

Housing has changed their IGP requirement. Now it is hours earned after high school graduation that count toward the 30 hours of residency.

We need to get to students earlier. They need to hear our name often, know why it is important to be at a four-year institution, and what the benefits are to being here. We do not need to knock the community colleges but sell ourselves better. We need to tell the students all the reasons and advantages of being here and why their degree is worth more. We need to tell prospective students and the public more of the good things that the University does. In order to do this, we need to have more resources directed toward marketing. More press releases could work to our advantage, especially with our more noted graduates such as Tony Romo.

How long does it take for the average transfer student to graduate from EIU? There has not been any reports done for transfer students.

We need to develop a piece where students can compare the costs for their education if they come directly from high school or two years or so later coming from community college. They also need to consider extra semesters that might be needed if their community college courses did not transfer or the major they have chosen takes longer.

There is a feeling that the state has done the public a disservice by funding more community colleges than the four-year institutions.

It has been approximately 20 years that our numbers have been 60% new freshmen and 40% new transfers. Is that just the numbers that we attract? Do we still want that mix? To be a residential (comprehensive, liberal arts) university the balance should be more like 70-30/75-25. Our first-generation number for 2007 was 32%. First-generation are students of either parent who does not have a bachelor's degree. What do we feel we want the mix to be based on who we are?

- What does the Eastern degree mean? What experiences do we think are a must that we want our students to have when they graduate (study abroad? National Student Exchange?-- these might involve more time to degree if the student is transferring to EIU) Students should be made aware that this is a great opportunity to enhance their education and should be encouraged to participate, but several current students do not want to do this especially because of the cost. Therefore, it should not be a requirement for the total population. We wouldn't want students not to attend because of that requirement. Dr. Lord stated a few years ago that it would be nice if every student at Eastern had a significant learning experience outside of the traditional classroom context. That could include study abroad, National Student Exchange, undergraduate research, getting involved in our fine arts, practicum, and service learning (basically we want every student to plug into something). In looking at this discipline by discipline the transfer student who is least likely to get this experience is precisely the student that should which are teachers. We are producing the greatest number of transfer-student teachers who have done nothing but go to class. They do not have room in their curriculum by the time they come here. If any transfer student is here more than four years to complete their degree because of their major, they are increasing their credentials not being left behind. We know that obtaining the bachelor's degree in four years is a great marketing tool, but often extra time is needed for growth and development that college has to offer. We might need to market that it is okay if extra time is needed. Can we grow the undergraduate number? Being competitive in the market we can drive the number up. The population is there, we just need to stop exporting as many. The way to stop exporting is we have to invest more to off-set the expenses of those students coming in, coupled with perhaps a better sales job of what we offer. Our graduation rates are posted on our web site for four-year degrees at 32% and all the way up to 60% for six-year degrees. It takes the average student 4.67 years for a degree. The outreach packaging to parents of those students who have not had college

experience needs to be marketed so they can understand as they are the ones trying to figure out the dollars and how to get their students out in four years. They don't want the study abroad they just want their student to get their degree and get a job. Education is now more dollars driven. We need to get the student development goals, that were developed by this committee, presented to the parents earlier. We can possibly post on our web site a "Day in the Life of a Student."

- In planning the balance of numbers, because we believe firmly in the quality of a four-year degree, what the university needs to be doing is increasing our freshmen numbers and hopefully as the freshmen numbers increase we will decrease the transfer numbers. If we want the ratio to change, rather than set a target, this is what we need to do to get it to change. We need to stress time to degree in recruitment. As an institution we are but servants of IBHE. We have to be very careful with what we say. Can we change it then to quality of degree for the money. We need to still be of service to two-year institutions. We do encourage students to take summer classes, especially if they have dropped a class or two. We do not offer a lot of classes for summer because of camps and conferences and the cost of the housing and faculty. Students go home to work and will pick up a class or two there, but that is after they are a student here. There are proposed models that might change summer school, but now it is academic policy.
- We need more information on the value of a four-year experience – Sue Harvey & Mark Hudson.
- Dual credit programs – Dean Irwin will start with her students.
- The committee would like to see the marketing pieces for marketing EIU with more specific targets that will please everyone and help with the budget.

Kimberlie will e-mail the student development goals to the committee.

At the next meeting we hope to put into place the strategies we want to use for the transfer population.

We will look at the Freshmen Profile at the next meeting. We have the profile for 07/06 and 04/05. There are some interesting changes in dynamics as the numbers change (ethnic breakdown and ACT.)

We want our strategies to be something that a lot of thought and effort have gone into and something we can defend and use to move forward and not just talk about.

NOVEMBER OPEN HOUSE UPDATE

Brenda shared the Open House Report showing more students are coming to visit and more students applying. The 534 attendance is over 100 more than last year in November. Many are staying throughout the entire open house as we are competing with other colleges having their open house on the same day. Many of the things that have been talked about today are discussed in the session *What is EIU Without U?*.

FORMAL STUDENT EXIT PROCESS

Everyone has the exit interview sheet. We need to be thinking of the interaction with students that makes it more difficult for students to just decide they are not coming back.

COMMITTEE REPORTS

None

ANNOUNCEMENTS

The Committee on Retention Efforts Core has planned a Forum for Retention on Thursday, February 28th in the Arcola/Tuscola Room at 1:00 or 2:00. They will be sharing information from the focus groups and the number they have been crunching.

Spring 2008 – 8:30 a.m. – Effingham Room - University Union

January 17

February 21

March 20

April 17