Interim Report of
Enrollment and Admissions Policy Committee

Faculty Senate
November 16, 2016

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Elizabeth Howard, BCHS
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Susan Powers-Lee, COS
Charge to 2016-17 EAPC

• In Fall 2016, the EAPC shall “lead the discussion in the Faculty Senate of the strategies and processes that shape the undergraduate student cohort.”

• The EAPC shall “work with EMSA and the different colleges which have experienced substantial declines in fall freshman enrollments (or other admissions cycles) to ensure that a satisfactory plan of action is in place to address such declines.”
College of Computer and Information Science, College of Engineering, D’Amore-McKim School of Business, and College of Science have had a **combined 27% increase in enrollment.**

Data obtained from the Northeastern Fact Book
College of Arts, Media and Design, Bouve College of Health Sciences and the College of Social Sciences and Humanities have had a combined 36% decrease in enrollment. These three colleges now have a smaller, combined freshman enrollment than the College of Engineering.

Data obtained from the Northeastern Fact Book
Strategic Issues

Other Entry Points

• NU In
• Fall Transfers
• Spring Transfers
• Undeclared NU students
• Movement is encouraged between Majors/Colleges

➢ Better accounting and recognition needed of enrollment migration and financial impacts to Colleges / Units

➢ Strategies and incentives for Colleges / Units
Admissions & Enrollment Process

Phase 1: Applicant Evaluation

• All applications are read and evaluated

• The outcome is a matrix illustrating the pool

• There are no prescribed weights; no algorithm that calculates which individuals get accepted
Admissions & Enrollment Process

- There are 4 dimensions to this evaluation:
  - Counselor Rating – captures accomplishments and contributions throughout high school (given a score: 1, 2, 3, 4, 5, 6, 7)
  - Academic Rating – captures strength of course schedule, academic preparation, high school offerings to provide context for GPA (given a grade: A, B, C, D, E/F)

  ➢ The 2 ratings above are done before looking at:
    - GPA
    - SAT
Criteria

Qualitative
- Rigor of secondary school record
- Application Essay
- Recommendations
- Extracurricular Activities
- Work Experience
- Talent/Ability
- Character/Personal Qualities
- Level of Applicant’s Interest

Quantitative
- Class Rank
- Academic GPA
- Standardized Test Scores

Mission-Driven
- Volunteer Work
- First Generation
- Geographical Residence
- Racial/Ethnic Status
Admit Rates by SAT, GPA, Academic Rating and Counselor Rating

Fall 2016 Class

<table>
<thead>
<tr>
<th>SAT Bands / Counselor Rating</th>
<th>1510+</th>
<th>1460-1500</th>
<th>1420-1450</th>
<th>1360-1410</th>
<th>1260-1350</th>
<th>&lt;=1250</th>
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Summarizing the data visually, the chart illustrates the admit rates across different SAT bands and counselor ratings, with distinct color gradients representing varying admit rates.
Phase 2: Selection (shaping of the class)

• VP of Enrollment Management meets with Provost to discuss institutional goals (e.g., % international, X% growth in particular geographic markets, etc.)

• Consideration of College/Unit goals (EMSA meets with each College 4 times per cycle)

• Uncontrollable Market Factors – market interest and demand
Issues Phase 2

- What role, if any, should the Faculty Senate have in shaping the class?

- Actual extent and timing of College/Unit engagement in processes of: creating goals and criteria; negotiating and determining accepted pool
Phase 3: Yield

- We admit 5 applicants for each of the 2800 slots; 4/5 students don’t choose NEU
- EMSA works with Colleges to get yield
- Once applicants are accepted, they don’t want to hear from EMSA; they want to hear from College – faculty & students
Issues Phase 3

- What, if anything, can the Faculty Senate do to help yield in Colleges?

- What data or methods can Colleges acquire to better understand, and more effectively communicate with, accepted students to increase their yields?
Appendix
Our overall applicant pool is shifting to top SAT bands.