

**ENROLLMENT MANAGEMENT ADVISORY COMMITTEE MEETING
THURSDAY SEPTEMBER 25, 2008
EFFINGHAM ROOM – MARTIN LUTHER KING, JR. UNIVERISTY UNION**

MEMBERS PRESENT

Robert Augustine, Deborah Barker, Julia Chadd, Eugenia Deerman, Amy Edwards, Teresa Freking, Lora Green, Sue Harvey, Mary Herrington-Perry, Will Hine, Bonnie Irwin, Doug Klarup, Fern Kory, Stacia Lynch, Brenda Major, Kimberlie Moock, Frank Mullins, Steve Rich, Karla Sanders, Mary Wallace, and Jone Zieren

MEMBERS ABSENT

Ann E. Brownson, Stephen Dalechek, Mona Davenport, Mark Hudson

GUESTS

Provost Blair Lord and Nancy Crone

As we have new committee members, Brenda Major, Chair, asked each one present to introduce themselves.

APPROVAL OF THE MAY 15, 2008 MEETING MINUTES

The May 15th minutes were approved on a motion by Fern Kory and a second by Dean Hine.

REMARKS FROM PROVOST LORD, REGARDING EMAC'S PURPOSE AND FUNCTION

Eastern's entire financial model is very enrollment sensitive. Tuition is more than half of our budget. Looking toward fall we hope that our proposed enrollment figures are realized because our budget and the State Budget have to be built long before the students show up. Because of that planning and management toward enrollment figures becomes increasingly important for us. Private schools have always had to worry about this. Public schools did not have the same sensitivity as they had different funding sources. Unfortunately, we now do have this same sensitivity and because of that he put the burden on Brenda on starting part of the enrollment management process on the new student side by giving her targets. The President says we have an overall institutional target of 12,000. He then tries to figure out how many are in the pipeline for new students. Part of the enrollment management then becomes improvement management. We need to plan to build the numbers for new freshmen and transfers and that is about two thirds and one third each year. Planning to do that means marketing the institution. So why do we have the Enrollment Management Advisory Committee; so Brenda can come and get advise. The Committee's advice and reaction to things that Brenda brings to the table and ideas that you as committee members might have.

There is a group that includes many of the Enrollment Management Committee, called the Best Practices Group, that is charged on how to get all of our enrollments services, that has a big impact on speaking to recruits, to get them to say "yes" I want to be a student to work smoothly in a integrated and supportative fashion to be the best that we possibly can be. He hopes there are going to be new plans and a new direction coming out of that group. This group is going to be a wonderful body a sounding board. The ideas need to be started by people that spend their lives working on that. These ideas are then going to have to be shared to see what everyone else thinks about them.

The other part of enrollment management is retention. Everyone that touches the student is involved with retention. The preliminary retention figures for this year have gone back up to the first year of retention of 82%. Also, our ACT scores have risen. They are up to 22 and if you exclude the special admits the number is closer to 23. This advisory body is a group of good thinkers and can give wise council in matters of trying to manage our enrollment. There are a lot of things we can do but it is individually for each student. The reason we are at 82% and not 100% is if it were a single reason we would have fixed it. There are probably as many reasons as there are students. If we could identify a few clusters we might be able to work with them. One of the President's plans is to increase retention. His number is several percentage points higher than where we are currently.

Jone Zieren asked the Provost what he sees as the profile of an Eastern student. He does not think he can identify the entire dimensions of an Eastern student but when he talks about first choice institution, he is talking about the students that want the comprehensive experience, that want the experience with the program portfolio that we have, and also want the professional colleges with the core of liberal arts and sciences. He is not going

to say that we are open just for first-generation students, although we have a large number of first generation here. We are an access institution and have an excellent Honors College. There is no specific “a profile” of a student. We are looking for students that are going to thrive in our environment and profiling the programs that we have. We need to focus on the integrated experience.

Jone Zieren asked if we should be looking at more new freshmen than transfer students. Jone said we have had this discussion where the student is advised that maybe they should go to a community college for the first 2 years and then come here where a lot of us feel that the whole four to four and a half year experience at a public institution is really important. The Provost said, as a parent, he had always hoped that his children would have a four-year experience as that would give them experiences that they would not have otherwise and they did that. However, there are also the hard realities of life that for the kinds of students that come to regional comprehensive traditional schools many of them are going to find their way to community colleges before they come here and we simply have to adjust to that reality. If we say that we don't want to have community colleges transfers and only want students to come that want the entire four-year experience; then about 37% of our first entering students this year wouldn't come. In worrying about financial models, take out a third. The reality is that we serve both transfer and students that start here. Transfer students are unlikely to become smaller with the financial pressures that students are facing, many will be going to community colleges before coming here.

Mary Wallace asked in terms of retention comparison with other universities, are we able to compare? The Provost said we look pretty good and are near the head of the pack with the other State Schools. Champaign Urbana always has the highest.

The Provost left the meeting.

Brenda said at her September meetings the last two weeks with the other 11 Directors of State Universities and high school counselors throughout the state; they were asked for the profile of the freshmen class. What the counselors are really asking is “are my high school students going to be a good fit?” Brenda says besides giving them the ACT score, average GPA, and ethnic minority percentages, we gave them a mini-view book which included actual profiles of four students enrolled at Eastern from different parts of the state. These students are from different backgrounds, on an average pretty high GPA, with an average ACT ranging from 18 to 35, and very involved students. These are students we called over the summer. We feel this is very helpful for the counselors advising their students. Another feature that we do for them is when their students apply to us on line we send the guidance counselor an email. This lets the counselor know their student will be contacting them requesting transcripts to be sent to us. We are working with them to get transcripts sent electronically. We are currently taking electronic transcripts from three different companies (soon to be four). Originally the upstate schools did not like the emails they had applications sent to us in a group and we sent an email on each one, but now they are getting on board. The down state schools really appreciate this information. The University of Illinois is going to send each high school guidance counselor office in the state a pin number, and that office will have to distribute that number to all their counselors. The counselors then establish their own ID and they can go on line and check the status of their students' applications. Initially Brenda thought that was a good idea, but then realized that they would have to remember 12 different schools' pin numbers if all the State schools did this. In leaving one of the articulation meetings in Chicago where about 400 guidance counselors were attending she was asked if we were going to stop sending emails and go to what the U of I is doing and she told him no she did not think so. He said “good I'm not going to ever go and figure out the pin number and all that stuff, and I don't know who they think is going to do that.” We are where we need to be in communicating with the counselors. It is the most effective way to serve their students.

Fern Kory asked how we selected the four students that we profiled in the mini view book. Brenda said it was four students that they could get quick access to over the summer. One who writes for the DEN, Brittini Garcia, who comes from a south suburb area of Chicago which is a large feeder area for us with an 18 ACT, and 3.5 GPA, but was very engaged with us early on. She came to a summer journalism camp, participated in the Access Granted Program, and the significant thing is that she has had front page articles in the DEN since her freshman year and that doesn't happen at other Universities. Another student Dan Rolando came to us from Champaign. He had a 5.0 on a 5 point scale, a 35 ACT, Honors College, Orientation leader, tour guide, and

also very involved. He is a pre-engineering student and could have gone to the U of I, but wanted the Eastern experience. He is going to stay here and get his degree in Physics and then go on from there. We also selected a student from Bloomington and one from Cahokia. The high school guidance counselor from Cahokia asked Brenda to have her student, Charell, contact her so she could have her come there and talk with students from where she graduated.

REVIEW OF THE TENTH DAY ENROLLMENT COUNTS

Sue Harvey distributed two pages of enrollment numbers generated by the Office of the Registrar.

Amy Edwards has the official numbers that the University distributes. The official total count is 12,040 and the first-time freshmen number is 1830. Minority enrollment is 1,655 and that is 13.75% which is up from last year's 12.22% and 1,488 students. Brenda commented that with this minority group their ACT has gone up as well. The undergraduate transfer student numbers are 1,112 and that includes international students. International students are not counted in the minority numbers.

Dean Hine said that off-campus ten day count was 2,155. That is up 5%. Basically FTE and credit hours are up about 8.5%. These are people taking only off-campus courses. He said that after 10-day count the off-campus enrollment continued to go up. They are up 400 credit hours now from 10th day count.

Dean Augustine distributed handouts showing comparison enrollments every two years since 2000. He said that he was very proud of all the graduate programs and all of them had worked hard to achieve their enrollment goals.

The international enrollment did drop from last year because our out-of-state tuition is too high at \$654 per credit hour. International students can not afford to come unless they receive a graduate assistantship, where tuition is waived, or an International Student Scholarship, where some of the tuition is waived, or some other scholarship. Unless we find some other way to change that, Bill Elliott's recruitment is going to be a tough one. Dean Augustine said he just found out that international students are going to have to pay \$200.00 instead of \$100.00 to apply to come to the United States to study.

Fern Kory commented that History and English are talking about working together more. Dean Augustine said Eugenia Deerman has agreed to be our crusader for interdisciplinary studies on campus. She has pulled together a group of 15 or 20 faculty who are interested in helping us bring into focus more opportunities for interdisciplinary studies that would benefit the quality of study for our students and advance the quality of life for our faculty here who desire to work in the interdisciplinary field.

Jone Zieren said she knew that Dean Augustine's main concern for the increase in tuition is for International students, but she thought his group is really looking at tuition for all out-of-state students. Dean Augustine said "yes," because this has an impact on student athletes, recruiting from our sister states, the loss of talented Illinois students going to other schools, and the pressure of offering continuing education in on-line formats. So how are we going to be competitive? We are looking at that figure and wondering what it should be. He said that after gathering all the data and sharing it with the committee he gave it to recommendations.

Jone Zieren asked if the goal is to have it accomplished in a year. He said he thinks it is a multi-year task. He thinks we are going to have to change the ratio of in-state and out-of-state tuition. He thinks it will take a minimal of four to five years. Right now our ratio is still three to one. The Provost just said that the State of Illinois does not provide 75% of funding for higher education at Eastern as it used to. All of our state institutions and almost all of our peer institutions are using a different ratio that is more in line with how the state operates. That ratio is something like 2.3 to one. Only one other state university in Illinois is using three to one and that is in the Chicago area. Most of our sister institutions that are on the border with other states do have some reciprocal agreements with residents across the state line. We have resisted this. Can we afford to do that? Edwardsville has been able to offer a different rate for just graduate students from within a certain radius across the Missouri state line. Some institutions like Illinois State offer a different rate for international students, a different rate for out-of-state students, and different rates for various populations. Those are some approaches we need to look at.

Bonnie Irwin gave a handout and said that the Honors College target was 150 and they brought in 153. Yield is down she feels in part because of the Presidential Scholarships Program. She receives several applications for them but if the student does not receive one, they do not attend here. The mean ACT is down a little bit from last year but she is happy to see that the institution's is going back up. This is the most gender balance we have ever had in the Presidential Scholars class. She has 7 men and their ACT is higher.

One of the things they do in every entering class at the new student orientation is hand out a survey. She has been given a charge that she make this a first-choice institution for Honors and 75% are telling her that EIU is their first choice. However, when she got to the answer that 48 of them had only applied to EIU that disappointed her. She would want them to apply to us and other schools and then choosing us. The answers as to why the students come to Eastern, on the second page, are always scholarships and small classes. She thought the committee would be interested to know that 11% talked about their parents' recommendations. These first two pages are a portrait of the entering class. The total in the Honors College right now is a little under 600. The last page of her report shows results data from the first Presidential Scholars class that entered fall 2004.

Brenda Major said the goal for the last two years for new freshman has been 1900. The goal is going to be increasing for next year and definitely for 2010. We will need to be strategic and she will be seeking the committee's advice continually. We do not know how accurate the number was last year. It was a little low, but not as low as the final number indicated. The 1830 this year represents over 100 more than we got last year. One of the ways that we got the number this year was through a company called AZORUS. We won some consulting expertise with them that resulted in 8 specifically crafted emails that they sent out for us to targeted populations of admitted students. She will be talking with them again tomorrow. They are from Canada. Naturally they want to take credit for our numbers and will want to sell us more of their services which are rather expensive. One other good thing about this company is that they made an error in that one of their emails was sent to the wrong population and as a result of that they will give us three free emails for fall 2009.

Dean Hine asked if other universities use this means of communication. Brenda said, "Yes" and a popular company is called Hobsons which is very expensive. We have done minimal work with them and gotten no return on the investment.

Brenda Major said the transfer number is always shored up at the end with international students. We will take 1,112. This is about where we were last year. The transfer goal is 1,100. She has not heard if that number is going to be increasing, but she may find out at her 10:00 meeting. Now, we are starting to get really good data on our transfer students. When she came here and had her first meeting with Faculty Senate one of their criticisms was that the GPA of our transfer students was lower than our native students. The average GPA of our transfer students this year was 3.3. Interesting to note that about 38% of our transfers are coming with their Associates Degree which we knew, but a lot of people didn't know. They assumed that if you are transferring you must be attending that community college for two years and you are following a prescribed plan then come here and graduate in two more years, when it is actually taking our transfer students on an average of four years to graduate from EIU. So we definitely do have some arguments we can craft, but we have to be careful how we do that. Because the community colleges are our friends, and we just hosted a community college conference here last week, we are clearly one of the most transfer friendly universities in the state which is a complete reversal from five years ago.

REVIEW AND DISCUSSION OF WITHDRAWAL PROCESS

One of the things we will be discussing this year is the withdrawal process. This committee is seeing students in our various capacities and noting there is a co-dependent bond between the students and their parents. How do they break away? We have to intervene, as parents do not seem to be affectively doing that.

We still see a small amount of students withdrawing because they are homesick. We definitely need to look at this and see how we can intervene and shore up the class. We know one student went home for Labor Day and do not come back. We are going to have to be proactive in what we say to these parents, even though Kimberlie

Moock does a excellent job in the workshop she does with the parents, you get the impression after the debut that things are okay, but later they are not.

Last year we passed around a check list of an example of a withdrawal process. We don't have a formal withdrawal process in place. We need to develop one. The more difficult it is for a student to withdraw, and the more the student is going to have to interact with people who are going to say "what is the matter?" and receive suggestions of things to do, the more we can intervene to prevent them from leaving. If we have a process this will help us determine why the students are leaving. The other thing is if we develop this process, how are we going to make the student adhere to it?

Steve Rich asked how much pull there is from the parents as opposed to the student. Admissions talks with several students because they are looking for the office to withdraw and that is the Office of the Registrar. Since that office is right next door to Admissions, Brenda said they ask questions as to why and this year it was all a connection to home. Some already know they can just go onto PAWS and withdraw themselves. Brenda says she needs to find out from Housing what interaction they have. Kimberlie Moock says there is a survey they have to complete if they are completely withdrawing from the University.

Jone Zieren says that on the satisfactory progress appeals a lot of the students will list homesickness. They might have stayed for the entire semester but they did not do well. A lot of that is they keep going home every weekend. They are not focusing on getting involved in activities and getting tutorial help.

Bonnie Irwin asked about the gender of the students withdrawing and Brenda said it is mostly women.

Kimberlie Moock said we could make a list after debut from Orientation, counselors, and advisors of students that we can see that it is going to be rough for them. You can tell those who are scared and the ones with extreme parental concern. There are so many students accessing education that never would have previously. There are still some of them who are not ready and are being pushed to do it.

Fern Kory asked if it is serving the student's purpose if they are coming here for four years after the community college. Are they not ready to come here? If these students are withdrawing, are they students that really shouldn't be here? Brenda said that academically they should be, or we would have sent them a letter that they needed to go to a community college. That is the difficulty here. These are students who are academically prepared but either they or their parents are not emotionally prepared. Karla Sanders asked if the high schools are doing anything to try and help prepare the child. It seems that it is the parents' job to prepare the child and if the parents can not prepare themselves then they might need some outside source. Brenda said the high schools are focusing on the financial preparedness as best they can but not the emotional issue. Fern Kory said she thinks those dual credits courses that students are taking and think they are getting along in the process further than they are might be pushing them along farther than they are actually ready for. Students seem to be far more home-bound.

Dean Hine said it was interesting of the strong push now and for the last few years of the community colleges with the schools to build the concept of the flow that you just go right in and you might even have a semester of community college credit when you graduate.

Stacia Lynch said she feels students are really pushed too hard in high school. They think they are prepared because they have done all that work and are really advanced. Then when they get to college they are not ready emotionally or academically but they think they are really ahead of the game. Sometimes it is a big shock when they get to campus; for the parents as well. Parents sort of mentally build up this big experience of going to college and then, oh, my child is going to actually leave. When you focus that much of your life on that one experience; it sometimes is too much of an emotional shock.

Fern Kory says that she is not sending students to the Academic Success Center that are failing because they are not going to classes. But for the students that she feels are just overwhelmed she refers them there.

Karla Sanders said the students do not think of themselves as adults. They are calling themselves boys and girls. If there are any big decisions to be made they want their parents there. Kimberlie Moock said that they talk with parents about the goals in the Transfer Debut Program. The student does not have a concept for the future and in the parent session she talks about responsibility for learning and decision making and the parents do not think their child can make decisions. Adolescence seems to be extending to 23, 24, and 25. It seems that it is not that the student doesn't want to, they have not been allowed to, they don't know how.

Lora Green said that even in advising the students want their advisor to tell them what classes to take in general education, when they should be making their choices. Sue Harvey made comment that in talking with students, they are more fearful of making a wrong choice. She said the students have not been taught that it is okay to make a mistake. We all make choices and sometimes we have to reverse and go in the other direction.

Steve Rich said that in the College Foundations course that he teaches, the students' first paper is on College Fears. Two things that are mentioned most; are what do I do with my free time and my family. Fern Kory said that students are so busy all through high school they do not have time to manage.

In summary, Brenda said that we need to write down the problems that students are having and group them into categories and then work on how to address those issues.

We need to continue to work on the out-of-state tuition rate and how to approach enrollment management with our new goals.

COMMITTEE REPORTS/ANNOUNCEMENTS

Karla said that working with the new enrollment, the Planned Seats Committee will be working with those departments that are already at capacity and the Enrollment Management Committee might need to assist with this.

ANNOUNCEMENTS

Meeting adjourned

Fall 2008 & Spring 2009 – 8:30 a.m. – Effingham Room - University Union

October 16, 2008	November 20, 2008	January 15, 2009
February 19, 2009	March 26, 2009	April 16, 2009