Executive Summary

**College of Education and Human Services Enrollment Management Plan 2011-2016**

The College of Education and Human Services’ (COEHS) Enrollment Management Plan (EMP) is focused on recruitment, retention, and graduation. The College’s EMP is an important component of an integrated University Enrollment Management Plan. All departments within COEHS will use the guiding and operating principles of this document to develop their own specific EMPS. This plan benefits all COEHS programs, irrespective of location and modality.

**Definition of Enrollment Management:**

Enrollment management is the coordination of the functions that directly affect the recruitment, admission, financial decisions, and retention of the students the school most wants to serve. Managing enrollment includes: (1) the analysis of factors influencing enrollment (including what attracts students and why they leave); (2) the establishment of a good student-institution match in recruiting and admission; (3) an orientation that facilitates the students’ transition into the university; (4) adequate advising and counseling; (5) an attitude of service to students; and (6) promotion of an overall responsive environment (Kotler and Fox, 1995).

**The Enrollment Management Process Used by the College of Education and Human Services (COEHS)**

To develop the College’s enrollment management plan, we

- Collected information on national demographic population trends.
- Conducted meaningful and relevant research on demographic trends and projected demographic trends for growth areas in higher education.
- Collected research and performed analysis of Western Illinois University enrollment data, graduation rates, etc., as provided by Institutional Research and Planning.
- Refined the research on enrollment data, retention rates, and graduation rates for the College, and its respective departments and majors.
- Collated and summarized information from a department chair survey questionnaire on current and planned activities, opportunities, and ideas for the College to help facilitate departments in development of their own enrollment management plan.
- Dedicated significant time in department chair meetings to discuss best practices and enrollment management initiatives.
- Classified each major within the College based on multiple quantitative and qualitative factors into one of three categories: undersubscribed, balanced, and oversubscribed. The classification will allow for the development of specific enrollment management strategies that are effective and beneficial based on the category.
- Developed specific enrollment management goals and objectives for the College.
Sketched out specific action plans and ideas associated with those objectives and determined accountability and evaluation measures.

We note that coherent, comprehensive enrollment management planning and communication for the university can assist the College in further refining its goals, objectives, and role in enrollment management for the University. University planning would include stakeholders from such departments as Undergraduate Admissions, Graduate School, Institutional Research and Planning, University Advising and Academic Services, and Colleges and appropriate divisions. The development of the College’s enrollment management goals are guided by the University’s vision, mission, and current strategic plan.

Planning Assumptions and Challenges:

1. A college’s enrollment management plan is not effective if developed, implemented, and evaluated in a vacuum.
   a. Collaboration, cooperation, and coordination among units are critical to success so that resources can be used effectively and efficiently. This planning assumption makes the commitment that COEHS will cooperate and communicate with other units to facilitate Enrollment Management initiatives at the university level, in addition to providing specific focus on attracting and retaining a diverse, academically prepared cohort of students for the majors within the College.
   b. Implementation of the plan assumes that each individuals within the College in their respective roles understands the importance of enrollment management, their critical and relevant roles for successful achievement of the objectives, and are held accountable for results.

2. The projected demographic trends for greater diversity in the United States will continue and has implications for College enrollment planning and services provided.

3. Challenges can be viewed as opportunities.
   a. The population of at-risk students enrolling at Western Illinois University has increased, as data provided by a review of ACT scores and admitting more students in the lower percentile.

4. The projected growing markets for higher education for the next ten years are considered to be prime opportunities and deserve specific segmented awareness, marketing and retention strategies.
   a. This includes first generation students, adult student population, military service personnel, military veterans, and greater ethnic diversity. The current challenge is that these populations are at most risk of not graduating.

5. Demand for specific quality products (majors, programs, continuing education), flexibility in delivery methods, convenience, price, and ease of transfer from community colleges will continue to be high decision driving factors when consumers select a college or university.

6. The College’s enrollment management plan must maintain some fluidity and flexibility.
   a. Changing environment influences such as the economy, globalization, wars, state and federal legislation, and new workforce and education demands for those in the twenty-first century may drive some of the paths off the “main road” of the College’s plan.
Western Illinois University Enrollment Trends and Degrees Conferred

Entering Student Data

High school senior ranking of Western Illinois University freshmen, Fall 2004-Fall 2009 has remained stable with 53-58% being in the top half of their high school class.

Concerns:

ACT composite scores in the 12-17 range grew from 10.8 to 14.0 percent from Fall 2005 to Fall 2009 at WIU.

Since Fall 2004, total enrollment for all WIU campuses decreased from 13,558 undergraduate and graduate students to 12,679 in Fall 2009, reflecting a 6.48 percent overall decrease.

In comparison to peer Public Masters Universities, Table 6 in the EMP, WIU ranked thirteenth of sixteen in percentage distribution of composite ACT scores for entering freshmen for Fall 2008.

Regional Enrollment

WIU continues to draw a large proportion of its students from regional areas within close proximity of the campuses. Specifically, many of our students come from the West Central Illinois and Northwest Illinois regions. WIU and COEHS draw a considerable number of students from counties surrounding the Chicago region.

Undergraduate and Graduate Enrollment of Western Illinois University Students by Illinois Region and Home County, Fall Terms 2004 - 2009

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total West Central Region</td>
<td>2447</td>
<td>2240</td>
<td>2115</td>
<td>2049</td>
<td>1929</td>
<td>1842</td>
</tr>
<tr>
<td>Total Northwest Region</td>
<td>940</td>
<td>958</td>
<td>965</td>
<td>945</td>
<td>923</td>
<td>930</td>
</tr>
</tbody>
</table>

Graph of Regional Enrollment Trends at Western Illinois University Fall Terms 2004 - 2009
Concerns:

In Fall 2004, enrollment from the West Central Illinois region accounted for 18 percent of total enrollment at WIU and in Fall 2009 enrollment from this region accounted for 14.5 percent of total WIU enrollment. This was a net loss of 605 students from that region during this time period and offers almost a complete explanation for the decline in WIU enrollment. Enrollment of students from Adams, Hancock, and McDonough County (home of WIU) showed significant decreases. Although the population has declined some, the enrollment declines of 20 percent or higher far exceed the population declines of 0.4 to 10 percent.

Enrollment from the Northwest Region (Henry, Mercer, Rock Island, etc.) has remained stable over the 2004-2009 timeframe, with some growth noted in Rock Island.

The COEHS Enrollment Management Plan takes into account that our goals for growing enrollment should be focused on the “low-hanging” fruit, i.e., our primary regional draw and our own county.

WIU’s Market Share of Illinois Undergraduate Public University Student Sector Fall 2004-2008

During the review period, Western Illinois University’s share of the undergraduate sector of the state’s public universities declined from 7.6 percent in Fall 2004 to 7.1 percent in Fall 2008. Consider also that there was also a shrinking market of high school graduates during this same time period.

University Applications, Acceptances, and Enrollment 2004-2009 A Call to Action

Completed applications submitted to WIU has increased by 6.36 percent for new freshmen, decreased 5.9 percent for undergraduate transfers, and increased 7.12 percent for first time graduate students.

Although the number of applications has increased over this time period for new freshmen, acceptance rates have decline resulting in a loss of 189 freshmen admits. Of added concern is the decline of admitted freshmen students who actually enroll at WIU. This has declined from 38.2 percent to 31.0 percent. Thus, enrollment management plans for freshmen need to address all areas of the enrollment funnel: prospects, applicants, admits, and matriculants.

The focus on undergraduate transfers should focus on increasing applications, as acceptance and enrollment data for this cohort has remained stable or increased. Data shows that the majority of students transfer during their sophomore or junior year.

Graduate student applications have risen over 7 percent, yet there has been an 18 percent decline in number of applications accepted. Clear strategies must be developed to attract and recruit qualified students who meet program and Graduate School entrance criteria.
More females apply for admission to WIU as new freshmen than do males and a greater percentage of female applicants are accepted. Of concern over the reviewed time period is that a larger number of females who were accepted choose not to attend WIU.

Five community colleges accounted for nearly 91 percent of the students who transferred to the Macomb campus in their sophomore or junior year: Black Hawk-Moline, Spoon River College, College of DuPage, Carl Sandburg Community College, and John Wood Community College.

It is important to recognize that there are two distinct student populations for both freshman and transfer students in recruitment efforts. Specific outreach and strategies in the enrollment management plan address the particular needs of each group as well as make use of appropriate promotion activities.

**Undecided majors:** A specific approach must address WIU as a transfer friendly institution and promote WIU as a quality university with a diverse set of programs from which to choose. Thus, the connection focus for undecided majors must be at the university level.

**Decided major:** The focus must address the quality of the institution, but more importantly promote and make connections and interactions for the applicant with the department, advisors, and faculty.

**Retention of New First-Time Freshman**

The retention rates for four ethnic categories were relatively the same ranging from a low of 69.3 percent for new first-time black freshmen to 75.7 percent for whites. **Of concern in reviewing the data on new first-time freshmen, nearly one in five black students who entered as new first time freshmen the previous fall term was placed on academic probation/suspension by the subsequent fall term.**

**Between Fall 2004 and Fall 2009, nearly 2,900 new freshmen did not return for the subsequent fall term. Of those, 1,495 left in good standing over that period.**

![Cumulative Number of WIU New Freshmen not Returning the Subsequent Fall Term 2004 - 2009](image)

The College’s enrollment management plan addresses both populations--those leaving due to academic difficulties and those leaving in academic good standing. We have an ethical responsibility to identify and assist the students in both categories.
Number of Degrees Conferred

COEHS is the largest of the five colleges with degrees conferred and thus has the potential for significantly impacting overall university market share, enrollment, and alumni numbers.

Graduation Rates

A comparison of Western Illinois University with sixteen public masters universities in the cohort of WIU shows WIU to be ranked ninth of sixteen, with its graduation rate of 57 percent. Review of graduation rates of Illinois Public Universities shows Western Illinois University to be fourth among ten Illinois institutions. When limited to masters institutions, Western is second, with Eastern Illinois University at 60 percent.

Thus, although there is room for improvement, WIU appears be doing well with graduation rates in benchmarking analysis.

College of Education and Human Services (COEHS) Enrollment Trends and Degrees Conferred

Summary Points:

The College of Education and Human Services is a major contributor to both undergraduate and graduate education at WIU and provides viable programs meeting student and workforce needs.

Slightly more than 38 percent of all students enrolled at WIU between Fall 2004-Fall 2009 having majors within COEHS between 32.5 and 34.7 percent of new first-time freshmen select a major within one of the COEHS academic units, again providing evidence of the contribution of COEHS to university enrollment. Although enrollment of undergraduate students at WIU decreased by 6.7 percent during the time frame studied, COEHS enrollment dropped only 1.9 percent. 36.5 percent of undergraduate degrees granted were within COEHS.

Review of COEHS majors chosen by first-time freshmen within WIU shows two distinct patterns

The majors most frequently chosen by new freshmen within COEHS are Law Enforcement & Justice Administration (LEJA); Curriculum and Instruction; Kinesiology; Dietetics, Fashion Merchandising and Hospitality; and Special Education. Targeted marketing for these programs must highlight the strengths, quality, and availability of these programs as part of the University’s enrollment management plan.

Other majors have capacity, but awareness of the majors and employment opportunities is low among the freshmen student population. Examples of these “discovery majors” would be Recreation, Park & Tourism Administration (RPTA) and Health Sciences. Targeted marketing of these programs include participating in Discover Western, focusing on undecided majors in the freshman and sophomore populations, undecided majors within the transfer population, and on current WIU students who are planning to change majors. In addition, general education courses will be utilized as appropriate to increase awareness of the programs available within COEHS.
Transfer students comprise a significant proportion of COEHS majors as demonstrated in the following table.

**College of Education and Human Services and University Enrollment by New First-Time Freshmen and Transfer Students, Fall Terms 2004 – 2009**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total COEHS</strong></td>
<td>1224</td>
<td>1199</td>
<td>1198</td>
<td>1127</td>
<td>1089</td>
<td>1035</td>
</tr>
<tr>
<td>New First-Time Freshman</td>
<td>681</td>
<td>630</td>
<td>661</td>
<td>662</td>
<td>590</td>
<td>549</td>
</tr>
<tr>
<td>Student</td>
<td>543</td>
<td>569</td>
<td>537</td>
<td>465</td>
<td>499</td>
<td>486</td>
</tr>
<tr>
<td><strong>Total WIU</strong></td>
<td>3467</td>
<td>3220</td>
<td>3345</td>
<td>3205</td>
<td>3090</td>
<td>2973</td>
</tr>
<tr>
<td>New First-Time Freshman</td>
<td>2085</td>
<td>1816</td>
<td>1922</td>
<td>1957</td>
<td>1816</td>
<td>1641</td>
</tr>
<tr>
<td>Student</td>
<td>1382</td>
<td>1404</td>
<td>1423</td>
<td>1248</td>
<td>1274</td>
<td>1332</td>
</tr>
</tbody>
</table>

Transfer students account for 59 to 75 percent of new undergraduate students in RPTA. In LEJA, transfer students account for 39 to 43 percent of new undergraduate students, with a transfer student enrollment exceeding more than 200 each year in LEJA. New transfer students in Elementary Education were at a higher percent than new first-time freshmen choosing the major. This data calls for specific targeted recruitment and marketing at the College level, with emphasis on seamless transfer, program to program articulation, and transfer agreements. Nine of the top ten feeder institutions for COEHS programs between Fall 2004 and Fall 2010 were Illinois institutions, and mirrors university data.

Diversity of ethnicities within COEHS and the University do not reflect overall population demographics.

Undergraduate student diversity within COEHS mirrors overall university trends. There is a noted decline in the enrollment of white undergraduate students. Enrollment of blacks and Hispanics in graduate COEHS programs is slightly higher than overall university graduate student data. Yet, there is still work to be done. Black graduate student enrollment at WIU is 2.3 percent and Hispanic enrollment is 3.7 percent. This is much lower than population demographics within the state of Illinois, where the percentages are 15.2 and 14.9 respectively for blacks and Hispanics.

One-third of newly admitted graduate students in COEHS between Fall 2004 and Fall 2009 were WIU undergraduate students.

Graduate enrollment in the twenty programs within COEHS shows six programs with an enrollment of at least 75 students with four identified enrollment patterns.

There are only three other non-COEHS graduate programs with enrollments greater than 75 students. The robust enrollments in these programs may provide examples of best practices in marketing and perhaps provide potential for expansion.
Stratified and specific marketing techniques can be used for the four enrollment patterns identified:

- **Peak, Valley, and Stability.** This pattern shows high initial enrollment, followed by a period of decline and then a period of steady growth. This pattern often results from pent-up demand, with the back-log eventually being met, and then stability in enrollment. Example: M.S. in Counselor Education

- **Valley then Steady Growth.** This pattern shows lower initial enrollment followed by a period of steady growth, then a period of decline. This pattern is cause for concern and investigation. Examples: M.S. in Education/Reading and M.S. in Education-Education Administration and Supervision.

- **Valleys.** This pattern shows steady decline in enrollments. This pattern is cause for concern and should trigger a thorough program review to identify possible links and causes. Example: M.A. in LEJA

- **Roller Coaster.** This pattern shows alternating periods of growth followed by declines. This pattern challenges COEHS’s philosophy to offer predictable and sequential courses leading to timely degree completion. Environmental influences, such as new certification requirements, could be one cause. Example: M.S. in Education-Elementary Education & M.S. in Instructional Design and Technology.

**COEHS Baseline Information on Enrollment**

**Operating Principles**

Provide maximum flexibility as feasible to programs in delivery methods, location of offerings, and times based on data collection from key stakeholders, including students. Honor all existing contractual agreements and enforce WIU policies. Teaching loads will be maintained at 18-22 ACEs for Unit A faculty, with adjustments made within the range as justified.

Maximize class section size yet take into consideration the type of instruction, safety issues, quality academic experiences, and major writing assignments that are required in some courses.

Consider and respect program accreditation and licensure requirements to help determine optimal instructional capacity.

Maximize student credit hour production. Overall, this is more important than maximizing the number of course sections.

- Since student credit hour production is ultimately related to revenue generated and efficiency, that data is a high consideration in decision making related to allocating or reallocating resources.
- A critical mass of students in the major are needed to optimize course section scheduling leading to timely degree completion.

Determine enrollment classification of all majors within COEHS related to undersubscribed, balanced, or oversubscribed to help guide targeted goal setting.
In addition to student credit hour production, the number of enrolled majors is key data to be used in determining program status as undersubscribed (supply exceeds demand), balanced, or oversubscribed (demand exceeds supply and/or resources). Each category calls for specific interventions. Using Fall 2008 data, optimal target enrollments were set through agreement between the department chair and Dean of COEHS.

- With both balanced and oversubscribed programs, enrollment management plans are needed to sustain enrollment numbers around a preferred pool of students and to improve retention rates.
- Undersubscribed programs call for aggressive awareness, promotional, and/or retention strategies.
- Classifications must be reviewed with qualitative data. Some programs identified as undersubscribed are quite new, such as within Instructional Design & Technology.
- Of the forty programs reviewed within COEHS, at the Macomb and Quad Cities Campus, 26 were described as balanced, one was described as oversubscribed and under-resourced (B.S. in Family and Consumer Sciences); and 13 were judged as undersubscribed (6 from the Quad Cities; 1 distance program, and 6 from Macomb).

**College of Education and Human Services Faculty**

COEHS faculty members are a critical resource in assisting with the College’s Enrollment Management Plan and retention issues. As such, a diverse population of faculty in gender, ethnicity, culture, and locations from which faculty members graduate help optimize students’ learning experiences and College outreach, recruitment, and retention initiatives.

**Results of Spring 2010 Survey of COEHS Academic Unit Administrators**

A survey was completed by department chairs within the College of Education and Human Services on 25 items related to enrollment management activities. Key findings include:

- A lack of a formal process for assessing how undergraduate students become aware of the profession/major as well as limited data collection at the department level.
- A need for further data collection on the decision making process of students in selecting a major and key points in decision making by students in choosing a specific major.
- Varied engagement and initiatives shown by programs with “discovery majors”.

Programs with “discovery majors” participate in university sponsored events. The development of specific departmental recruitment and awareness raising activities by departments varies from outstanding to a call for improvement. The role of the College in addressing “discovery majors” needs to be defined and strengthened to maximize efficiency and accountability and allow for the sharing of best practices.
Varied responses to the role of program advisory boards and their ethnic make-up for professional programs. Accreditation may require an external advisory board for some programs. The College and departments must take a more active role in development of external program advisory boards that include representation from key diverse stakeholders of faculty, students, employers, and alumni.

- Recognition and appreciation will be provided to these individuals, through College sponsored recognition events, certificates of appreciation, letters from the Dean, etc.

Varied responses to offering specific program/major orientation programs for new undergraduate and graduate majors. Orientation programs are known to play a very important role in students’ ability to transition into higher education.

- In general, graduate programs are more likely to have programs in place, often under the responsibility of the graduate coordinator.

Limited role in career exploration and advising shown by faculty in the undergraduate experience. Undergraduate academic advisors are primarily responsible for assisting students in preparing class schedules and meeting graduation requirements. Graduate faculty members were more directly involved with student advising and career exploration.

Most professional COEHS programs require an internship, practicum, or clinical experience as a means to actively engage students.

**Enrollment Management Goals**

Enrollment Management goals define optimal enrollment targets for each COEHS major. In addition, the College and departments must play a significant role in recruitment into majors, orientation programs, and assuring academic and social support systems are in place to assist with student success initiatives.

The College of Education and Human Services and its academic units will:

1) **Goal:** Engage in developing articulation agreements with two year schools that have academic programs compatible with COEHS undergraduate programs.
   a. **Objective:** The College will facilitate, and further effective collaboration among academic units to develop, implement, and maintain “Program 2 Program” agreements on a continuing basis.
   
   **Outcome:** Each department will be expected to:
   
   i. Develop a curricular infrastructure necessary for a model similar to a 2+2 Program with selected community colleges on an annual basis. Direct transfer of students with associate degrees into the major as juniors would be optimal, but may not be possible.
   
   ii. Personally meet with program director(s) or community college dean(s) to establish a dialogue and address issues related to seamless articulation
   
   iii. Develop a program brochure/flyer that will guide transfer students at the community college to take the appropriate coursework and any recommended general education courses.
2) **Goal:** Continue to be a prominent entity in the delivery of undergraduate and graduate education at Western Illinois University.
   a. **Objective:** Maintain current percentage of WIU students with a major in COEHS and percentage of WIU students graduating with a degree from a COEHS program.
   b. **Objective:** Gather further data and implement program review for the thirteen COEHS programs identified as undersubscribed to determine how best to proceed with enrollment management initiatives for these specific programs.

3) **Goal:** Implement programs to increase the diversity mix among its undergraduate and graduate students, staff and faculty while meeting optimal enrollment levels for the various academic programs.
   a. **Objective:** Assure that all professional programs within COEHS have established a diverse program advisory board that meets yearly and includes key stakeholders.
   b. **Objective 1a (see above):** The College will facilitate, and further effective collaboration among academic units to develop, implement, and maintain “Program 2 Program” agreements on a continuing basis. As the majority of students from underrepresented groups enter higher education through community colleges, it is anticipated that implementing “Program 2 Program” will increase the diversity mix as well as overall student enrollment.
   c. **Objective:** Facilitate and coordinate departmental outreach and recruitment initiatives to ethnically and internationally diverse student organizations such as the African Students, Asian Americans, Chinese, Indian, Nepalese, Taiwanese, and International Friendship.
   d. **Objective:** Maintain and improve collaboration and communication with University Centers serving diverse student populations such as the Gwendolyn Brooks Cultural Center, Casa Latina Cultural Center, Women’s Center, and Veterans Resource Center.
   e. **Objective:** Maintain and improve collaboration and communication with the Financial Aid and Scholarship Offices so that funding for scholarships is increased and communication of available financial support is communicated widely to students.
   f. **Objective:** Implement specific and appropriate identification and intervention strategies for individuals who may be considered to be “at risk”.

4) **Goal:** Implement programs designed to help students transition from high school and/or work to the University and to increase retention rates of new students.
   a. **Objective:** Sponsor one college-wide event with the stated purpose of interacting with prospective students and their families, high school or community college advisors, or key contact individuals within the communities and institutions.
   b. **Objective:** Assure that each program major has an orientation plan for all new undergraduate and graduate students. These plans could be in the form of an introductory course, information on the website, written information, and/or face-to-face events or meetings.
   c. **Objective:** Develop appropriate mentoring programs for new undergraduate and graduate students. Upper division and/or graduate students could assist with the mentoring and orientation programs.
5) Goal: Increase the promotion of academic programs to Western Illinois University students who are undecided about a major or who are considering leaving the University.
   a. Objective: Develop and implement a program for specific outreach to students who do not register for classes for the following semester or following year, yet are in good standing. Data on reasons for leaving WIU with a personal contact is the best way to be able to address potential issues that could be solved.
   b. Objective: Continue with participation in Discover Western activities and undecided majors’ events sponsored by the University.
   c. Objective: Sponsor one College event that would highlight discovery majors within the College for current undecided students.

6) Goal: Disseminate information about undergraduate and graduate programs to appropriate publics and promote education and employment opportunities available.
   a. Objective: Implement the College’s REAL program (Recruitment via Email, Articulation & Letters) which includes at least three electronic contacts.
      i. Using the software program Patron Mail, complete mailings to all newly admitted prospective student who has identified a major within COEHS with a welcome
      ii. Implement mailing and or e-mail system so that all new admits are provided contact information on their academic advisor
      iii. Using Patron Mail, allow department chairs to develop specific targeted messages and communications to the student on the major.
   b. Objective: Implement a one-stop referral network at the College level for admitted students with questions and concerns. In many cases, the student will be provided with an appropriate resource or referral.
   c. Objective: Develop specific marketing, outreach, and recruitment strategies for the West Central regional area of Illinois. Loss of enrollment in this region explains much of the enrollment decline that the University has experienced in the past seven years.

Activities

Establish collaborative visits of College personnel and undergraduate admissions staff to some of the high schools in McDonough should be implemented.
Develop a “Network of Expertise” or “Speakers Bureau” to be shared with local high school principals that include COEHS faculty members who are willing to provide specific lectures or share expertise.

7) Goal: Enhance collaboration and communication between COEHS academic advisors and the respective department chairs and faculty to identify and address at-risk students and retention strategies.
   a. Objective: Establish a small subcommittee of COEHS administration, COEHS Marketing and Community Outreach Director, Director of COEHS Advising, Director of Undergraduate Admissions, representative from the Graduate School, Director of Advising and Academic Services Center, and representative department chairs and faculty members to meet at least once a semester.
8) **Goal:** Provide adequate empowerment, resources, recognition, awards, and celebrations for achievement of enrollment management objectives to demonstrate the high value placed by College on successful administration, implementation, and results of the College’s EMP.
   a. **Objective:** Communicate appropriate ways that faculty who are involved in enrollment management activities can utilize this to support their strengths in teaching, research, and/or service.
   b. **Objective:** Explore the possibility of recognizing an outstanding faculty member within the College or within the department who has provided significant contributions to recruitment and retention activities. Individuals could be recognized at the COEHS fall faculty gathering, when other awards are given.

9) **Provide** for ongoing formative and summative evaluation of the College’s organic and flexible EM Plan so it remains current and responsive to workforce demands, environmental changes, and regional accreditation requirements.
   a. **Objective:** Formative evaluation: Faculty, staff, and administration will be encouraged to provide input on the plan on an annual basis.
   b. **Objective:** Summative Evaluation: Summative evaluations of departmental progress to date and recommendations for revisions to the College’s or department’s Enrollment Management Plan will be provided to the College Dean on an annual basis.

**Reference:**