

Monitoring Report on Enrollment Planning
Response to the Higher Learning Commission's 2012 Comprehensive Evaluation Visit
Chicago State University
Chicago, IL

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Executive Summary

The Higher Learning Commission (HLC) reaffirmed the accreditation of Chicago State University after a comprehensive visit in November 2012. Recommendations for additional monitoring from the HLC included a Communications Monitoring Report in 2014, an Enrollment Planning Report in 2016, and have an Assurance Visit in four years. The Communications Monitoring Report addressed campus-wide communication and compliance with internal policies and processes. This report was submitted and approved by HLC in 2014. The second report, the Enrollment Planning Monitoring Report, is presented as evidence in CSU's Assurance Report due December 2016.

This report focuses on five sections. This report was completed with input from administrators, faculty, staff, and students and assesses the University enrollment planning efforts. The five sections of this report include data, assessments, and analysis pertaining to:

- I. Enrollment, retention, and graduation (ERG) metrics from Fall 2012 through Fall 2016;
- II. Identification and assessment of actions taken by the University to address ERG processes;
- III. Assessment of the effectiveness of the new organizational structure for enrollment planning;
- IV. Status of enrollment for online programs; and
- V. Examination of related internal enrollment patterns of ERG data among colleges and academic units.

The University community recognizes the importance and benefits of strategic enrollment planning for enhancing ERG. Administrators, faculty, staff, and students have continued to work collaboratively to develop enrollment planning strategies that facilitate a student's enrollment, retention, and graduation outcomes at the University. This report summarizes CSU's comprehensive, enrollment planning strategies and outcomes since the 2012 reaccreditation visit.

Membership of Contributing Committees

The University works strategically to ensure that enrollment planning efforts are collaborative, systematic, and comprehensive. The University's enrollment planning efforts are facilitated through multiple entities, including the Board of Trustees (BOT), President's Operations Team (POT), President's Executive Committee (PEC), Faculty Senate, Student Government Association (SGA), Civil Service Employee Council, Provost's Council, University Accreditation Steering Committee (UASC), and the Enrollment, Retention, and Graduation (ERG) Committee. In addition, there are many committees that participate in enrollment planning such as the University Curriculum Coordinating Committee (UCCC), University Graduate Council (UGC), University Budget Committee (UBC), University Human Resources Liaison Group, and many others that work collaboratively to ensure that enrollment planning is systematic and comprehensive.

The members of the UASC and the UASC Enrollment Planning Subcommittee are as follows:

University Accreditation Steering Committee (UASC) Co-Chairpersons

Dr. Tonya Hall (Co-Chairperson), Associate Professor and Staff Psychologist in the Counseling Department, and Faculty Senate Corresponding Secretary

Ms. Azungwe Kwembe (Co-Chairperson), Assistant Professor, Acquisitions Librarian and Coordinator of Technical Services in the Library and Information Systems Department, and Faculty Senate Member

University Accreditation Steering Committee (UASC)

Dr. Paula Carney, Associate Provost, Graduate and Professional Studies

Mr. Derrick Collins, Dean, College of Business

Ms. Sheila Collins, Dean, Student Affairs and First Year Experience

Dr. Carmita Coleman, Interim Dean, College of Pharmacy

Dr. Richard Darga, Dean, Library and Information Services

Dr. Satasha Green, Interim Associate Provost of Curriculum Assessment and Retention, Academic Affairs

Ms. Paris Griffin, Student Trustee, Former Student Government Association

Dr. Nancy Grim, Assistant Dean of Assessment, College of Pharmacy

Dr. Robin M. Hawkins, Associate Vice President and Senior Associate General Counsel

Dr. Omar Headen, Interim Dean, Honors College

Dr. Angela Henderson, Provost and Senior Vice President for Academic Affairs

Ms. Atarah Jeffers, CSU Alumna

Mr. Ernest Paul Jones III, Student, Communications Media Arts & Theater

Dr. LeRoy Jones II, Dean, College of Arts and Sciences

Dr. Jamilah R. Jor'dan, Interim Dean, College of Education

Dr. David Kanis, Interim Associate Vice President, Grants and Research Administration

Mrs. Sabrina A. Land, Director Integrated Marketing and Communications

Dr. Cecil B. Lucy, Interim President

Mr. Darren Martin, Student, Early Childhood Education and President, Student Government Association

Ms. Nelly Maynard, Interim Dean, Continuing Education and Non-traditional Degree Programs

Dr. Renee Mitchell, Director, Associate Vice President, Human Resources & Career Development

Mr. Larry Owens, Acting Vice President, Administration and Finance

Dr. Anna Ratka, Interim Associate Dean, College of Pharmacy
Dr. Bernard Rowan, Associate Provost, Contract and Administration
Mr. Brandon Ruppel, University Archives, Information and Records Coordinator
Mr. Prashant Shinde, CIO, Information Technology Division
Mr. Michael Sukowski, Director, Center for Teaching and Research Excellence
Dr. Aleshia Terry, Executive Secretary, Office of the Provost
Dr. Latrice Eggleston Williams, Interim Associate Vice President, Division of Enrollment Management & Director, Institutional Effectiveness and Research

University Accreditation Steering Committee Enrollment Planning Co-Chairs

Dr. Sarah Buck, (Co-Chair), Associate Professor in the Department of Secondary Education, Professional Studies, and Recreation
Ms. Cheri Sidney, (Co-Chair), Associate Vice President of Enrollment Management (No longer with the University as of June 30, 2016)

University Accreditation Steering Committee Enrollment Planning Committee:

Ms. Shawnice Avilez, Registrar, Office of Records and Registration
Dr. Paula Carney, Associate Provost, Graduate and Professional Studies
Dr. Satasha Green, Interim Associate Provost, Curriculum Assessment and Retention, Academic Affairs
Dr. Deborah Harper-Brown, Assistant Professor, College of Pharmacy
Dr. Robin M. Hawkins, Associate Vice President and Senior Associate General Counsel
Dr. Angela Henderson, Provost and Senior Vice President
Mr. Darren Martin, Student, Early Childhood Education, President, Student Government Association
Mr. Roosevelt Martin, Assistant to Dean, College of Business
Ms. Nelly Maynard, Interim Dean, Continuing Education and Nontraditional Programs
Mr. Frank McKnight, Assistant Director, First Year Experience
Mr. William N. Sanders, Associate Director, Institutional Effectiveness and Research (No longer with the University as of June 30, 2016)
Dr. Latrice Eggleston Williams, Interim Associate Vice President, Division of Enrollment Management & Director, Institutional Effectiveness and Research

Background

The 2012 HLC Site Visit Team raised concerns regarding a collaborative, systemic and comprehensive approach to collecting and evaluating data as related to enrollment planning. Specifically, the team noted that the University needed to set definite targets and goals and reflect evidence of achievement of goals. In 2012, within the completed University Strategic Plan, Strategic Goal #4 focuses on improving the recruitment, retention, and graduation outcomes of a diverse student population through a nurturing and challenging environment. In addition, it facilitates the development of students who are competent, creative, resourceful, global, and empowered citizens. The objectives of Strategic Goal #4 are:

1. Identify and enhance strategic partnerships with feeder entities to foster greater enrollment numbers of freshmen and transfer students that specifically target African-American males, culturally diverse students, adult learners, and individuals who have a history of success;
2. Create and promote a comprehensive academic support system that will foster an environment where students will enroll, progress, and graduate from CSU within six years;
3. Develop and communicate clearly defined requirements for successful progression through each academic program to assist students in timely degree completion;
4. Implement a “Best Practices” enrollment management system that accurately collects and tracks student progression from enrollment through graduation.

The 2012 HLC Site Visit Team evaluated CSU on past HLC site visits and monitoring reports. They noted within their report, the 2003 Site Visit Team’s concerns regarding the University’s low graduation rates and recognized the impact of enrollment on the institution’s resources. HLC recommended that CSU complete monitoring reports in 2006 and 2009 related to enrollment. HLC made a Focus Visit in Spring 2010. The focus visit report was accepted by HLC with a full visit culminating in 2012. Reaccreditation for CSU was approved by HLC in 2012 with the caveat of completing a Communications Monitoring Report, an Enrollment Planning Report, and an Assurance Report in 2016.

Regarding enrollment planning, HLC provided feedback which noted that the 2011-2013 Strategic Enrollment Plan (SEP) outlined specific strategies to improve recruitment and retention at CSU. However, adequate evidence was not available to suggest that systematic and comprehensive data had been collected and evaluated to set specific enrollment management targets and goals, or evidence of their achievement. Therefore, an Enrollment Planning Monitoring Report was needed to document evidence of ERG activities.

In the 2012 HLC Self-Study, CSU documented that the University took necessary actions that impacted enrollment such as dismissing students for failure to meet satisfactory academic progress (SAP), increasing the academic standards for admission, and sunsetting some academic programs. (Appendix A).

Over the past five years, strategic enrollment management has continued to be a priority at CSU. CSU has identified seven strategies to assist in meeting its goal to grow enrollment systematically. These strategies of enrollment management serve as a roadmap to strategically plan for increasing ERG metrics at CSU. The following pages provide an overview of University enrollment trends, enrollment strategies, and goals associated with the growth of CSU and student success. Enrollment planning is a University-

wide responsibility and every employee contributes to its success. Below are the major enrollment planning strategies employed by the University to increase enrollment:

1. Manage enrollment capacity
2. Increase the first-time full-time freshmen cohort
3. Enhance scholarships
4. Increase enrollment of transfer students
5. Involve alumni
6. Expand outreach
7. Augment and diversify recruiting efforts

The University's overall goal, as outlined in CSU's strategic plan, ACCESS, is to grow enrollment, increase retention, improve graduation rates for all students, and maximize the current resources of the Institution.

Section I. Enrollment, retention, and graduation (ERG) metrics from Fall 2012 through Spring 2016

Enrollment

Enrollment planning is essential to the enrollment cycle of CSU. In addition to the plan, there have been changes in the awarding of federal financial aid that impacted enrollment. Examples of this are changes in the way satisfactory academic progress is calculated, changes in Pell Grant eligibility, and the revision of criteria for credit eligibility for Parent Plus Loans. These federal changes impacted the CSU students who are eligible for some form of financial aid. Enrollment planning strategies have included training faculty, staff, and administrators on understanding their role in the awarding of financial aid to students at CSU.

In Fall 2012, CSU implemented changes in academic areas and student support services to maximize quality instruction, enhance assessment, increase student support services, rebuild the public image and brand, improve customer service, realign business processes, and reemphasize adherence to federal, state, and institutional policies. CSU's enrollment declined overall by 22% from Fall 2012 through Fall 2015. Enrollment in Fall 2012 was 6,107 students and 4,767 in Fall 2015. Although CSU implemented its enrollment planning strategies under the strategic plan, the largest decline has been in the first time full time student cohort. In response, CSU implemented several targeted programs for this population. For example, CSU is continuing to provide strategies such as an orientation for all new students called Cougar Start U; restructuring the freshmen experience to the first year experience; and offering a summer bridge course to support remediation. CSU has also utilized alumni, staff, and students to augment and expand recruitment efforts and outreach.

CSU eliminated course offerings at 12 of its off-site locations. Students at these off-site locations were not eligible for financial aid as additional approvals were needed. Therefore, all sites were closed until appropriate approvals were obtained from the Illinois Board of Higher Education (IBHE) and Department of Education (DOE). The College of Education (COE) had several program courses at these off-site locations. CSU's enrollment, specifically within the COE, decreased by 17% (209) from Fall 2012 to Fall 2015.

Through the program review process, academic requirements of the Board of Governors' (BOG), a non-traditional degree program, were deemed less rigorous than other University traditional academic programs. Therefore, the BOG program was sunset at CSU in Fall 2011 and admissions suspended. The

last student matriculated through the program in 2014. In Fall 2012, BOG student enrollment was 629 and in Fall 2015 it was 229, a 64% decrease. This program transitioned to a new General Studies program housed in the College of Arts and Sciences.

The University College (UC) program is a conditional admissions program where students take Mathematics, English, Reading, and Freshmen seminars. If students do not pass these courses, they remain in UC and do not transition to their major degree programs. An admission process change occurred in the UC program. This caused a decrease in the conditionally admitted first-time full-time freshmen. Prior admission requirements only included an ACT score of 15 and GPA of 2.0. Current criteria require a minimum ACT score and GPA on a sliding scale. Additionally, new program requirements mandate that all UC students complete a rigorous pre-admissions interview with a committee of faculty and staff. The UC program enrollment in Fall 2012 was 387 students and as of Fall 2015 there were 83 students enrolled in the program.

The data in the tables in Appendix B provide an overview of enrollment at CSU since Fall 2012 as well as retention and graduation metrics. Enrollment is detailed semester by semester, by student type (freshmen, transfer, graduate) over the last four years. Enrollment totals are based on the total number of students enrolled at the time of the University census date for each of the terms reported. An enrolled student is defined as a student who has greater than zero (0) billing hours for a registered course within a given term.

Data show that the largest decline in enrollment occurs with the returning student population. The persistence rate from Fall 2014 to Spring 2015 is currently at 79% (201 of the 253 Fall 2014 cohort returned), which is up two percentage points from the Fall 2013 to the Spring 2014 persistence rate 77% (173 of 225 Fall 2013 Cohort returned in Spring 2014). In 2014 retention rates were 53%, down one percent from 2013 down two percent from 2013. However, Fall 2014 to Fall 2015 retention had increased at CSU from 55% to 58%, and averaging 54% over the last four years.

Retention and Graduation

The First-Year Experience Dean and staff collect retention data on the first-time full-time cohort from Fall to Fall term. Several factors continue to impact the retention rate of CSU's first-time, full-time freshmen students. For example, out of the 2014 cohort, 106 students did not return for their second year. Twenty-three (22%) of these students did not return due to financial reasons. Fourteen (13%) students were athletes, primarily on the Women's Soccer Team, who transferred to other institutions and an additional thirteen students (12%) transferred out due to relocation of family members. In addition, four students (4%) reported medical issues and caregiver responsibilities as reasons for not returning.

Graduation information is provided in compliance with the Student Right-to-Know Act of 1990. Each fall cohort includes first-time, full-time certificate and degree-seeking students enrolled as of census date, which is usually at the end of the eighth week of the fall term. Graduation rates are based on 150% of time to certificate or degree. The transfer-out rates are based on data from the National Student Clearinghouse indicating students' enrollment at an institution subsequent to enrollment at CSU within the same 150% time-frame. Categories are mutually exclusive; that is, if a student graduated and then transferred, the student is only counted as a graduate.

In summary, the enrollment, retention and graduation trend data show a decline in the CSU student population since 2012. While the number of freshmen enrolled full time has declined by over 50% since 2012, the number of freshmen enrolled part-time has doubled. This is an indication that enrollment

declines may be related to financial considerations, among other factors such as work status or family responsibilities. Graduation rates have declined over the last four years as well as a decline in retention of the first-time, full-time freshman cohort. Based on data analysis, the University continues to develop diverse strategies to address the declines. These strategies and subsequent assessments are outlined in Section II.

Section II. Identification and Assessment of actions taken by the University to address ERG processes

CSU has implemented strategies to address enrollment, the retention of first-time, full-time freshmen, improvements of retention overall, and graduation rates. Evidence of enrollment planning strategies are: (1) the implementation of in-state tuition for the Midwest region; (2) the planning and implementation of the common application for undergraduate students; (3) separation of the graduate admissions office from the undergraduate office with oversight from the Associate Provost of Graduate and Professional Programs; (4) increased development of articulation agreements; (5) creation of new academic programs; (6) new international partnerships; and (7) targeted recruitment events.

Expansion of In-State Tuition

In May 2012, CSU expanded its in-state tuition to states contiguous to Illinois (i.e., Indiana, Iowa, Ohio, Missouri, Minnesota, Wisconsin) to: (1) attract a broader array of students, (2) create regional and national visibility, (3) increase diversity, (4) expand access to qualified students and (5) to make out of state education an affordable option for residents of states contiguous to Illinois. By implementing this strategy there was a 35% increase in enrollment from Fall 2012 through Fall 2015 for freshmen and transfer out-of-state students in states contiguous to Illinois. Enrollment from these states increased 40% for freshmen cohorts and 20% for transfer cohorts.

Adoption of the Common Application

In August 2014, the University launched the use of the Common Application to attract applicants beyond CSU's historical recruitment regions. By implementing this strategy there was a 29% increase in undergraduate applications during the Fall 2012 through Fall 2015 academic terms. There also was an increase in the quality and diversity of students that applied to CSU. For example, students with an ACT score of 21 and above increased on average by 66% and the overall diversity of the University increased on average of 56% in seven of the eight race/ethnicity categories. (Refer to Appendix C for additional details).

Graduation Admissions Reorganization

The graduate admissions and records functions had been supervised by the Office of Admissions since dissolution of the Graduate School in 2012. In 2015, the admissions and records functions were moved to a new organizational structure reporting to the Associate Provost for Graduate and Professional Studies in Academic Affairs. This organizational change combined recruiting, admissions, student services/retention, degree audit/graduation, curriculum and policy related to graduate and professional programs to better serve graduate and professional students and programs at CSU.

Increased Development of Articulation Agreements

CSU has articulation agreements with various Institutions to enhance opportunities for CSU students and our partners. For example, CSU's Recreation program has an articulation agreement with Moraine Valley Community College's Fitness Trainer Certificate program, Associate in Applied Science in Recreation and

Sport Management and Associate in Applied Science in Recreation Therapy. Students from these programs are admitted into CSU' Bachelor of Science in Recreation.

New International Partnerships

From 2012 to date, the University implemented new strategies to recruit international students, targeting specific academic programs. For example, a new partnership was developed with institutions in India for CSU's computer science programs. In addition, there is a renewed focus on recruitment and enrollment of international students at CSU. There has been a 42% increase in international student enrollment from Fall 2012 through Fall 2015.

Creation of New Academic Programs

In 2012, College of Education faculty developed and implemented several fully online degree programs. There was also an increase in hybrid course development University-wide. This allowed for students outside of the Chicagoland area to take courses as well as complete their degree fully online. Online degrees provide students more convenience and flexibility in their studies. It can also be more affordable due to less traveling as required in traditional programs. Although, the online degree programs have the same tuition as on campus programs, associated costs can be lower since students do not have travelling cost. While fully online degree programs have not exceeded our traditional enrollment, they have become viable options for students to complete degree programs at CSU.

CSU's Program Review of academic programs occurs every five years. During this process, faculty, chairpersons, and deans present portfolios with specific data on their programs. The Program Review Committee is comprised of representatives from each college, staff from Academic Affairs, and representatives from the University Assessment Committee. The Program Review Committee recommends one of three outcomes: 1) continue program with recommendations, 2) provide more data, or 3) recommend for sunset. The University Curriculum Committee and the University Graduate and Professional Council work with faculty to implement curriculum changes for undergraduate, graduate and professional programs. Each college works on initiatives such as new grants, partnerships, and the redesign of academic programs to increase quality, improve efficiency, and contribute to the enrollment planning cycle.

Targeted Recruitment Events

From Fall 2012 through Fall 2015, CSU has implemented strategic recruitment initiatives and hosted a variety of targeted recruitment events University-wide and within each college respectively. Evidence of some of the initiatives is provided below:

	ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
	President's Breakfast	CSU hosted a series of President's Breakfasts with local high school counselors, principals and eligible students who applied to CSU. The breakfasts provided guests with information regarding the opportunities at CSU and to encourage their decisions	There was a yield of 53% enrollment of students who attended the breakfast (68 out 128) and a yield of 46% enrollment of students who did not attend the breakfast

ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
	<p>to attend CSU.</p> <p>Goal: To increase overall enrollment from targeted high schools in the Chicago area.</p>	<p>(59 out 128).</p> <p>Strategic Plan: Goal 4. Objective 1</p>
Counselors Breakfast	<p>CSU hosted Counselors Breakfasts with local high school counselors. The purpose of the breakfast was to provide the counselors with information regarding the opportunities and offerings at CSU so that they were well informed to be able to advise and provide information about CSU to their students contemplating college.</p> <p>Goal: To increase overall enrollment from targeted high schools in the Chicago area.</p>	<p>There was a 30% increase of students from schools represented by counselors who attended this meeting.</p> <p>Seven out of the 23 schools represented enrollment increased in Fall 2015.</p> <p>Strategic Plan: Goal 4. Objective 1</p>
Cougar Start U	<p>CSU's New Student Orientation (Cougar Start U) provides students with needed information, resources, and tools to begin their transition into college. Cougar Start U is required for all newly admitted freshmen. Freshmen are also not allowed to register for classes until they have completed Cougar Start U Orientation.</p> <p>Goal: Help students transition into college while introducing students to campus life and student support services.</p>	<p>32% increase from year-to-year of new student attendance.</p> <p>Strategic Plan: Goal 4. Objective 2 and 3</p>
Steve Harvey Mentoring Camp	<p>CSU partnered with Steve Harvey's mentoring camp to host 100 young men to spend a weekend at CSU with the Steve and Marjorie Harvey Foundation team, members from the U.S. Army and other mentors and positive role models.</p> <p>Goal: To build a pipeline with participants from the camp and to increase overall enrollment.</p>	<p>Through this partnership, the University was able to engage the group of young men and showcased CSU's campus and the signature program of the African American Male Resource Center (AAMRC).</p> <p>Strategic Plan. Goal 4. Objective 1</p>
First-Year Experience	<p>In August 2014, the First-Year Experience was designed to provide first year</p>	<p>54% of freshmen on average</p>

ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
(FYE)	<p>students with the social and academic resources needed to successfully transition to college life and progress toward graduation.</p> <p>Goal: To increase retention of first-time full-time freshmen.</p>	<p>returned the following year.</p> <p>Fall 2012 Cohort – 54%</p> <p>Fall 2013 Cohort – 53%</p> <p>Fall 2014 Cohort – 58%</p> <p>Fall 2016 Cohort – 51%</p> <p>Strategic Plan. Goal 4. Objective 3</p>
Retention Initiative for Student Engagement (R.I.S.E.) Academy	<p>The R.I.S.E. Academy is an academic enrichment program designed to help students become academically successful in their first year of college. Through participation in this intensive study skills program, students gain both the study skill set and confidence needed to tackle their classes and all the challenges that may come their way. Participants in the program are the University’s “at-risk” students who have shown difficulty acclimating to the university and subsequently underperform. Freshmen student athletes also participate in the program. Students work with staff from the Office of the First-Year Experience, the Counseling Center, and the Learning Assistance Center who facilitate the program and are trained in the assessment and teaching of cognitive and non-cognitive skills.</p> <p>Goal: To increase retention of first-time full-time freshmen.</p>	<p>70% increase in R.I.S.E. participant population from Fall 2012 to Fall 2015.</p> <p>Fall 2012 80 students</p> <p>Fall 2013 65 students</p> <p>Fall 2014 79 students</p> <p>Fall 2015 136 students</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2 and 3</p>
University College	<p>In Fall 2012 The University College (UC) program assists incoming students who are under prepared for college. The UC program encourages students to take full advantage of the educational opportunities CSU offers.</p> <p>Goal: To help students become college</p>	<p>Assessment: % change in population from Fall 2012 – Spring 2016</p> <p>In Fall 2012 UC had 45 students.</p> <p>In Fall 2015 UC had 52</p>

	ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
		ready and increase retention of this population.	students. 15% increase in UC enrollment from Fall 2012 to Fall 2015. Evidence of meeting Strategic Plan. Goal 4. Objectives 2 and 3
	Freshmen Seminar	In Fall 2012 The First-Year Experience started offering two Freshmen Seminar courses to help students transition successfully into college life. They focus on critical thinking, study skills, learning styles, test preparation, self-esteem, support systems and selecting a major and career. Goal: Increase retention of this population of students.	87% pass rate for Fall 2012 and an 88% pass rate for Fall 2014. 1% increase in pass rate for Fall 2014. Evidence of meeting Strategic Plan. Goal 4. Objectives 2 and 3
	Student Support Services Annual Awards Luncheon	This annual event celebrates and recognizes first generation college students who have excelled academically with GPA's of 3.0 or higher. Goal: Increase retention of this population of students.	61 first generation students were recognized to date. Evidence of meeting Strategic Plan. Goal 4. Objectives 2 and 3
	Get Involved Campaign	This is a recruitment event sponsored by the Department of Student Affairs that focuses on the benefits of participating in campus clubs and organization. This is an outreach effort to enrolled students. Goal: Increase overall student participation in campus events, clubs and organizations.	36% increase in Student Government participation from 16 to 25 students; 50% increase in fraternity and sorority membership from 20 students to 40 students. Evidence of meeting Strategic Plan. Goal 4. Objectives 2
	Lunch and Learn Event	This effort was formed to help students develop peer, faculty, and departmental relationships with College of Education, Health Sciences, Communication Media Arts and Theater and Criminal Justice. Goal: Increase retention of students in these programs.	52 students attended and participated. Evidence of meeting Strategic Plan. Goal 4. Objectives 2
	TEMBO Leadership	T.E.M.B.O. Leadership Training is an effort	T.E.M.B.O. African-American

ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
Training	<p>to connect and support African-American males who are enrolled at CSU by utilizing the E5 Factor (Engage, Embrace, Educate and Empower).</p> <p>Goal: Increase retention of this population of students.</p>	<p>Males Participation has increased by 25% since its inception.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2</p>
WURD is B.A.L.M. open mic poetry sessions	<p>Each event focuses on is spoken-word poetry in an open-mic format that was established in 2009. The events serve as cultural-arts experiences that encourage creativity and pro-social behavior including healthy lifestyles messages.</p> <p>Goal: Increase overall student participation in student events and activities. Increase overall student retention.</p>	<p>97% of the students that completed the evaluation survey felt the WURD is B.A.L.M. event represents the University in a positive way.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2</p>
Habari Gani Speaker Series	<p>The African American Male Resource Center hosts monthly lectures and seminars that are designed to empower African-American male students by providing them with examples of professional Black men of distinction who've overcome challenges similar to those that many of the program's participants currently face. The center also hosts a series of roundtable discussions designed to provide opportunities for open dialogue and collaborative skill development.</p> <p>Goal: Increase retention for this population of students.</p>	<p>Attendance was 50 -75 students per presentation[s].</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2</p>
Learning Assistance Center (LAC)	<p>Tutorial Services at CSU are comprised of highly trained tutors; the LAC provides individualized tutoring to improve students' classroom achievements and skill competencies at levels from introductory to advanced. The professional tutors at the LAC aim to improve the writing and reading skills as well as the long term academic achievements of the students.</p> <p>Goal: Increase overall retention and</p>	<p>From Fall 2013 to Fall 2015 there has been a 20% increase in the scope of remediation and has increased its tutorial support by 20%. LAC has increased its quantity of tutors by 10%.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2</p>

ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
	graduation rates of students.	
Embedded Tutors	<p>The LAC hires and trains academic tutors to provide extra academic support services to First-Year Experience students.</p> <p>Goal: Increase overall retention and graduation rates of first year students.</p>	<p>2015 has hired 6 embedded tutors</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2</p>
Increase Outreach Initiatives	<p>LAC has increased its outreach to include classroom visits, marketing campaigns and hosting study sessions during midterms and finals. It also sponsors and develops workshops for students covering study skills, test taking preparation, critical thinking and time management as well as subject specific sessions.</p> <p>Goal: Increase overall retention and graduation rates.</p>	<p>From Fall 2012 to Fall 2015, outreach initiatives increased by 45% and logged over 8,000 students.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 1</p>
Study Sessions	<p>Each semester, the LAC conducts the mid-term and final study sessions to promote the LAC and prepare the students for their upcoming exams.</p> <p>Goal: Increase overall retention and graduation rates.</p>	<p>47% increase in students attending study sessions. In Fall 2013, 200 students attended the session. Fall 2014, 378 students attended the study sessions.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2 and 3</p>
Marketing Campaign	<p>New marketing strategies were developed and implemented to target groups of new potential students such as those on the north side of Chicago and transfer students who live near our competitors. We have diversified our marketing techniques to include more digital media that can change to promote enrollment and events daily. We have also become aggressive in marketing through social media and are exploring new ways to capture potential students through search engine optimization and portals.</p> <p>Goal: Increase overall enrollment.</p>	<p>The new strategies are in their infancy. However, we are now able to follow the analytics of marketing and social media campaigns to make them more effective.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2</p>
Student Satisfaction Survey	Programming has been implemented in Enrollment Management to assess	There has been an increase in engagement of

	ACTION/INITIATIVE	DESCRIPTION/GOAL	ASSESSMENT
		<p>student experiences, identify strengths and weaknesses, and adjust operations according to a review of survey responses.</p> <p>Goal: Increase overall student retention.</p>	<p>administrators and faculty in retention efforts based on data received from surveys.</p> <p>Evidence of meeting Strategic Plan. Goal 4. Objectives 2 and 3</p>

Retention:

There are two University-wide campus committees dedicated to ERG and Student Success: the Enrollment Retention and Graduation (ERG) Committee and the Retention and Student Success Committee. The ERG Committee is charged with reviewing strategies and best practices to assist in recruiting, retaining and graduating students at CSU. This committee meets regularly throughout the academic year to align recruitment efforts across colleges and departments, assess existing and new recruitment initiatives, promote programs and services and provide recommendations to the Division of Enrollment Management. The committee membership includes stakeholders from across the campus community (e.g., faculty, staff, students, alumni, and administrators). The Retention and Student Success Committee is a subcommittee of the ERG Committee that takes a comprehensive approach in funneling best practice research on the retention and success of students from underrepresented groups to the University Community. This committee is charged with providing recommendations to the Office of Academic Affairs to strengthen the collaboration between Enrollment Management and other University departments. Each committee:

- Facilitates communication of recruitment and retention activities and events;
- Coordinates new recruitment and retention initiatives;
- Participates in campus-wide recruitment and retention initiatives, activities and events; and
- Recommends best practices on recruitment and retention strategies.

Section III. Assessments of the Effectiveness of the New Organizational Structure for Enrollment Planning

CSU views enrollment planning as an institutional response to the challenges and opportunities of recruiting and retaining students. It is a research-based process that creates synergy among recruitment, tuition and financial aid, academic affairs, student life, and constituent relations. The CSU community shares responsibility for enrollment management.

The new organizational structure of CSU’s enrollment planning is based on effective business practices that include admissions management, recruitment management, and retention management.

- **Admissions Management** is a responsibility of the Undergraduate Admissions Office (UAO) under enrollment management. The UAO admits and tracks prospects from applicant to student. The UAO interacts strategically with the functions involved in managing the University’s admissions cycle and student life. The graduate admissions function is separate

and under the leadership of the Associate Provost for Graduate and Professional Studies. Students complete separate applications for these programs. Master's and Doctoral applications are submitted to graduate admissions and then sent to each program for review by the program's admissions committee. PharmD applications are submitted through PharmCAS, a web-based pharmacy college application service. Currently, the University is also partnering with Keystone Academic Solutions to obtain international student leads for ten CSU undergraduate and graduate programs. CSU admissions officers and program representatives follow up with leads based on targeted information. The ROI of this pilot will be evaluated in Fall 2017.

- **Recruitment Management** involves establishing enrollment targets to meet University enrollment goals. Through direct marketing, the University is able to recruit for its academic and student support programs locally, nationally and internationally. The University continues to evaluate the organizational structure of how enrollment planning is accomplished. As a result, organizational changes have occurred Fall 2012 through Fall 2015. Currently, the EM organizational structure team leadership includes:
 - Associate Vice President of Enrollment Management (ERS)
 - Director of Institutional Effectiveness and Research (IER)
 - Director of Financial Aid
 - Director of University Admission & Outreach
 - Director of Registrar's Office

Resources have been allocated to each unit to support enrollment planning. An institutional effectiveness cycle has been implemented by the EM team that includes review of data and documentation of outcomes. The leadership team submits status reports bi-weekly to the Associate Vice President Enrollment Management to document progress and meets bi-weekly to collaborate as a team.

- **Retention Management** comprises CSU's ability to continuously enroll students from year to year through graduation to impact retention metrics. To ensure student success, retention management is also a University-wide initiative. For example, data is collected and analyzed through intrusive advising to help identify students who are at risk of withdrawing or stopping out. Program chairs, deans, and the Institutional Effectiveness and Research (IER) department collect and analyze program and best practice data. CSU continuously conducts research and assesses it through many committees such as the Retention and Student Success Committee, the Program Review Committee, departmental committees, the University Curriculum Coordinating Committee, and the University Graduate and Council.

Section IV. Status of Enrollment for Online Programs

Since the first online course offerings in 1999, developing distance education has been part of CSU's strategic plan. CSU currently offers select hybrid and online courses to students enrolled in on-campus

programs. During the HLC visit of 2012, 4.2% of courses were offered as hybrid and 8.7% were offered as online courses. At that time, HLC approved three graduate programs in the College of Education as fully online programs. Courses offered in hybrid format have remained at approximately 4% of total courses. Online courses have increased to approximately 11% of total courses offered each semester.

CSU's students are receptive to different methods of learning that include distance education. The percent of students who enrolled in at least one hybrid course doubled from 9% in AY 2010-11 to 18% in 2011-12. Enrollment in at least one online course increased every year, from 27% in AY 2010-11 to over 40% in AY 2014-15. Evidence indicates that students are including online courses in their otherwise on-campus programs because of the flexibility that online courses allow, particularly for nontraditional students (Refer to Appendix D).

The University launched three fully online programs for delivery in 2013, the Master of Science (MS) in Library Science, Master of Science in Education (MSEd) in Technology and Education, and the Master of Science in Education (MSEd) in Physical Education (PE). During the 2013-14 academic year, the Department of Information Studies and the College of Education proposed changes to the MSEd in Technology and Education to meet evolving needs in the field. A new online MS in Technology and Performance Improvement Studies (TPIS) was approved through the CSU curriculum process and subsequently by the Illinois Board of Higher Education, replacing the MSEd in Technology and Education. Admissions for the new program commenced in Spring 2015. At that time, students in the MSEd in Technology and Education were provided with the option of completing the degree or transitioning to the MS in TPIS. The MSEd in Technology and Education and MSEd in PE programs have had small but relatively stable enrollments since 2010. Effective Spring 2015, the new MS in TPIS has seen increased enrollment. Enrollment in the MSEd in PE has been stable.

Online program enrollment is growing at CSU and nationally. According to the 2014 Instructional Technology Council (ITC) Distance Education Survey shows that throughout the past ten years, student enrollment in online courses continues to grow at a higher rate than overall student enrollment at colleges and universities. Although most online programs no longer see the double-digit growth they experienced only five years ago, survey data continues to confirm the popularity of online learning. ITC's survey participants reported a perceived 4.68 percent increase in student enrollment in their online programs from Fall 2013 to Fall 2014 (down from 5.2 percent in 2013). Based on current CSU statistics, enrollment in all CSU online courses has declined over the past three years, though not as significantly as those in CSU face-to-face courses. However, strategic planning and targeted marketing of CSU's three online programs and participation in the State Authorization Reciprocity Agreement (SARA), and with additional online support services such as advising and tutoring, CSU is planning for a 15% increase in online enrollment over the next three years.

In summary, hybrid course offerings remain stable while online course offerings have increased since 2012. One-third (1/3) of CSU students are enrolled in at least one hybrid or online course which is evidence of a continued interest in these course formats.

Section V. An Examination of Related Internal Enrollment Patterns of Enrollment, Retention, and Graduation (ERG) Data among Colleges/Academic Units

CSU's academic programs are organized into five academic colleges: Arts and Sciences, Business, Education, Health Sciences, and Pharmacy. Within the five colleges, CSU offers 36 undergraduate and 25 graduate and professional degree granting programs. CSU also has a Department of Continuing Education and Nontraditional Degree Programs that has offered extension courses, distance learning, and non-credit programs to the entire Chicago community (Refer to Appendix E for enrollment by College, Student Level and Major).

CSU's College of Arts and Sciences (CAS) offers degrees in disciplines from the Arts, Humanities, Social Sciences, STEM (Science, Technology, Engineering and Mathematics), Secondary Teaching, and Interdisciplinary Majors. The CAS interdisciplinary majors have gained students since 2012. The increase was largely due to the implementation of the new General Studies Program implemented in Fall 2014; students from the old Board of Governors (BOG) Program were encouraged to transfer to this new program. In the CAS, the Art and Design major had small gains and attributes the gains to a new social media presence as well as an increase in student activities on campus. The greatest attrition in the STEM disciplines occurred in the pre-professional majors. These are more dependent upon freshmen applicants than other majors and enrollment closely mirrors overall University trends related to freshmen. However, growth in the Physics Program is expected to continue due to grant-funded research opportunities for students and a new Engineering option. Enrollment in the graduate programs reflects growth in the Master of Science in Computer Science program which has increased enrollment from 29 to 135 from Fall 2012 to Fall 2015. The CAS continues to implement an aggressive recruitment strategy each semester. The Dean leads the college ERG committee; membership includes representatives from all CAS departments. The committee meets throughout the semester to conceive, coordinate, implement, and evaluate ERG related activities. This includes mailings, school visits, inviting prospective students to campus, and participating in all University-wide enrollment events. A growing grant portfolio in the science, technology, engineering, and math (STEM) area supports the need of scholarships that help to attract students to these majors. The ERG Committee also works strategically with the Enrollment Management Division on many enrollment initiatives such as open houses, financial aid workshops, and visiting high schools and community colleges.

The College of Business (COB) seeks to increase its organizational effectiveness, as measured by its enrollment, retention, and graduation of students. The enrollment trends from Fall 2012 through Fall 2015 demonstrate a recent improvement. This is laudable given that the majority of the student body at CSU falls into the lower socio-economic strata and has experienced extraordinary economic difficulty. A redesign of the recruitment strategy has been undertaken to address enrollment declines and improve results in spite of these financial challenges. An increase in retention and graduation rates in the COB illustrates a positive focus on student performance and advancement for those students who matriculate into the College. The COB is developing a comprehensive scholarship strategy to attract promising students. This comprehensive scholarship strategy will include student performance requirements needed to retain scholarships and, thereby, provide indirect incentives for positive retention. Expanded

course offerings for evening, online, and weekend students are planned to accommodate student demand.

In the College of Education (COE), the Illinois Basic Skills Test had changes that impacted the undergraduate enrollment of the College. This test was replaced with the Illinois Test of Academic Proficiency (TAP) in Spring 2012. This test is required for licensure in the State of Illinois and is a requirement for gaining formal admission into the COE. Immediately following the implementation of TAP, deans of colleges of education across Chicago and Illinois noted a severe decline in the passing rates for their respective students. Furthermore, calculating the number of students actually passing the assessment has been difficult as the Illinois State Board of Education does not require a student to designate a specific university to receive his or her score. The University is now working on a pre-education code for students who need to take the TAP test in order to enter the COE. Since the model for coding has changed, students are included in the COE's retention numbers although they have not been formally admitted into the College. Faculty, staff, and administrators are also working closely with faculty, staff, and administrators in the CAS to communicate with pre-education students who are taking general education classes within CAS. Together, both colleges hope to develop a specialized academic support system for students who need extra assistance to pass the TAP assessment.

Since 2012, Chicago Public School (CPS) teachers have been impacted by layoffs, school consolidations and closures of underperforming schools. For example, in 2013, over 1,000 teachers were laid off due to budget cuts. The decrease in the number of schools, and, specifically, the number of available teaching positions has paralleled the decline in enrollment in COE across Chicago, as noted by the Council of Chicago Area Deans of Education membership. Within the COE at CSU, many of the students in Master's and Doctoral level programs (including endorsement and certificate-seeking students) are or were teachers within CPS. A number of these students have been directly impacted by layoffs and have been unable to continue their studies because they cannot afford to pay for their courses. Consequentially, enrollment in the Master's and Doctoral programs has declined since 2012. It should be noted that this trend is not exclusive to Chicago or Illinois. Colleges of Education across the country have noted steep declines in enrollment due to similar reasons noted in Chicago.

As noted previously, the COE stopped offering off-site courses in Spring 2013. Students at these off-site locations were not eligible for financial aid as additional approvals were needed. Therefore, all sites were closed until appropriate approvals were obtained from the Illinois Board of Higher Education (IBHE) and Department of Education (DOE). The COE had several program courses at these off-site locations. CSU's enrollment, specifically within the COE, decreased by 17% (209 students) from Fall 2012 to Fall 2015.

The new accrediting body for teacher preparation, The Council for the Accreditation of Teacher Preparation (CAEP), mandated new admission standards in 2015. These requirements established admissions criteria, that includes CAEP minimum or the state's minimum standards, and require data collection to monitor applicants in the selected pool of candidates. The University must ensure that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability and achievement assessments such as the American College Test (ACT), Scholastic Aptitude Test (SAT), or Graduate Record Examination

(GRE) are in the top 50% from 2016-2017; is in the top 40 percent of the distribution from 2018-2019; and is in the top 33 % of the distribution by 2020. These changes have impacted the number of qualified applicants entering the COE. In order to address this concern, the Teacher Development Center in the COE provides academic tutors as well as test preparation for ACT, SAT and TAP standardized tests.

The College of Health Sciences (CHS) has experienced a decline in undergraduate enrollment while experiencing an increase in graduate enrollment since 2012. This enrollment trend has been attributed to a variety of internal and external factors. The Master's degree in Occupational Therapy (MOT) has seen a 25% increase in its graduate population as a direct result of increasing the number of newly admitted students and the matriculation of the undergraduate Occupational Therapy students into the graduate program. In addition, CHS offered two new graduate degree programs, the Master of Science in Nursing (MSN) and Master of Public Health (MPH).

Although some undergraduate programs have experienced enrollment declines, changes within the healthcare industries and new job opportunities in community health and health information administration have increased interest in those fields. CHS has launched an initiative to increase communication with students on the diversity of health professions career opportunities early in their educational careers through increased information and communication. Information sessions are being held monthly for each of the graduate programs and one monthly general session for the undergraduate programs. These sessions enable students to make informed decisions about majors related to interests and skills which improve retention and time to graduation.

CHS continues to participate in recruitment fairs and career day activities at high schools and community colleges. CHS also engages academic partners to identify new pipelines of prospective students. As evidence, CHS is working on articulation agreements with South Suburban and Moraine Valley Community Colleges. Retention is a challenge in healthcare professional preparation programs. A significant issue for retention in healthcare professional preparation programs is the cost of education. Specifically, students have informally stated to faculty that they find it very difficult to work a considerable number of hours while enrolled in a professional program. To ease the burden of financing their education, the College actively pursued and was awarded funding from the National Institutes of Health to provide students with scholarships and other funding opportunities. Since students must successfully complete rigorous science and math coursework to qualify for admission and transition into an application-based learning model, there is a need for additional support services such as tutoring, strategies to develop successful study and test-taking skills, and development of scientific writing abilities.

The COP, which admitted its inaugural class in Fall 2008, offers a four-year program leading to a Doctor of Pharmacy Degree. The average Fall enrollment for the COP is 90 students. The College's total enrollment has grown from the initial 87 admitted students in 2008 to a peak of 358 students in Fall 2013. The enrollment goal of COP is to admit between 85 to 95 new students based on the number of applicants and the academic strength of the applicant pool. The admission process is highly competitive with many qualified applicants competing for acceptance. This is reflected in the overall retention rate of the College, which is approximately 95%. The 5% decline in overall enrollment from Fall 2013 to Spring 2016

is attributed to several factors, including withdrawal for non-academic reasons, leaves-of-absence for academic and non-academic reasons, and academic dismissal.

While the COP total student enrollment capacity is dependent on many factors, the three key factors include classroom and facilities capacity, number of faculty providing clinical instruction to satisfy accreditation requirements, and external availability/capacity of experiential education practice sites. The College is located in a very competitive academic marketplace as there are six colleges/schools of pharmacy in the State of Illinois, of which five are in the greater metropolitan Chicago area. The College has various recruitment strategies for meeting its enrollment and financial goals. These strategies include: participating in a nationwide universal application and admissions process through PharmCAS; conducting information sessions (both on site and virtually); high school/community college/4-yr institution visitations (local and national); exhibiting at local/state/national professional meetings; participating in profession-wide marketing campaigns; web-based echo-marketing campaigns; pre-pharmacy club support; partnering with high school/community college health professional student summer academic enrichment programs; creating an early assurance admission program with the CSU CAS; offering a guaranteed interview process with a community college; and, other strategies to enhance in-state and out-of-state student enrollment.

The Department of Continuing Education & Nontraditional Degree Programs offers a wide range of non-credit and credit programs to hundreds of participants yearly. This is consistent with the University's mission and core values of serving the educational needs of the community. Each year, *Options*, the community education program under Continuing Education, offers four, 6-8 week sessions of non-credit classes to individuals ages 18 months to 99 years. There are more than one hundred selections, which include online classes, listed in the Continuing Education catalogue. Courses that continue to increase in enrollment each term are Swimming, Fitness, Dance, Retail Pharmacy, Paralegal Studies and Testing-Taking Strategies. Our best recruiters are our students. When they enjoy the classes, they invite others to attend with them.

In 2015, the department offered two Dental Assistants training programs under the Workforce Innovation and Opportunity Act (WIOA) that were very successful. Every student in the program finished and found employment in dental offices. As a result, the department recently added eight (WIOA) programs that prepare participants for in-demand careers in a variety of sectors, including healthcare, and information technology. Those additional WIOA programs will be included in the upcoming Options Booklet for the winter term.

Continuing Education also offers the Individualized Curriculum Program (ICP). This nontraditional program is a credit-based, alternative degree for adults who wish to design a degree that focuses on an in-depth study of an approved discipline for a particular profession. Currently, the program is being updated to accommodate the growing population of nontraditional degree-seeking students.

Summary

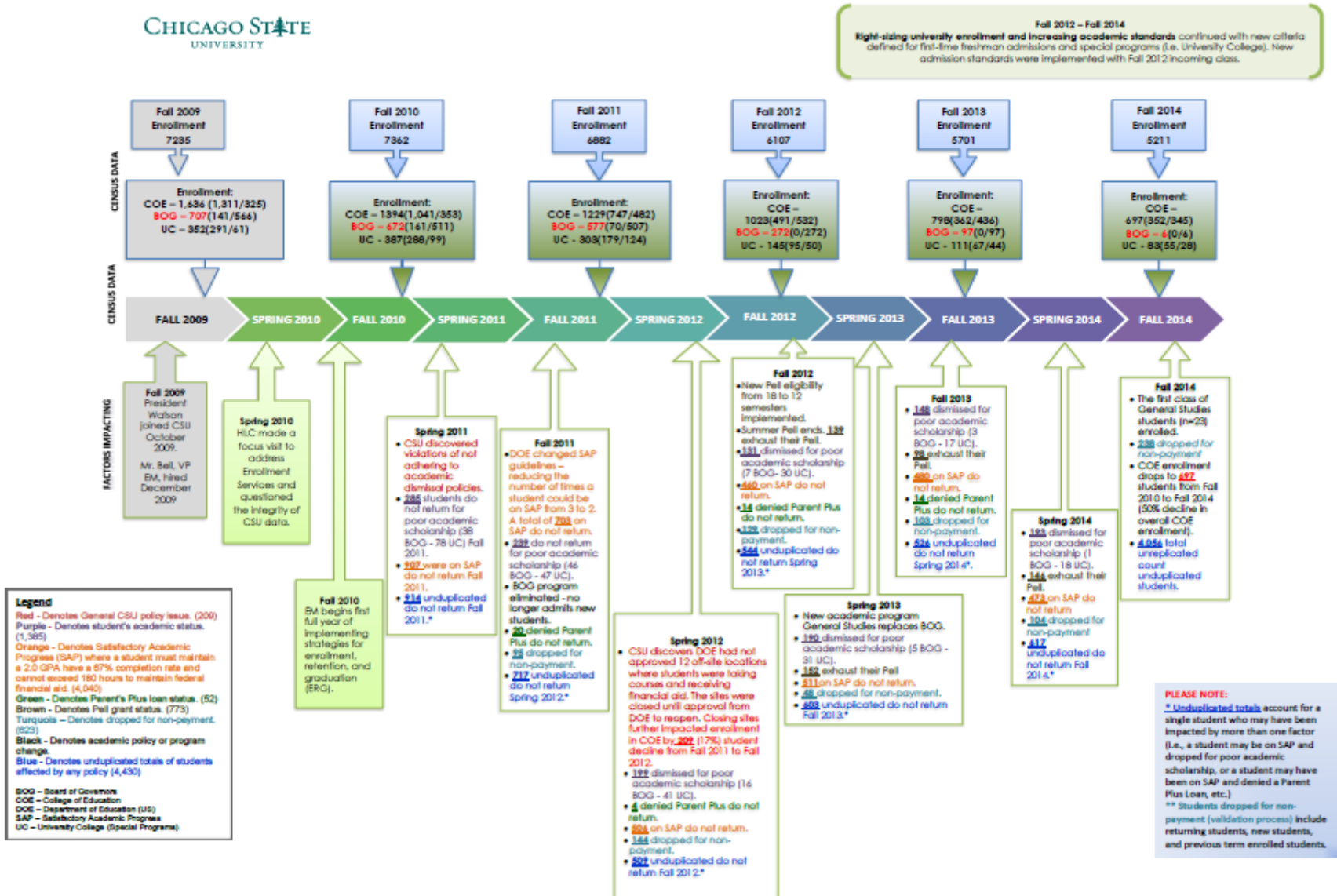
Enrollment planning at CSU is collaborative, systematic, and comprehensive. Enrollment planning is integrated with the annual planning process, strategic planning process, the University Budget

Committee planning process, the University Curriculum Committee planning process, and the University Graduate and Professional Council process. These committees provide evidence of collaboration in a systemic and comprehensive manner. The Division of EM, through the Office of Institutional Effectiveness and Research, ensures that data is correct, shared, and analyzed. Data is shared with colleges and staff at their request and systematically every week. Deans, chairs, committee chairs, and staff work collaboratively on committees and through systematic, annual planning cycles to plan enrollment goals. Although enrollment trends have not moved in the positive direction as quickly as planned, CSU has developed many reports to communicate outcomes with the University community. Specific goals and targets have been developed by academic programs, University departments, and enrollment management teams. Metrics related to goals and targets continue to be evaluated each term in order to modify or introduce new strategies to document evidence of success.

APPENDICES

APPENDIX A

ENROLLMENT TIMELINE FALL 2009 – FALL 2014 INTERNAL & EXTERNAL FACTORS IMPACTING ENROLLMENT



APPENDIX B

OVERALL ENROLLMENT SUMMARY FROM FALL 2012 – SPRING 2016

CSU ENROLLMENT FALL 2012 - SPRING 2016						
FALL TERMS						
<u>TERM</u>	<u>UNDERGRADUATES</u>	<u>GRADUATES</u>	<u>PROFESSIONAL</u>	<u>DOCTORATE</u>	<u>TOTAL</u>	<u>% DIFF</u>
FALL 2012	4618	1063	352	74	6107	-5.5%
FALL 2013	4340	938	358	65	5701	-6.6%
FALL 2014	3912	889	349	61	5211	-8.6%
FALL 2015	3462	887	358	60	4767	-8.5%
SPRING TERMS						
<u>TERM</u>	<u>UNDERGRADUATES</u>	<u>GRADUATES</u>	<u>PROFESSIONAL</u>	<u>DOCTORATE</u>	<u>TOTAL</u>	<u>% DIFF</u>
SPRING 2013	4367	1026	337	75	5821	-7.0%
SPRING 2014	4015	873	353	62	5297	-9.0%
SPRING 2015	3554	857	347	66	4818	-9.0%
SPRING 2016	3143	904	339	56	4442	-7.8%

APPENDIX B (cont.)

ENROLLMENT BY SEMESTER & STUDENT TYPE

FALL 2010 ENROLLMENT	
Undergraduate	5,667
Graduate	1,335
Professional	266
Doctoral	86
Total Enrollment	7,354
First Time Full Time Freshmen	523
Full Time Transfer-In	449

FALL 2011 ENROLLMENT	
Undergraduate	5,280
Graduate	1,183
Professional	343
Doctoral	76
Total Enrollment	6,882
First Time Full Time Freshmen	432
Full Time Transfer-In	409

FALL 2012 ENROLLMENT	
Undergraduate	4,618
Graduate	1063
Professional	352
Doctoral	74
Total Enrollment	6,107
First Time Full Time Freshmen	263
Full Time Transfer-In	415

FALL 2013 ENROLLMENT	
Undergraduate	4,339
Graduate	939
Professional	358
Doctoral	65
Total Enrollment	5,701
First Time Full Time Freshmen	225
Full Time Transfer-In	401

SPRING 2011 ENROLLMENT	
Undergraduate	5,480
Graduate	1,381
Professional	259
Doctoral	79
Total Enrollment	7,199

SPRING 2012 ENROLLMENT	
Undergraduate	4,688
Graduate	1,160
Professional	337
Doctoral	77
Total Enrollment	6,262

SPRING 2013 ENROLLMENT	
Undergraduate	4,367
Graduate	1,026
Professional	353
Doctoral	75
Total Enrollment	5,821

SPRING 2014 ENROLLMENT	
Undergraduate	4,015
Graduate	873
Professional	347
Doctoral	62
Total Enrollment	5,297

APPENDIX B (cont.)

FALL 2014 ENROLLMENT	
Undergraduate	3,912
Graduate	889
Professional	349
Doctoral	61
Total Enrollment	5,211
First Time Full Time Freshmen	253
Full Time Transfer-In	375

SPRING 2015 ENROLLMENT	
Undergraduate	3,554
Graduate	857
Professional	341
Doctoral	66
Total Enrollment	4,818

FALL 2015 ENROLLMENT	
Undergraduate	3554
Graduate	857
Professional	341
Doctoral	66
Total Enrollment	4818
First Time Full Time Freshmen	396
Full Time Transfer-In	162

APPENDIX B (cont.)

RETENTION & GRADUATION METRICS

First-Time Full-Time Freshmen Student Cohort Fall to Fall Retention Rates			
Retention	# in Cohort	# Returned Following Fall	# Returned Following Fall
Fall 2012	263	144	55%
Fall 2013	225	119	53%
Fall 2014	253	147	58%
Fall 2015	162	83	51%

First-Time Full-Time Freshmen Student Cohort 6yr Graduation Rates			
Cohort year	# in Cohort	# Graduating in 6yrs	% Graduating in 6yrs
Fall 2006	359	75	21%
Fall 2007	372	77	21%
Fall 2008	402	77	19%
Fall 2009	589	65	11%

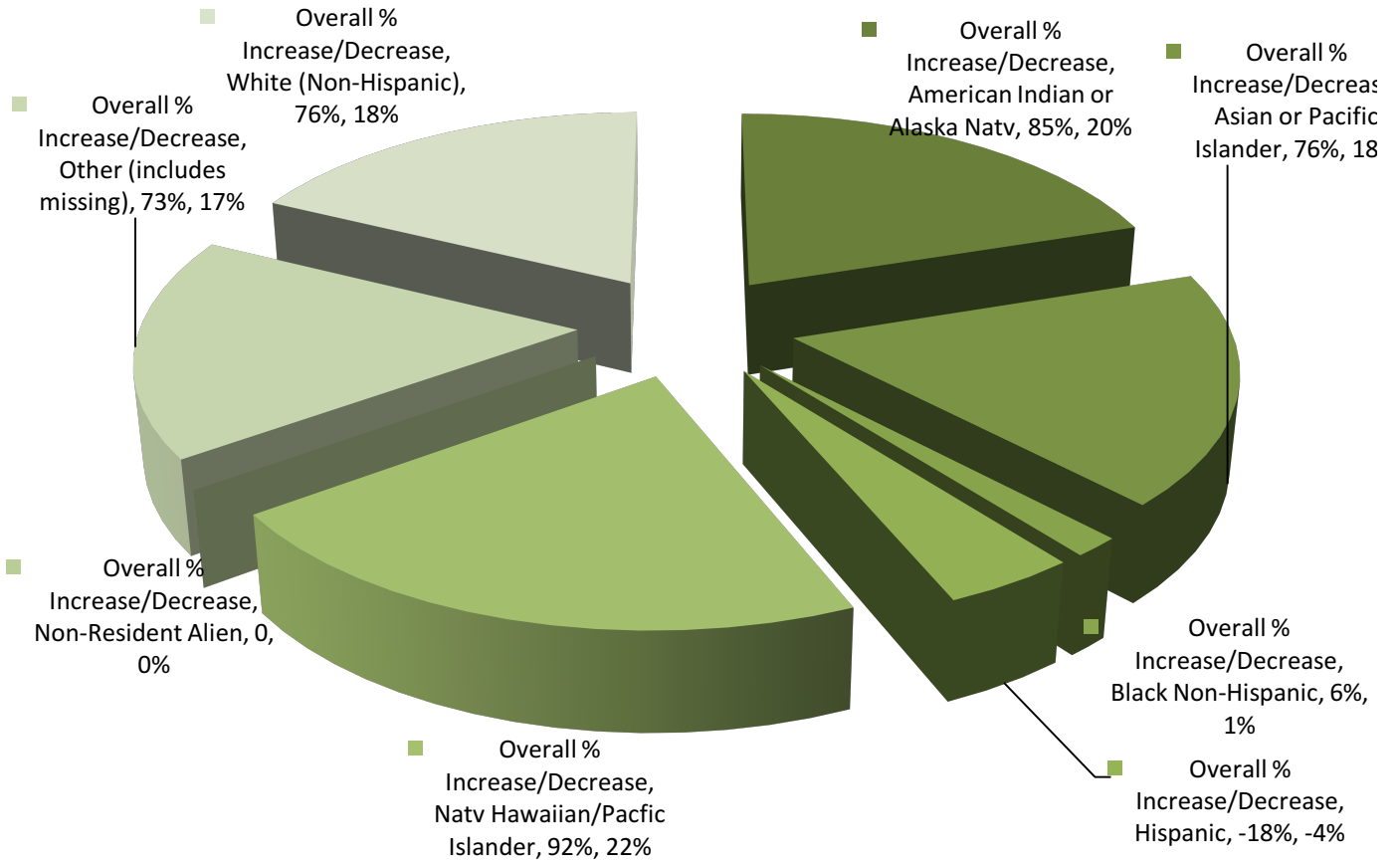
Transfer Student Cohort Fall to Fall Retention Rates			
Retention	# in Cohort	# Returned Following Fall	# Returned Following Fall
Fall 2012	414	301	73%
Fall 2013	401	284	71%
Fall 2014	375	275	73%
Fall 2015	396	232	59%

Transfer Student Cohort 6y Graduation Rates			
Cohort year	# in Cohort	# Graduating in 6yrs	% Graduating in 6yrs
Fall 2006	444	182	41%
Fall 2007	428	184	43%
Fall 2008	391	201	51%
Fall 2009	423	209	49%

APPENDIX C

COMMON APPLICATION DATA METRICS

Figure 1: Common Application
Overall Ethnicity Increase/Decrease
Fall 2011 – Fall 2015



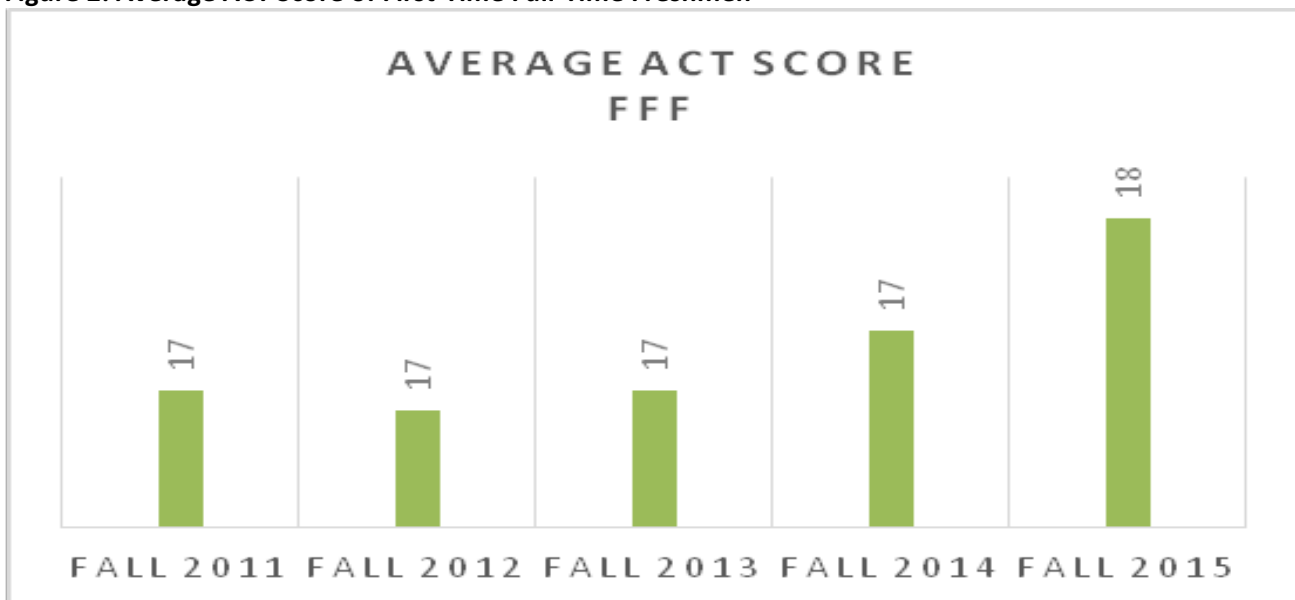
APPENDIX C (cont.)

Common Application

Table 1: Total Number of Applications (FFF) by ACT Score

ACT SCORES	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change over 5 year period
16	504	486	505	485	252	-100%
17	447	446	460	440	277	-61%
18	357	376	365	401	207	-72%
19	266	282	293	323	233	-14%
20	199	192	228	234	148	-34%
21	110	109	166	200	138	20%
22	77	84	92	130	94	18%
23	62	56	72	88	96	35%
24	33	27	49	65	71	54%
25	19	26	23	57	45	58%
26	8	12	16	27	35	77%
27	6	8	8	21	25	76%
28	5	3	4	7	22	77%
29	1	1	7	11	19	95%
30	2	1	1	5	5	60%
31	1				3	67%
32	1	1		1	8	88%
33		1			1	100%
35					1	100%

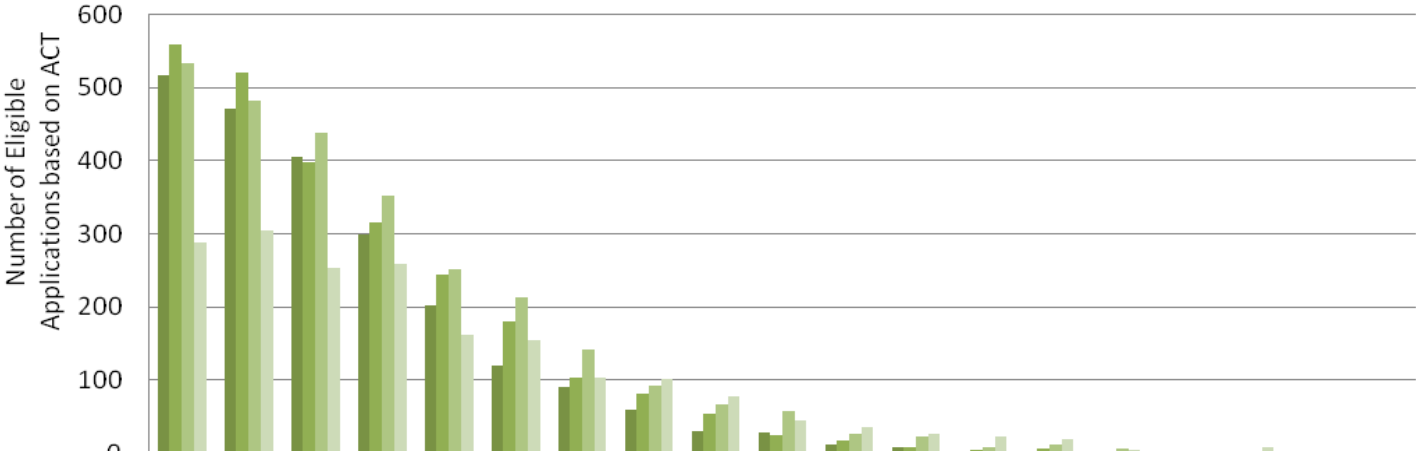
Figure 2: Average ACT Score of First-Time Full-Time Freshmen



APPENDIX C (cont.)

Chart 2: ACT Scores Student Applications

Fall 2012 - Fall 2015

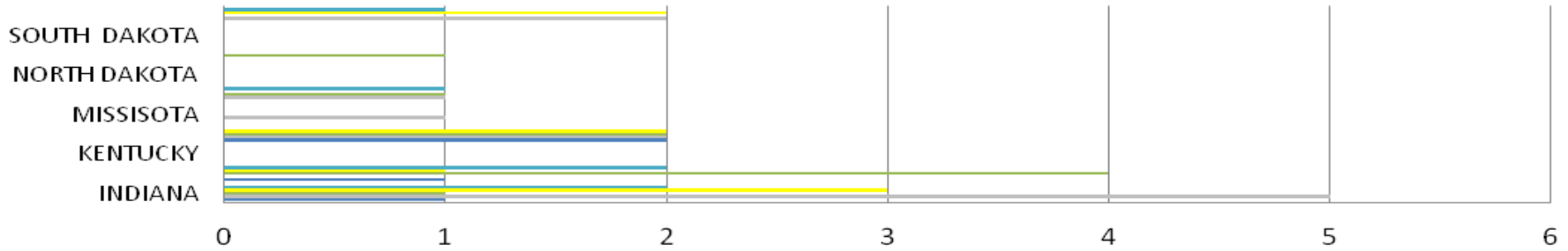


	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	35
■ 201209	516	471	406	299	203	120	91	60	31	28	12	8	3	1	1		1	1	
■ 201309	559	520	398	315	245	181	103	81	54	24	17	8	4	7	1			1	
■ 201409	533	483	438	352	252	213	142	93	67	57	27	23	9	12	6		1	1	
■ 201509	289	304	254	258	161	155	104	101	77	45	36	27	22	19	5	3	8	2	1

APPENDIX C (cont.)

Chart 3. Transfer Cohort Enrollment Data

Midwest Region

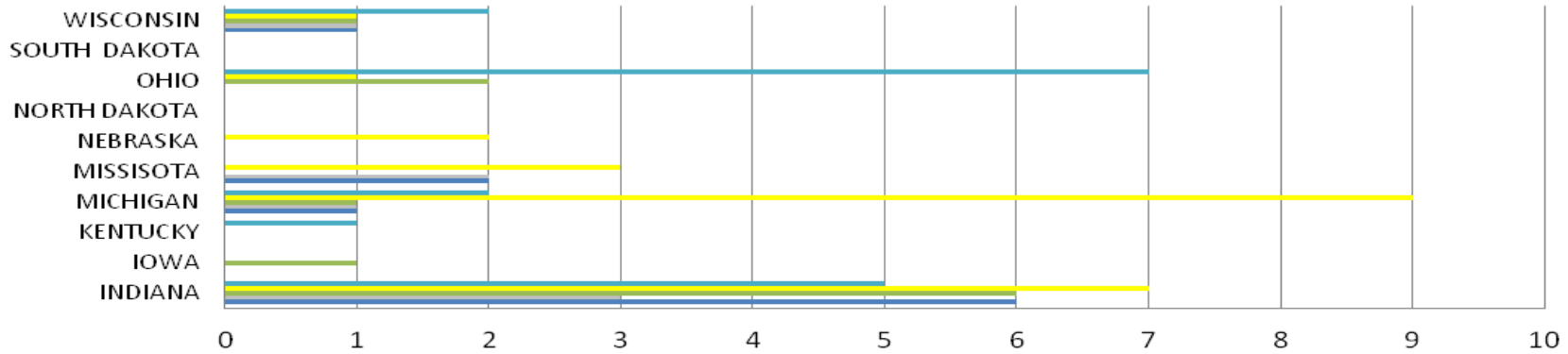


	INDIANA	IOWA	KENTUCKY	MICHIGAN	MISSISOTA	NEBRASKA	NORTH DAKOTA	OHIO	SOUTH DAKOTA	WISCONSIN
■ Fall 2015	2	2				1				1
■ Fall 2014	3	1		2						2
■ Fall 2013	1	4		2		1		1		
■ Fall 2012	5			2	1	1				2
■ Fall 2011	1	1		2						

APPENDIX C (cont.)

Chart 4. Freshman Cohort Enrollment Data

Midwest Region



	INDIANA	IOWA	KENTUCKY	MICHIGAN	MISSISOTA	NEBRASKA	NORTH DAKOTA	OHIO	SOUTH DAKOTA	WISCONSIN
Fall 2015	5		1	2	0			7		2
Fall 2014	7			9	3	2		1		1
Fall 2013	6	1		1	0			2		1
Fall 2012	3			1	2					1
Fall 2011	6			1	2					1

APPENDIX D

ONLINE PROGRAMS & COURSES

Table 1. Trends in hybrid and online course offerings, 2010-2015.

Course Type	AY 2010-11		AY 2011-12		AY 2012-13		AY 2013-14		AY 2014-15	
	#	%*	#	%	#	%	#	%	#	%
	Hybrid	84	2	149	4	164	5	115	4	107
Online	260	7	290	8	296	9	295	10	304	11
Other	3160	90	3012	87	2759	86	2490	86	2305	85
Total**	3504	99	3451	99	3219	100	2900	100	2716	100

* Percent of total courses offered. **Percentages may not equal 100% due to rounding.

Table 2. Trends in hybrid and online course enrollment, 2010-2015.

Course Type	AY 2010-11		AY 2011-12		AY 2012-13		AY 2013-14		AY 2014-15	
	#	%*	#	%	#	%	#	%	#	%
	Hybrid	1014	2	1977	4	2009	4	1562	4	1233
Online	4653	8	5172	10	5058	11	5203	12	4032	11
Other	50866	90	43205	86	38425	84	35674	84	30529	85
Total	56533	100	50354	100	45492	100	42439	99	35794	99

* Percent of total course enrollment. **Percentages may not equal 100% due to rounding.

Table 3. Students enrolled in at least one hybrid or online course, 2010-2015.

Course Type	AY 2010-11		AY 2011-12		AY 2012-13		AY 2013-14		AY 2014-15	
	#	%*	#	%	#	%	#	%	#	%
	Hybrid	844	9	1479	18	1543	21	1243	19	577
Online	2433	27	2510	31	2400	33	2410	37	2782	47
12-month Enrollment	8981		8194		7249		6492		5908	

*Percent of 12-month enrollment.

APPENDIX E

ENROLLMENT BY COLLEGE, STUDENT LEVEL AND MAJOR FALL 2012 – SPRING 2016

College of Arts and Sciences (CAS) - Graduate Programs

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
GRADUATE PROGRAMS									
Biology, Applied Physiology	BIOA	7	5	6	5	6	6	7	4
Biology, Chemical Biology	BIOC	0	1	1	1	1	1	1	1
Biology, Environmental Option	BIOE	2	2	0	1	0	0	0	0
Biology	BIOL	0	0	0	0	0	0	0	1
Biology ,Microbial/Molecular Op	BIOM	19	19	17	12	14	15	16	15
Clinical Mental Health	CNMH	81	72	103	84	86	85	102	90
Community Counseling	CNLC	1	1	1	1	1	0	0	0
Community Development (Cert)	CEDV	0	1	3	3	2	2	0	0
Computer Science	CPTR	29	31	44	72	101	96	135	210
Computer Security	CPTS	0	0	0	0	1	1	1	0
Creative Writing	CRWT	8	7	4	4	4	2	1	3
Criminal Justice	CJ	55	48	37	38	46	41	40	44
English	ENG	9	8	6	6	5	4	3	2
Geography and Economic Development	GEO	20	21	19	22	18	20	15	9
Geographic Information Systems	GEOS	3	3	3	3	6	4	4	3
Geographic Information Systems(Certificate)	GIS	3	2	0	1	0	0	0	0
Geography	GEOG	1	1	0	0	0	2	6	8
History	HIST	16	19	19	12	10	9	10	10
Mathematics	MATH	26	29	28	24	21	18	20	16
School Counseling	SCNL	20	18	14	15	10	8	9	8
Social Work	SKW	135	134	122	113	124	109	109	98
Spirituality in Psychology	SPIR					2	2	0	0
(CAS) Graduate Totals		435	422	427	417	458	425	479	522

College of Arts and Sciences: Undergraduate Programs

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
CAS UNDERGRADUATE PROGRAMS									
African-American Studies	AFAM	11	13	20	15	15	12	15	14
Art	ART	22	22	18	15	37	33	34	31
Art: Design Option	ADGN	32	32	41	36	31	31	35	35
Art: Teach Prep Prog K-12 Opt	ARTT	9	5	5	6	8	6	8	10
BA Music	MUSC	1	4	5	5	6	3	7	10
Biol, PMed/PDent Dual Degree Op	BIOH	3	3	3	1	1	2	1	0
Biology	BIOL	96	99	101	105	100	96	96	87
Biology, Environmental Op	BIOE	7	10	7	4	2	1	2	1
Biology, Microbial/Molecular Op	BIOM	8	6	9	9	8	6	5	6
Biology, Premed/Predent Option	BIOP	112	104	102	84	85	71	79	73
Biology, Secondary Teach Option	BIOT	11	8	6	6	9	9	6	5
Chemistry	CHEM	29	37	43	36	33	32	30	24
Chemistry, Biochemistry Option	CHMB	26	29	26	29	23	21	20	19
Chemistry, Secondary Teach Opt	CHMT	2	2	1	2	1	2	1	1
Comm/Media Arts/Theatre	CMAT	150	145	134	133	131	110	109	111
Computer Science	CPTR	92	85	92	79	86	67	74	74
Criminal Justice	CJ	414	411	426	405	403	371	328	295
Economics	ECON	6	7	1	Program Sunsetting				
Engineering Studies Program	ENGR	48	38	45	36	40	30	18	21
English	ENG	3	4	1	1	0	1	1	1
English: Literature Option	ELIT	18	16	22	23	20	20	17	12
English: Prof&Tech Writing Opt	EPTW	29	29	28	30	24	21	18	18

College of Arts and Sciences: Undergraduate Programs (cont.)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
English: Secondary Teach Option	ENGT	27	24	22	22	14	16	20	18
Geog, Secondary Teaching Opt	GEOT				1			0	0
General Studies Program	GSP					23	47	56	52
Geography	GEOG	4	4	3	2	4	2	1	1
History	HIST	16	18	18	19	17	14	15	13
History:Secondary Teach Option	HSST	27	20	20	14	12	12	12	11
International Studies	INTL	4	4	5	5	5	9	8	8
Liberal Studies	LBST	31	32	25	26	26	26	17	17
Mathematics	MATH	26	26	26	29	20	19	16	10
Mathematics, Second Teach Opt	MATT	18	16	14	11	10	8	12	8
Music	MUS	8	7	5	5	2	7	5	3
Music: Tch Prep Prog K-12	MUST	25	23	23	20	19	16	13	8
Physics	PHYS	6	8	10	7	8	5	4	4
Physics Bioscience Applicatns	PHYB				1	1	2	3	3
Physics Engineering Option	PHYE				3	6	11	15	13
Physics, Secondary Tchg Option	PHYT	4	4	7	5	5	2	2	0
Political Science	POL	51	45	46	45	35	30	32	26
Pre-Pharmacy Option	PPHR	55	49	40	36	39	34	39	31
Psychology	PSYC	332	331	348	330	365	335	344	334
Sociology	SOC	164	168	160	149	141	135	134	134
Spanish	SPAN	17	15	9	12	14	12	9	10
Spanish: Tch Prep Prog K-12 Opt	SPAT	8	8	6	5	4	4	4	4
Speech	SPCH				1	2	1	1	0
(CAS) Undergraduate Totals		1952	1911	1923	1808	1835	1692	1666	1556
COLLEGE OF ARTS & SCIENCES TOTALS		2387	2333	2350	2225	2293	2117	2145	1556

College of Business (COB)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Bus &Admin, Accounting Opt	ACCT	173	151	166	149	140	126	124	113
Bus &Admin, Finance Opt	FIN	55	44	49	45	56	49	57	44
Bus &Admin, Management Opt	MGMT	262	254	293	288	285	267	256	224
Bus &Admin, Marketing Opt	MKTG	73	74	66	61	67	66	68	59
Bus &Admin, Mgmt Infor Sys Opt	MIS	40	46	52	51	49	43	47	39
(COB) Undergraduate Totals		603	569	626	594	597	551	552	479
COLLEGE OF BUSINESS TOTALS		603	569	626	594	597	551	552	479

College of Education (COE)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Educational Leadership	EDDL	74	75	65	62	61	66	60	56
(COE) Doctoral Student Totals		74	75	65	62	61	66	60	56
GRADUATE PROGRAMS									
Art: Design Option	ADGN	1	1	1	1	0	0	0	0
Bilingual Education	BILE	4	7	4	3	5	4	1	2
Bilingual Elem Education	BIL	3	3	2	1	2	0	0	0
Bilingual Elementary	TCBL	1	1	1	0	0	0	0	0
C&I, Early Childhood Educ	CIEC	6	7	7	6	3	2	2	2
C&I, Instructional Foundations	CIIF	20	14	21	18	17	12	7	4
Cert Tchr - Bil/ESL Endrsmt	CTBL	17	15	5	7	5	2	6	2
Cert Tchr - Spec Ed Endrsmt	CTSP	4	5	12	9	8	11	11	4
Certification-at-Large	TCAL	1	2	0	0	0	0	0	0
Certified Teacher-at-Large	TCCT	7	12	14	16	12	14	0	25
Corporate Safety Mgmt (Cert)	CSM	0	0	1	1	1	0	1	0
Early Childhood	TCEC	16	8	6	5	4	4	0	
Early Childhood Education	ECH	21	19	13	12	12	9	11	8
Teacher Cert Early Childhood	TCFC	1		2			1	1	1
Ed Leadership & Supervisor, High Ed Administration	EDLH	20	19	22	25	35	37	28	30
Educational Leadership General Administration	EDLG	49	50	23	6	1	1	0	0
Elementary Education	ELED	46	41	29	21	11	10	9	8
Teacher Cert Elementary Education	TCEL	16	11	4	3	2	3	1	1
Teacher Cert Elementary Education	TCFE	1	1	1	1	1	1	1	1
Family and Consumer Sciences	TFCS	0	0	0	0	0	0	1	1
Gen. Admin Certification	TCGA	0	0	0	1	0	0	0	0
Guidance	TCCO	0	0	1	0	1	1	2	3

College of Education (COE) (cont.)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Lib Sci Teacher Endorsement	TCLS	4	4	4	3	4	3	6	4
Lib. Science & Comm. Media	LIB	11	12	10	10	7	5	5	3
Library & Information Science	LIS	0	0	0	0	1	5	8	9
Library Infor Specialist K-12	TCLI	0	1	0	0	1	1	1	1
Middle School K-8	TCMS	0	0	0	0	0	0	0	0
Physical Education	PE	9	18	15	13	13	8	6	7
Physical Education K-12	TCPE	7	6	3	3	1	0	1	0
Principal Preparation	PRIN	0	0	0	7	15	17	22	28
Reading Teacher Endorsement	TCRT	1	0	1	0	0	0	0	0
Secondary Art	TCAR	0	2	3	2	1	0	0	0
Secondary Biology	TCBI	4	2	1	2	1	1	2	1
Secondary Business	TCBE	6	4	3	2	1	1	0	1
Secondary Chemistry	TCCH	2	4	2	0	0	0	0	0
Secondary Education	SECD	26	14	12	12	8	5	2	4
Secondary Education Family Studies	TCFS	1	0	1	0	0	1	1	0
Secondary English	TCEN	4	5	4	2	1	1	0	0
Secondary Geography	TCGE	1	1	1	1	1	1	0	0
Secondary History	TCHI	8	4	3	2	2	2	1	2
Secondary Mathematics	TCMA	4	3	3	2	1	2	1	1
Secondary Music	TCMU	5	5	4	3	1	1	0	1
Secondary Physics	TCPH	0	0	0	0	0	0	0	0
Secondary Spanish Language	TCLS	1	1	2	2	1	0	0	4
Secondary Technology Education	TCTE	3	3	3	2	0	0	1	0
Social Work Endorsement	TCSW	3	2	1	1	1	1	0	0
Special Ed LBS-1, K-12	TCSP	3	7	3	3	4	2	0	0
Special Education	SPED	84	81	46	38	39	46	43	34
Teaching of Reading	READ	4	4	6	6	7	7	3	5

College of Education COE (cont.)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Technology and Perf. Improv. Std	TPIS	-	-	-	-	-	3	18	20
Technology and Education	TEDU	9	11	18	20	21	19	16	13
Therapeutic Recreation Cert	TREC	1	1	0	0	0	0	0	0
(COE) Graduate Student Totals		445	422	324	279	255	248	309	286
UNDERGRADUATE PROGRAMS									
Bilingual Elem Education	BIL	20	17	16	11	11	8	13	13
Career and Technical Education	CTE	24	23	18	17	17	14	14	17
Career&Tech Ed: Business Ed	BE	4	3	3	3	3	3	1	0
Early Childhood Education	ECH	164	142	131	119	113	95	89	73
El Ch Ed, Child Studies Option	ECHC	20	16	14	8	14	10	2	4
El Ch Ed, Family Studies Option	ECNT	-	-	-	-	-	22	23	22
Elem Ed - Non Teaching Option	ELNT	1	3	6	9	18	17	14	20
Elem Ed, Middle School Option	EMID	42	32	18	14	27	18	23	16
Elementary Education	ELED	132	138	138	128	111	96	92	68
Insustrial Tech Education	ITED	-	-	-	-	-	-	0	0
Information Technology Cert	ITC	1	0	0	0	0	0	0	0
Physical Ed. Non-Teaching	PENT	-	-	-	-	2	4	4	6
Physical Education	PE	48	42	43	39	39	31	34	30
Recreation	REC	33	36	28	27	25	32	35	36
Special Education	SPED	0	1	0	1	1	1	0	0
(COE) Undergraduate Student Totals		489	453	415	376	381	351	344	305
COLLEGE OF EDUCATION TOTALS		1008	950	804	717	697	665	653	591

College of Health Sciences (CHS)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
GRADUATE PROGRAMS									
Health Information Admin	HIA	1	0	0	0	0	0	0	0
Masters in Nursing	MNRS	7	8	8	8	10	3	3	3
Occupational Therapy	OT	54	52	58	55	68	64	73	70
Public Health	PUBH	12	16	17	14	16	19	11	12
(CHS) Graduate Student Totals		74	76	83	77	94	86	87	85
UNDERGRADUATE PROGRAMS									
Health Information Admin	HIA	80	75	76	79	88	85	78	75
Health Sciences-Community Health	HP	86	90	112	109	132	139	112	110
Health Sciences-Pre-OT	HSC	100	81	89	78	84	71	67	62
Health Sciences--Pre-PT	PPT	68	61	57	52	53	43	44	41
Nursing	NURS	539	518	537	478	418	350	348	327
(CHS) Undergraduate Students Totals		873	825	871	796	775	688	649	615
COLLEGE OF HEALTH SCIENCES TOTALS		947	901	954	873	869	774	736	700

College of Pharmacy (COP)

	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Pharmacy Student Total	PHAR	352	353	358	347	349	341	358	339

No College Designated/Special Programs (NoCol_Sp)

Major Description	Major Code	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Post Bach Certificates									
Alcohol & Drug Abuse (PBCert)	AODA	18	15	19	15	12	10	3	1
Certificate Student Totals		18	15	19	15	12	10	3	1
GRADUATE PROGRAM									
Graduate-at-Large	GSAL	91	91	86	85	70	88	69	62
Graduate Student Totals		91	91	86	85	70	88	69	62
UNDERGRADUATE PROGRMS									
Board of Governors	BOG	299	202	97	24	6	3	2	0
Individualized Curriculum – BA	ICBA	24	49	94	106	77	70	61	48
Individualized Curriculum – BS	ICBS	87	137	127	121	75	65	53	45
University College	UC	198	153	111	75	83	69	83	65
University Without Walls	UWBA	0	0	0	0	0	0	0	0
University Without Walls	UWBS	3	2	0	0	1	0	0	0
Undecided	UNDC	65	49	56	31	44	25	27	15
Undergrad at Large Pre Col	UPC	1	1		56	19	1	0	0
Undergrad At Large-Continuing/Ext	UCAL	0	0	0	1	0	0	0	0
Undergraduate-at-Large	USAL	24	16	19	27	19	39	25	15
Undergraduate Student Totals		701	609	504	441	324	272	251	188
SPECIAL PROGRAM TOTALS		810	715	609	541	406	370	323	251

