

## SESSION IV – GROUPS E-H

### OPTIMAL ENROLLMENT

#### **Question 1: What factors might be important to consider when UNC begins the process of determining strategic enrollment targets and goals?**

##### **Discussion Items**

- # of students ensuring quality students
- # of classrooms and capacity
- retain quality faculty
- Is there a correlation between the decline between full time faculty and enrollment?
- Size of classrooms
- Number of support staff
- Number of offices and departments
- Number of full time faculty
- Mission of the University – large or personal touch
- Size of feeder programs for colleges
- Look at SES diversity, amount of first time bachelor's seekers, cultural diversity – what is the university's vision? Ask how much recruitment effort is being made in Greeley?
- Many students choose UNC because of its size. So question becomes how big does UNC want to be. Question – was UNC overenrolled for a few years and made inadvertent budget predictions based on this?
- Is there interest from the University to have smaller incoming classes? Increase in quality is most important.
- Once we push pass 10,000 undergraduate students, whole nature of university may need to change to accommodate this population.
- It might not be a desirable goal to grow the University. Must instead determine what size is best for this Institution.
- Universities can get larger without getting better.
- UNC is a niche institution right now and this must be taken into consideration.
- Issues of policies ex: title ix Physical and human resources
- Time resources
- Accreditation standards...
- Institutional identity
- Program quality
- Capacity...capacity...capacity....
- Support services capacity..library...advising...
- Size and preparedness of graduating classes

##### **Action Items**

- Ask the students what the barriers are
- Multiple technological ways to contact students
- Similar to My Space – Start a Bear Space website
- Racial/social diversity
- Who are we – identity
- Market who we are – 1<sup>st</sup> generation students
- Size feeder programs to majors such as business and nursing
- Provide additional office space
- Determine what type of institution we want to be. Selective? Smaller? If the institution is going to be selective and smaller, how to accommodate diversity?
- Determine how dedicated the university is to becoming more diversified – quantify the investment, create a vision for the future, coordinate with one collective image and vision
- Look at and contact institutions that have gone through similar scenarios. How did they redefine themselves? (example: Western Washington).

**Question 2: Related to capacity & differential tuition, how can we balance the cost of the program and capacity**

**Discussion Items**

- Differential tuition and impacts
- Financial aid and scholarships are impacted with after add/drop reviews
- Two philosophies here – premium demand gets premium price. 2<sup>nd</sup> is the cost issue – differential tuition for program with more costs (costly programs need higher tuition so that other departments don't have to carry the weight).
- Question – how much of the differential tuition goes back to the department?
- Harder to increase fees when its bound up in tuition.
- Idea of cultural capital – students might think that they should have equal access to any program on campus –“isn't education the same”. In other words, the differential tuition may make a statement that doesn't resonate with certain cultures and may impact diversity.
- Price increases will have impacts on lower SES students and may have impact on diversity.
- Social justice issue – for everyone to participate, may need subsidy to make fair.
- It is a cultural perception that “you get what you pay for” but this impacts UNC's perception because it is cheaper than CSU and CU. When you charge more for PVA and MCB then perhaps these programs are better than the other programs. Are there programs that don't have innovative programs with more equipment for those that have lower tuition?
- Need to adjust Financial Aid to make a difference.
- Student view – does not want to pay the extra fees if they are not using that equipment.
- If the mission of the university is for the pursuit of academe at large then not for a particular program, then equal access. (example rural areas don't necessarily pay for full cost of their phone line).
- Question about whether these programs are with students who make more money when they leave? (e.g. nursing and business vs. political science).
- Are these differentiated tuitions creating different perceptions?
- Question is should we cross subsidize to have same tuition.

**Action Items**

- Reinvest the additional cost back into the program
- Benchmarking with our peers and competitors
- What does it cost to deliver the program – do the programs need to keep half
- Maintain current policy with differential tuition
- UNC needs to review from a cultural standpoint as to whether the differential tuition is serving the community, the campus, and students at large and meeting the goals of diversity.
- Address the question of differential tuition with course fees and materials fees.
- Consider residual cost regarding capacity
- Should we examine other models of differential tuition other then credit hour
- Where do student fees fit into this?

**Question 3: How do we balance among selectivity, affordability, and accessibility**

**Discussion Items**

- Stratified within the residence halls
- Closing off access to middle class – rich can afford, poor get help, but middle get nothing
- Learning community access may be affected by cost of living in different halls
- Do our policies support the demand in the job market? (accessibility)

**Action Items**

- Do we want quantity or the quality
- What is our identity
- University administration requests more money to support being the institute who provides an education to in-state students – targets a certain population
- Complicated questions
- Explore options for learning community affordability and accessibility
- Identify target market of students

- Define what is the university's commitment to social justice.
- Analyze the factors – how much do we need to charge? What impacts will this have in light of social justice?
- Define what should be demographic makeup of enrollment.
- Define the nature and character of our institution...
- High level administration needs to frame the nature and character of institution through institutional conversation
- Understand and define what students we as an institution serve best and who do we want to serve.
- Do not deny the nature and character of each college...

**Question 4: Since enrollment cannot be predicted from year to year, but it can be greatly influenced, what implications does this fact present for your area**

**Discussion Items**

- Some programs are under enrolled and some are over enrolled
- Demands in Liberal Arts Core vary greatly and are not able to be predicted accurately
- Recruitment is retention. Happy students tell their friends, and then the friends might come here too.
- However, this would keep the same demographic disbursement.
- Need also proactive recruitment to the other demographic elements.
- From Housing side, need a minimum number of freshmen to have all beds filled.
- Idea of "right-sizing". Perhaps growth is not the issue, instead looking at programs that are underenrolled and make hard decisions, or perhaps the underenrolled programs could be turned around with specific efforts.
- How we decide our capacity has an effect on all areas...and understand the balance between academic areas and support
- Differentiating – creating accommodations to service credits
- How do you know you need more service courses
- Under resourced in service areas
- Service aspect should be part of calculations around accessibility...

**Action Items**

- Course scheduling
- Faculty hiring
- Tuition deposits
- Advising loads
- Targeted recruiting to under enrolled programs
- Formulate a set of program specific criteria for enrollment management
- Reallocate resources accordingly
- Areas need to do what they can to retain current students – keep them happy.
- MCB does survey to students and ask whether they would recommend there program to another student. Other colleges should look at this kind of survey as well.
- Determine what programs the students are leaving from – mostly undeclared and pre-programs. Many programs (MCB, etc.) are not losing students. Need to look specifically at undeclared students (phone calls?) and focus on retention efforts on these students. (example: new minors set up for those pre-major students who don't get into their desired program – nursing, business).
- Take a look at under-enrolled programs. Some may need resources added and marketing.
- Set enrollment targets as an institution and by college...and share them
- Have a clearly stated enrollment goal, and strategy to attain it and a process to collect data.
- Providing colleges with data they may need to inform decisions around enrollment predictions
- Create an institutional wide enrollment plan
- Assess the success of the learning community model.
- Create a systematic way to predict enrollment

**Question 5: What pipelines are currently working best for us? Where would it be most productive to focus our admissions resources?**

**Discussion Items**

- AIMS works
- Online courses are working well
- Pipelines in Denver and Colorado Springs seem to be dried up- lack of recruiters.
- Problem with out of state students coming for snowboarding – end up in conduct situations.
- Native feel of campus to Colorado is important to the University. UNC has a real State niche.
- Make sure the names being purchased are being used well.
- UNC does very well with first generation students.
- We know our pipeline....

**Action Items**

- Doing orientation at other schools
- Take our show on the road a couple times during the year
- More advertising in community colleges
- Continue effort between UNC and Denver Public Schools
- Get input from cultural resource centers
- Speak to a live person during peak times for Admissions/Registration
- Consistently keep efforts focused on our local areas
- Target Weld County for recruiting efforts
- Expand Denver and Colorado Springs recruitment efforts
- Buy names that meet the profile UNC is working for. Send recruiters to those markets – out of state markets.
- Need to put the most energy into recruiting students that are going to other Colorado institutions instead.
- Explore the pipeline between alumni teachers and the students they teach.
- Create hospitality and admissions communications for faculty that have prospects. Need a contact person in admissions to create this hospitality.
- Look at profiles of students who succeed at UNC and know who to recruit by using real data and analysis. Also may need to look outside of that box if the institution is trying to change its profile.
- Why do we not implement a decision deposit...
- Have more resources – balance international and out of state recruitment
- Inform our current students so they can help recruit.
- Information around resources needs to be decimated (ex. Insight)