



The Evergreen State College
Office of Admissions

REPORT:

Reaccreditation Report on Student Recruitment

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Reaccreditation Report on Student Recruitment

Introduction:

This document presents the comprehensive recruitment strategies employed by the college admissions team. This report describes efforts in four primary recruitment areas: Non-resident freshmen, resident community college transfers, and resident freshmen and local adult learners.

Recruitment efforts during the last six years have been dedicated to expanding and increasing the sophistication and effectiveness of Evergreen's recruitment strategies. During this rebuilding period, the College's funded enrollment has increased by nearly 400 FTE while weathering steep tuition increases, declines in some primary markets, and increased competition for students. Enrollment targets have been met because of extraordinary efforts in many areas of the College beyond admissions. However, efforts of admissions staff described in this report are intended to set a course for sustained enrollment growth consistent with the College's long-range goals.

All recruitment strategies were designed and implemented with the intention to build long-term relationships and outcomes with counselors, parents, and students. The recruitment strategies are designed to establish enrollment pipelines that will continue to feed Evergreen not just with more applications, but also with applicants who are well-qualified and well-matched to Evergreen. Prioritization among the audiences of non-resident freshmen, community college transfers, resident freshmen, and working adults was based on assessments made by the Associate Vice President of Enrollment and the Director of Admissions with regard to the location of the largest pools of students who are inclined to attend Evergreen.

Recruitment of non-resident community college transfers are a low priority because of place-bound issues with most community college students. However, there has been a slight rebound in enrollment of non-resident transfer students some of which is the result of contacts with students while in high school where awareness of Evergreen was cultivated. Some have poor experiences at their first choice college, some had to improve their record at a community college, other non resident transfer students planned to transfer to Evergreen after one or two years at a local college.

Enrollment History and Context

Initial efforts to revitalize student recruitment at Evergreen were prompted by a decline in non-resident application activity from 1998 to 2002. The non-resident application declines led to a drop in non-resident enrollment producing a significant tuition revenue shortfall. (Graph #1) By 2002, the decline in non-resident enrollment of 145 produced a drop in tuition revenue collection of \$1,000,000. The College continued to post over-all enrollment increases of 326 FTE during this period of time with growth of resident students enrolled in off-campus programs (Tacoma and Tribal), the Olympia full-time curriculum and an increase in credit hour generation by allowing students to carry up to 20 credits from a previous maximum of 16. While the increase in resident students more than offset the decline in enrollment, the increase in resident students was not sufficient to replace the loss in tuition revenue from nonresidents. It is worth noting that approximately three resident fee-paying students are required to offset the tuition revenue lost with a decline of one non-resident student.

The decline in non-resident enrollment was foreshadowed by a longer period of decline in the number of total undergraduate applications received by Fall Quarter's March 1 priority date. This decline in total application activity began in 1996 and continued through 2002. Between 1996 and 2002, undergraduate applications received by March 1st had declined by 45% (from 3443 to 1908). Enrollment targets were reached during this period of time by extending the Fall Quarter application deadline beyond March 1. By Fall 2000, Evergreen extended its application deadline to the start of classes in September obviously exhausting "deadline extensions" as a viable strategy for continuing to meet enrollment targets (Graph #2).

After initial successes in increasing non-resident application activity in 2003 and 2004, a series of tuition increases for non-resident students amounting to 35% in a three-year period dropped rates of conversion to enrollment far enough to erode the progress made with applications. In response to recommendations from a national consulting firm (Noel-Levitz), our own internal analysis of cost competitiveness and many conversations with distraught out-of-state students and parents, the College began to commit funds in the form of tuition waivers in 2004 to offset a portion of the steep tuition increases. This strategy, coupled with personal follow-up with admitted students and a moratorium on non-resident tuition increases, has led to a recovery in yield rates to enrollment (Graph #3). Freshman enrollment beginning Fall 2005 through Fall 2007 reached the highest levels in Evergreen's history.

The College is now facing (1) a decline in the state's community college enrollment – our major source of new students, (2) a forecast for the state's population of high school seniors to begin a period of decline, and (3) increased competition from public and private baccalaureate institutions while enrollment increases are sought.

Foundational Elements

Evergreen's recruitment efforts have been rebuilt over the past five years. Fundamental improvements in staffing, processes, organizing principles and tactics have been implemented. Further improvements are sought. The following section lists the major building blocks in the new foundation for student recruitment:

- Significant institutional support in terms of budget and shared mission: The recruitment effort has received substantial budget support from the College allowing improvements in quality and quantity of our work. Recognition of the importance of student recruitment and a sense of shared responsibility for this work extends across the institution.
- Overhaul of publications and development of a targeted mailing series: In 2001, the "mailing series" to students inquiring about enrollment consisted of one packet containing the College Catalog, an Application Form and a letter from Admissions. In 2006, the mailing series consists of 15 different pieces sequenced and with content intended to move a student from inquiry to applicant to admitted to enrolled status. The series contains high-end publications (e.g., the general Viewbook, Academic Viewbook, Transfer Guide, and Visit Evergreen Brochure) and a series of postcards reminding students of important upcoming enrollment events (e.g., Fridays at Evergreen; President's Receptions). An intentional communications plan now directs the recruitment mailing series, and of equal importance, a reliable delivery system for the mailing series has been secured.

- Comprehensive follow-up efforts: Mail, telephone, web/e-mail and personal contacts with prospective students by Admissions counselors and staff, current students and Evergreen faculty have increased, including 7,434 students-to-students tele-counseling telephone calls for the 2006-07 academic year.
- Twenty-four hour response time: In recognition of the importance of timeliness, any e-mail, written, or telephone communication receives a response within 24 hours. Campus visitors are sent a “thank you for visiting” card within 24 hours.
- College web site redesign and web support staffing: The College’s web site was redesigned in 2001 with special emphasis on improving communication with prospective students. Funding was provided for staff to maintain and improve the web site the following year. Improvements have continued since then as managed from the College Relations Office in coordination with Enrollment Services. Enrollment Services staff also update and improve the Admissions and Financial Aid web sites on a regular basis.
- Remodel of the Admissions Office: The space was an eyesore for students and parents in comparison with other schools visited such as UPS, Reed, and Lewis and Clark. The remodel in 2002 provided temporary improvements. As the Library Phase II remodel enters its second phase, enrollment services has taken an active role during the design phase to ensure a general upgrade of appearances in Admissions. In addition, efforts are being made to accommodate guests during the remodel period and temporary move to Seminar I.
- Articulation agreements: Additional articulation agreements to promote easier transition from community colleges in Washington to Evergreen continue to be negotiated (more fully described in the Resident Community College Transfer section).
- Reorganization of Classified Employees: All classified employees in the office were reclassified as credential evaluators. Two factors prompted this effort: 1) staff previously classified as office assistants were impacted and “bumped” out of their positions during budget cuts; and 2) the old system promoted a division of labor that broke down during absences. Students often did not get an official transfer credit evaluation until well into the quarter for which they had applied. With each credential evaluator assigned to a section of the alphabet, all applications are now reviewed and awarded transfer credit prior to registration.
- Reorganization of Admissions Counselors (Attachment 2): Whereas a division of labor was counterproductive to the classified staff responsibilities as described above, a division of responsibilities is essential to the relationship-building and long-term outcome strategies for the admissions counselors and the target audiences with whom they work. As the organizational chart indicates, each counselor now has a specific recruitment responsibility (e.g., non-resident recruitment, Student Visitor Program, etc.).
- Capping non-resident tuition: Resisting pressure to increase non-resident tuition during the past two years has allowed us to recover some of the competitive advantage in cost lost to private institutions when tuition increased substantially from 2002 - 2004. Each year non-resident tuition is not increased the College’s position on cost relative to the private school competition is improved. A modest 2.5% increase in tuition has been approved for nonresidents in 2007-08 that we believe maintains cost competitiveness.
- Tuition waivers in the form of “Scholastic Achievement Awards” (SAA): During the past two years, the College has provided new financial support to students aimed at making Evergreen a more competitive choice among the selective liberal arts colleges

with whom it competes for non-resident freshmen. This new strategy of “tuition discounting” has clearly been successful in attracting and enrolling students who would otherwise have opted for institutions providing stronger financial aid packages.

- Technological improvements and efficiencies: The conversion to Banner and annual contracting for supplemental software with NOLIJ Recruit and CollegeNet On-line Application added and upgraded tools to permit students to apply in a timely manner (88% apply on-line) and to provide staff with resources to more easily input and systematically manage recruit information.
- Emphasis on the Campus Visit: Recruitment literature emphasizes that the campus visit has the greatest impact on a student’s choice of colleges. Evergreen has restructured its messages to prospective students to direct them toward a campus visit and has greatly improved the sophistication and quality of our Campus Visit Program. The addition of “visit” pieces crafted for different recruitment events and audiences, a Student Visitor Program Coordinator, improved data collection, a well-scripted program, and an on-line visit calendar, have led to a substantial increase in the number of students visiting Evergreen and improvement in the quality of their visit. For Fall 2007, the program accommodated a record 1,336 visitors and 1,338 guests (including 139 overnight visits and 218 program visits).
- Additional positions added to Admissions: Additional staffing allowed the admissions office to spread the word about Evergreen more broadly, process student data, provide information on a more timely basis, and emphasize personal contacts with prospective students.
- Improved data collection and evaluation: Compilation of outcome activity reports, including weekly counselor Activity Reports, Bi-weekly Stats, and weekly application and enrollment reports were added to monitor and assist in evaluating recruitment strategies and locations.
- Increased faculty involvement: Seven faculty are involved with the recruitment effort through governance assignments this year. This group of faculty is available to students for on-campus interviews, campus event panels, and out-of-state counselor and student/family receptions.

Primary Markets – Non-resident Freshmen

The book, Colleges That Change Lives (CTCL), provided the focus of Evergreen’s recruitment strategy of non-resident freshmen. With the national recognition that Loren Pope’s book gave to Evergreen, it joined with the other CTCL schools in a consortium to market itself nationally in cities where the interest in CTCL schools was growing. For non-resident recruitment, the working mantra became: **Evergreen is the only nationally recognized public liberal arts college in the western United States.**

Non-resident freshmen are the largest pool with the best prospects on which to focus for short-term enrollment growth. In-state pools of prospective students are forecast to decline (WA high schools) or recover slightly from substantial declines (WA CCs) in the near-term.

Selecting which cities/areas to begin the out-of-state recruitment effort was based on the areas from which the bulk of new applications had been received. Initially (2002), there were recruitment plans (involving more than just attending a national college fair) for only two out-of-

state markets: Alaska and Hawaii. In addition, the College participated in the entire “Colleges That Change Lives Tour” which, at that time, traveled three weeks around the country to approximately 15 sites where interest was high to meet with CTCL schools. A fourth week was added two years ago. One admissions counselor was identified to take the lead on gathering data and trends with respect to out-of-state efforts. This position has evolved into an Assistant Director position that coordinates the entire out-of-state recruitment effort, including international students and coordination of alumni volunteers.

Evergreen’s Central Message: As noted in Loren Pope’s book, the overall message to non-resident freshmen is uniform and clear: Evergreen makes it a lot easier and more interesting to learn because students examine real problems and questions that they care about and on which they can do advance levels of research. In all four years, Evergreen offers small interactive classes and labs rather than big lectures, and students work closely with experienced creative faculty rather than graduate student assistants.

The CTCL Travel Schedule: During fall quarter, the following CTCL sites were visited in 2006:

- Week 1: Seattle, Portland, San Francisco (2 nights), Los Angeles (2 nights)
- Week 2: Austin, Houston, Atlanta, Nashville, Raleigh/Durham, Columbus
- Week 3: Minneapolis, Chicago, St Louis, Denver, Phoenix

An additional week of east coast sites had already been visited during the prior spring quarter – Washington, D. C. (2 nights), Boston, New York City, Hartford (2007 CTCL will be for 3 weeks)

Additional Out-of State Travel Schedule: For Fall 2006 (actual) and Fall 2007 (scheduled), the following out-of-state cities/areas were visited or are planned beyond the CTCL tour:

- | | |
|---------------------------------|-------------------------------|
| • Austin – 4 days/9 days | • Colorado – 12 days/11 days |
| • Houston – 2 days/2 days | • Hawaii – 15 days/15 days |
| • New York – 6 days/6 days | • DC Area – 10 days/10 days |
| • New England – 17 days/11 days | • Minnesota – 11 days/11 days |
| • Bay Area – 18 days/19 days | • Utah – 3 days/1 day |
| • LA Area – 16 days/22 days | • Idaho – 6 days/4 days |
| • Philadelphia – 5 days/5 days | • Oregon – 22 days/22 days |
| • Pittsburgh – 2 days/0 days | • Chicago – 11 days/7 days |
| • Arizona – 8 days/10 days | • Alaska – 9 days/5 days |

While the commitment to expanding initial contacts with out-of-state high schools, counselors and students is aggressive, these are only the first steps taken to recruit non-resident students. Much of the additional work is focused on relationship building and follow-up. Key counselors are courted on a regular basis and some participate on Evergreen’s Admissions Advisory Board or Fly-In program. Any students in Banner are contacted on a regular basis as part of the duties of 25 Student Ambassadors (7,434 tele-counseling contacts during the 2006-07 academic year). Each round of contacts contains a specific message intended to keep Evergreen high on the prospective student’s interest list.

The introduction of Scholastic Achievement Awards (tuition waivers based on GPA) enables counselors to make the case that Evergreen is more affordable for non-resident students. With that financial leveraging tool (that can be renewed at 75% the second year), Evergreen sends a message that it desires high achieving students and is able to compete on a more level playing field with other CTCL and selective colleges in terms of financial support offered to students.

Formal Admissions Interviews have been a very productive activity with regard to conversion to enrollment. Students who sign up for a formal interview convert at higher rates than those who do not. Faculty began conducting on-campus interviews as part of their Admissions Governance responsibilities beginning Winter Quarter 2007, and as soon as the [Alumni Emissary Program \(where is this described?\)](#) is implemented, interviews will be conducted on a more widespread basis throughout the country.

Early results are encouraging. In Fall 2006, more non-residents with a cumulative GPA of 3.00 or above registered than in any other year in the College's history. [Early trends indicate that the numbers may be even larger for Fall 2007\(Update\)](#). In addition, continuing financial support provided by extending the SAA into the sophomore year for non-resident students appears to be assisting with recruitment and retention. Retention of non-resident students to Fall 2006 increased slightly whereas it declined for residents.

Primary Markets – Resident Community College Transfer

Unlike non-resident freshmen who are attracted almost exclusively by Evergreen's distinctive and acclaimed curriculum, transfer students are very interested in seeing a connection between their intended bachelor's degree and employment opportunities. Expanded curriculum offerings in business and new offerings anticipated in the area of allied health, coupled with the generous and abundant articulation agreements (for both academic and technical degrees) with Washington community colleges, are key recruitment messages for our transfer students.

Evergreen has seen a significant downturn in applications from students attending Washington community colleges. The drop in transfer applications is due to a drop in community college enrollments across the state and increased competition for community college students. The drop in community college enrollments was unanticipated by the State Board for Community and Technical Colleges and caught all of higher education in the state off-guard. Since Evergreen's enrollment is much more transfer-dependent than the other baccalaureate institutions in the state, the impact of a community college decline is greater on its enrollment. The prospects for a short-term turn-around in the community college market are not hopeful. Enrollment in community college programs intended for transfer to a baccalaureate institution continues to decline in the state.

Evergreen's recruitment efforts will continue to target the transfer population and community college transfers will remain a critical element of its enrollment. Provide Fall 2007 UPDATE here. Follow-up efforts with all resident students are as comprehensive as they are for non-resident freshmen. Despite ongoing and comprehensive efforts, many community college faculty members and support staff are still unfamiliar with what Evergreen has to offer transfer students and, while making great strides with some counselors, others still hold negative stereotypes. To that end, Evergreen has initiated a series of faculty-to-faculty meetings between Evergreen and several community colleges to spread knowledge of Evergreen's strengths to community college faculty members.

Although community colleges across the state would prefer that baccalaureate colleges visit them all equally, this type of effort is costly, spreads resources thin, and is not very effective. Evergreen has never had a large number of students who apply from community colleges such as Big Bend or Walla Walla (located in the eastern side of the state), and those who come will attend regardless of our visit. Instead of a blanket approach, Evergreen has now divided its efforts into three categories based on historical enrollment patterns and enrollment potential: Primary feeder schools, secondary feeder schools, and tertiary feeder schools. This focused effort allows for specific strategies for each tier. None goes unattended. However, with this sort of prioritization, time, effort, and resources can be dedicated on those schools where the College traditionally has done well or the greatest potential for improvement exists. (Attachment 3 describes the different levels of treatment for each of the three tiers.)

<u>Primary Feeder Schools</u> (CC's for whom Evergreen has traditionally been a strong choice for transfer students and where our market is being challenged by competitors such as University of Washington-Tacoma)	<u>Secondary Feeder Schools</u> (CC's that are emerging or where response has been steady but not strong)	<u>Tertiary Feeder Schools</u> (CC's where Evergreen has never done well despite initiatives and efforts. South Seattle has always fallen in this category, but was recently updated to Secondary because of recent gestures from their new President.)
South Puget Sound Pierce (Steilacoom) Pierce (Puyallup) Centralia Olympic Tacoma Green River Seattle Central Highline Bellevue North Seattle Clover Park	Grays Harbor Clark Lower Columbia Peninsula Shoreline Whatcom Spokane Falls South Seattle <u>Out-of-state Schools</u> Portland Lane Chemeketa	Cascadia Everett Edmonds Skagit Valley Spokane Walla Walla Big Bend Yakima Valley Wenatchee Valley Columbia Basin Northwest Indian Lake Washington Bates Renton Bellingham

Although the College continues to participate in statewide tours directed at community college students and has regularly scheduled visitation days on community college campuses, a more sophisticated and focused approach was implemented beginning during the 2006-07 academic year that has Evergreen counselors speaking directly in classrooms. Scheduled classroom visits have increased in number from approximately 12 during Winter 2006 to 40 for Winter 2007. This approach allows admissions officers to get closer to students with interests likely to align with Evergreen's curricular strengths. Evergreen faculty are also accompanying the admissions officers to community college campuses to meet with faculty departments, such as was conducted at SPSCC with its science department highlighting "Science at Evergreen" and the recent NSF grant in lab sciences. Visits are advertised in campus newspapers and through personal correspondence and announcement posters.

Transfer Articulation:

Evergreen has negotiated a large number of articulation agreements that are attractive to transfer students, especially now that six technical degrees are accepted as Direct Transfer Degrees (described below). No other college offers the assortment and sheer number of articulation agreements with Washington community colleges that Evergreen provides. In fact, Evergreen extends its articulation agreements to California and Oregon community college transfer students.

Evergreen has negotiated over 300 Upside-down agreements with the community and technical colleges. The Upside-down agreements are very effective at communicating Evergreen's "transfer-friendly" position to the community college system. Unfortunately, even with over 300 such agreements, very few students with these technical degrees transfer to us directly (on average, 12 students per year). Most students receiving technical degrees move directly into their intended field of employment. Some do return to Evergreen after a period of time in the workforce to improve opportunities for career advancement.

The general associates degree is known statewide as the Direct Transfer Agreement (DTA). Currently Evergreen recognizes the DTA (both the general associate degree and the seven direct transfer technical degrees) as a block of 90 credits that gives students top admissions priority. Because Evergreen accepts these credits as a block, any student with a direct transfer degree may complete their Bachelor degree with 90 additional quarter credits at Evergreen. The Associate in Science (AS) is geared to students who want to pursue study in biology or chemistry. Evergreen treats the AS degree as a DTA degree.

In addition, seven Upside Down agreement categories (Accounting, Business, Computer Information System, Criminal Justice, Early Childhood Education, Human Services, Paralegal) are made up of 75% general education coursework. Evergreen treats these seven technical degrees as DTA degrees. These degrees were chosen for direct transfer because of the substantial general education coursework contained in each and because of the number of students-of-color in these programs. For those students wanting to transfer upon graduation or after working in the field, these degrees offer a smooth transition to Evergreen.

The College also works with the College Success Foundation (CSF) in another effort to reach out to transfer students-of-color. CSF partners with the Bill and Melinda Gates Foundation to offer scholarships and mentoring support to approximately 500 highly-motivated, low-income students per year. Many CSF students begin their postsecondary careers at a community college, and Evergreen wants to reach out to them. Lunches are hosted each spring for CSF students at several community college sites. There are also special events hosted on Evergreen's campus that are geared toward faculty and staff, as well as regularly scheduled Student Visitor Program sessions for special groups, including TRIO and other targeted programs (Attachment 4 outlines our student of color recruitment program).

Primary Markets – Resident Freshmen

The number of visits to Washington high schools has increased from 50 in Fall 2005 to 80 for Fall 2006. In addition, another approximately 25-30 individual High School College Nights were attended in 2006, up from only 12 the previous year (Attachment 5 is a weekly compilation of in-state and out-of-state recruitment activity). The focus of resident freshmen recruitment is to demystify Evergreen to students and counselors by blanketing the state with visits to more high schools. These visits are intended to help them see that there is a nationally recognized public liberal arts college in their backyard. Additional strategies are being developed to increase avenues for Washington high school students to learn about Evergreen – strategies that include an improved web-presence and the opportunity prospective students to talk directly with Evergreen students who participate in the Student Ambassador Program.

The same long-range relationship building and follow-up efforts that have been described in this report are utilized for resident freshmen students. Two efforts to better acquaint resident high school counselors, principals, students and family members with Evergreen's structure include: 1) TESC counselors taking leadership roles in statewide organizations such as the Washington Council, Pacific Northwest Association of College Admissions Counselors and CSF and, 2) invitations to participate on a High School Counselor Admissions Advisory Board and to attend High School Counselor Breakfasts. Evergreen continues to tour on all Washington Council tours for counselors and students. In addition, several one-time special events have been developed to bring counselors to campus, as well as regularly scheduled reception functions such as Preview Day, Fridays at Evergreen, and the President's Reception held in Seattle at SAFECO field.

Although Evergreen's place in Lauren's Pope's Colleges That Change Lives as a premier liberal arts college does not resonate loudly among high school juniors and seniors in the state, there are a several strong feeder high schools across the state of Washington whose students select Evergreen because of its distinctive approach to education. Many of the recruitment strategies used for non-resident high school students are employed in these instances.

Recruitment success in other states also has a positive impact on in-state recruitment. Non-resident interest in Evergreen has grown as recruitment strategies continue to identify selective feeder high schools. Well-qualified non-resident students from these schools have a positive impact on Evergreen's reputation that assists with efforts to attract more well-qualified resident students.

Primary Markets – Adult Learners

The Evening/Weekend Studies Program (EWS) was created with two primary foci: 1) providing full-time/day-time students with the opportunity to take an additional course offering to complement their full-time studies; 2) attracting adult learners to the College to pursue full-time or part-time opportunities to complete a bachelor degree through evening and weekend offerings. This section of the report will focus on the latter.

When Evergreen began this endeavor, there was minor competition, primarily with St Martin's University and South Puget Sound Community College. Although SPSCC does

not offer a baccalaureate degree, it does give adult students the opportunity to re-enter college and begin earning credit toward baccalaureate degree. Since Evergreen has begun its EWS program, competition has increased considerably from other institutions both in Washington and from outside the state. Competition from the University of Washington's Tacoma campus, Washington State University's Vancouver campus is especially keen. City University, Phoenix University, and Chapman University from California have been the most aggressive in the recruitment of South Sound adult learners.

As with the strategies for other populations, the work with adult learners is about long-range relationship building and follow-up efforts. EWS outreach efforts include:

- **Community Information Sessions** – a two-hour program for prospective EWS students meet with staff from Admissions, Student Services, and EWS Dean to learn about the curriculum and services. These events are hosted at libraries and community centers around the South Sound: Aberdeen, Centralia, Olympia, Lacey, and Tumwater.
- **Information Nights** – similar to Community Information Sessions, these two hour events are scheduled on the first day of registration immediately after the Academic Fair. They are designed to attract prospective students to campus and meet with staff from Admissions, Student Services, and EWS faculty.
- **Agency Workshops** – a key activity where Admissions and Student Services travel with EWS faculty Evening and Weekend Studies to State and County agencies to discuss degree completion and professional development opportunities through the EWS curriculum.
- **Community College and Technical College class visits** – admissions staff and EWS faculty schedule class visits at key community and technical colleges around the South Sound. In particular, Upside down degrees are targeted.
- **Advertising** – Evening and Weekend Studies advertises with the following:
 1. Local radio stations (KGY and KPLU)
 2. Local newspapers (The Olympian, The Daily Chronicle, The Daily World, and Mason County Journal)
 3. Evening and Weekend Studies Class Listing and the EWS website.

Summary and Conclusion

This report describes recruitment strategies directed at four audiences: Non-resident freshmen, Washington community college transfers, Washington freshmen and local adult learners. All are tied together by ongoing relationship building with school officials, students, and families along with extensive follow-up efforts. At present, the non-resident freshmen pool offers the largest pool of prospective students with the best chance of expansion. Ongoing strategies are being implemented to put us in position to attract the community college transfer population as it rebounds. By increasing the number of visits to in-state high schools, we are helping that population better understand the value of an Evergreen education. These efforts will prepare Washington high school students to make better decisions about Evergreen as either a freshman or transfer

applicant. In conclusion, the following strategies are highlighted as central features necessary for success in student recruitment at Evergreen:

- **Continue Scholastic Achievement Awards and Support for Intensive Follow-up with Prospective Students**: The Scholastic Achievement Awards (SAA) and intensive follow-up efforts are the strategies most responsible for making Evergreen competitive with other selective liberal arts colleges. The SAA award improves Evergreen's competitive position in terms of financial support for many well-qualified non-residents. Early correspondence, ongoing follow-up, and the comprehensive tele-counseling efforts of the Student Ambassadors are keys for recruitment. It is critical to continue both of these strategies for success in recruiting non-resident freshmen.
- **Continue Support for Expanded Out-of-State Recruitment**: Increased counselor positions and travel for out-of-state recruitment, coupled with the award of SAAs and additional follow-up efforts, are yielding an increase in application activity for Fall 2007. This is the most promising short-term market, and this effort must be continued.
- **Continue to Improve the Presentation and Delivery of an "Evergreen" Education**: Evergreen competes for students with the top-tier private liberal arts colleges in the country. Non-resident freshman who read Colleges that Change Lives are top students seeking a selective and distinctive liberal arts education. When these students visit Evergreen, they are also visiting schools like Whitman, Reed, Lewis and Clark, and the University of Puget Sound in the northwest. In addition, they will also visit schools like Hampshire, Earlham, St John's, Oberlin, or Pitzer. These students are generally from small, often private, selective high schools and have a wide range of college choices. To achieve results in this market, Evergreen must present and deliver an educational experience that compares favorably with the best in the nation. It also requires extensive travel since "success" amounts to attracting one or two students from each school. To that end, the College is building and implementing a comprehensive strategy that utilizes a well-trained admissions team, faculty, students, and (soon) alumni. That final piece of the puzzle will greatly enhance efforts to blanket the country with Evergreen recruiters.
- **Promote a Connection Between Evergreen's Curriculum and Employment Opportunities for Washington Community College Transfers**: Resident transfer students need to see a clear link between Evergreen's curriculum and career opportunities. Expansion of the curriculum in the areas of business and health sciences must continue as important initiatives within academics. The Enrollment Growth DTF recommendations for subsequent faculty hires remain an excellent blueprint for the use of enrollment growth funding.
- **Continue Working with Washington High Schools**: It is crucial to the recruitment effort for Washington freshmen, their parents and high school counselors to understand why Evergreen is a real option for them. Too many Washington high school students either don't know about Evergreen or have a poor impression of it. Many resident freshmen are looking for a more traditional experience than they will receive here. Recruitment strategies that blanket the

state are geared to demystify and clarify for students about the value of an Evergreen education, as well as their parents and high school counselors who sometimes feed the negative stereotypes.

- **Focus on the Campus Visit:** Recruitment literature states that the campus visit is the single most important activity in a student's decision to enroll. Evergreen's Student Visitation and Student Ambassador Programs have been revamped to help the student make a well-informed decision regarding Evergreen.
- **Begin Short- and Long-term Preparation for an Increase in Freshman Enrollment:** Non-resident freshmen enrollments have increased each of the past three years. Although there was an improvement in community college transfer activity between 2005/06 and 2006/07, enrollment growth targets with community college transfers cannot be met as they have in the past. If the Admissions Plan is successful in the short-run and produces marked growth in the number of entering freshmen, the results will have a significant impact on the distribution of faculty between first-year programs and the remainder of our curriculum. The College needs to begin exploring plans to ensure adequate faculty lines, and teaching enthusiasm for first-year students.
- **Continue Exploration of "College in the High School" Options with area High Schools and "Dual Enrollment" Options with South Puget Sound Community College.** Both of these possibilities are intended to build and strengthen enrollment potential within the local community.

Attachment 1:

Ongoing Comprehensive Student Recruitment and Follow-up Strategies

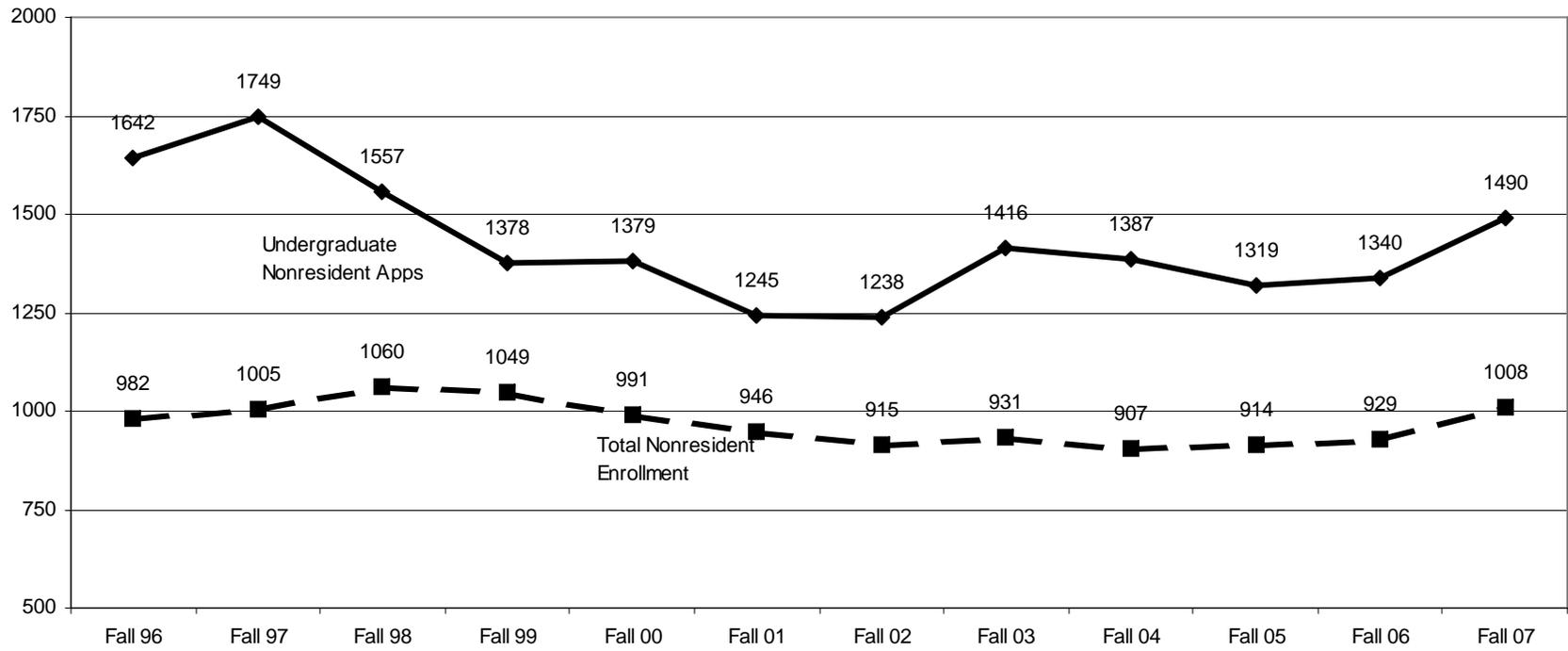
Attachment 2:
Admissions Organizational Chart

Attachment 3:
Community College Outreach

Attachment 4:
First People's Recruitment Plan

Attachment 5:
Weekly Activity Report

**Chart #1:
Fall Quarter Undergraduate Nonresident Applications and Total Nonresident Head Count**



Graph #2: Fall Quarter Undergraduate Applications

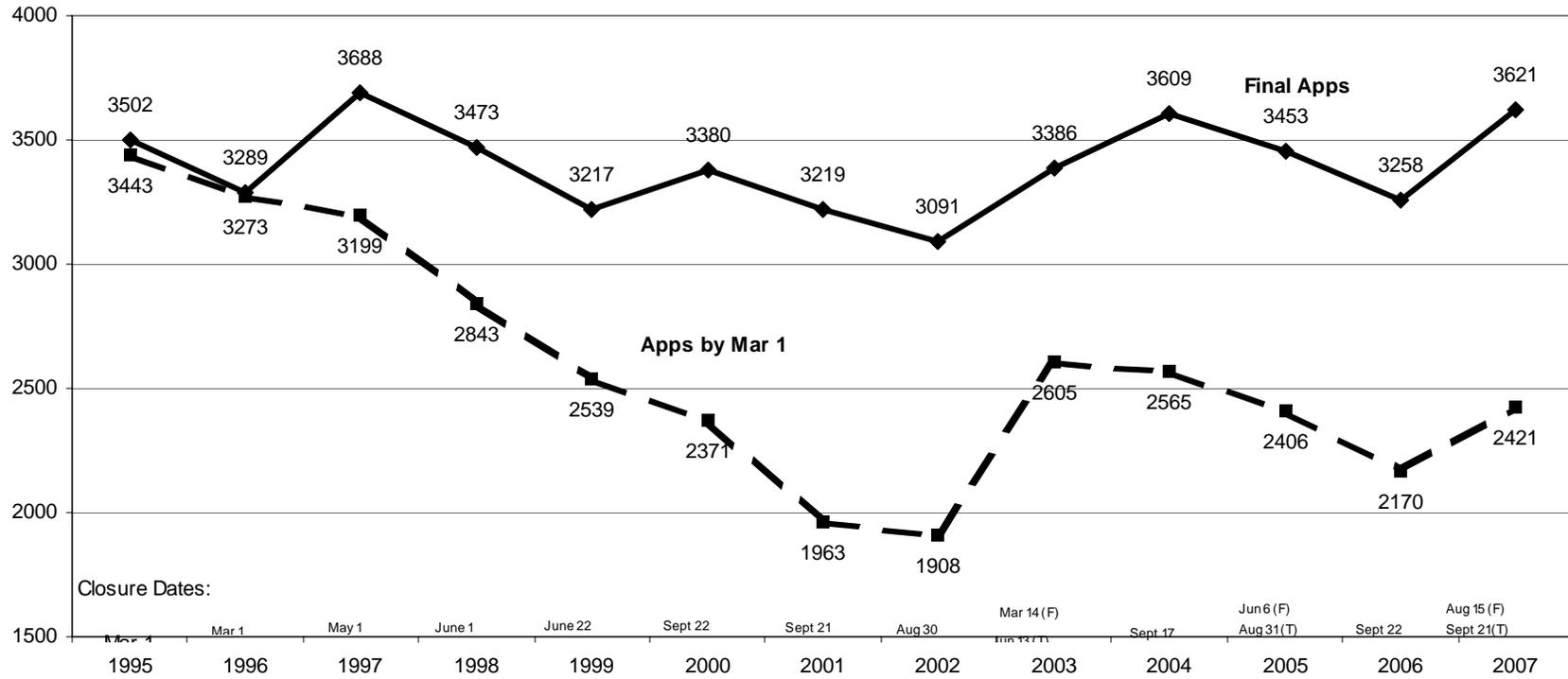


Chart #3
Nonresident Freshmen: Tuition, Yield to Enrollment and Tuition Discounting

