



Enrollment Management and Academic Services

Compliance Issues

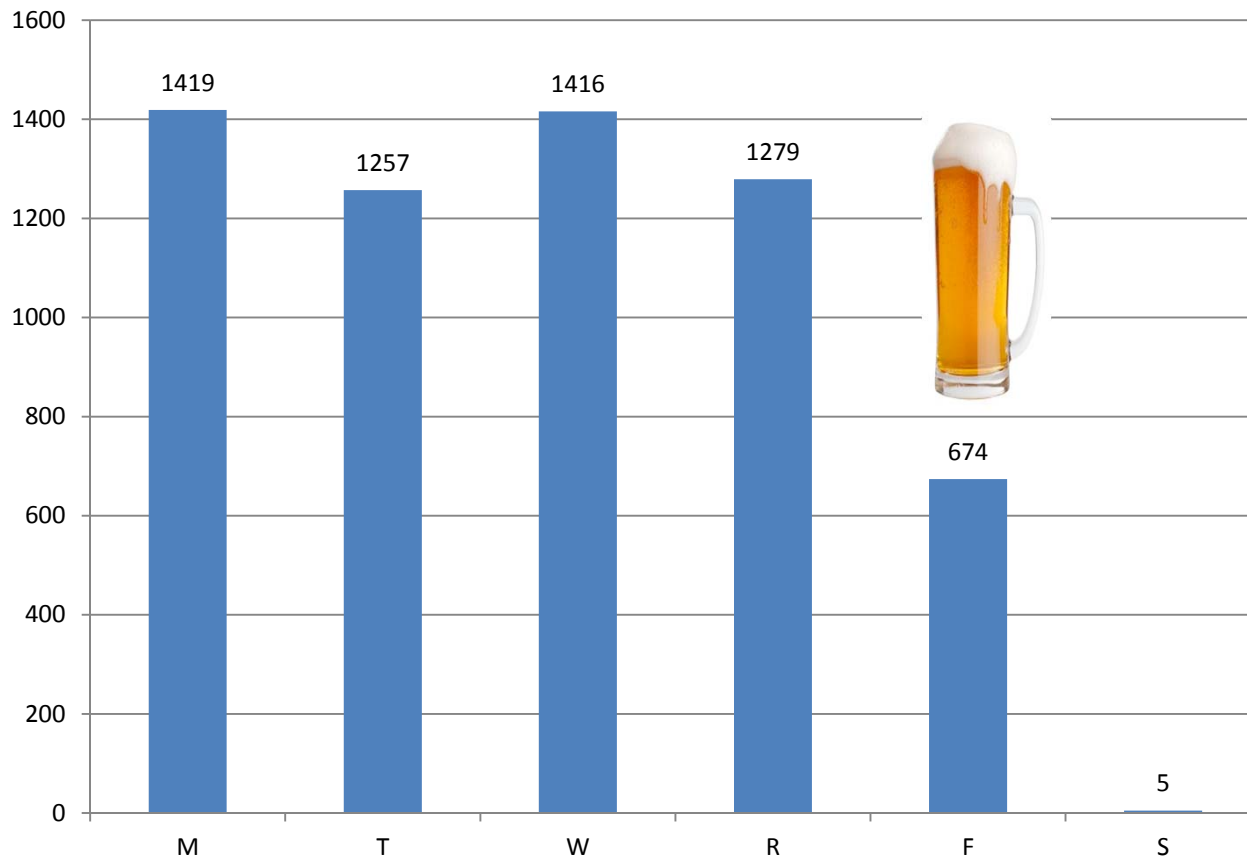
- Higher Ed Opportunity Act of 2008
- Program Integrity Rules (Dep't of Ed, Oct. 2010)
 - Credit Hours
 - Gainful Employment (Grad Certificates)
 - State Approval for Distance Ed (NOT!)
 - Textbooks—responsibility to educate faculty
 - Misrepresentation

Misrepresentation

- Misrepresentations include: “any statement that has the likelihood or tendency to deceive or confuse” and “will include not just written statements, but “any communication made in writing, visually, orally, or through other means,” by any “representative” of the institution.
- Language is very broad and anyone—even those who have suffered no material damage—can bring action.
 - Check your claims: “Heartland prepares you to ace any exam.”
 - Check the consistency of your websites. Are they up to date?

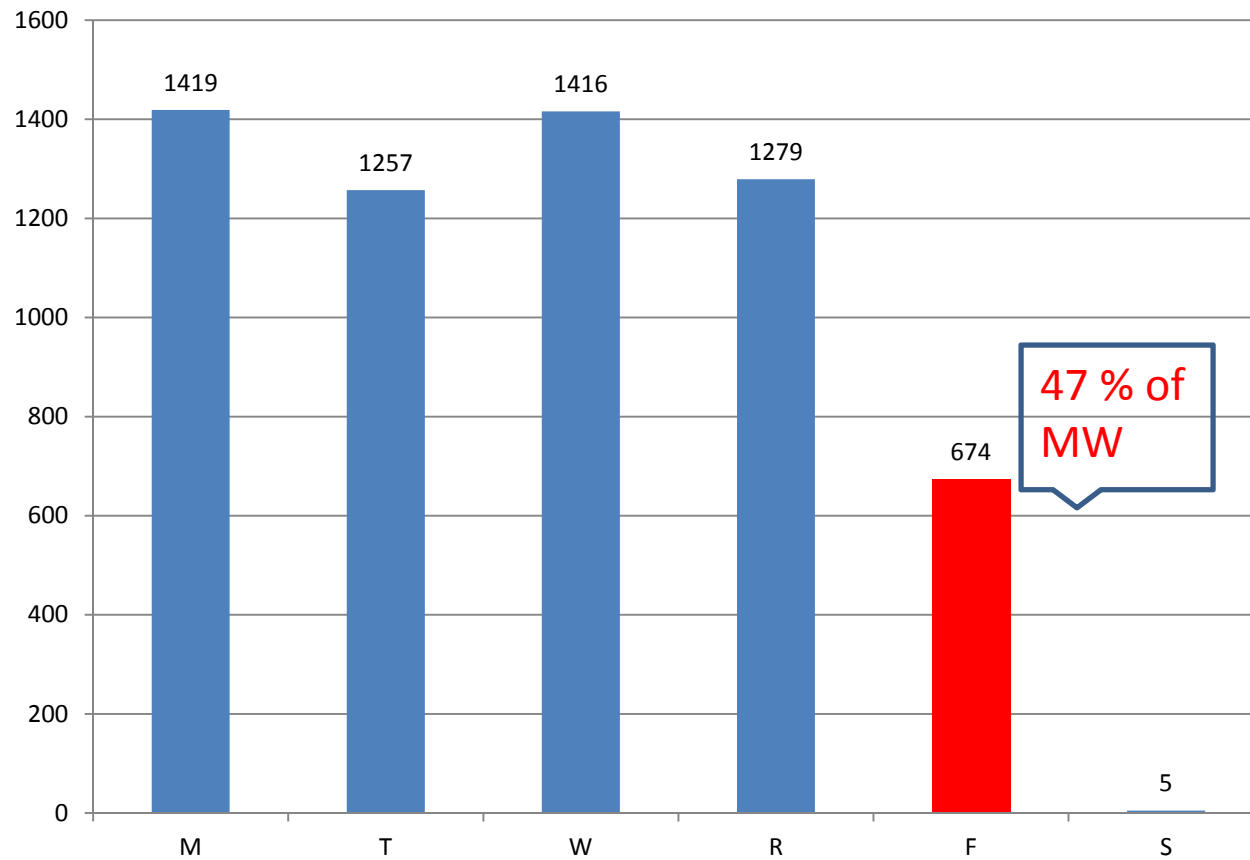
Not Compliance, but non-compliance.

What does this chart represent?



Not Compliance, but non-compliance.

Classes Scheduled by Day of Week



Not even remotely compliance...

- General Education Task Force
- Likely endorsement of the Liberal Education and America's Promise (LEAP) Goals AAC&U
- Working Groups:
 - Administrative Structure & Communication
 - Assessment
 - Co-Curriculum
 - Pedagogy & Faculty Development
 - Structure and Curricular Mapping
 - Writing Across the Curriculum

Five-Year Enrollment Plan: Data and Recommendations

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Barb Blake, Budget Office
Doris Groves, Admissions
Julie Huber, EMAS
Katy Killian, Student Affairs
Deb Smitley, Finance and Planning

and their tuition-paying parents

What brings students to Illinois State?

- Academic Reputation
 - Perception of Selectivity
 - Student Profile and Graduation Rates
 - Programs
- Location:
 - Just the right distance
 - A safe and prosperous community
 - Well-kept, compact campus
- Customer Service
- Value Proposition (Kiplingers)

It is essential to maintain our unique niche in the market.

Selectivity versus Retention and Graduation Rates
for Public Four-Year Doctoral Universities

Selectivity	ACT Range	Retention	6-year graduation
Highly selective	25-30	92.4	81.5
Selective	21-26	83.0	59.4
Traditional	18-25	74.0	46.5
Liberal	17-22	69.6	29.1

Source: ACT Institutional Data File, 2010
http://www.act.org/research/policymakers/pdf/retain_2010.pdf

Maintaining our position is not to be taken for granted.

Projected change in the number of high school graduates, 2008-09 to 2018-19



Source: Western Interstate Commission for Higher Education

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Our Competition is changing.

<u>Institution</u>	<u>School Type</u>	<u>2010 Tuition and Fees</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>1-yr change</u>	<u>5-yr change</u>
University of Illinois	4-year Public in-state	\$13,096	699	737	658	624	533	-15%	-24%
University of Iowa	4-year Public out-state	\$23,713	224	262	249	254	280	10%	25%
College of DuPage	2-year Public in-state	\$3,870	92	154	147	170	218	28%	137%
University of IL - Chicago	4-year Public in-state	\$12,056	182	208	209	215	215	0%	18%
Moraine Valley	2-year Public in-state	\$3,006	107	118	133	162	164	1%	53%
Joliet Junior College	2-year Public in-state	\$3,090	67	70	92	132	162	23%	142%
DePaul	4-year Private in-state	\$28,858	114	123	149	154	138	-10%	21%
Bradley University	4-year Private in-state	\$25,424	134	125	110	126	134	6%	0%
Northern IL University	4-year Public in-state	\$10,355	261	222	149	195	133	-32%	-49%
Illinois Central College	2-year Public in-state	\$2,790	83	94	91	107	117	9%	41%
University of Missouri	4-year Public out-state	\$20,516	22	38	68	82	115	40%	423%

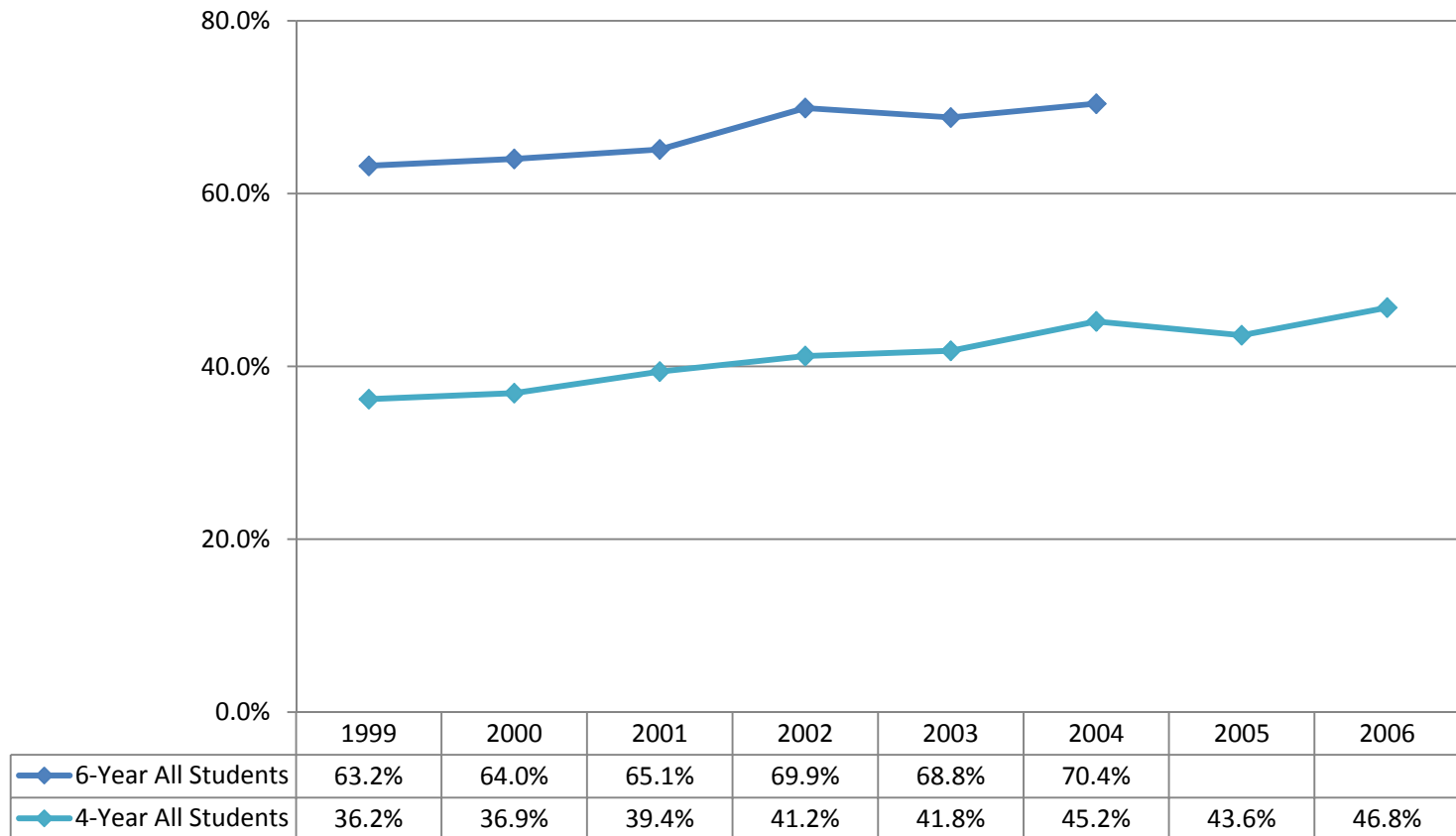
Why are they gaining?

- What does it cost a new freshmen to take a 3-hour course at ISU this fall?
 - A. \$250.56
 - B. \$396.00
 - C. \$1183.20
 - D. \$1548.83
 - E. \$2670.00

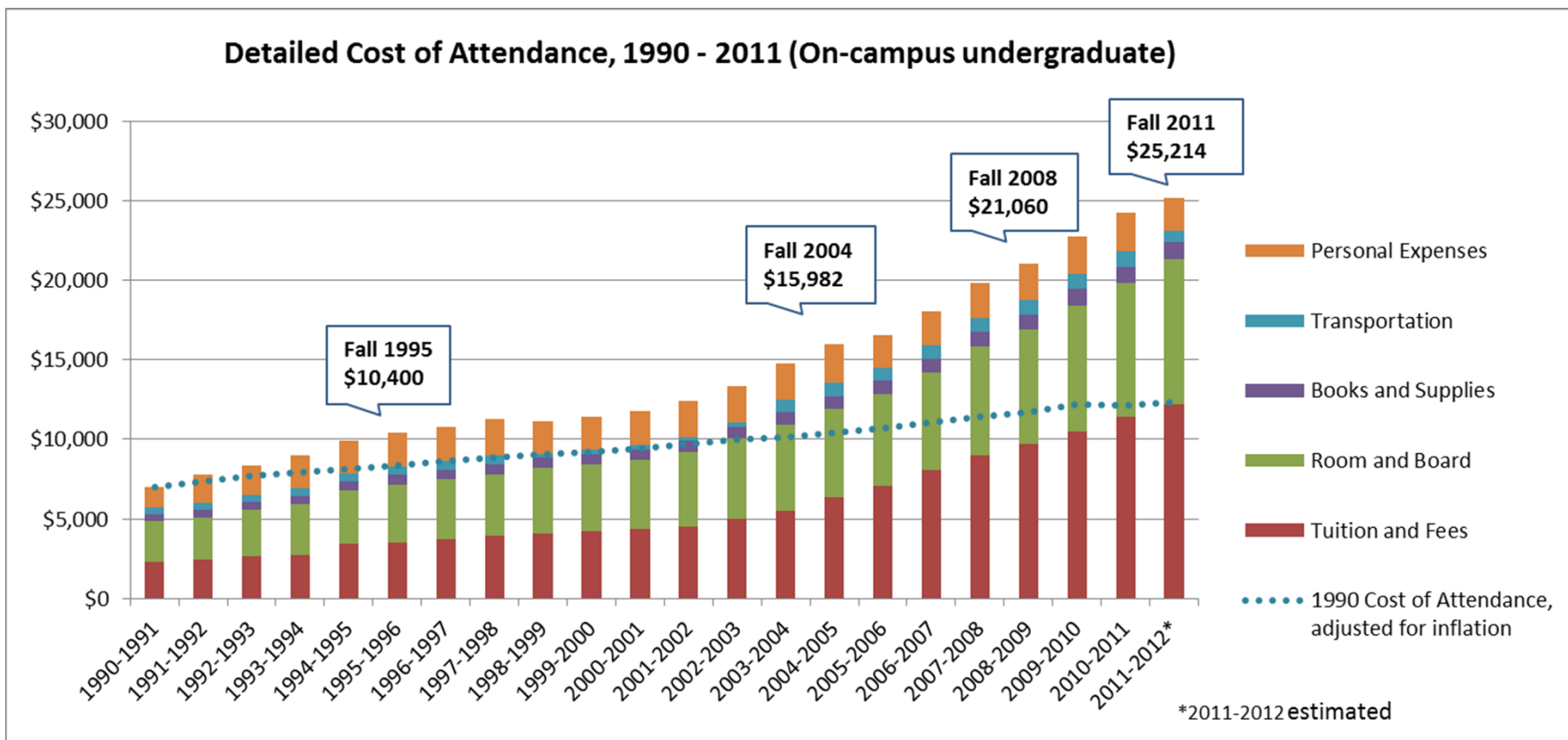
Why are they gaining?

- What does it cost a new freshmen to take a 3-hour course at ISU this fall?
 - A. \$250.56 (IVCC)
 - B. \$396.00 (COD)
 - C. \$1183.20 (ISU)
 - D. \$1548.83 (Bradley Typical Net Cost)
 - E. \$2670.00 (Bradley Full-Pay)

Four- and Six-Year Graduation Rates

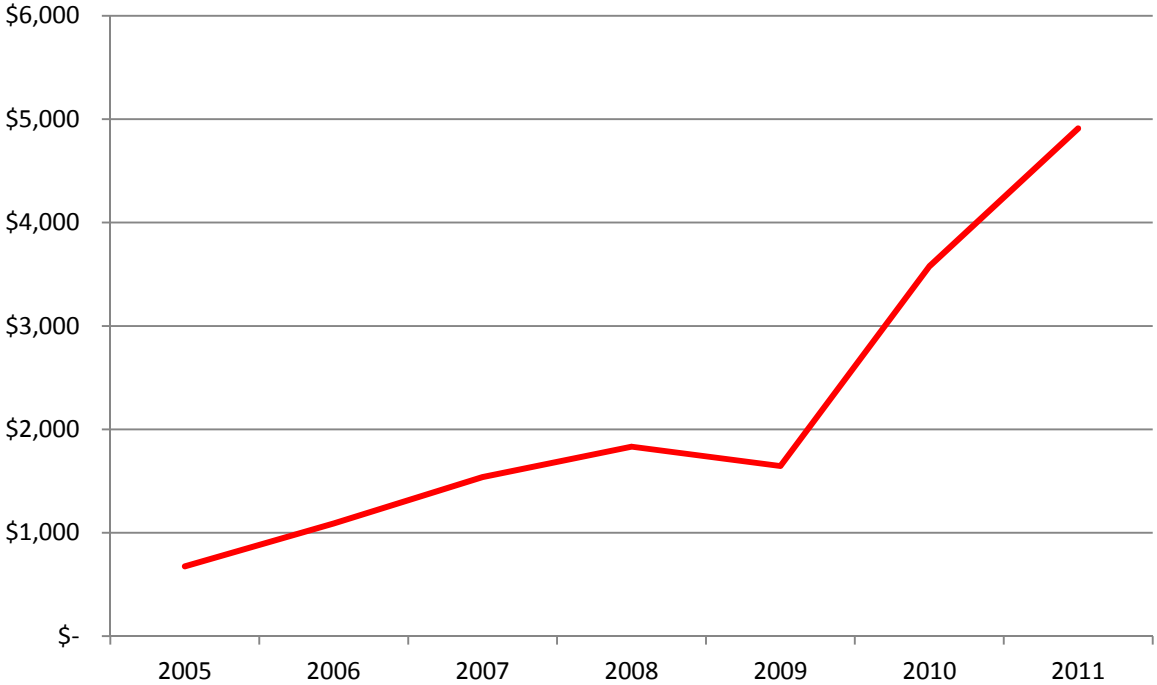


Cost of Attendance



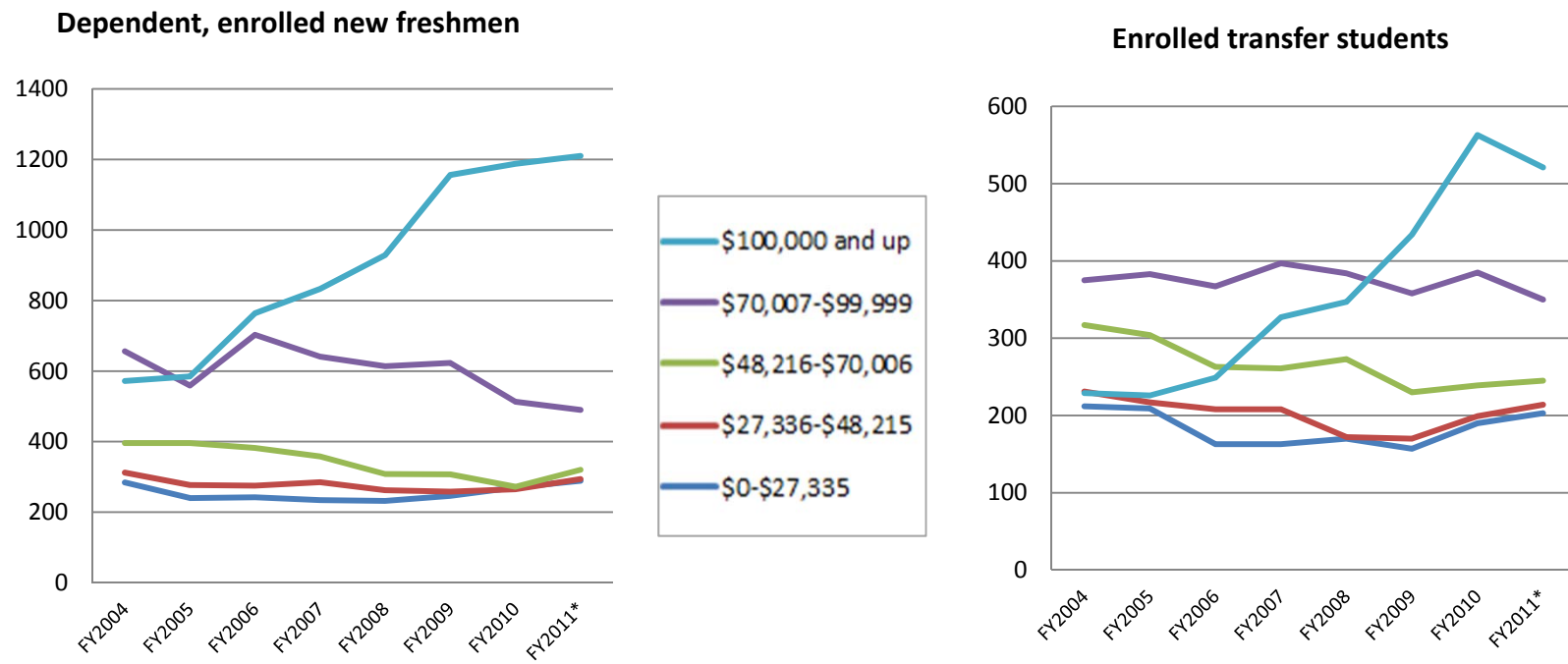
Gap Between Cost and Maximum Aid

Gap Between Cost and Maximum Aid for a Student with 0 EFC Filing On Time

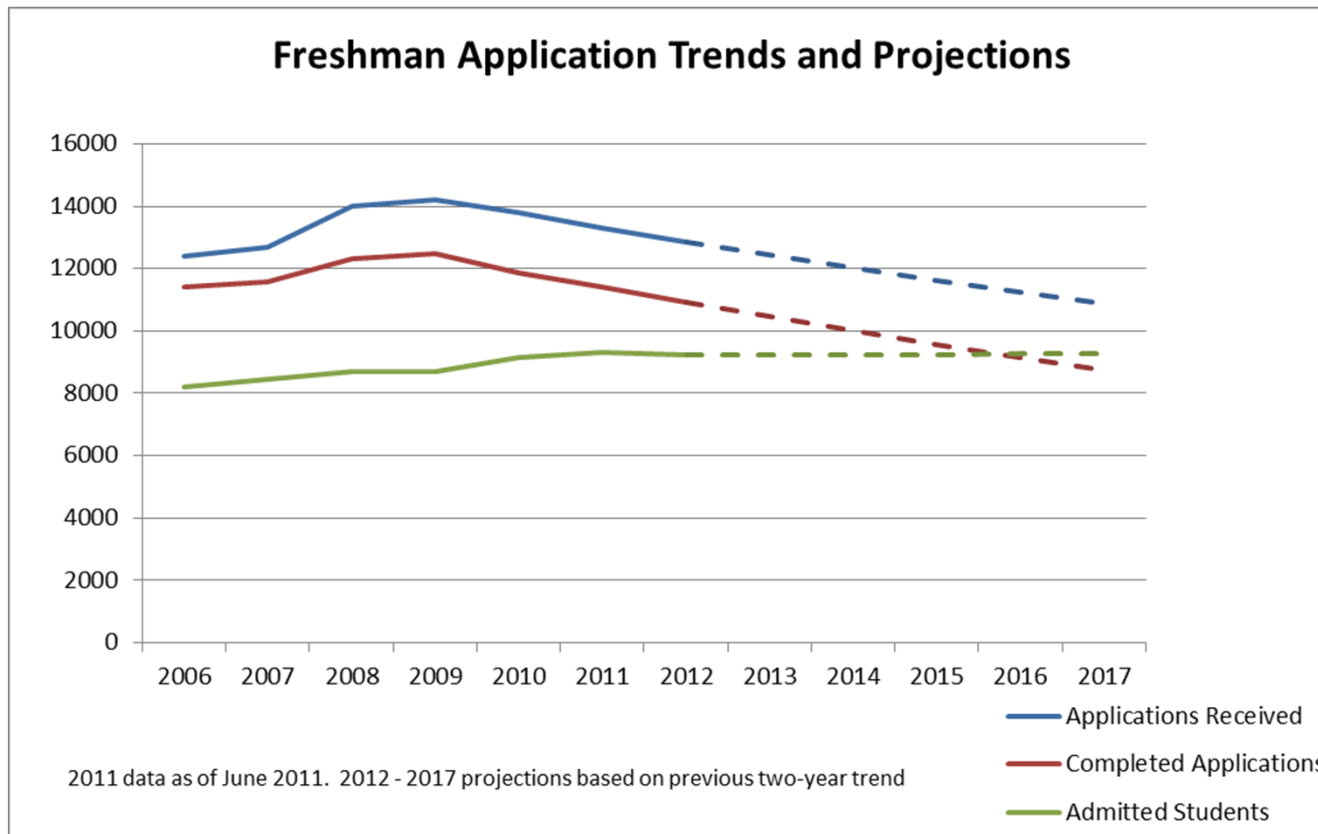


Who is able to pay?

Income Quintiles - enrolled new students who applied for aid, by fiscal year



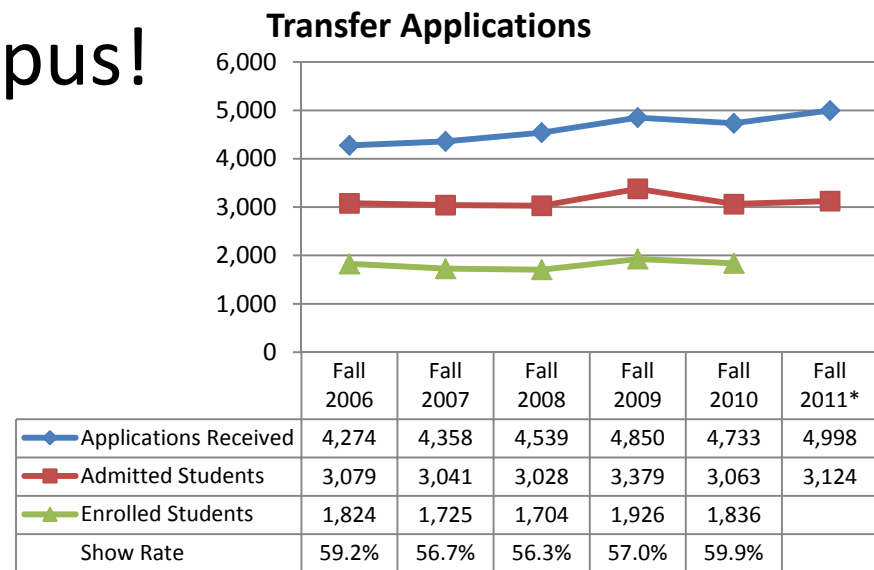
There are consequences to all that.



In 2006, we admitted 72% of all those who completed applications.
In 2011, we admitted 82% of all those who completed applications.

Recommendations

- Increase our prospect pool and expand recruitment communication
- Shift undergraduate enrollment modestly and gradually toward transfer students and welcome them to campus!



* Fall 2011 as of 5/17/2011

Recommendations

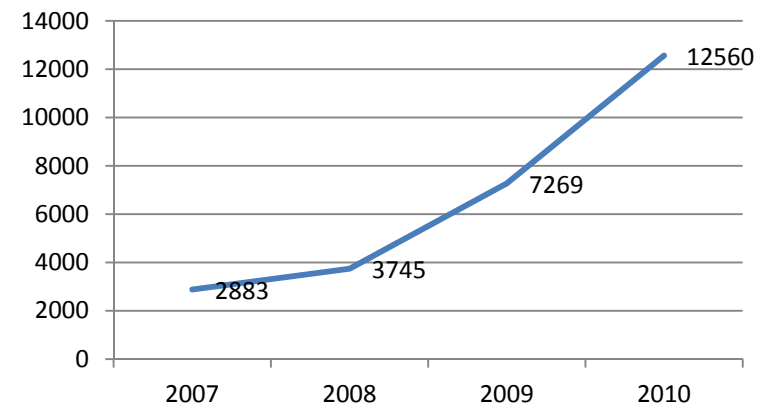
- Remain competitive on price given regional competition.
- Continue to enhance institutional gift aid.
 - Merit
 - Need-Based

Average Foundation Awards by Class FY 2007-FY 2010		
Freshman	\$89,009	8.6%
Sophomore	\$68,060	6.6%
Junior	\$197,378	19.2%
Senior	\$526,934	51.2%
Unclassified	\$1,179	0.1%
Graduate	\$91,162	8.8%
Specialist	\$10,825	1.1%
Doctoral	\$45,551	4.4%
Total	\$1,030,101	100.0%

Recommendations

- Increase retention programming to meet demand.
- Further involve University community in outreach, recruitment, and retention.

**Visor Center Tutoring Use
Content, SI, Writing**



“Success 101” Retention Results

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number Enrolled	44	89	157	124
Number on Academic Probation after first semester	26 (59.1%)	19 (21.3%)	33 (21%)	17 (13.5%)

Support and Guidance

- Further define who we are and what we stand for.
- Continue to remove the silos and send a unified communication stream to students and parents.
- What is the right mix of need- and merit-based scholarships? And how would we know?
- How can we increase flexible scholarships that can be used to recruit—not reward?
- What is the right mix of freshmen and transfers?
- What is the right size for our undergraduate enrollment?
- What is our interest in growing international student enrollment?

What can departments and schools do?

- Open the doors to the extent you can, particularly for transfer students.
- Think about how one-time dollars might help you increase capacity.
 - Two more computer stations in a lab?
 - Active learning in a hybrid lecture/ lab course?
 - Faculty retreat to streamline curriculum.
- Look seriously at your curriculum.
- Work with Admissions on recruiting.