

Enrollment Management Advisory Committee Meeting

Minutes

February 1, 2022

Attendees:					
	Ann Sherman, Vice President of Business and Finance		Krystal Alvarez, Student Academic Senate	X	Sharon Barrios, Dean, Office of Graduate Studies*
X	Baohui Song, Faculty, College of Agriculture	X	Marianne Paiva, Chair, Academic Senate	X	Tanya Morgan, community member
X	Barbara Johnson, AA/S, Enrollment Management Services*	X	Michael Dills-Allen, University Registrar, Office of the Registrar; Interim Director, Financial Aid and Scholarship Office*	X	Tawnie Peterson, Staff Council Chair
X	Connie Huyck, Executive Director, University Housing*		Peter Gitau, Vice President of Student Services, Butte College	X	Tom Rosenow, Interim Director, Institutional Research*
X	Duncan Young, Associated Students President	X	Peter Kittle (Chair), Chair, English Department	X	Tracy Butts, Dean, Humanities and Fine Arts
X	Jennifer Gruber, Interim AVP, International Education and Global Engagement*		Quinn Winchell, Faculty, Media Arts, Design and Technology Department	X	Troy Cline, Faculty, Biological Sciences Department
X	Jerry Ross, AVP, Enrollment Management	X	Rick Ford, Statewide Academic Senator	X	Tyson Henry (Vice Chair), Chair/Faculty, Computer Science
X	Kaitlyn Baumgartner Lee, AVP, University Advisement*	X	Sarah Blakeslee, Library Research, Instruction and Outreach	X	Holly Ferguson, Office of the Registrar***
X	Kenneth Chapman, Faculty, Finance and Marketing Department	X	Serge Desir, Director, Office of Admissions		

In attendance: * = *Ex-officio Members (non-voting)* X = In attendance
 ** = *Featured Guest*

Meeting convened at 3:17 p.m.

I. Approve agenda, introductions and announcements (Peter Kittle)

- A. Agenda approved
- B. Minutes from 11/16/21 meeting approved
- C. Introductions - none
- D. Announcements – none

II. Enrollment and Admissions updates (Jerry Ross and Serge Desir)

- A. [Enrollment updates](#)
- B. Spring 2022

1. We continue to be down for spring, year over year
 - a) We have been down each year since the spring of 2018
 - b) We are proportionally down – we are down by about the same percentage year over year that we were down at fall year over year
 - c) We are at a headcount of 14,148 as of this morning; hope to land at a headcount of above 14,000, but that will depend on how much melt we experience between now and census
 - d) Spring headcount is down 16.5% since 2018, and this has impacts on campus departments, both enrollment and budgets
 - e) Students are also enrolling in fewer credit hours this spring; we are about half a credit off in average student load compared to last year. This also shows up where some departments are down in their course registrations, by an even greater percentage than our percentage down in headcount. This will be a continued challenge
 - f) We are starting to make some progress on a few things. For new domestic undergraduate admissions, we have stabilized our Enrolled number year-over-year
 - (1) We started the cycle up in applications, and then had a greater than usual number of students not complete their applications, particularly on the transfer side
 - (a) Nevertheless, we increased our overall yield, particularly on the transfer side, and did better at reducing melt
 - g) There is a lag effect in the work that we do, but there is cause for optimism
 - (1) Rick commented that it was mentioned that the drop in freshman that we experienced in the fall, will be experienced for the next four or five years, and wondered if we're starting to see that cumulative effect
 - (a) Each cycle echoes through enrollment for 4-6 years
 - (b) We have the enrollment cliff on the horizon
 - (2) Troy wondered what might be the cause of applications being higher year over year but admits being lower?
 - (a) This is due to incomplete applications—our denial rates did not increase. This could be related to COVID
 - (b) Also our increased advertising efforts may have increased the top of the funnel without that translating to later points in the funnel
 - (3) Peter Kittle asked if we are tracking the number of freshmen that didn't return?
 - (a) We had a very intentional and aggressive outreach strategy to get continuing students to register, and had some success with closing the gaps through the registration cycle
 - (b) We can provide more specific data on continuation rates at the next meeting, including by college. Tom Rosenow will take a look at retention rates and fall and spring continuation rates
 - (i) Ken Chapman would be very interested in retention rates and continuation rates over the years by college/primary major

C. Fall 2022

1. The trend continued through the application deadline that first-time freshmen applications were up and transfer applications were down

- a) We had the largest number of first-time freshmen applications that we've seen since fall 2019
 - b) With transfer applications, we have a supply problem coming from the California Community College system in that they've had declining enrollment for the last several years
 - (1) We can make up some of the gap with freshmen, and with reducing melt and increasing yield of transfers, but transfers will continue to be a challenge
 - 2. We're going to have the largest number of admitted freshmen that we've had since 2019 as well
 - a) There are about 1,300 freshmen and 1,300 transfers still to be reviewed, but we're ahead of last year's pace
- D. Systemwide context
 - 1. System-wide, campuses are up in freshmen and down in transfers from a domestic application standpoint
 - a) Systemwide FTF applications are up 13.1% while Chico State is up 14%. There are eight campuses that had first-time freshman increases that are greater than ours
 - (1) This is the first cycle in awhile that we have been ahead of the system with freshman applications
 - b) We're down a little bit more in transfers than the system as a whole (down 15% versus systemwide down 13.5%); nine campuses saw decreases greater than ours
 - 2. There are a few campuses that are remaining open for applications
- E. Yielding efforts
 - 1. We began developing a yield and freeze campaign very early
 - a) We have been aggressively pursuing admitted students, giving them reminders, reinforcing that this is a place they want to be
 - b) We are working with other stakeholders, particularly the Colleges, to represent that the university as a whole is reaching out to students and engaging them, in multimodal communication efforts
 - (1) If it is a transactional, deadline-driven effort, we will go with SMS text messages, whereas emails, postcards and letters will be for relationship-driven efforts for students and their families
 - (2) Calling campaigns from the Colleges, from the faculty, have a great impact, as do calls from current students. These are different kinds of conversations that should happen at different times in the yield and freeze cycle
 - (a) IPEDS did a summary report, which Tom has just seen, which compared 22 universities with Chico State (these are comps from around the country). For fall 2022, we admitted 10% more than those 22 schools and yet we yielded 12% fewer students
 - (i) Jerry pointed out that yields have been declining for over a decade. 10 years ago we yielded at 22%, and we are now roughly 11%
 - (3) Admissions did some improvements to the toolkit for calling campaigns. They want to capitalize on what colleges do best, but fold it into the communications flow

2. An example of a freeze effort that is being rolled out now is our slate of six regional admitted student receptions: 2 in Southern California, 2 in the Central Valley and 2 in the Bay Area. We just launched on Friday, and as of today there are 54 registrants
 - a) We will do more of these types of endeavors going forward, including at Choose Chico

III. Preview of new university catalog (Holly Ferguson)

- A. Mike mentioned that when he arrived at the University, there were 4 major systems within the Office of the Registrar that were not ADA-compliant: the registration system, the class schedule, the University Catalog, and Smart Planner
 1. This year, we are replacing the Catalog. Later this year we will replace Smart Planner, and at that point the Office of the Registrar will be 100% ADA-Compliant
- B. Holly gave the group a visual overview of the new University Catalog, which is still being finalized
 1. The previous catalog was homegrown and no longer met web standards and accessibility standards; it was a huge accessibility risk for the University
 2. The new product is called Courseleaf, and it will eliminate our accessibility problems
 3. We are working on replacing the “find your major” page. It will be integrated into catalog management and will be updated as curriculum changes are entered
 4. There will be a workflow for making changes to the catalog
 5. We will also be purchasing a curriculum management software, which will integrate into the catalog
 6. They were able to make some design changes, such as moving general education to the top header, making it a little easier to find
 - a) There is now an Apply button, so if a potential student is browsing the catalog, they can go right to the Admissions page and apply to the University
 - b) There will be a list view by program, or an option to explore through tiles and filters to narrow down what might be the right program for that student. When we finish the “find your major” project it will live with this year. We are hoping to have that done by the end of spring
 - c) We have requested a program description for every academic program, so that as students are clicking through they see the descriptions of programs they might be interested in
 - d) This software is also designed to be mobile-friendly, as well as readily searchable.
 7. The catalog is likely going to be published in mid-March
 8. Ken had a question about search capabilities
 - a) You’ll be able to search the catalog, just by courses, or the whole CSU
 - (1) The titles on programs will be a little different – “Geography BA” rather than “The Bachelor of Arts in Geography”, so that the title shows up in G rather than B
 - b) In the future, students will be able to use filters, such as searching for online programs. Not sure if we will get this done this year

9. There were some questions about how course enrollment caps work, with some anomalies described (number of waitlist seats available, etc.)
 - a) The course enrollment number is not changing when you add a student (for example, if the course is capped at 20, and you add a student, the number does not change to 21. It should be changing (in this example it would be 21 students in a class of 20)
 - (1) It also was happening that the number would show up as negative (-3 rather than 23/20)
 - b) If these things happen, please screenshot and send to Holly
10. Peter mentioned that it feels different to navigate straight to the degree program requirements rather than an overview
 - a) Holly said you will still be able to navigate from departments and get the department overview. Students tend to get to their program multiple ways, and also there are multiple audiences for the catalog (students, faculty, staff, parents)
 - b) Serge mentioned that from a new student perspective, they are looking specifically at majors and not at departments or Colleges
- C. We haven't yet entered any approved changes, as we've just finished the migration process. They will be; we will not publish without the approved curriculum changes

IV. Discussion of recommendations from EMAC to CAB (Peter Kittle)

- A. The Curriculum Advisory Board (CAB) has a set of protocols that it goes through every year to decide whether there needs to be a call put out for additional general education courses
 1. One of the parts of call on that protocol is to reach out to EMAC for a recommendation. At the most basic level, is the campus in a growth period that would necessitate such a call for new GE courses?
 2. Right now (as of January 14) there appears to be an upturn in first-time freshman applications and a downturn in transfer applications, so that is what we are looking at in terms of possible new students. In addition, there is the question about how well we are retaining our current students
- B. Last year, EMAC recommended adding sections of high-demand GE courses whenever possible to relieve bottlenecks, rather than making a call for new GE area courses
 1. In particular, EMAC recommends providing additional sections of high-demand GE courses that satisfy more than one requirement
 - a) This can help shorten time to degree
 2. Lastly, whenever the need for new courses is identified, EMAC recommends that CAB give special consideration to new courses that satisfy multiple requirements
- C. For this year, we may additionally want to consider Area F, Ethnic Studies courses
 1. Will need capacity to serve ~2,000 FTF yearly; additionally, starting next fall, students transferring in from community colleges may not have completed the Area F requirement when they enroll here
 2. Peter asked whether we wanted to modify last year's recommendation by adding a blanket statement about what we anticipate for enrollment in 2023
- D. Tom Rosenow had provided data on high-waitlist courses, such as Psychology 301, History 130 and others

1. There will be different ways to slice the data, and see if there are URM issues, high DFW rates, etc.
 2. The question was brought up about the factors of online versus in-person environments in the timeframe of 2021, and whether that impacted waitlist numbers for specific years
 3. An additional question was whether there has been any type of analysis of GE classes and whether some of them are ones that students will need -- are they balanced for online versus in-person? Anecdotally, within that timeframe some departments found that online classes filled more quickly and had higher waitlists. The online versus in-person dynamic may be having a big impact
 - a) An additional consideration is students who register for a class section, but waitlist additional sections that they deem more desirable. Adding an additional class section may not actually yield a full additional class section
 4. Rick commented that in focusing specifically on whether additional courses (not sections) should be added, it might be something to be solved at the department level rather than via EMAC and CAB
 5. Rick also mentioned that CAB won't look at new courses unless there is a call for them, whereas it seems like if a faculty member has a great idea for a new course, and wants to trial it out, wouldn't that be a good thing to foster?
- E. In terms of enrollment, Jerry and Serge suggested that we might have a slight increase in first-time freshmen (perhaps even more than slight), and a not-insignificant decline in transfer enrollment, for 2023. Chong and Jerry had been working on projections that we may improve a little bit in yield, but we are not banking on significant improvement
1. Rick pointed out that while we might have an increase in freshmen, we will still see a deficit move through the system from other cohorts, so we might net down in enrollment
 2. Also, as each cohort progresses, we will see that the population of students that are required to take 3 Area D courses, diminishing as new cohorts that are required to take Area F courses start filling in. This transition will take place over the next 4 to 6 years as applicable catalog rights for student populations phase out
 - a) Ken wanted to reinforce Rick's point about total capacity, and how enrollment overall is still down. The total number of courses is based on what era? It is a little dangerous to see 2022-23 as "growth," when we are in a decrease pattern overall
- F. Peter suggested wording of a recommendation as follows: "EMAC anticipates a slight increase in FTF, a decrease in transfer students, and an overall decrease in total FTES for the 2022-23 academic year. "
1. Tyson wanted to know if that meant we were suggesting CAB put out a call for new courses? We don't want to do that, but probably should put out a call for Area F courses
 2. A motion was made by Rick and seconded by Tyson on Peter's wording above; and the vote carried with 7 yeses and 0 no votes
- G. Rick proposed wording for an Area F recommendation, by moving that EMAC foresees a growing demand for Area F courses, but cannot determine if additional courses are needed
1. This motion was seconded by Tyson, and Rick expanded on his motion that CAB has approved 9 Ethnic Studies courses, but none of the members of EMAC know whether the staffing is in place to meet growing demand
 - a) There have been 3 hires in African American Studies, and there are additional searches happening in other areas

2. The proposed wording regarding an Area F recommendation was voted upon, and carried with 8 yeses

H. Peter asked if we should keep, modify or delete the recommendations from last year? The motion was made by Tyson and seconded by Rick to keep these recommendations, as a gentle reminder to CAB

1. Kaitlyn mentioned that the discussion today speaks to aspects of data, which CAB should always be reviewing but may not always know it is in its purview to consume. Data regarding enrollments, waitlists and other information, as well as consultation with IR and Enrollment Management, would be helpful as they make decisions about calls for courses and sections.

2. Peter suggested adding the following wording: "EMAC recommends using data regarding enrollments, waitlist, and other information in consultation with IR and Enrollment Management in making decisions about calls for new courses and sections."

3. Tyson moved to amend his previous motion with the addition this clause. Rick seconded that motion, and the vote carried with 8 yeses.

V. Next meeting items (Peter Kittle)

A. Peter suggested that we move the next meeting to the second Tuesday, because Peter Gitau has a conflict on the first Tuesday, as well as Peter Kittle having an occasional conflict with Chairs Council, and the third Tuesday is spring break

VI. Upcoming meeting

A. March 8, 2022

1. Via Zoom teleconference

Meeting adjourned at 4:55 pm

Respectfully submitted,

Barbara Johnson, AA/S, EMS