

NCA Self Study
Criterion 1 Documents

Eastern Illinois University

Year 2014

2014 Strategic Enrollment Plan

Eastern Illinois University

Strategic Enrollment Plan

February 7 Draft

2014



**Eastern
Illinois
University**

2014 Strategic Enrollment Plan for Eastern Illinois University

Table of Contents

Executive Summary	2
Introduction	5
Organizational Structure for Planning	6
Planning Assumptions.....	7
Statement of Strengths, Weaknesses, Opportunities, and Challenges.....	8
Situation Analysis.....	13
Institutional Profile	13
Key Performance Indicators.....	14
Competitor Analysis.....	16
Strategies and Priorities for Action	18
Structure to Monitor the Strategic Enrollment Plan	20
Enrollment Projections.....	21
Conclusion	24
SEP Phase II and III Recommendations	24
List of Supporting Documents	26

2014 STRATEGIC ENROLLMENT PLAN

Executive Summary

Eastern Illinois University has many reasons to be proud. It prizes and promotes a supportive, relationship-based culture enabled by small class sizes and a strong network of co-curricular opportunities. It offers academic programs that prepare students for several high-demand occupations. Its curriculum is enriched by high-impact practices, including internships, student/student-faculty research, study abroad, and community service, for which it has been recognized by the Corporation for National and Community Service and the U.S. Department of Education. It is home to two recent CASE Illinois Professors of the Year, five Illinois Teachers of the Year, and two Walter Payton Awardees. Its retention, graduation, and student satisfaction rates are higher than national averages. And it has made deliberate efforts to ensure its affordability, tempering tuition and fee increases and augmenting its scholarship funds. Each of these strengths is evidence that the university lives up to its core values—excellence, personal relationships, access, and service.

Eastern also upholds its obligation to plan for the future. It completed *Envision EIU*, a comprehensive strategic plan, and now is engaged in program analysis to ensure that funds will be directed to activities with the greatest potential to support its mission and goals. Such efforts are necessary given the university's decreasing support from the state and its growing reliance on tuition income, a precarious position for a university that has experienced four years of declining overall enrollment.

In summer 2012, Eastern inaugurated its strategic enrollment planning (SEP) process. The SEP initiative was led by a Steering Committee that reports to President Perry, and supported by a Planning Council that included broad representation from each vice presidential area and key governance groups. Committee members gathered and analyzed enrollment-related data and research, crafted a situation analysis, and with input from the larger campus community, developed overarching enrollment goals and supporting initiatives. This plan is the product of their work.

At the outset of the SEP process, the Steering Committee determined that Phase I would focus on traditional-aged undergraduate students, the population that has decreased the most significantly, while subsequent phases and reports would focus on nontraditional and graduate students. The committee also determined that the plan would accord with Eastern's mission and support its institutional strategic plan, as is evident from its goals:

1. Increase EIU's share of in-state and other selected groups of new students.
2. Enhance positive awareness of and support for EIU in the local region and beyond.
3. Strengthen the quality and competitiveness of EIU's academic programs.
4. Expand programs and practices prerequisite to student success.
5. Expand course and program access and delivery methods.

6. Improve the academic profile of the incoming class.

Committee members drafted fifty second-level enrollment strategies, which they shared with the campus community at an open forum in January 2013. They then revised the strategies based on the feedback they received, presenting the results at a second open forum in April. The Steering Committee subsequently selected twelve action plans for implementation in 2013-14:

1. Develop marketing, recruitment, and communication plans for purchased ACT lists strategically filtered to target students most likely to enroll.
2. Develop a tiered system for high school and community college visits that expands services to key feeders and extends services to additional schools.
3. Invest in mutually beneficial programs and partnerships with key community colleges, including a transfer center at Lake Land College, formal reverse transfer programs, intent-to-enroll programs, and an online orientation program.
4. Deliver the final two years of four popular programs (one per college) in a combination of online and face-to-face courses scheduled to ensure the access of transfer students with work and/or family obligations.
5. Aggressively expand awareness of EIU using market-appropriate media.
6. Develop a marketing campaign (including one designed specifically for new yield events) that highlights documented university and program strengths.
7. Initiate an “It’s My EIU” campaign for faculty, staff, and alums to engage them in the recruitment process.
8. Develop an evidence-based plan to guide new program development in areas of documented student and employer demand and existing faculty expertise (and implement at least one new program in Phase II).
9. Improve persistence by developing interventions and intrusive advising for entering students with more than three pre-enrollment at-risk factors.
10. Improve persistence by developing interventions and intrusive advising for continuing students who are not meeting satisfactory academic progress requirements.
11. Enhance marketing for Summer Sessions 2014 and beyond.
12. Examine the ramifications of changing admission requirements or processes to improve the academic profile.

These action plans address some of the key issues prerequisite to the university’s ability to increase enrollment: Enhancing awareness of EIU, improving its image, strengthening its recruitment and retention efforts, and increasing its yield of admitted students. The return-on-investment analysis conducted by the SEP committee members indicates that if these initiatives are fully implemented, they have the potential to increase undergraduate enrollment by 151 students (2%) in fall 2014, and by 744 students (9%) by fall 2018.

The undergraduate enrollment projection models developed by Noel-Levitz put the committee’s projections into perspective, offering four potential long-term undergraduate enrollment scenarios based on census data and EIU’s current share of the Illinois market:

1. If it makes no changes to its current marketing and recruiting practices (or if it makes changes that are unsuccessful), EIU's undergraduate enrollment will continue to shrink, owing to a decrease in the number of high school graduates and community college transfers on which it depends.
2. If it increases freshman-to-sophomore retention by 3%, undergraduate enrollment will grow by nearly 400 students in five years. The gains would be negligible after that point, however; a retention increase alone will not rebuild undergraduate enrollment.
3. If it increases the enrollment of both new freshmen and new transfers by 5% each year, undergraduate enrollment will return to the average (9695) in five years.
4. Finally, if it simultaneously increases new student enrollment by 5% and freshman-to-sophomore retention by 3%, it can rebuild undergraduate enrollment in four years.

This plan explores the challenges facing not only Eastern Illinois University but also Illinois higher education in general. Undergraduate enrollments in particular are threatened by the decrease in supply, the rising cost of a college education, and the increase in competition for students from brick-and-mortar institutions in and out of state, as well as online institutions. Given these facts, the SEP leadership devised a fifth enrollment scenario, one that combines smaller average enrollment increases with increased retention. It projects that if Eastern is able to increase new freshman and transfer enrollment by 2% each year and freshman-to-sophomore retention by 3% overall, it will grow undergraduate enrollment by 10% (to 9154) over the next five years.

The initiatives detailed in this plan will help Eastern to achieve this goal as they continue to strengthen its enrollment management processes and practices. However, the university is unlikely to make significant progress (and *very* unlikely to achieve the current institutional enrollment goal of 11,600-11,800 students) unless it develops one or more new unique and/or high demand undergraduate degree programs, increases its share of the nontraditional student market, and expands its online course and program offerings. Each of these strategic issues will be addressed and implemented in Phase II of the SEP process.

Tempered optimism is called for. While Eastern may not restore enrollment to fall 2007 levels, it can redefine its optimal enrollment, reposition itself to serve future students, and continue to live up to its core values of excellence, personal attention, accessibility, and service. In the process, it can and will remain true to its mission of offering superior undergraduate and graduate education.

2014 Strategic Enrollment Plan for Eastern Illinois University

I. Introduction

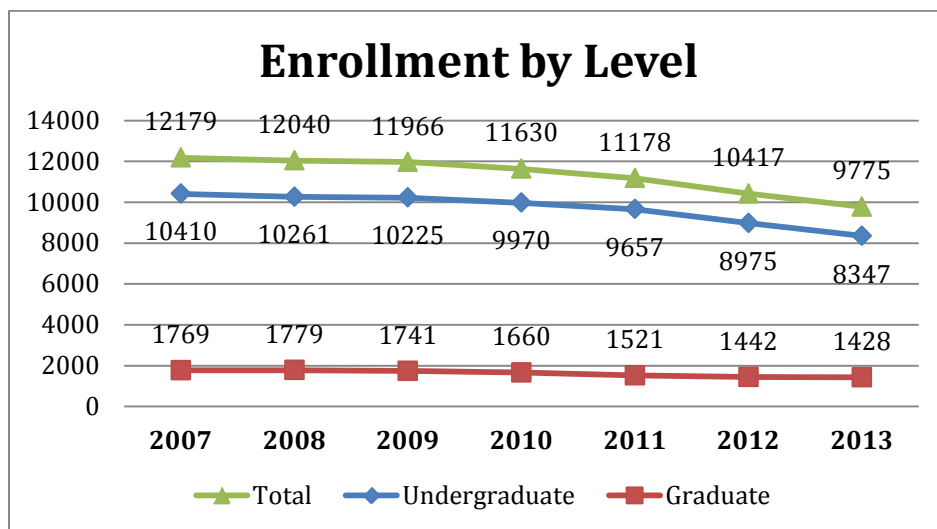
Institutional Enrollment Trends

In fall 2002, Eastern Illinois University enrolled a record number of first-time freshmen--2074 new students, more than it could effectively serve. Enrollment leveled off after that, and through fall 2008, Eastern enrolled an average of 1815 new freshmen. In fall 2009, the new freshman class decreased for the first time. Larger decreases in fall 2010 through 2012 resulted in a new freshman class of 1234 students, 32% less than the average. As a result of the implementation of new strategic enrollment management initiatives, Eastern began to reverse this trend, and in fall 2013, new freshman enrollment increased by about 2%.

Meanwhile, transfer student enrollment had remained stable through fall 2011, averaging about 1125 new students. However, over the next two years, the transfer population decreased. As of fall 2013, new transfer enrollment is 938, 17% below the average. Four years of increasingly smaller new freshman classes, coupled with two years of declining new transfer enrollments, have taken their toll: Eastern enrolled 1878 (18%) fewer undergraduates in fall 2013 than it did in 2009.

Graduate enrollments averaged about 1737 students from fall 2003 through fall 2008 but began to decrease when new freshman enrollments did. The decline had slowed by fall 2013, though graduate enrollment remains 309 (18%) below the average.

As a result of these trends, Eastern's total enrollment fell below 10,000 for the first time in many years:



Many Illinois public universities have experienced enrollment declines in the past few years, owing to increased competition and decreased supply. Of Eastern's key competitors, only the University of Illinois has avoided this fate. Yet any institution experiencing decreased enrollment has a responsibility to identify the causes of the decline and to develop strategies to ensure fiscal stability. As this plan shows, Eastern has embraced this responsibility.

II. Strategic Enrollment Planning Structure

EIU began strategic enrollment planning (SEP) in summer 2012. The SEP initiative was led by a Steering Committee that reports to President Perry, and supported by a Planning Council that included broad representation from each vice presidential area and key governance groups. Members are listed below:

Steering Committee

- Pat Early, Assistant VP for Integrated Marketing and Brand Strategies
- Mary Herrington-Perry, Assistant VP for Academic Affairs/Enrollment Management
- Tesa Leonce, Faculty Senator/Associate Professor of Economics
- Blair Lord, Provost and Vice President for Academic Affairs
- Bob Martin, Vice President for University Advancement
- Mike Maurer, Director of the Budget Office
- Dan Nadler, Vice President for Student Affairs
- Bill Weber, Vice President for Business Affairs

Planning Council

- Bryan Callaway (Health Services; Civil Service Council)
- Jerry Donna (Financial Aid; Enrollment Worx)
- Christine Edwards (Financial Aid; Council on University Planning & Budget; Staff Senator)
- Ryan Gibson (Web Office; Data/Technical Support)
- Lora Green (Academic Advising; Enrollment Management Advisory Committee)
- Lou Hencken (Admissions; Enrollment Worx)
- Frank Kingery (Information Technology Services; Data/Technical Support)
- Kelly Miller (Housing)
- Kimberlie Moock (New Student Programs; Enrollment Worx)
- Josh Norman (Registrar's Office; Data/Technical Support)
- Harold Ornes (College of Sciences; Dean)
- Patty Poulter (College of Arts and Humanities; Committee on Retention Efforts)
- Joy Russell (Elementary Education; Department Chair)
- Emily Stuby (Planning and Institutional Studies; Data/Technical Support),
- Tim Taylor (English; Committee on Retention Efforts)
- Zachary Samples (Enrollment Management Advisory Committee; Student Senate)
- Mary Wallace (Athletics; Enrollment Management Advisory Committee)
- Jeff Wilson (Facilities Planning & Management; Civil Service Council)

Thus far, the planning process has included six stages:

1. Preparation
2. Data Analysis
3. Strategy Development
4. Action Plan Development
5. Prioritization of Action Plans
6. Quantifiable Goal and Return-on-Investment Identification

A seventh stage, Plan Evaluation and Modification, will be launched prior to the beginning of the fall 2015 recruitment cycle.

The Steering Committee determined that in the first phase of SEP, the university would focus on improving the enrollment of traditional undergraduate students, with a planning horizon of three-to-five years. In the Data Analysis phase, committee members subsequently invested significant time collecting and analyzing Illinois high school graduation projections, state and national employment projections, competitors' enrollment data, College Choice Survey results, and Eastern's Key Performance Indicators, seven years of data related to new student enrollments, applicant and academic profiles, hours attempted and earned, retention and graduation rates, as well as supporting information about faculty, EIU's fiscal health, and course offerings.

Following a review of the research and data described later in this plan, committee members drafted a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) statement and a situation analysis, a data-rich narrative summary of the internal and external trends affecting enrollment management efforts, for good or for ill. In the Strategy Development stage, they drafted eleven "top line" and fifty second-level enrollment strategies, which they shared with the campus community at an open forum in January 2013. Committee members revised the strategies based on the feedback they received, presenting the results at a second open forum in April.

During the summer, subcommittees developed detailed action plans for each of the second-level strategies. This fall, the Steering Committee prioritized those plans, selecting the twelve that compose Eastern's Fall 2013 *Strategic Enrollment Management Plan*. These are detailed in the "Strategies and Priorities for Action" section of this report.

At each step of the process, the Strategic Enrollment Planning Web site (<http://castle.eiu.edu/strategicenrollment/>) has kept the campus community informed about the committees' research, findings, plans, and progress.

III. Planning Assumptions

During the Preparation Stage of the SEP project, the Steering Committee established shared assumptions to govern the planning process:

- The Strategic Enrollment Plan will accord with Eastern's mission and support the implementation of its overarching strategic plan, *Envision EIU*. The action plans

included here address three of the six themes of the institutional plan: academic excellence, financial sustainability, and marketing and communications.

- Phase I of the plan focuses only on traditional-aged undergraduate students. Nontraditional and graduate students will be the focus of subsequent planning phases.
- No new resources will be available from the state to support new initiatives; they must come from internal reallocation.
- Eastern's key competitors will become even more aggressive. This fall, enrollment at most Illinois public universities decreased, too. This means they will be working even harder to build their fall 2014 classes.¹
- The number of high school graduates will continue to decrease.
- Cost will continue to play an increasingly important role in the college choice process.²
- College degrees will continue to increase in value, given their well-documented impact on employment rates and earnings. This also will increase the pressure on colleges to demonstrate high job placement rates.
- The university already has made tremendous progress at improving its enrollment management enterprise, and as a result, new freshman enrollment increased in fall 2013 for the first time since 2008. Eastern will continue to build on this momentum.
- There is room for improvement in key enrollment management areas: recruitment, marketing and branding, and the program inventory. Implementing strategies included in the SEP action plans will support improvements in these areas, as it increases the number of well-qualified students who apply and the number of admitted students who enroll.

IV. Statement of Strengths, Weaknesses, Opportunities, and Challenges

The list below identifies significant facts with the ability to help or hinder Eastern's efforts to stabilize or improve undergraduate enrollment. Altogether, they describe an institution that is facing significant challenges but has great potential to reverse downward enrollment trends.

¹ Southern Illinois University-Carbondale (where freshman enrollment increased by 12.5% this fall) is a case study in aggressive recruitment: It gave new freshmen a Dell tablet computer, a \$100 gas card to attend selected campus visit programs, simplified admission for those with at least a 23 ACT composite score, some full-ride scholarships totaling \$85,000 over four years, and a legacy student tuition discount of 20%. SIUC also takes its enrollment services to students in the Chicago area, and it has developed some compelling new promotional publications.

² For example, nearly 70% of the parents polled in a 2013 survey conducted by Inside Higher Ed and Gallup indicated that they would restrict their student's college choice because of costs. See *The college decision-making process: A survey of parents of 5th through 12th grade students*. Retrieved from [http://www.edtrust.org/sites/edtrust.org/files/IHE_ParentsSurvey_Booklet_Final\[1\].pdf](http://www.edtrust.org/sites/edtrust.org/files/IHE_ParentsSurvey_Booklet_Final[1].pdf)

Strengths

- EIU's supportive, relationship-based culture, which is enabled by small class sizes (17 on average) and a small student-to-faculty ratio (14:1).
- Its focus on teaching excellence. Eastern is home to two recent CASE Illinois Professors of the Year and five Illinois Teachers of the Year; at least 97% of classes are taught by faculty; graduate assistants assigned to classrooms are well trained by their departments to be effective teachers and mentors. In 2012, 94% of first-year teachers and 96% of fifth-year teachers who were EIU graduates were "very satisfied" or "satisfied" with the overall quality of their EIU teacher education program; 96% of principals rated their EIU first-year teachers as "extremely" or "mostly" prepared.
- Academic programs that prepare students for many high demand occupations (business, community services, education, health professions).
- High-impact curricular and co-curricular experiences that enhance career and graduate school placement (professional internships, service learning, study abroad, undergraduate research, etc.).
- A broad array of support services geared to students' academic and personal needs (Career Services, Counseling Center, Student Success Center, Residence Hall programming, etc.).
- High retention (77%), graduation (60%), and satisfaction rates (89%). Nationwide, the mean retention rate at traditionally selective master's-level institutions is 69%, while the six-year graduation rate is just under 44%. Results of the 2013 National Survey of Student Engagement show that EIU seniors rated their educational experience more positively than students attending competitor institutions as well as all other participating institutions.
- Low costs (\$20,502 in fall 2013, less than the direct cost at six of EIU's seven key competitors).
- An effective merit scholarship and financial aid management system, evidenced by the high percentage of need met (66%), relatively low student debt (\$18,500), and low loan default rate (6.7%). Nationally, the average student debt is \$25,000 (College Board, 2013), while the three-year default rate is 14.7% (U.S. Department of Education).
- Excellent relationships with community colleges, the result of fair and consistent transfer policies and practices
- A beautiful residential campus in a small community with easy access to urban areas.

- MyEIU, a vibrant, robust Prospect Relationship Management System.
- Extensive analytical and technological tools that support enrollment management efforts.
- An enrollment management culture that prizes the collection, analysis, and use of data and research to make informed decisions and document effectiveness.

Weaknesses

- Decreased overall enrollment (-2404 since fall 2007), which has contributed to decreased enrollment in many high demand programs (business, education, humanities³) and created financial challenges for the university, which is facing a \$7 million deficit in 2015.
- Insufficient investment in enrollment management, as well as supporting services such as marketing and communication (The enrollment management division is under-staffed; the marketing and communication budget is far below the national benchmark of 1% of net revenue).
- A large percentage (20%) of unqualified applicants and a low admit-to-enroll rate (26%), which combine to hinder efforts to meet enrollment goals.
- Increased enrollment of populations with lower retention rates (e.g., students with significant unmet financial need).
- Lack of unique academic programs, as well as other high demand programs that our competitors offer (e.g., agriculture, computer programming, criminal justice, engineering, physical therapy, social work).
- Insufficient number of online courses and programs (Eastern offered just 101 online course sections in 2013 despite growing demand).
- Lack of awareness about/misperceptions of the EIU brand.
- Inability of the Charleston community to provide the amenities and improved physical appearance that would attract additional students.

Opportunities

- Promoting institutional and programmatic strengths and competitiveness in the state, region, and nation.

³ Eastern's competitors experienced decreased enrollment in these majors too, particularly in elementary and vocational education, finance, and business administration.

- Continuing to identify new ways to award scholarships and aid to improve the yield of targeted students.
- Revising academic programs to improve visibility and meet student and employer needs (by, for example, documenting program outcomes and ensuring that students have ample opportunities for applied learning and career development).
- Using the predictive model to identify and support students known to be at-risk for attrition.
- Recruiting, enrolling, and retaining Latino/Hispanic students, the fastest-growing population of Illinois college-bound students.
- Improving the placement of well-prepared teacher education graduates as current Illinois teachers begin to retire.
- Addressing state and federal mandates calling for an increase in the number of citizens with degrees.
- Developing new academic programs in emerging, viable, high demand fields.
- Expanding course and program access and delivery to attract the growing number of online and other nontraditional students.

Challenges

- Decreased and unreliable state support, which has increased the university's dependence on tuition and fee revenue. EIU already has the lowest per capita appropriated funding of all public institutions in Illinois, and pension reform holds the very real possibility of additional significant reductions in general revenue support.
- Decreased ability of families to pay for college. Illinois families' median income has decreased 8% since 2008, and currently, 30% of EIU students have a "0" Expected Financial Contribution (EFC). During this time, tuition and fees at EIU--which is one of the better values among public four-year institutions--increased by 27%. While costs at EIU increased only slightly for fall 2013 and will not increase at all for fall 2014, families continue to struggle to pay for college. They thus continue to seek less expensive options at state community colleges and out-of-state institutions or more lucrative scholarship packages at competitor schools.
- Increasing competition for students from in- and out-of-state universities, lower-cost community colleges, and online institutions. More than 300 colleges and universities serve the state of Illinois. Among the Title IV degree-granting institutions are twelve public four-year institutions, 48 community colleges, 98 independent not-for-profit institutions, and 36 independent for-profit institutions.

The 207 accredited online institutions in the U.S. exacerbate the situation, as does the fact that Illinois is the *fourth* largest exporter of students to out-of-state colleges and universities, behind New Jersey, New York, and California, according to the National Center for Education Statistics (NCES). Given that it also costs more for students to go to college in Illinois than in most other states,⁴ this exodus will continue.

- Projected reductions in the number of college-goers. Data from the NCES show that overall college enrollment grew 33% from 2000 to 2009, but it is projected to increase less than 13% through 2020. In fact, total fall enrollment has decreased in each of the last four terms, with Illinois experiencing a 3% decrease.⁵ This number likely will grow as the pool of high school graduates continues to shrink: The Western Interstate Commission for Higher Education projects a 6% decrease in Illinois high school graduates this year (from 151,000 to 142,000), and a continued but smaller decrease through 2025 (to 138,000).⁶ Furthermore, enrollment at Illinois' community colleges has decreased almost 9% since the height of the recession, and transfer patterns in Illinois are changing: More students are transferring to proprietary schools and fewer to public universities and community colleges. Last, the very large growth in online courses and programs nationwide in the context of much smaller growth in higher education enrollments overall suggests that they are replacing face-to-face classes and programs. Research conducted by the Babson Survey Research Group indicates that between fall 2002 and fall 2011, online enrollment has increased from 9.6% of total enrollment to 32%.⁷
- Changing demographics. The Illinois Department of Commerce⁸ projects that between 2010 and 2030, the racial/ethnic makeup of Illinois' college-age students will change significantly: Asians and Hispanics will increase by 96% and 18%, respectively; Whites and African-Americans will decrease by 6% and 18%, respectively. A recent analysis in *The Chronicle of Higher Education* confirms

⁴ According to the College Board, 2013-14 tuition and fees at four-year public universities in Illinois average \$12,550; the national average is \$8759. See *Trends in college pricing 2013* at <http://trends.collegeboard.org/college-pricing>.

⁵ National Student Clearinghouse Research Center. (2013). *Current term enrollment report—Fall 2013*. Retrieved from <http://nscresearchcenter.org/currenttermenrollmentestimate-fall2013/>

⁶ Western Interstate Commission for Higher Education. (2012 December). *Knocking at the college door: Projections of high school graduates (Illinois)*. Retrieved from <http://www.wiche.edu/info/knocking-8th/profiles/il.pdf>

⁷ Babson Survey Research Group (2013). *Changing course: Ten years of tracking online education in the United States*. Retrieved from <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>

⁸ Illinois Department of Commerce and Economic Opportunity. (n.d.) *Population projections*. Retrieved from <http://www2.illinoisbiz.biz/popProj/>

these changes, projecting that between now and 2028, Illinois will see significant decreases in the number of high school graduates who are White (-17,208) and Black (-6180) and increases in the number who are Hispanic/Latino (+3678) or Two or More Races (+2306).⁹

- Uneven academic preparation of prospective students. According to ACT,¹⁰ only 26% of 2013 test takers met all four college-readiness benchmarks, which correlate to their ability to succeed in common first-year college courses (English, math, social science, and science). Nationwide, students scored lowest in math, with only 36% meeting the college-readiness standard. EIU students' relatively low scores on the Collegiate Learning Assessment, which measures freshmen and seniors' writing and critical thinking abilities, underscores the longer-term impact of this lack of preparation.

V. Situation Analysis

Institutional Profile

Eastern Illinois University is a traditionally selective, residential, master's comprehensive public university located in the rural community of Charleston, Illinois. The institution was established in 1895 as a Normal School, and its teacher education heritage persists. However, its inventory broadened over the years to include programs in business, health sciences, fine arts, humanities, biological and physical sciences, and social sciences. Eastern's mission statement embraces this breadth of programming. It also promises students an accessible educational environment that is "committed to diversity and inclusion" and that will help prepare them for the future via "opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture." Its vision statement mirrors these goals and reflects its aspirations to be a "premier comprehensive university, global in its reach and impact." Its core values—excellence, personal relationships, accessibility, and service—set the standards for its actions and interactions.

Eastern is one of twelve public universities in Illinois. As of fall 2013, it is the third smallest, enrolling a total of 9775 students. The University of Illinois at Urbana-Champaign--just one hour away--is the largest, with just under 45,000 students. Eastern's nearest higher education neighbor is Lake Land College, one of the state's forty-eight community colleges, which enrolls about 6000 students, the majority of them part time.

⁹ Myers, J. (2014, January 19). Prospects: Who will reach college age in the next 14 years? *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Who-Will-Reach-College-Age-in/144061/>

¹⁰ ACT. (2013). *The condition of college and career readiness 2013*. Retrieved from <http://www.act.org/research/policymakers/cccr13/index.html>

Key Performance Indicators (2007-2013)

Eastern's key enrollment performance indicators (KPIs) depict several common themes, some of which reflect the trends described above: Increased diversity, a stable academic profile, comparatively high retention and graduation rates, decreased enrollment, and increased costs to the university as both enrollment and class sizes have declined.

Academic Profile Indicators

- The average ACT composite score of first-time freshmen remained steady at 22; that of first-time minority freshmen increased from 18 to 20.
- The average high school GPA of entering freshmen declined slightly, from 3.43 to 3.33; that of entering minority freshmen increased slightly, from 2.77 to 2.84.

Retention and Graduation Indicators

- The overall freshman-to-sophomore retention rate remained steady, averaging 80% through 2012. This fall, it dropped to 77%. Minority student retention rates have been much less steady, but this fall, they dropped from 76% to 69%. Eastern's six-year graduation rate has averaged 59%.

Financial Indicators

- Over the last six years, tuition and fees have increased 39%, room-and-board has increased 31%, and total direct costs have increased 36%. However, the university imposed very modest cost increases for fall 2013 and none for fall 2014.
- Since fiscal year 2002, state funding has constituted a significantly smaller percentage of Eastern's budget, decreasing from 67% to 42%. The burden has shifted to tuition revenue, which has grown from 33% to 58% of total funding.

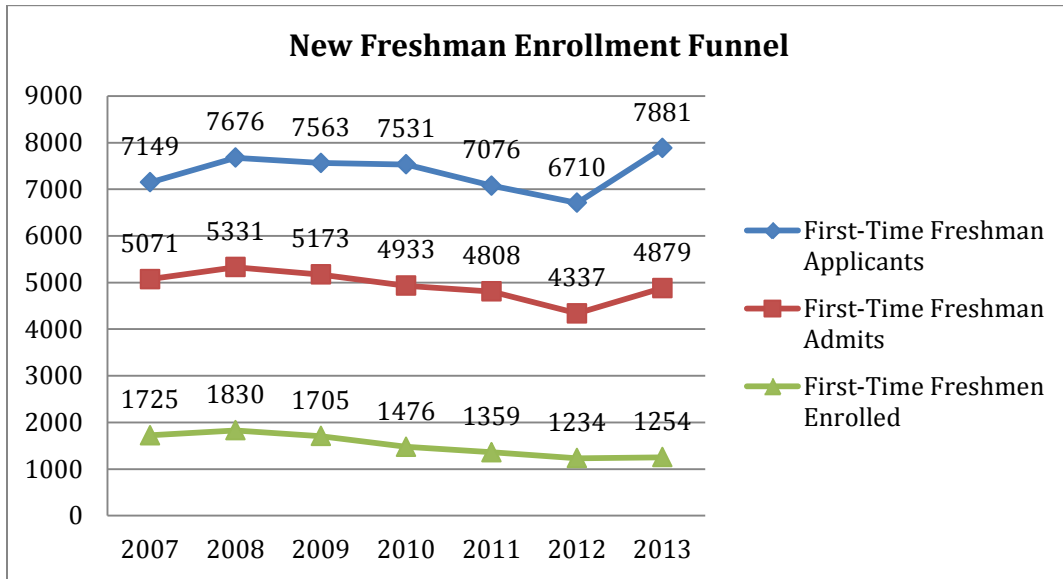
Enrollment Indicators

- Total enrollment decreased from 12,179 to 9775 (-20%).
- Undergraduate enrollment decreased from 10,433 to 8347 (-20%).
- Minority student enrollment increased from 1348 to 2144 (59%), even as overall undergraduate enrollment has declined. Minority students now represent 26% of Eastern's undergraduate population.
- Out-of-state student enrollment remains small but has increased significantly, from 52 to 154 (196%), most likely because of new tuition models.
- New freshman enrollment decreased from 1725 to 1254 (-27%), though it increased 2% from 2012 to 2013.
- New transfer enrollment decreased from 1104 to 938 (-15%).

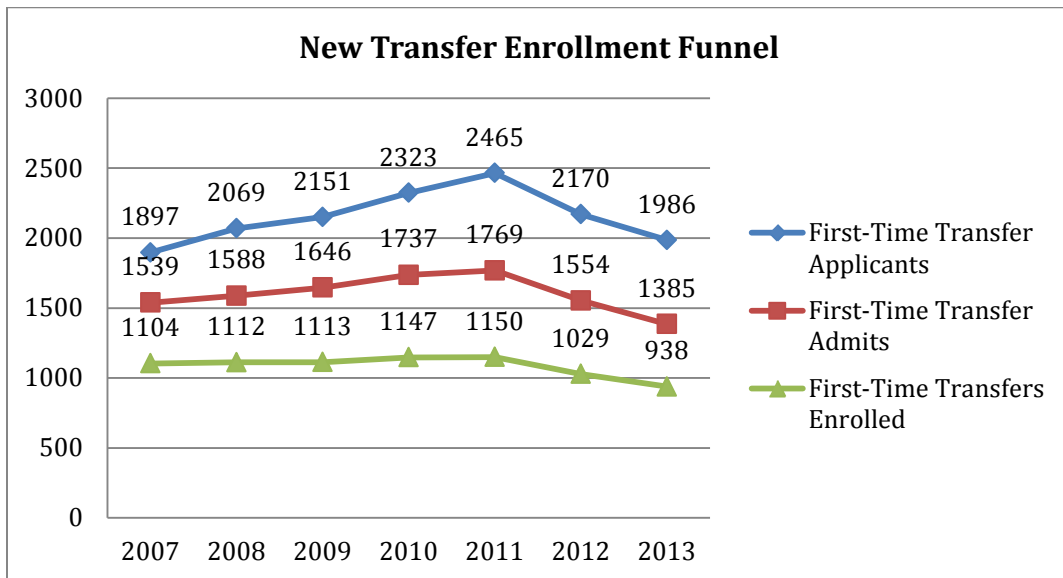
Data from EIU's enrollment funnel shed some light on the source of the freshman and transfer enrollment decline:

- As the graph below shows, applications from first-time freshmen decreased steadily from 2009-2012 before rebounding in 2013 to exceed 2007 applications by 10%. Admitted students decreased 4% over this period, though they also

rebounded in 2013. The number of qualified applicants has decreased from 71% to 62% of applicants. Last, yield rates (i.e., the percentage of admitted students who enroll) decreased from 34% to 26%.



- Applications from first-time transfers increased through 2011 before beginning to decline, but in 2013 they still were 5% higher than in 2007. However, the number of admitted students decreased by 10%, and the yield rate fell from 72% to 65% before rebounding to 68%.



Competitor Analysis

1. College Choice

As the KPIs indicate, for four years in a row, EIU has enrolled too few of the students it admits. To position Eastern to be their first choice, it must know where they are enrolling instead. Data from the National Student Clearinghouse indicate that Illinois State University is at the top of the list of Eastern's primary competitors: In fall 2013, it enrolled 352 of the new freshmen EIU had admitted.¹¹ The University of Illinois at Chicago is at the bottom of the list: It enrolled 64 of Eastern's admitted freshmen. Here, in order of the challenge they pose, is the list of Eastern's key four-year competitors¹²:

1. Illinois State University (352)
2. Northern Illinois University (143)
3. Southern Illinois University at Carbondale (134)
4. University of Illinois at Urbana-Champaign (119)
5. Western Illinois University (109)
6. Southern Illinois University at Edwardsville (103)
7. University of Illinois at Chicago (64)

Why are EIU admits choosing other institutions? Those who participated in Eastern's College Choice Survey¹³ in summer 2012 indicated that they did so because of:

1. The community where the school is located
2. Scholarship award
3. Quality of the academic program
4. Total financial aid package
5. Overall reputation of the school
6. Appearance of the campus
7. Ease of getting home
8. Availability of their major
9. Job opportunities for graduates
10. Quality of academic resources and facilities

¹¹ While ISU consistently is EIU's #1 competitor, it enrolled fewer of EIU's admits in 2013 than in the two years before.

¹² Following are some additional facts about EIU's competitors:

- SIUC has moved up the list since 2011; WIU has moved down.
- Five community colleges are on this list: Moraine Valley, Lake Land, Joliet, DuPage, and Parkland. EIU loses about 50 students to each of them.
- University of Missouri-Columbia (60) and Indiana State University (37) lead the out-of-state institutions enrolling EIU's lost admits.
- St. Xavier leads the private institutions, enrolling 33 EIU admits in 2013; Bradley, Millikin, and DePaul averaged about 30 students.

¹³ The survey was administered by Noel-Levitz to over 1200 students. Complete results are available at <http://castle.eiu.edu/strategicenrollment/>.

Survey responses show that what participants perceived to be their first choice school's strengths also are what they perceive as Eastern's greatest competitive disadvantages--the community, scholarship aid, quality of the academic program, total financial aid package, and the overall reputation of the school. Only students planning to attend EIU identified cost, personal attention, class size, and safety as "top ten" reasons for their college selection, evidence that our marketing messages are successful and that these students believe they are important reasons to select a school. Yet it is equally telling that students who identified Eastern as their first choice did not include quality or reputation in their own top ten lists of the reasons they selected EIU.¹⁴

2. The Enrollment Funnel

The term "enrollment funnel" describes the various roles of students who participate in the college choice process—prospect, inquiry, applicant, admitted student, and enrolled student. Prospects are the largest group, and thus they occupy the widest part of the funnel; the process winnows out the remaining groups, leaving the smallest one, the enrolled student, at the narrowest part of the funnel.

Data available from the National Center for Education Statistics' College Navigator¹⁵ indicate that EIU's primary four-year competitors received an average of 16,354 freshman applications for fall 2012. The actual number ranged from a high of 31,454 (University of Illinois-Urbana/Champaign) to a low of 7660 (Southern Illinois University-Edwardsville). Eastern's total was 6710. EIU's largest competitor, Illinois State University, received twice as many applications. Among EIU's primary competitors, the current average applicant-to-admit conversion rate is 65%; that for admitted-to-enrolled students is 31%. Eastern's rates were 62% and 26%, respectively. Given that about 142,000 students will graduate from Illinois high schools this year and that over 300 Illinois higher education institutions are available to serve them, competitor application statistics underscore the fact that high school graduates apply and are admitted to multiple schools, and no institution will enroll every student it desires. But these statistics also highlight the weaknesses in EIU's funnel.

Conversion rate benchmarks enable institutions to set realistic enrollment goals: A university that needs to enroll 2500 new freshmen and historically admits 65% of applicants must receive almost 12,500 applications to meet its goal. These benchmarks also direct institutions in adjusting their enrollment management tactics accordingly. For example, Eastern is a traditionally selective institution (that is, the middle 50% of its students' ACT scores range from 18-24) that receives a growing number of applications

¹⁴ Surveys conducted by Office of Admissions' telecounselors in 2013 substantiate survey results and data from the National Student Clearinghouse (i.e., admitted students indicated that were going to a key competitor they considered a "better fit," that had a higher quality program, that offered more scholarship support, that was closer to home, that offered a major EIU does not). Many students reported that they were going to a community college because they could not afford a four-year school.

¹⁵ The College Navigator is available at <http://nces.ed.gov/collegenavigator/>.

but is able to admit too few of those who apply. This suggests EIU is attracting too many unqualified applicants. To remedy the situation, it is developing marketing and recruiting strategies to improve its image and increase the number of qualified applicants in the pool. Likewise, it is enrolling too few of the students it admits because it is losing too many of them to competitors. Enhancing the campus visit experience is one of several strategies included in this plan to increase yield.

3. Comparative Data

Despite the challenges it faces, Eastern compares favorably to its key competitors in a number of ways:

(NCES, College Board, and IPEDS data are from fall 2012 unless otherwise noted.)

- Instruction by Faculty: 1st (97% of classes are taught by faculty)
- Student-Faculty Ratio: Tied for 1st with SIUC and WIU (15 to 1)
- Costs (Fall 2013):
 - In-State Tuition and Fees: 3rd (\$11,144) after SIUE and WIU. EIU's tuition and fees consistently have been below the median for its key competitors.
 - Total Direct Costs: 2nd (\$20,502) after SIUE
- Retention Rates 3rd (79%) after UIUC and ISU
- Graduation Rates: 3rd (59%) after UIUC and ISU. Compared to the median for its key competitors, EIU's graduation rates are higher overall as well as higher for African-Americans and Latinos.
- Percentage of Need Met: Tied for 2nd with UIUC (66%); NIU is 1st (69%)

VI. Strategic Goals and Action Plans

In the context of the research summarized above, the SEP committees selected six overarching enrollment goals with input from the campus community:

1. Increase EIU's share of in-state and other selected groups of new students.
2. Enhance positive awareness of and support for EIU in the local region and beyond.
3. Strengthen the quality and competitiveness of EIU's academic programs.
4. Strengthen and expand programs and practices prerequisite to student success.
5. Expand course and program access and delivery methods.
6. Improve the academic profile of the incoming class.

Committee members then designed supporting strategies and action plans to implement these goals, as well as to address the strengths, weaknesses, opportunities, and challenges their analyses identified.

The chart below lists the twelve action plans ultimately selected by the SEP Steering Committee for implementation in 2013-14. It also identifies the role each one will play in addressing enrollment-related concerns:

Action Plan Strategy	Issues Addressed
1a. Develop marketing, recruitment, and communication plans for purchased ACT lists strategically filtered to target students most likely to enroll.	Increase applications; use limited resources strategically and efficiently; improve academic profile; increase enrollment of “best fit” students likely to be retained; increase revenue
1b. Aggressively expand awareness of EIU in target markets, including those that typically enroll at a competitor school, using a variety of media.	Increase enrollment; obliterate EIU’s unofficial tagline as the “best kept secret” among Illinois universities; increase revenue
1c. Develop a tiered system for high school and community college visits that expands services to key feeders and extends services to additional schools.	Increase applications and enrollment; improve relationships with high schools and community colleges; increase revenue
1d. Invest in mutually beneficial programs and partnerships with key community colleges, including a transfer center at Lake Land College, formal reverse transfer programs, intent-to-enroll programs, and an online orientation program.	Increase transfer applications and enrollment; improve service to transfer students; increase revenue
2a. Develop a marketing campaign (including one developed specifically for new yield events) that highlights documented university and program strengths.	Enhance awareness/perception of EIU quality; increase yield; increase revenue
2b. Initiate an “It’s My EIU” campaign for faculty, staff, and alums to engage them in the recruitment process.	Provide opportunities for every member of the EIU community to support recruitment and retention efforts; improve customer service; increase yield
3a. Develop an evidence-based plan to guide new program development in areas of documented student and employer demand and existing faculty expertise (and implement one new program in Phase II).	Focus limited resources on viable new programs; increase awareness of EIU; increase enrollment; increase revenue
4a. Improve persistence by developing interventions and intrusive advising for entering students with more than three pre-enrollment at-risk factors.	Provide early academic and financial intervention; increase freshman-to-sophomore retention; increase revenue
4b. Improve persistence by developing interventions and intrusive advising for continuing students who are not meeting	Provide ongoing academic and financial intervention; increase graduation rates; increase revenue

satisfactory academic progress requirements.	
5a. Deliver the final two years of four popular programs (one per college) in a combination of online and face-to-face courses scheduled to ensure the access of transfer students with work and/or family obligations.	Improve access; increase transfer enrollments; increase revenue
5b. Enhance marketing for Summer Sessions 2014 and beyond.	Improve access; increase enrollments; improve time-to-degree; increase revenue
6a. Examine the ramifications of changing admission requirements or processes to improve the academic profile.	Ensure the enrollment of students most likely to persist to graduation; improve selectivity while continuing to improve enrollment

Complete versions of the action plans are available on the SEP website. Each plan includes detailed implementation steps, deadlines, and responsible parties, as well as projected enrollments, costs, and revenues. Revenue projections were based on Eastern’s average net-revenue per student, \$13,211. Enrollment projections were adjusted for attrition in the second, third, and fourth year. Plans likely to “compete” for the same students also were “de-duped” to reduce the possibility of double counting. Given the current strains on Eastern’s finances, it is understood that new funds required by these initiatives must be reallocated from existing sources.

A summary of potential return-on-investment for AY 2014-15 is shown below.

Summary of Return-on-Investment				
Year	Total Additional Students	Total Net Revenue	Total Expenses	Total ROI
2014	151	\$ 1,994,861	\$ 475,600	\$ 1,519,261

It is important to note that many other enrollment strategies already have been implemented that will support the success of the twelve initiatives listed above. A summary of these activities is included on the SEP website. In addition, the Division of Enrollment Management and the university-wide Enrollment Worx Committee continue to devise and implement new strategies on a regular basis.

VII. Structure for Monitoring the Strategic Enrollment Plan

Monitoring progress on the individual action plans is the responsibility of the SEP Action Plan subcommittee. This group meets regularly to share progress reports and recommend revisions that, in turn, will be provided to the SEP Steering Committee. Results also will be shared with the university community at an annual forum. The Action Plan Calendar (available on the SEP website) offers a summary of deadlines and progress updates.

VIII. Enrollment Projections

New Freshmen and Transfers

SEP initiatives are projected to increase fall 2014 enrollment by approximately 151 undergraduate students, about 63 new freshmen and 88 new transfers. This represents a 5% increase over fall 2013 freshman enrollment (1317) and a 13% increase in new transfer enrollment (1026). The table below depicts the enrollment funnel required to produce these increases:

New Freshman Enrollment Goals			New Transfer Enrollment Goals		
Group	Conversion	2014	Group	Conversion	2014
Applications		8170	Applications		2125
Admits	62%	5065	Admits	71%	1509
Enrolled	26%	1317	Enrolled	68%	1026

The conversion rates for admitted and enrolled students are based on EIU's fall 2013 percentages, rather than on state and national benchmarks: Since Eastern's conversion rates have declined for the past three years, conservative planning is called for. To achieve these enrollment goals, the university must increase freshman applications by 289, admits by 186, and enrolled students by 63; it must increase transfer applications by 169, admits by 129, and enrolled students by 88. If the institution achieves higher conversion rates, it will require fewer applicants and admits to meet its enrollment goals. Given EIU's very concrete enrollment strategies for fall 2014 and the significant improvements it already has made, increasing the entering class by 151 students (i.e., from 2192 to 2343) is an achievable goal, though one that is dependent on the effective implementation of each of the action plans. The return-on-investment analysis conducted by the SEP committee members indicates that these initiatives have the potential to increase undergraduate enrollment by 744 students by fall 2018, or a total of approximately 9091 students. This is about 116 more undergraduates than EIU enrolled in fall 2012.

Long-Term Undergraduate Enrollment Projections

Additional analyses provided by Noel-Levitz should help the university community understand the larger context for enrollment and revenue planning. The tables below project EIU's future undergraduate enrollment by class level. Tenth-day enrollments for fall 2013 (augmented by new spring and summer enrollments, as well as re-admits) provide the baseline data, while projections for fall 2014 and beyond are based on Eastern's current share of enrolled students by county. These numbers are adjusted to account for projected fluctuations in the number of high school graduates, as well as attrition and progression rates from one class level to the next.

Please note that while some improvement is quite possible, significant increases in the enrollment of new high school graduates is unlikely in the current higher education environment.

The first table depicts EIU’s undergraduate enrollment¹⁶ if the university’s current share of in-state students remains the same. The bottom line is that if Eastern makes no changes in its recruitment and marketing efforts, enrollment will continue to decline:

		Scenario 1: Flat Enrollment									
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Freshmen	1,940	2,075	2,091	2,093	2,104	2,096	2,078	2,059	2,029	1,962	1,944
Sophomores	1,520	1,550	1,603	1,615	1,617	1,622	1,622	1,611	1,596	1,576	1,537
Juniors	2,072	2,002	1,995	2,024	2,032	2,035	2,042	2,038	2,025	2,009	1,984
Seniors	2,758	2,573	2,464	2,432	2,443	2,450	2,456	2,463	2,460	2,448	2,432
Total	8,290	8,200	8,153	8,164	8,196	8,203	8,198	8,171	8,110	7,995	7,897

The second table shows the impact of increasing both new freshmen and new transfers by 5% *each year*. In this very ambitious scenario, undergraduate enrollment would reach the 2007-2013 average (9695) in five years:

		Scenario 2: 5% Increase in Incoming Freshmen and Transfers									
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Freshmen	1,940	2,166	2,290	2,395	2,499	2,608	2,722	2,840	2,965	3,097	3,235
Sophomores	1,520	1,575	1,705	1,797	1,876	1,954	2,034	2,120	2,208	2,300	2,397
Juniors	2,072	2,041	2,102	2,222	2,325	2,418	2,512	2,608	2,711	2,818	2,929
Seniors	2,758	2,578	2,506	2,540	2,639	2,745	2,847	2,948	3,051	3,159	3,273
Total	8,290	8,360	8,603	8,954	9,339	9,725	10,115	10,516	10,935	11,374	11,834

The results of a 3% increase in freshman-to-sophomore retention are depicted in the next table. This strategy would increase undergraduate enrollment by nearly 300 students in five years, though the gains are negligible after that point. While Eastern’s retention rate already is quite high (77% in fall 2013), a three percent increase is possible, given appropriate investments in student support. However, a retention increase by itself would not rebuild undergraduate enrollments.

¹⁶ Total undergraduate enrollment does not include post-baccalaureate students enrolled in undergraduate programs, so it will not match other totals referenced in this plan. Also note that the fall 2014 projection of 2075 freshmen represents *total* freshmen, not new freshmen; and rather than representing an increase over fall 2013 (1940), it depicts the reality that many students fail to progress to the next class level in a timely fashion.

		Scenario 3: 3% Increase in Freshman-to-Sophomore Retention									
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Freshmen	1,940	2,096	2,131	2,139	2,141	2,141	2,141	2,141	2,141	2,141	2,141
Sophomores	1,520	1,619	1,710	1,740	1,748	1,750	1,750	1,750	1,750	1,750	1,750
Juniors	2,072	2,019	2,080	2,147	2,174	2,184	2,186	2,186	2,186	2,186	2,186
Seniors	2,758	2,574	2,485	2,507	2,560	2,593	2,610	2,616	2,617	2,618	2,618
Total	8,290	8,308	8,406	8,533	8,623	8,668	8,687	8,693	8,694	8,695	8,695

Finally, the fourth scenario shows the result of simultaneously increasing new student enrollment and freshman-to-sophomore retention. Were such increases attained, they would rebuild undergraduate enrollment by 1235 students (170 less than the 2007-13 average) in four years:

		Scenario 4: 5% Increase in Incoming Freshmen and Transfers; 3% Increase in Freshman-to-Sophomore Retention									
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Freshmen	1,940	2,166	2,290	2,395	2,499	2,608	2,722	2,840	2,965	3,097	3,235
Sophomores	1,520	1,633	1,777	1,876	1,958	2,039	2,123	2,212	2,305	2,402	2,503
Juniors	2,072	2,041	2,139	2,272	2,382	2,479	2,575	2,673	2,778	2,888	3,004
Seniors	2,758	2,578	2,510	2,570	2,686	2,801	2,909	3,015	3,120	3,231	3,347
Total	8,290	8,418	8,716	9,113	9,525	9,927	10,329	10,740	11,168	11,618	12,089

Because two of these scenarios fail to produce meaningful long-term enrollment increases and two may be overly ambitious, the SEP leadership devised a fifth enrollment scenario, one that combines smaller average enrollment increases with increased retention. It projects that if Eastern is able to increase new freshman and transfer enrollment by 2% each year and freshman-to-sophomore retention by 3% overall, it will grow undergraduate enrollment by 10% (to 9154) over the next five years:

		Scenario 5: 2% Increase in Incoming Freshmen and Transfers; 3% Increase in Freshman-to-Sophomore Retention									
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Freshmen	1,940	2,124	2,193	2,238	2,278	2,317	2,358	2,398	2,439	2,480	2,524
Sophomores	1,520	1,625	1,738	1,794	1,830	1,862	1,891	1,922	1,954	1,985	2,017
Juniors	2,072	2,028	2,104	2,197	2,257	2,298	2,334	2,369	2,405	2,442	2,477
Seniors	2,758	2,575	2,496	2,534	2,612	2,677	2,727	2,768	2,807	2,846	2,885
Total	8,290	8,352	8,531	8,763	8,977	9,154	9,310	9,457	9,605	9,753	9,903

IX. Conclusion

The analyses in this report prove that Eastern has many things to be proud of, and that students have many good reasons to make EIU their first choice. But the higher education landscape has changed in a number of ways, and chief among these is that students have more options and thus more authority to exercise their power of choice. Eastern must keep pace with their expectations if it is to convince more new students to enroll.

Flat enrollment is not a tenable scenario for EIU. Yet significant increases are unlikely at this time, given the level of competition the institution faces, its lack of unique, high demand programs, and its comparatively small number of online course and program offerings. A more realistic scenario combines smaller average enrollment growth with increased retention, which is what the 2013-14 initiatives detailed here are designed to achieve. To continue to make progress, however, Eastern must begin planning for 2015 and beyond. Preliminary recommendations follow.

SEP Phase II and III Recommendations

1. Increase the number of online courses and programs.

Online enrollment now represents almost a third of higher education enrollment nationwide. Among EIU's chief competitors, UIUC leads the pack, with 22% of its undergraduates enrolled in at least one online course in fall 2012. At EIU, however, the development of online courses has stalled, and enrollment in online courses has declined.

As EIU's Committee on Distance Learning recommended more than a year ago, "There is a need for academic departments to research and identify in their specific discipline courses/programs relevant for online education." Members recommended that they "be encouraged to explore degree programs that build on existing areas of academic excellence and meet the demands of individuals who desire further education." In particular, SEP Phase II calls for the development and delivery of two new online programs that capitalize on existing faculty expertise, support EIU's mission, and attract students from untapped markets. Ensuring that students in existing online programs—General Studies, Nursing, and Organizational and Professional Development—have access to the online courses they need to complete their degrees also is a priority.

2. Develop new campus-based programs that capitalize on existing curricula, faculty expertise, and facilities.

Unlike its key competitors, EIU offers no unique programs, and nor does it offer some of the high demand programs that its competitors do (e.g., agriculture, criminal justice, engineering, physical therapy, social work). Through 2020, the occupational areas that are expected to grow both the fastest and the most (and that also require a bachelor's degree) are those in management, health professions, education, community services, and STEM (e.g., computer programming and mathematical

analysis). Once a framework has been established to guide new program development (see Action Plan 3a), the university should move quickly to identify affordable new programs that will attract new students.

3. Review and revise existing degree programs to ensure that they meet employer needs and/or prepare students for graduate study.
The university should pay particular attention to providing all students with applied learning opportunities such as internships and to ensuring that courses and assignments are relevant to the needs of the current workforce or prospective graduate program. Such actions will support the institution's efforts to document positive program outcomes and improve its image. They also will work in concert with the *Envision EIU* goal to identify and promote centers of excellence.
4. Begin developing additional strategies to increase the enrollment of adult students.
In fall 2012, 14% of Eastern's undergraduate population was 25 or older. Among its chief competitors, the figure ranged from a high of 22% at SIUC to a low of 2% at UIUC. Yet adult students are higher education's largest and fastest growing market, one that holds great promise for EIU. Increasing the university's online course and program inventory is one step of many required for it to build its adult student enrollment.
5. Examine the feasibility of increasing the enrollment of Hispanic/Latino students.
Latinos represent the fastest-growing ethnic population in Illinois, yet at EIU, they represent just 5% of undergraduates. However, increasing their numbers significantly will require careful planning and an infusion of new resources to recruit them (and their families) and to provide needed services to support their retention and graduation.

These additional recommendations are reminders that enrollment management is a continuous process: New strategies constantly are being developed, implemented, assessed, and--if they are successful--implemented again. The work never ends. Eastern has a great deal of work ahead of it. While it may not restore enrollment to fall 2007 levels, it can redefine its optimal enrollment, reposition itself to serve future students and ensure its fiscal stability, and continue to live up to its core values of excellence, personal attention, accessibility, and service. In the process, it can and will remain true to its mission of offering superior undergraduate and graduate education.

List of Supporting Materials

These items are available on the SEP Website at <http://castle.eiu.edu/strategicenrollment/> unless otherwise noted.

- Action Plans
- Action Plan Calendar
- College Choice Survey Results (PPT)
- Competitor Comparisons
- Current Term Enrollment Report—Fall 2013
<http://nscresearchcenter.org/currenttermenrollmentestimate-fall2013/>
- Illinois Community College Fall 2013 Enrollments
http://www.iccb.state.il.us/pdf/reports/Fall_Enroll_2013.pdf
- Illinois Employment Projections <http://www.ides.illinois.gov/page.aspx?item=911>
- Job Growth and Education Requirements Through 2020
<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/recovery2020.fr.web.pdf>
- Key Performance Indicators
- List of Completed Actions that Support Enrollment Growth
- Overview of Enrollment Management and Planning at EIU (PPT)
- Performance Indicator Dashboard
- Projections of High School Graduates—Illinois <http://www.wiche.edu/info/knocking-8th/profiles/il.pdf>
- Research Summary (PPT)
- SEP Forum #1 (PPT)
- SEP Forum #2 (PPT)
- SEP and EIU's Transfer Student Population (PPT)