



## Enrollment Management Implementation Plan 1990-1995

### INTRODUCTION

The basic goals stated in *University Directions* emphasize improvement of existing programs in undergraduate education and the extension and development of graduate programs in order to achieve academic distinction. Goal seven in the document specifically states that the University will "recruit and support academically proficient and talented students." Despite the academic demands which these goals place on students and the predicted decline in the number of students graduating from North Carolina high schools, the University projects that through the implementation of strategies outlined in this report the University will continue an overall enrollment growth of approximately two percent. Sustaining this growth, while raising program standards and improving the quality of academic achievement of admitted students provides a significant challenge. East Carolina University must develop an enrollment management strategy in keeping with the ten goals and the "Students and Other Clientele" section of *University Directions* by addressing the enrollment of greater numbers of graduate, nontraditional, minority, international, and transfer students and stressing the retention of all enrolled students. To succeed in implementing these strategies, the University must recognize and address both internal and external factors which affect recruitment, admission, retention, and progression of students.

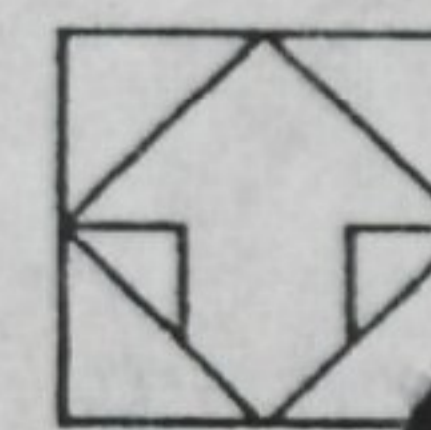
### CURRENT ASSESSMENT

The University reviewed historical, current, and projected enrollment data (see Tables 1 and 2) as well as state and national demographic projections for high school graduates during the 1990 - 1994 planning period (see Table 3 for state projections). These data indicate that the composition of the University's student popula-

tion is changing. To increase enrollment, East Carolina will need in the future to rely less on incoming freshmen and more on graduate, nontraditional, and transfer students.

East Carolina will also need to improve recruitment from a diminishing in-state freshmen pool and to retain a greater proportion of its enrolled students. The following observations support these analyses:

- ◆ Demographic studies indicate that North Carolina high school graduation rates will decrease significantly beginning with 1990 and continuing through the decade.
- ◆ East Carolina is beginning to experience a decline in *first-time freshmen*. This decline is directly related to the reduction in the number of high school graduates in North Carolina and to increased admission standards at the University.
- ◆ Although *minority* enrollment remains at or above state university levels, the national trend of declining minority enrollment is reflected at the University.
- ◆ Nationally, the traditional university student is rapidly being replaced by an influx of *nontraditional* students. The number of nontraditional students at East Carolina has increased steadily in recent years (15 percent between 1988 and 1989), a growth rate which is expected to continue.
- ◆ *Transfer* students from two-year colleges have been a relatively untapped source of students for East Carolina in the past.
- ◆ Although the number of both high school graduates and traditional students at the University has begun to decline, growth in *total undergraduate* enrollment at East Carolina has remained above two percent for the past three years.
- ◆ The University has experienced an increase in the number of *master's and doctoral* students in recent years. This segment of the student body will continue to grow as research opportunities and graduate programs are created and enhanced.
- ◆ The enrollment of *medical* students will plateau at approximately 285-290 students during the current planning period.



## IMPLEMENTATION STRATEGIES

### **1. Increase the proportion of nontraditional, minority, and graduate students while maintaining total enrollment growth at 2 percent per year**

- a. Increase minority enrollment, currently 11.7 percent, to maintain a 12-15 percent minority presence
- b. Increase enrollment of international students, currently 90, by 5 percent per year
- c. Increase overall enrollment of master's degree students by at least 4 percent per year (see Table 2)
- d. Increase doctoral enrollment through the expansion of enrollments in the School of Medicine programs and the initiation of the EdD program in the School of Education (see Table 2)
- e. Maintain medical student enrollment at the current class level of 72 students per year (see Table 2)
- f. Increase enrollment of transfer students, currently 705, by an annual increment of at least 50 students
- g. Increase enrollment of nontraditional students including undergraduate on-campus, extension, and non-credit students
- h. Develop better articulation between the University and targeted two-year colleges

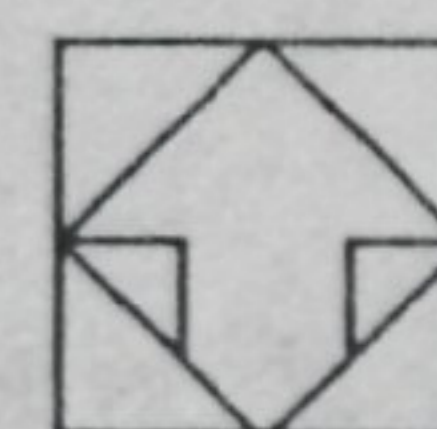
### **2. Improve overall recruitment programs, with special emphasis on efforts to attract more academically talented students**

- a. Develop in targeted high schools ongoing student/parent/teacher programs that enhance the enrollment potential of students
- b. Strengthen efforts to recruit transfer students from North Carolina and Virginia two-year colleges
- c. Recognize the needs of minority, international, honors, and nontraditional students by developing and implementing attractive degree options and comprehensive recruitment programs targeting these groups

- d. Increase alumni participation in recruitment efforts
- e. Increase the size and number of scholarships and fellowships funded from private sources

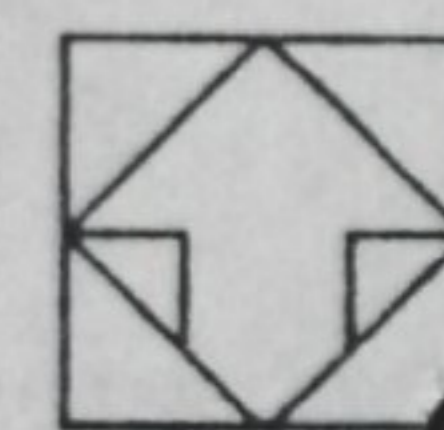
### **3. Increase retention and progression of undergraduate and graduate students**

- a. Review admission policies regularly and raise admission standards as consistent with the University's mission and *University Directions* document
- b. Increase access to general education core and pre-major courses
- c. Recognize and reward student academic achievement, and support efforts to enhance intellectual and cultural development of students beyond the classroom setting
- d. Improve the advising program for all undergraduate students, emphasizing trained faculty involvement and increasing faculty adviser access to computers
- e. Improve summer orientation by providing more guidance in academic matters for undecided students
- f. Establish and maintain an academic support services program to provide assistance, including intervention efforts for students at risk, career counseling, crisis intervention, extension of campus office hours, and child care services
- g. Provide an appropriate advising and mentoring program for minority students
- h. Establish alternative time, location, duration, and method of course delivery to meet the needs of non-traditional students without sacrificing the academic rigor of the courses
- i. Increase financial support for students who do not currently qualify for financial aid
- j. Consolidate records of new and returning students through the use of information technology



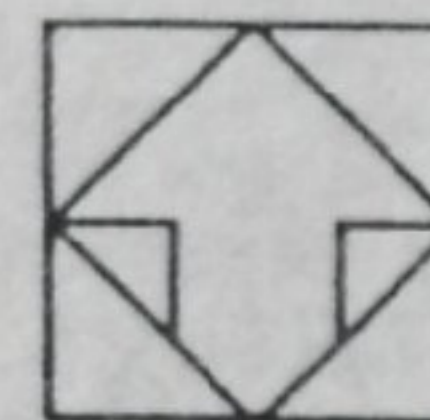
**TABLE 1**  
**HEADCOUNT ENROLLMENT**  
**Fall 1983 through Fall 1989**

	1983	1984	1985	1986	1987	1988	1989
<b>Undergraduate</b>							
First Freshmen	2,492	2,683	2,680	2,663	2,754	2,991	2,633
Other Freshmen	1,687	1,872	1,936	1,880	1,871	1,919	2,163
Total Freshmen	4,179	4,555	4,616	4,543	4,625	4,910	4,796
Sophomore	2,479	2,522	2,531	2,588	2,704	2,823	3,011
Junior	2,246	2,259	2,265	2,375	2,512	2,564	2,636
Senior	2,344	2,334	2,397	2,516	2,530	2,664	2,819
Unclassified	33	18	24	30	37	21	30
<b>Total</b>	<b>11,281</b>	<b>11,688</b>	<b>11,833</b>	<b>12,052</b>	<b>12,408</b>	<b>12,982</b>	<b>13,292</b>
<b>% Change</b>	--	3.6%	1.2%	1.9%	3.0%	4.6%	2.4%
<b>Cohort Survival Rates</b>							
First-Freshmen	--	75.1%	72.2%	70.2%	70.3%	69.7%	72.3%
Freshmen-Sophomore	--	60.4%	55.6%	56.1%	59.5%	61.0%	61.3%
Sophomore-Junior	--	91.1%	89.8%	93.8%	97.1%	94.8%	93.4%
Junior-Senior	--	103.9%	106.1%	111.1%	106.5%	106.1%	110.0%
<b>Graduate and Professional</b>							
Medicine	220	256	270	279	277	278	284
Master's	1,479	1,479	1,600	1,701	1,771	1,798	1,852
Doctoral	13	27	27	33	38	40	44
Special/Unclassified	364	376	387	394	384	481	557
<b>Total</b>	<b>2,076</b>	<b>2,138</b>	<b>2,284</b>	<b>2,407</b>	<b>2,470</b>	<b>2,597</b>	<b>2,737</b>
<b>% Change</b>	--	3.0%	6.8%	5.4%	2.6%	5.1%	5.4%
Medicine	--	16.4%	5.5%	3.3%	-0.7%	0.4%	2.2%
Master's	--	0.0%	8.2%	6.3%	4.1%	1.5%	3.0%
Doctoral	--	107.7%	0.0%	22.2%	15.2%	5.3%	10.0%
Special/Unclassified	--	3.3%	2.9%	1.8%	-2.5%	25.3%	15.8%
<b>Total</b>	--	3.0%	6.8%	5.4%	2.6%	5.1%	5.4%
<b>Total Enrollment</b>							
Undergraduate	11,281	11,688	11,833	12,052	12,408	12,982	13,292
Graduate	1,856	1,882	2,014	2,128	2,193	2,319	2,453
Medicine	220	256	270	279	277	278	284
<b>Total</b>	<b>13,357</b>	<b>13,826</b>	<b>14,117</b>	<b>14,459</b>	<b>14,878</b>	<b>15,579</b>	<b>16,029</b>
<b>% Change</b>	--	3.5%	2.1%	2.4%	2.9%	4.7%	2.9%
Undergraduate	--	3.6%	1.2%	1.9%	3.0%	4.6%	2.4%
Graduate	--	1.4%	7.0%	5.7%	3.1%	5.8%	5.8%
Medicine	--	16.4%	5.5%	3.3%	-0.7%	0.4%	2.2%



**TABLE 2a**  
**HEADCOUNT ENROLLMENT PROJECTIONS**  
**Fall 1990 through Fall 1994**

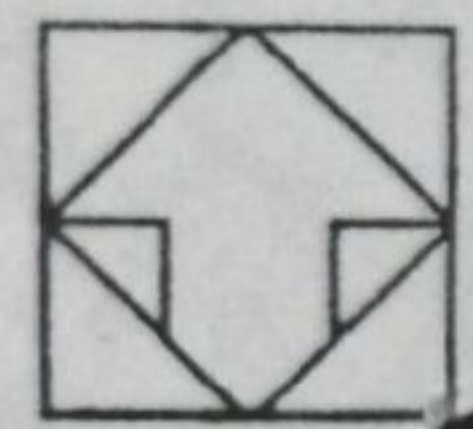
	1990	1991	1992	1993	1994
<b>Undergraduate</b>					
First Freshmen	2,600	2,500	2,400	2,300	2,200
Other Freshmen	1,978	2,028	2,025	2,016	2,001
Total Freshmen	4,578	4,528	4,425	4,316	4,201
Sophomore	3,072	3,067	3,170	3,230	3,280
Junior	2,845	2,949	2,990	3,138	3,246
Senior	2,926	3,187	3,333	3,409	3,609
Unclassified	31	32	33	34	35
<b>Total</b>	<b>13,452</b>	<b>13,763</b>	<b>13,951</b>	<b>14,127</b>	<b>14,371</b>
<b>% Change</b>	<b>1.2%</b>	<b>2.3%</b>	<b>1.4%</b>	<b>1.3%</b>	<b>1.7%</b>
<b>Cohort Survival Rates</b>					
First-Other	75.0%	78.0%	81.0%	84.0%	87.0%
Freshmen-Sophomore	64.0%	67.0%	70.0%	73.0%	76.0%
Sophomore-Junior	94.5%	96.0%	97.5%	99.0%	100.5%
Junior-Senior	111.0%	112.0%	113.0%	114.0%	115.0%
<b>Graduate and Professional</b>					
Medicine	285	286	287	288	289
Master's	1,926	2,003	2,083	2,167	2,253
Doctoral	58	72	86	100	114
Special/Unclassified	602	650	702	758	818
<b>Total</b>	<b>2,871</b>	<b>3,011</b>	<b>3,158</b>	<b>3,313</b>	<b>3,474</b>
<b>% Change</b>					
Medicine	0.4%	0.4%	0.4%	0.4%	0.4%
Master's	4.0%	4.0%	4.0%	4.0%	4.0%
Doctoral	31.8%	24.1%	19.4%	16.3%	14.0%
Special/Unclassified	8.0%	8.0%	8.0%	8.0%	8.0%
<b>Total</b>	<b>4.9%</b>	<b>4.9%</b>	<b>4.9%</b>	<b>4.9%</b>	<b>4.9%</b>
<b>Total Enrollment</b>					
Undergraduate	13,452	13,763	13,951	14,127	14,371
Graduate	2,586	2,725	2,871	3,025	3,185
Medicine	285	286	287	288	289
<b>Total</b>	<b>16,323</b>	<b>16,774</b>	<b>17,109</b>	<b>17,440</b>	<b>17,845</b>
<b>% Change</b>					
Undergraduate	1.2%	2.3%	1.4%	1.3%	1.7%
Graduate	5.4%	5.4%	5.4%	5.4%	5.3%
Medicine	0.4%	0.4%	0.4%	0.4%	0.4%
<b>Total</b>	<b>1.8%</b>	<b>2.8%</b>	<b>2.0%</b>	<b>1.9%</b>	<b>2.3%</b>



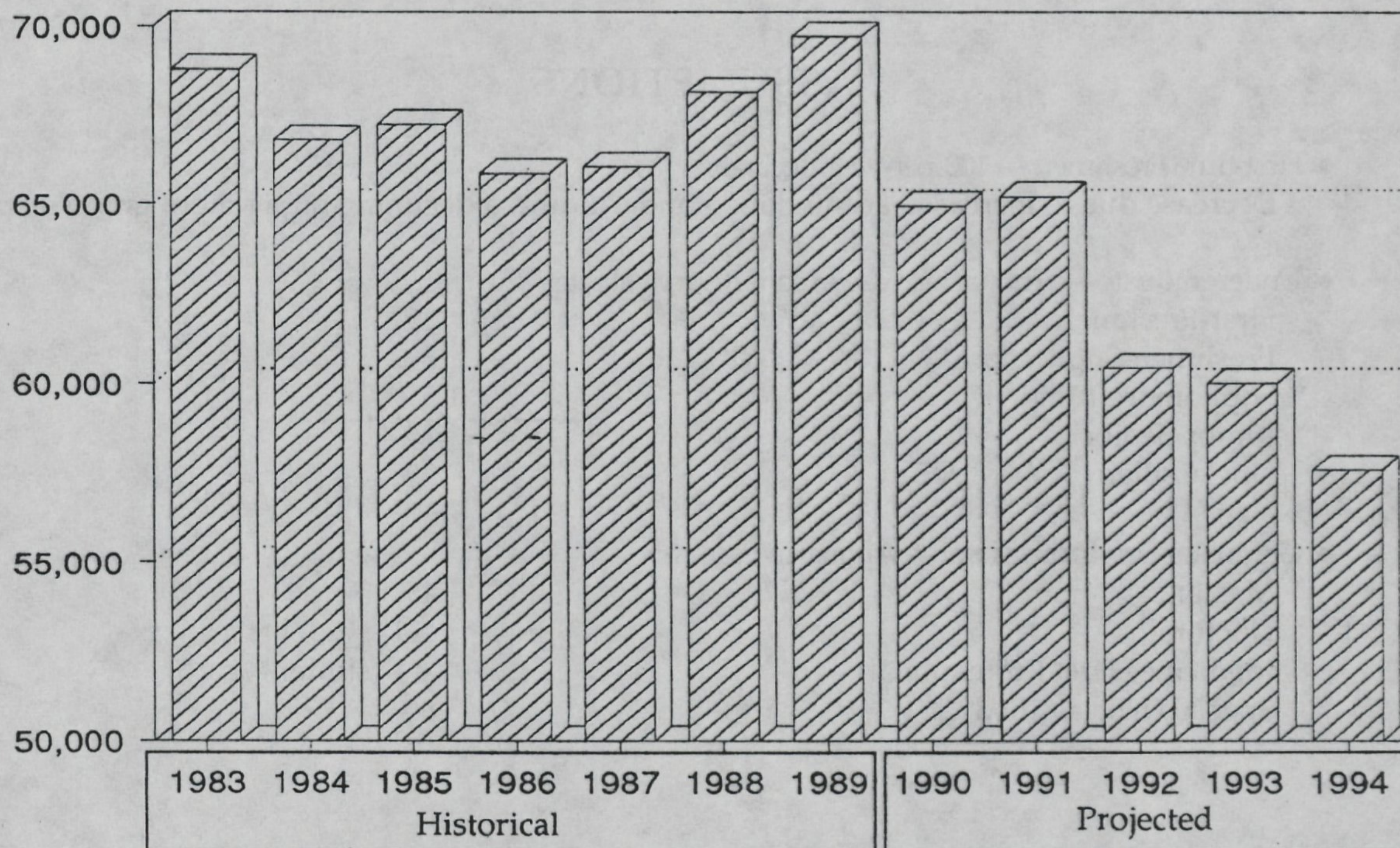
**TABLE 2b**  
**HEADCOUNT ENROLLMENT PROJECTIONS**  
**Fall 1990 through Fall 1994**

**ASSUMPTIONS**

- ◆ First-time Freshmen — 100-per-year decline  
Decrease due to increased admissions standards and a declining high school graduate pool
  
- ◆ Undergraduate — Annual increase in cohort survival rates
  - First-Freshmen 3%
  - Freshmen-Sophomore 3%
  - Sophomore-Junior 1.5%
  - Junior-Senior 1%
  - Unclassified 2%
  
- ◆ Graduate/First Professional — Annual increase
  - Master's 4%
  - Doctoral 14 students
  - Medicine/First Professional 1 student
  - Special/Unclassified 8%



**TABLE 3**  
**NORTH CAROLINA PUBLIC HIGH SCHOOL GRADUATES**  
**HISTORICAL TREND AND PROJECTIONS**



A. Historical Trend: 1983 - 1989

	1983	1984	1985	1986	1987	1988	1989
NC Total	68,783	66,803	67,245	65,865	66,045	68,148	69,709

B. Projections: 1990 - 1994

	1990	1991	1992	1993	1994
NC Total	64,949	62,210	60,436	60,000	57,573

Source: North Carolina Department of Public Instruction