

**ENROLLMENT MANAGEMENT ADVISORY COMMITTEE MEETING
THURSDAY JANUARY 17, 2008
EFFINGHAM ROOM – MARTIN LUTHER KING, JR. UNIVERISTY UNION**

MEMBERS PRESENT

Robert Augustine, Deborah Barker, Julie Chadd, Mona Davenport, Teresa Freking, Sue Harvey, William Hine, Mark Hudson, Bonnie Irwin, Fern Kory, Stacia Lynch, Brenda Major, Kimberlie Moock, Karla Sanders, Julie Sterling, Mary Wallace, and Jone Zieren.

MEMBERS ABSENT

Julia Abell, Robert “Bud” Fischer, Mary Herrington-Perry, Richard Higginbotham, Rodney Marshall, Steve Rich, Stacy Ruholl, and Keith Wilson.

GUEST

Rita Pearson, EIU Transfer Coordinator

APPROVAL OF MNUTES OF NOVEMBER 15, 2007

The minutes were accepted as presented on motion of Dean Hine and a second by Dean Augustine.

APPLICATION REPORTS

Undergraduate

Brenda Major shared written figures for freshmen applications for fall 2008 of 5,984 and accepted 3,562. The transfer application numbers are 681 with 344 approved.

Gateway

Mona Davenport reported they have admitted, as of January 1st, 77 Gateway students compared to 36 last year. They have admitted 11 to BOOST, but she received about 40 applications yesterday.

Honors

Bonnie Irwin shared a written report and stated that Honors is 24.7% ahead of last year in application received and 42.6% ahead in acceptances. They were down in 2007. They are targeting the 2005 numbers. She believes she has a higher percentage of presidential caliber students this year.

Graduate / International

Robert Augustine shared international enrollment for spring 2008 of 155 on-campus with 2 more showing up yesterday. This is in line with their annual spring enrollment. They are representing over 50 countries with 2 new countries that have not been represented on campus for some time. They are Saudi Arabia and Ethiopia. The top countries represented are: India, Canada, Nepal, and Korea. The top undergraduate majors are: business, kinesiology, sports studies, economics, and psychology. Graduate top majors are: technology, chemistry and business administration. The programs that our international student wants are often those that are full and can't take more students. They are mostly at the graduate level: the School of Technology, chemistry, and business administration. Unless we see the ability of those programs to offer more enrollment opportunities, we will probably not see growth in those areas. We will have to help those students find alternatives for the programs that they seek. The biggest programs in the graduate school are education administration, technology, family and consumer sciences, counseling, MBA, elementary, and communication disorders and sciences.

Continuing Education

William Hine reports a positive spring semester with 1,200 off-campus students alone. However, if you are taking on- and off- campus courses at the same time you are listed as on-campus. So actually there are over 2,200 students taking courses off-campus for the spring semester or through distance learning. They are up 4% in head count strictly off-campus but total students they are up 16% and semester hours are up 12.5%. Graduate students off-campus numbers are up over 5% and undergraduates, off-campus, are up 11%.

He reminded the committee that we do have two offices in the Chicago area at Oak Brook and Triton College. Oak Brook includes computers, web cams, part-time staff, and catering if needed. Go through Peggy Hickox in the Continuing Education Office to make arrangements. Please utilize these facilities, especially Oak Brook, because if we don't we will be unable to keep it as it is in high demand. It is located in the University of Illinois Multi-Campus Center.

He also mentioned that he is beginning to see more and more discussion in the State of 3 + 1 programs. Students would take 3 years at a community college and come to a senior college their last year, or be delivered in other ways. This is miniscule now but he sees this growing over time, but how fast this will happen depends on many factors. This is another example of relationships with four-year public institutions and community colleges which implies that they would be delivering the junior courses at the community college. Dr. Kory asked if this is a cohort program that faculty from the University comes out on site or is it all just happening at the community college. That has not been determined but probably both. Again, a question as to how this would work with our 42-hour residency requirement. Brenda said this would not work for us.

REVIEW OF TRANSFER STUDENT DISCUSSION AND RECOMMENDATIONS

Brenda said we needed to continue and conclude our discussion of our transfer enrollment and the shaping of the size and composition of our transfer students. At our last meeting we had lots of discussion about our transfer population which is currently closer to 60 % freshmen and 40% transfers. We feel that based on our conversations that in order to get students engaged earlier here so that they are building a career, not just building their GPA and just getting out with very little options; that this percentage should be closer to 70% freshmen and 30% transfers.

There are clearly some students that should start at the community college who are just not prepared. There needs to be a bridge built between their high school experience and the university experience for those students that we really want to capture, those who are ready for a four-year experience. How do we position ourselves without offending the community college to get those students to not only consider starting here but to go ahead and start here? Brenda invited Rita Pearson, Transfer Coordinator, to attend our meeting and talk about the experiences she has seen in talking and working with the transfer population.

Rita presented a written outline. She said these are observations from students in our office or on the road. She feels that the first four bullets of her outline are categories of students that we really can't probably tap into: academically challenged, those students on scholarships (community colleges do an excellent job of recruiting athletes and academically talented students who receive a full-ride there for two years—that is hard to compete for with the money that we are able to give as a four-year institution); Mom and Dad work at a community college and they get a free ride. They can save money by staying at home. (It is hard to sell that we want them to have the experience of living on campus). That doesn't fly with Mom and Dad so that is a hard market to get into; and adult students dislocated workers. These students are starting over and have fears and are terrified to start at a four-year school. So if they have some college credit they choose to go back to the community college to really get back into things. They look at our office to get advised and have their education plans on track.

The academically sound students are the ones that we are looking at. These students were admissible but chose to go to a community college.

Parental influence—When transferring they are telling us that their parents wanted them at a community college. These are some of the hovering parents that we have been talking about. So this is one category that we might look at for recruiting.

The undecided students. The Illinois Articulation Initiative was created in 1998. That has done a lot for the community colleges as far as involving four-year institutions as to what is going to be offered at the community college and what is deemed as general education. Students can start at the community college and have that general education core curriculum, at any participating institution that has signed on, as transfer credit no matter

where they choose to go. Eastern is a participant. So if a student is undecided this is a great option for them to get their gen eds taken care of. The parent agrees and this goes back to number 1.

About two-thirds of our students at community colleges are part time. They are working. They don't see financial aid. Mom and Dad say you are on your own although tax returns say that Mom and Dad should be able to help. Mom and Dad say "no" and the student has to pay for themselves. Some have family obligations and our society and economy has driven some of that. Our younger students are trying to be more responsible. They are saving money by staying home not only in tuition but also less expense in housing. They will eat Mom and Dad's food, they can do their laundry and they have a house.

Staying at home and having programs delivered. When we go out to the community colleges, and ask what we can do to serve them, we get the answer "can you deliver all your programs down here to us because our students are landlocked and don't want to go away to school. They have obligations here: jobs, family, and student support that are working for them. That is convenience of location. They have community colleges in easy driving distance and they can take those generals and get them out of the way and save money and stay at home. These all seem to be logical choices for them and their parents, so this is why they chose a community college.

Delivery methods. The community colleges are a little bit ahead of the game in the internet courses. We do not offer as many or the variety here at the four-year school that they do at the community college. The catalog from the Illinois Virtual Campus is another tool that we use when we are trying to help students find something if they are landlocked, as to what they can take that will transfer to Eastern. This is what students want—to sit at home and have something delivered through their television, internet, or something they can go two miles down the road and take. They like the flexibility. Some of the community colleges have more than we have to do that, so it is hard to compete with them.

Not socially ready. Mom and Dad might have a lot to say that they don't feel their student is socially ready. Some students don't feel they are either. They socialize differently than they used to. Many are already engaged with their technology, with texting, so when they have an opportunity to go out and meet other people they are still engaging under the table, etc. with their old friends or with their old life. So when they do get together they game. It is not the same socialization that we had. How do we address that? We talk with them about the growth opportunities that Eastern has that we want them to have to be an important part of society. We also help them with the academics. We assure them that this will transfer, how it will transfer, and these are the courses that you should take before you sign up.

Other schools probably don't do as hands-on pre-advisement as our office does as we do on-site sit-down evaluations with freshmen at the high school. We are trying to integrate this into our presentations. In the office of Transfer Relations we try to accommodate the students and talk about the IAI, try to talk about the program they are interested in, if not we refer them to career services, we refer them to learning assistance, and all those areas to get them help so hopefully they will have a major especially to those students coming with Associate Degrees but are undecided.. If they didn't seek out those services early enough but if they have met with us as freshmen they seek them out as freshmen. Those are some of the resources we refer them to so they can be better prepared.

Also, offering programs like dual admission and 2 + 2 agreements. We try and get students interested in Eastern as freshmen at the community college. Then they will have that automatic degree audit that they can work with our University during those two years so they are in the pipeline to come to Eastern as well. We have the 2 + 2 which are transfer guides that we can give them as freshmen and counselors can pull that out of their drawer and say I have that program articulation agreement here for what they are interested in. The convenience of having that right in front of them helps Mom and Dad as well.

Dr. Kory commented that perhaps the community college may not be the best place for undecideds. If you are just taking your gen eds there you aren't exposed to all the programs offered at the university. Rita said that some community colleges would argue with that because they do have career services, they have gen eds, and different experiences, and they are hiring doctoral faculty. So they are getting those experiences in smaller class

sizes, but not on the scale that we can. When we recruit we inform students of all the programs and activities we offer. We also do counselor training at the community college. We meet with the academic advisors there and the administration and tell them about these programs and invite them to the articulation conference here on campus where they can learn about our programs. We try and keep very close relations so that the advisor who does see the student regularly is aware of those programs.

Julie Sterling said whether they are coming in as freshmen or transfer students, they feel they need to get their gen eds done immediately. They don't realize they have four years to do that. Perhaps the Advisement Center needs to better address the issue of gen eds. It sounds like we need to send the message to the community colleges that, yes, you have to do your gen eds, but we build the major in at the same time.

Rita said this is something that the counselors are aware of, and that the Illinois Task Force on the Articulation Initiative is working with in phase four of the IAI. If you look at the IAI web site it has completely changed. It is not just about the IAI, it is about the transfer process, the transfer resources, and career development. There are a lot of different links on the site to better prepare the transfer student in Illinois as to how to transfer and what the resources are. We have several definitions of transfers based on their behavior: a two-year to a four-year, four year to a two year, a two year to a two year, or a swirling transfer. We are looking at that because of the concern of students being undecided when they come in.

In phase four of the IAI, they are identifying a core of classes. There will be a maximum of four classes that a student should be taking at the lower division in majors.

Julie said that it is great that Eastern requires advising, but at most of the community colleges the students never see an advisor. They are just doing their own thing so there is no way to insist that they work with someone to have a plan. When students come in without a plan they are asked if they have worked with someone. They will say no, I didn't want to. Rita said the State can not really mandate that now, but they are encouraging mandatory advisement.

Bonnie Irwin had a concern about landlocked students. Adult learners are physically attached to their environment. When she is talking with 18-year olds, some of them have those same issues but others are either mentally or emotionally landlocked. They just can't get very far away from home. She doesn't know if we can address that in a meaningful way. Karla Sanders said she did not believe the parents had prepared them or may not want them to leave. Kimberlie Mook asked if we can serve a student who is landlocked. What happens when that student comes? We already have a portion of the students who show up and within the first week they make that choice to leave. If we are looking at pushing or going after those students in that landlocked situation, what would we have to put together for them, because with the continuing students when the advisor talks about internships or experiences over the summer a lot of times the student will indicate that they need to be at family events at home during that time. So if these students come and are really homesick what would we do? Are we creating a revolving door? How would we shore that up? Julie said it would be interesting to know how many students did not come back after fall semester. She had many advisees go home to attend community colleges because they did not adjust well here. It was for many different reasons and she wishes she had kept track. Some didn't tell their advisors they were leaving.

Mary Wallace asked how many of the transfer students that left the university were considering us as freshman when coming out of high school. Is this their second go around with EIU? Rita said we get a lot of cross applications that were accepted as freshmen but didn't come and went to a community collage. Mary asked if there is more we can do to attract the academically prepared students. We have to factor in the Admissions Office and their recruiting power to do this. Rita said there is a variety of reasons why they choose a community college. It might be Mom and Dad, scholarship, money, or boy friend, girl friend.

Debbie Barker said we should stress the importance of the on-campus traditional experience. This seems to be the same thing that Housing does with stressing the importance of living in a residence hall. They give them the statistics for why you have a better experience living in a residence hall. This is very affective for them and perhaps we need to take that kind of approach and beef that up in the undergraduate recruiting. Maybe we need to even do a piece on it for undecideds to really drive that message home to the student and parent. It sounds

like these are the students we want. We are not going to get these other students that have received scholarship to play ball at the community college, but we can get the student who is on the bubble. We could get a percent of these who are undecided by talking about the broader experience and preparedness you'll get here.

Julie said if we start with the junior year students and talk about the value of a four-year school versus the community college at a very early age, that doesn't mean we are slighting the community colleges. Bonnie said if we do this in a positive way we do not need to mention the community college. Perhaps we need to try reaching the hovering parent. They have influence and if the student is going to listen to them we ought to be addressing parents as well as the students, especially if they are academically talented students. Brenda says EMAC is attempting to address this in the Student Development and Parental Expectations piece. How should we distribute it? Dr. Augustine asked if address the hovering parent at Orientation. There is piece for them. However, we need to get the student development piece out earlier in the recruitment cycle.

Julie asked how we get to the parents at high school visits. Brenda said there are college fairs, but you don't have an opportunity to speak with them individually. It is more like a flea market with lots of tables. People come over because of your table cover or they know someone who goes to your school. At the better fairs, the students and parents have talked with their guidance counselors and based on that student's profile they are guided to schools that will be the best fit. If we can get them to come to campus we can have that more meaningful discussion and give them the Student Development piece. We have students and parents who are visiting as sophomores as well as junior and seniors.

The key time will be coming up soon with spring breaks. We are trying to be more proactive this year to identify spring breaks of all the schools in the State. They are during a 6-week period, mid March to early April. We will see more juniors and this might be a good time to deliver that piece.

Mark Hudson asked, for those who do not choose us, are we losing them to community colleges or to other four-year colleges they feel are a better fit? Is there some way to analyze this?

Brenda said that the students coming March are typically not planning to go to a community college. They are planning to go to a four-year college. They are visiting anticipating attending a four-year university. It is just a matter of which one.

Perhaps we should concentrate on the roll-over students, those who were admitted to Eastern but chose to attend a community college instead of coming here. Is there something we can do, perhaps with the parents, right after we get that application that could help that hovering parent push their child in our direction rather than to a community college? Maybe alert them to what to look for—housing application, etc, and say here is why we think Eastern is the best choice (to sort of seal the deal). We could send them some comparisons, too, similar to the one for on- and off-campus housing options.

What do native students get transfer students do not? How many opportunities exist for National Student Exchange, study abroad, and even a four-year scholarship—you have to apply as a freshman? You don't have that opportunity when you come in as a junior. Hudson wondered how many of our student body presidents were native students and how many were transfers. You would expect that most would be native students to be around long enough to build them up to the process. We could identify specific leadership opportunities available through the four-year experience and market them on- and off-campus. Would more of those who are not academically challenged apply? Brenda said it might inspire them to work harder at the community college to get here as quickly as they can to be able to get more of the experiences because in reality the majority of the transfer students are not completing the associate degree. So if this is more of an incentive for them to stay on track, become eligible, and get here earlier, they could still take advantage of a full-college experience. The rollover student is a good population to pitch this to, because that student was admitted so we have attempted to engage him. Now let's reengage him.

Debbie said this is not a large population but the students we are going to lose in the spring to community colleges are those athletes who get a full ride. Students will get admitted here and then go play ball at a

community college. They know they will not make the cut here, but they will be able to play there and get a full ride. We are just going to lose them. There is a possibility that we might get them back later.

Kimberlie said there are two ways to get to 70/30. Convert some of the transfers earlier or ramp up and figure out how to get more freshmen. We are looking at trying to convert an extra hundred students to make the mix closer to 70/30.

Debbie said Academic Advisement receives comments from parents impressed with how down-to-earth and friendly we really are. When you gain the parents confidence they loosen that rope a little bit and encourage their student to come here because they feel there is going to be someone here to assist and be there for their student. The parent's are enthusiasts. We need to assure them we are a safe community and we do have their best interests in mind. We are not trying to take students away from their family. We have to develop them. Stacia Lynch commented that we do state this in every contact; housing does as well, and in orientation, and the Honors pieces. Until they actually arrive on campus and experience it, or have an email, or phone exchange with someone who is very helpful, they don't believe it. Dean Hine added and if they have had a positive experience themselves as college students. We need to market as much as we can to parents who have four-year degrees or have been to a four-year campus. Stacia said this all fits with the President's initiatives, so obviously we will see all of this in the marketing materials.

Bonnie said that one of the challenges is we can't control other people's marketing and when they say they have small class sizes and we are here to help, every institution in the state says the same. We do it better though.

Sue Harvey asked if we considered having an open house with the parents without the students. "Aren't we already doing that in our Hovering Parent Orientation Session?" asked Dr. Augustine. Brenda mentioned on Admitted Student Day, Debbie Barker moderates a panel of parents of EIU students who share advice with prospective students' parents. What is really nice is the wide range of individuals at the table. They get to see the advisors down to earth, talking, and answering questions on a one to one basis. When they see all this they seem to really connect and like the fact that they get to talk with a staff member who is also a parent. The parents see various people at the table. They are impressed that they really came to talk with them. They also get to know about our backgrounds. Brenda said that the panel is not just parents of children that work at the University. We ask parents to come to campus to participate and see their student while they're here. She said we may need to do this at the July Open House where we see more families of juniors in addition to doing it once in the spring at the Admitted Student Day.

Rita said that parents want to be involved. Debbie said she would like to see this done prior to summer orientation, or even after that time. During summer orientation they have to work with the student and impress the parent as well in their advising. Bonnie said, once we get the parent on campus we do well from the first open house all the way through orientation. We are good at that. Brenda said we need to keep in contact after they visit to intervene with these possible roll-overs before they roll over. Also, to get that message out to the families earlier of the expectations that the University has of them as parents and the student. We are trying to teach the student to become independent because they need to know how to address a faculty member as doctor, whether they are a doctor or not, unless they are told to call them something different, you need to go to the Financial Aid Office yourself, show them they must do things for themselves.

Dean Hine said this is a very interesting dilemma with parents. His daughter-in-law works in elementary education and they have to work hard, and it is a high priority, to get the parent involved. He said that studies show if they get the parents involved the student does better. Dr. Augustine said that if your student has any kind of special need, you are interrogated aggressively to be an advocate. Parents are shocked when they get to this institution that special services are not automatic. Kimberlie said that in Orientation the difference is we are not telling them not to be there, we are telling them how we want them to be a part of this experience. Every cheerleader a student has means they are that much closer to getting a degree. Here is how we want you to assist. Dr. Augustine thought we might want to ask the parent themselves, what do you want to hear from us? Maybe we should just ask them for advice. Kimberlie said we have two perspectives—should we try to suppress it or rechannel it?

Julie said a few years ago they changed Orientation where they separated the parents from the student during the advising session. We have them all together when we talk about academics with good results. The parents respect the advisors. They feel comfortable with them as they have just spent an hour with them and know the advisors roles. They are not telling us they are asking us. So I think those relationships have been very respectful.

Brenda asked that questions be emailed to her by Tuesday to develop a parents' questionnaire for the February Open House. There is a guru out there who might already have the questions. Marjorie Savage is her name and she is in Minnesota.

Brenda said that we now have an idea on the transfer population. We have a strategy for the rollovers, we are comfortable with the 70/30 mix, and we need to discuss the freshmen at the next meeting.

Mark Hudson said that Housing can manage a larger freshman group. How do you get additional buy-in as 70/30 is a different academic mix in relation to how many freshmen classes you need? There are some interesting things that go along with this. Brenda said, we justify the reason that is a good mix first and then we make moves to see how we can accommodate. Bonnie said that faculty has been clamoring for this for a decade. Stacia says this goes along with what the President says. Dean Hine commented that we are just part of the equation. Brenda said, we are just making recommendations. Karla says she has worked on getting the number of freshmen seats we need for the past four or five years without success. Julie asked what was the number of the class that was so large a few years ago? The number was 2150. There is history there that it has been done. In 2000 there were 2074 students and we will look at what that mix was for next time.

ANNOUNCEMENTS

Dean Augustine encouraged the committee to go on line to one of the Elluminate live presentations. This software offers students the opportunity to participate in our classes on line. This has the potential to increase diversity. Students can be at home, register for the class, and be a part of the class in real time. Please go to one of those sessions and give Dr. Hoadley feedback as this is a costly investment for us.

Meeting adjourned

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

February 21st	April 17th
March 20th	May 15th