

**Senate Enrollment Committee Meeting  
November 9, 2018, Senate Conference Room**

**2018/2019 Enrollment Committee Members Present:**

*Leslie Shor, Chair,	Chemical and Biomolecular Engineering
*Jack Clausen,	Natural Resources and the Environment
*Preston Green,	Educational Leadership, absent
*Gustavo Nanclares,	Literature, Cultures, and Languages
*Mark Zurolo,	Art and Art History, absent
Tracie Borden,	Waterbury Campus
Pam Diggle,	Ecology & Evolutionary Biology
Nathan Fuerst,	VP for Enrollment Planning & Management (Ex-Officio)
Eva Gorbants,	School of Fine Arts Academic Advisory Center
Mansour Ndiaye,	CLAS Academic Services, absent
Nella Quasnitschka,	Early College Experience
Brian Rockwood,	Registrar's Office
Susana Ulloa,	ISS Academic Program Center

1. Review of past minutes (September 28, 2018). The minutes of September 28, 2018 were reviewed and approved. They will for forwarded to Cheryl Galli for posting on the senate website.

2. Update on action items from last meeting

A. Student Questionnaire (Nathan) Nathan handed out 2018 competitor analysis. Every three years the questionnaire is sent to all admitted students at Storrs. Admissions is most interested in who are our competitors. Cross applicants table – students that apply to UConn also apply to these schools. BC has risen, Yale, NYU, Brown on the list. Win percentages – students we offer admission to, e.g. Fordham when both offer, 80% go to UConn. Price is important and sometimes drives them away as out-of-state student. Due to demographics, we seek new markets for other students. There is no threshold for in state vs out of state admissions. Isolation is a problem for some students, benefit for others. New rec facilities will help.

B. Criteria for admission (how the admission process works) (N. Fuerst) –holistic, no set criteria, sort the pool top to bottom. Quantitative metrics test scores, gpa, standing, are very important. Also, staff know the schools well Also include essay-writing skills, activities, but quantitative measures are first, then other essays can move them up or down. They also look at additional information to see if match essay in terms of writing styles. There is lots of coaching. Discipline is self-disclosed on application. A background check could find out if there has been a discipline issue, if not stated. If lie on the application, the student can be dismissed. Did they withhold information? Athletes and Ffine Aarts use a– slightly different process. Look in advance to see if a viable candidate; consider. ~~Around 1020 SAT scores for consideration~~, then the gpa. Audition portfolio review weighs heavily in fine arts. APR of team can weigh in. Race and ethnicity can be looked at but cannot be the single factor for admission. A goal or quota is not allowed. We do not have a point system.

3. Planning our prioritized items (from the brainstorming session at the September meeting)

- Item 1: Presentation from Waterbury Campus director

Current status: William J. Pizzuto is confirmed for December 7 at 10AM

For discussion: questions/topics for Director Pizzuto? The committee met with other directors last year. Each gave a presentation. They generally included info on admissions, where they are coming from? What is their place in the city? Who are the students? What particular challenges does Waterbury have? They have private housing. Fees are different at the regionals. Ask about the impact of closing Torrington and the impact on student numbers.

- Item 2: Study abroad ‘enrollment’: (Gustavo: Do we send too few students? Are opportunities not taken? What is limiting students from taking advantage?)

Current status: Matt Yates, Interim Director UCONN Global Education Abroad, can meet with us on November 30 at 10 AM.

Also, I have sent him the following sample questions:

- What sorts of programs are available to our students (e.g., location, duration, etc) and what are the typical costs to the student for different programs? Are these costs subsidized?
- Are study abroad programs an incentive or disincentive for students choosing UCONN versus other peer/peer-aspirant institutions?
- What proportion of UConn students take advantage of study abroad programs? Are there trends by school/major? How does this compare with peer/peer-aspirant institutions?
- What are some of the obstacles that prevent UCONN students from taking advantage of study abroad? / (or what are the factors that facilitate study abroad?)
- How are study abroad integrated with dual degree/internship/experiential learning or other “non-traditional” learning modes (e.g., “EruoTech” program in SOE).

For discussion:

- Do we have quorum for November 30?
  - Other questions/topics for Director Yates? Duration of other programs and numbers. Regional campus participation. Incentives for faculty to participate? Is study abroad advertised to the high school programs? Exchange programs numbers? Retention numbers for study abroad and on school success. What are the obstacles to study abroad. Leslie will forward questions.
  - Other avenues for exploring this topic?
- Item 3. Recruiting students of under-represented groups. (Preston: Learn more about recruiting students with under-represented backgrounds, in particular re: Bridgeport. What is being done to make UCONN attractive for students to come here. Overview of marketing and underrepresented student recruiting.) Discussion: How to proceed?

- Item 4: ECE and summer programs & their effects on recruitment and retention. (Nella: How do on-campus summer programs interact/how does summer programs and ECE impact enrollment and retention? Pam: ECE gives an expectation that student is advanced. how does that effect student outcomes when at UCONN?)

For discussion:

- We had plans to meet with representatives of summer programs. What programs? What people? The committee had mini presentations from larger summer programs. And conference housing as well. A lot are high school programs. There are 75 different programs including summer camps. Includes confratute. Classrooms are reserved.
- What are our data needs? (i.e., % of incoming students went through ECE. Longitudinal outcomes: what are matriculation & grad rates?) How do they do? Brian Borchorer invite, director of ECE. Of those that come, these students tend to have slightly higher gpa at end of the first year. How do in four years or three years? Give more time for study abroad or service projects. % that apply to UConn?
- Others, how to proceed?
- Additional Items to Prioritize? (and would there be time?)

4. Rough Scheduling of upcoming meetings and assign roles.

Meet #	Date	Time	Place	Topic
1	9/28/18	10-11:30	SU 312	Enrollment/brainstorming
	10/26/18	<i>Cancelled</i>		
2	11/9/18	10-11:30	Senate Conf Room*	Planning
3	11/30/18	10-11:30	Senate Conf Room*	Study Abroad: <b>Matt Yates</b> , Interim Director UCONN Global Ed Abroad
4	12/7/18	10-11:30	Senate Conf Room*	Regionals Campuses: <b>William J. Pizzuto</b> , Waterbury Campus Director
5	/ /19			
6	/ /19			
7	/ /19			
8	/ /19			
9?				
10?				

\* Senate Conf. Room, Hall Dorm Building, Ground Floor, Room 123

5. Other Business

6. Adjournment

***Mission (From the Senate Bylaws)***

***Enrollment***

*This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.*

*The committee shall include two undergraduate students.*