

# Enrollment Management Council

November 19, 2010

Minutes

## Minutes

- Minutes for the September meeting were distributed. These minutes, as well as those for previous meetings, are available by visiting <http://registrar.iupui.edu/emc/emc-meetings.html>
- EMC [Website](#)

## Focus for the year

- From Admissions to Census: Coordinating and Improving this Critical Period of Recruitment
  - Led by Admissions, identify the communications flow from the IUPUI offices and academic units to enhance the information provided to admitted students and to increase our yield of enrolled students
- From Admission to Graduation: Coordinating and Improving Progression to Graduation
  - In collaboration with the Council on Retention and Graduation, identify and implement strategies to improve the probability of graduation, optimally within 4 years.

## Announcements from the Chair

- Admissions is in the process of interviewing candidates for a Hispanic/Latino recruiter.
- Chancellor's Scholarship
  - Last year we created the admission-based Chancellor's Scholarships as a way of increasing funding in recruiting high ability students such as those who would receive the academic excellence awards and Valedictorian/Salutatorian awards. This target population forms a niche where we believe we can be effective in our recruiting efforts: students with SATs just below 1300 who would find IUPUI very attractive.
  - The Chancellor's Scholarships were funded by cobbling together various sources including the schools. Though the awards were effective, the nature of this funding structure did not give us the assurance of continued, predictable support needed for recruiting in the future.
  - We are pleased to report that these scholarships will be centrally-funded going forward. More information will be distributed in the near future.
- [Benchmarking Analysis](#)

### Introduction

- Undertaken at the direction of the trustees, this initiative will assess how IU compares with its peers in terms of activities and expenses in Human Resources, Payroll, Student Services, Marketing and Communications, and the Bloomington Physical Plant operations. The benchmarking effort involves collecting data on the staff mix, transaction volumes, quality indicators, and cost drivers for these areas.
- "Student Services" includes admissions, financial aid, registrar, and academic advising, (including that done at the level of the academic units), institutional reporting, and some IT activities. Student Account Services/Bursar will be included under "Finance." All of us will be touched by this.

### Process

- Data will be gathered in three ways:

- Through a **spreadsheet** where information is reported on each staff member such as full-time/part-time status, salary, and fringe benefits as well as the percentage of each staff member's time spent in each of the categories under review.
  - At the academic unit level a staff person could have some of their time dedicated to such areas as recruiting, admissions, advising, and HR matters. These would be included in the data-gathering.
- **Executive interviews**
- **Surveys**
- Each campus is treated as an entity except for IUB COAS and IUSOM which are treated separately.
  - Data gathered at the functional levels will be rolled up to a university-level and then be used in comparison with peer institutions.
    - Data will be there for us to drill down later.
  - Given the tight timeline, data should be "directionally correct" (not requiring precise accuracy, but good enough).






### Issues

- A challenge in the area of student services is that there isn't enough peer data information to allow for institutional comparisons. Hackett is supposed to gather comparable data over next six months.
- From a student services side, the tool being used to gather data is very limited in its perspective of services that are provided. As we are not likely to be able to modify the tool, the exercise will likely result in under-representing what these offices do.
- Even where tasks appear to be comparable, additional complications can result. For example, processing of applications for beginners is less time-consuming than processing those for transfer students due to the steps involved in course transfer evaluation and posting. Institutions with a larger transfer population would face these additional costs even if the total number of entering students is comparable.
- As noted above, the initiative's review of advising support (such as Registrar support through managing SIS tools, etc.) now will be reaching down into academic units to learn more about how advising is actually done.
  - When academic units employ a model with a staff member dedicated to advising, the data collection will be easier than for schools which rely on faculty advisors. In the latter approach, the amount of time spent on advising generally is not documented. As a result, the full breadth and methods of advising provided and the support needed to aid them will be under-reported.
  - The units also will need to properly account for "shared" advisors and other non-standard advising-related activities.
- At this point we are trying to help people see how information will roll up to the university level and then be used in comparison with peer institutions and not immediately focused on specific positions or even offices, though the latter may come later in the process.

### Next Steps

- Waiting for final spreadsheets and final rules before gathering the data.
- Data collection will happen very quickly with January 7<sup>th</sup> as the [deadline](#) for submission.
- Becky Porter and Mary Beth Myers serve on the [committee](#) overseeing the Student Services portion of the initiative. Please contact them with any questions or concerns.

- **2010 Performance Indicators**

- For the past two years, the EMC Steering Group has been asked to evaluate the [performance](#) of IUPUI on *attracting and supporting a diverse and well-prepared student population* and to select the appropriate [Performance Indicator](#). The focus of this review is on undergraduates.
- IMIR provided a number of charts showing trends over the past ten years (attached below). The data are all up nicely with the exception of graduation rates which still trails that of our peers.
- Graduation rates is a “lagging indicator” of performance in attracting and supporting a diverse and well-prepared student population. It does not move up as soon as improvements in other areas such as the quality of the incoming class or retention.
- Following a review of the data, the Steering Group recommended continuing with a  as indicative that the “*objectives for this goal have not been fully attained; however, trends suggest the objectives will be attained in the next 1–2 years*”. While there was support for moving to a  (the objectives for this goal are being met), the group recognized that the high visibility for the graduation rate precludes us from moving to a  at this time. This indicator is considered under the core mission activity of Teaching and Learning.
- In a related review, the Diversity Council reviewed [data](#) regarding “retention and enrollment of a diverse student body.”
- Using the percentage of minority SAT-takers in central Indiana as a proxy for college-going minority students, the council determined that IUPUI had exceeded that marker. As a result, the group moved from a  last year to a  for this year. Becky noted that we are pleased with this recognition.
  - Note that unlike the “attracting and supporting” indicator above, there is a separate Diversity Indicator for “retention and graduation” of a diverse student body.

**Spring Admission Update as of 11/15**

<b>Beginner</b>	<b>2011</b>	<b>Change</b>	<b>%</b>
<b>Applicants</b>	834	+10	+ 1.2%
<b>Admits</b>	290	+50	+20.8

<b>External Transfer</b>	<b>2011</b>	<b>Change</b>	<b>%</b>
<b>Applicants</b>	2,438	+463	+23.4%
<b>Admits</b>	1,277	+236	+22.7%

**Spring Enrollment as of 11/29**

	<b>2010</b>	<b>2011</b>	<b>Change</b>	<b>%</b>
<b>Heads</b>	18,261	18,631	370	2.0%
<b>Credits</b>	210,861	216,401	5,540	2.6%

- See chart below for school level details as of 11/15, the week of the EMC meeting.

## International Admissions *Sara Allaei*

### Spring 2011

- Degree-seeking undergraduate admissions are running at about the same level as for Spring 2010. An increase in beginning admits is offsetting decline in transfer admits. Spring 2010 was the last semester we enrolled a significant cohort from the University of Tehran.
- There is a large increase in master's level international admits for Spring. Even after adjusting for 70 admits to the LLM-Egypt program, which previously admitted students to the Fall term, there is more than 50% increase in master's admits.

### Fall 2011

- In the month of November, undergraduate applications have been running 15-20% ahead of applications for Fall 2010; graduate applications are up 65 – 70%.

### General

- This week the Institute for International Education released its annual "Open Doors" survey data on international student enrollment across the U.S. A new feature is state-by-state profiles of international student enrollment. Indiana is ranked #10 in international student enrollment across the U.S., and IUPUI is #3 within Indiana. The reported numbers are higher than actual student enrollment because they include graduated students who are still in the U.S. on optional practical training employment as a benefit of their student visa status. *See chart below*

## Longitudinal Changes in Enrollment Patterns and Retention Rates *Gary Pike*

- The intent of the presentation is to inform the group about how enrollment and retention patterns (numbers and characteristics) have changed over the past decade and where we are likely to be heading. Having this information results in a more informed group of individuals who influence decisions. A copy of Gary's PowerPoint presentation [is available](#) and additional charts are attached below. Highlights included:
- Fall semester entering **first-time/full-time** students have increased while the part-time and non-degree populations have declined substantially. The full-time population is **more traditional aged** with students under age 25 accounting for 97% of our incoming beginners in 2010.
- Though there have been some periods of increased enrollment by transfer students, the total number of **new transfers** has declined somewhat over the past decade. The largest source of transfer is from other four year institutions, followed by inter-campus transfers, followed by those from Ivy Tech. The number entering from Ivy Tech has increased relatively consistently each year and has grown from roughly 300 new students in 2000 to approximately 800 this year.
  - Becky noted that we know that a number of other four year institutions have stepped up their retention efforts. This means we will need to work even harder with other two year institutions. We are increasingly looking at out-of-state two year institutions in either formal 2+2 arrangements or informal ones. We have a relationship with Vincennes, but don't typically draw many VU students.
- In terms of the **geographic origin** of new freshmen, we have seen a marked growth in Indiana residents from outside the traditional service region which is now grown to within 200-300 heads of those from Central Indiana. We have experienced a smaller increase in non-residents and international students, raising the non-resident share of freshmen from 3% to 6% over the past seven years.
  - Becky informed members that that we have proposal in for an expansion of domestic and international NR. One goal is to place a recruiter in greater Chicago area and we are exploring a similar concept for west coast. We are pleased with the reception recruiters are receiving as

we have established name recognition in those targeted areas. We also have purchased more SAT names.

- The average **SAT** has increased dramatically, rising 50 points over the past decade. In response to a question Gary noted we have been above the state average SAT for some time.
- One method of tracking SATs is by separating them for dual/direct admits, regular admits, and conditional admits. The average SAT for each group hasn't changed as much over the years as has the number of students in each of the three groups. We have more in the first group and are down to very few in the last—a real changing of the incoming student profile.
- Even more dramatic than the increase in SAT scores is the improvement in terms of student high school **class rank**. We have gone from 25% to 45% in the top quartile for entering freshmen while declining from 15% to 1% in the bottom quartile. We have experienced a steady increase in the number of students in the top 10% of their high school class. Becky and Gary noted, however, that this measure will be increasingly difficult to track in the future as fewer high schools are providing HS rank, especially the stronger schools. They are taking this step in an attempt to improve the chances of admission to more competitive institutions for their graduates performing at a good, though not exceptional, level.
- As noted earlier in the meeting, the campus has improved its **diversity** in terms of an increased Minority representation in enrollment. In recent years we have seen a growth in the share of minority enrollment among both beginners and transfers.
- Transfers are the largest source of our increase in minority students, constituting approximately 20% of our transfers and 17% of our beginners this year. Growth in African Americans is more dramatic.
- With a change in federal reporting methodology (including adding a “two or more races” option), we have seen an increase in that category and a decline in the number of “other/did not report group as well as in our small American Indian population.
- The campus overall **retention rate** has improved nicely over the last ten years as the percentage of full-time beginners with GPAs of 2.0 or higher has increased 19 percentage points to 83% of Fall 2009 FT/FT students. The percentage of students who entered as part-time students with GPAs at this level has been relatively flat in the same period. Note that as the number of part-time beginners has declined, the volatility of changes may be somewhat exaggerated in percentile terms.
- One area of concern is that transfers from community colleges are retained after one year at a lower rate than other groups.
- While we have experienced significant improvement in our **graduation rates**, we remain last of our peers. While this may be expected in comparisons with institutions which have substantially higher entry qualifications and/or are more of a residential institution, the rate also trails schools, such as Wayne State, which has a more comparably qualified cohort of entering students.
- We track each cohort and we are about to run into the 2004 and 2005 cohorts and they may not graduate as well because their initial retention was down. This means that unlike our steady climb in recent years, our graduation rate is likely to be flat next year, and is likely to go lower by a point or two as the 2005 cohort moves to the six year report. We should, however, show improvement again in the 2013 report.
- Note: unlike most institutions that include only baccalaureate-seeking students in their cohort, IUPUI includes students pursuing certificates, associate degrees, and baccalaureate degrees. This means we are looking at 150% of the *normal completion time* for each credential, not just the six year rate for baccalaureate degrees.
- We have shown an improvement in terms of the **length of time** it takes students to earn their bachelors' degrees. We calculate this by starting with a graduating class and working back to their

entry term. Our median time to a baccalaureate degree for students who started with us has steadily declined from 5.4 to 4.7. Students who began as transfers—consistent at 3.7 years.

#### **University Enrollment Projections** *Gary Pike and Becky Porter*

- University enrollment projections are the basis for preliminary fee income estimation, enrollment change funding calculations, updates to higher education services plans, bond rating services, and other internal and external reports and analyses.
- Establishing [enrollment projections](#) comes out of central [university reporting](#). The model typically used is an average of the last three years in calculating projected heads and hours in future years. If the campus is in a growth period as we were in recent years, this approach results in a projection for the coming year that is slightly below that of the current one. However, when enrollment is flat or declines, the projection moves lower. We would like to move to a two-year average as being a more current representation of enrollment, but also recognize that we are being hit either way with the loss of Kelley Direct in Fall 2009.
- Another component of the projection is the number of high school graduates. We want the campus to understand that the number of high school graduates over the next several years will be flat in Indiana (at best) and down in surrounding states. Add to this an important caveat that Latino students will constitute a larger percentage of graduates than in the past. As Latinos (and those from a lower socio-economic status) have had a lower college-going rate than other groups, this effectively results in a smaller prospect pool from which we can recruit. We also expect increased competition for these students from both Indiana institutions and those in surrounding states. See *UIRR's 2009-2019 projection for Indiana high school graduates attached below*.
- We feel pretty good about the process of establishing the projection. After tweaking the model's projection last year we finished within 200 heads of what the model predicted for Fall 2010.
- We had thought being a little conservative in making projections was good, but the finance people prefer us to be slightly optimistic. Apparently any projected decline in enrollment can result in lower confidence among those rating and buying university-issued bonds, forcing them to be issued with a higher interest rate, costing the university additional money in paying them off. It is important that the finance people be involved in establishing the enrollment projections.
- IUPUI schools had traditionally budgeted conservatively, knowing that any credit hours generated above those budgeted would result in a source of additional income that could be used for other school-based initiatives. This approach was thrown off this year as the university pulled half of unbudgeted tuition revenue to create a new R & R fund.
- Projections for Fall 2011 and beyond will be finalized within the next month. Our best guess is that enrollment will be flat—perhaps with a very small growth.
- The message to deans: Unless you know there is a new program that would increase individual school enrollments, you should plan on enrollments being flat.
- Stepping up recruiting to actively address this, but will need additional work and funding for scholarships to convert applicants to enrolled students. Even our expanded out-of-state recruiting won't generate significant results in the near term, especially in light of increased competition from other institutions.
- Enrollment Projections from [2009](#) and [earlier years](#)

#### **Reflections on the CRG-EMC October Summit on Retention and Graduation** *Rick Ward & Becky Porter*

- Summit participants broke into small groups and identified ideas to support improvement in IUPUI's retention and graduation rates. EMC members were asked to review these ideas and identify some as candidates for additional review and possible implementation. Where appropriate, members were asked to also suggest specific policy and procedural steps that should

be taken. See *Top Ideas from Breakout Groups* below. See also [Summit Handouts](#) ("Full Committee Meetings")

- The CRG Steering Group reviewed the ideas that came from the breakout groups at the summit and summarized them as falling into four areas:
  - Promoting persistence through the sophomore year and beyond
  - Encouraging successful transition to a major
  - Ensuring engagement and persistence of transfer students
  - Using the PDP as an academic roadmap throughout students' careers

Members were asked to look at processes that have worked in the student's first year to see if any are extendable beyond the first year, but also to look at other options.

- The biggest leak in the graduation pipeline is the transition from 2<sup>nd</sup> to 3<sup>rd</sup> semester. Members were asked to consider processes in summer between 1<sup>st</sup> and 2<sup>nd</sup> year and in sophomore year.
- Look at transfers and at the "slowly moving" pool of seniors.

#### **General comments**

- There are variations in advising in the schools after the first year; it is not clear how much help the campus is giving them. Part of this may be due to differences in the type and amount of advising provided by professional advisor vs. faculty member. Faculty may do a better job mentoring than advising.
- We need to raise the bar for expectations of student performance. A good portion of our students need to understand why they are in college.
- Students need help in keeping focused on their goals. If they are not engaged in a scholarship program or mentoring relationship, they still need someone to talk to who will help them gain or retain the necessary focus.
- Members discussed developing this model of more intrusive advising into a campus-level initiative. Use concepts and make it more broadly available that could be used more broadly throughout academic career.

Specific comments and suggestions from EMC members followed similar areas of focus as those identified by the CRG and have been grouped accordingly:

- **Promoting persistence through the sophomore year and beyond**
  - We do a good job with advising students as juniors and seniors (once they are more in their major), but sophomore year is critical. We need to be more intentional in having advisors meet with them and perhaps considering any needed changes in the curriculum. More contact with advisors in this period to help them confirm or change their intended major from a more informed perspective.
  - Members discussed the new UCOL policy of only allowing 1 course drop per term as a form of "tough love" the number of students on probation went down; only had 12 appeals to drop extra course. We tell them to finish, they are finishing and the number of Fs is not going up. Other structure we can put in place?
    - Sophomore year literature shows that it is a critical year for commitment to a major/career.
    - Enhancing persistence (see early warning for early notification) is a major area of need. You aren't going to class—you won't succeed. Think about it for focusing on those critical points in the sophomore year.

- We should consider carrying the policy beyond freshman year—shape behavior in first year, but are we following up? Engineering was reported to be considering adoption of the one course drop policy.
- **Encouraging successful transition to a major**
  - Students seeking admission to programs with limited capacity such as IUSM, KSB, Nursing, and Education face additional challenges. These schools often use the sophomore year as a make-or-break in terms of being admitted into the major.
  - In such cases we need to present students with alternatives early, such as health fields outside of those with capacity issues.
  - Dean Sukhatme has suggested a “sampler course” to expose students to a panorama of options early; a lecture-a-day focusing on a major-a-day. Sarah Baker had a sampler course with health fields. Effective, though not in great demand.
  - Admissions is using the UCOL site to help prospective students to get a better idea of what majors are. Need to do better job of promoting what is related.
- **Ensuring engagement and persistence of transfer students**
  - We need to improve advising for transfers from Ivy Tech and other community colleges—try to get students focused on an appropriate major that matches interest and abilities so that they get into a proper major early.
  - As noted above, one approach is to advocate limited course withdrawal as policy for all students new to IUPUI, including transfers. This also helps with financial aid and meeting requirements for [Satisfactory Academic Progress](#) (SAP).
    - As an aside, following changes in the federal regulations, SAP rules will be more restrictive and will have an impact on our students (native and transfers) as well. We will share more information as we have it.
  - We need to create a culture of flexibility in terms of application of transfer work in meeting curricular requirements.
    - A transfer coming in as a freshmen has more flexibility in course and major selection than one entering as a junior as they are at less risk of having courses that won’t be applied to a particular major.
    - The schools need to consider providing a little more slack in terms of using transfer courses to complete Gen Ed requirements. Rick Ward provided an example of “close enough” as counting a two credit transferred speech course as “close enough” to meet a unit’s speech requirement rather than insisting on a three credit version.
- One member suggested creating a course to help transfer students with the transition to IUPUI.
- **Using the Personal Development Plan ([PDP](#)) as an academic roadmap throughout students’ careers**
  - Members agreed that we might expand the use of the PDP model, including using it with transfer students.
  - The PDP helps students “own” the decision on intended major or the need to change a major earlier in their career than those not receiving such advising. Otherwise they often continue to plow blindly on until they are told they will not be admitted to a high-demand program. Placing options in front of them is not enough; we need to be more intrusive.
  - IUPUI would serve transfers (and all students) better if we could provide for greater consistency in our Gen Ed requirements.



- We have too many students who, as a result of a change of major, remain stuck at 100- and 200-level courses. We need to emphasize the importance of progression to upper-level courses as well as find ways to minimize the chances of a student having to “start over” again after a change of major.
  - In summer 2011, IUB will institute a new campus-wide [General Education](#) Program. All IUB undergraduate students who matriculate in or after first summer session 2011 will be required to complete the campus-wide Gen Ed program prior to graduation. This includes up to 31 credits of [Common Ground](#) courses. IUPUI generally has similar expectations, though some are more specific than IUB’s Common Ground.
  - It is to our advantage to consider such an initiative at IUPUI lest interest would grow for legislative imposition of a Gen Ed curriculum
  - We need to continue to map such “common ground” courses to the PULs and then translate the PULs into more legislatively-friendly learning outcomes. PULs are [not just in](#) the gen ed courses.
- Members were encouraged to send any other thoughts or suggestions to Becky.
  - Becky closed the meeting by thanking members for the active discussion and wishing all a Happy Thanksgiving.

#### **Upcoming EMC Meetings and tentative topics**

January 28	1:00-2:30	CE 268
April 15	1:00-2:30	TBD

Spring 2011

## INDIANAPOLIS Enrollment

## Credit Hours Taught

School	11/16/2009	11/15/2010	Change	%
BUS	12,749	12,861	112	0.9%
DENT	12,093	1,682	-10,411	-86.1%
EDUC	7,270	7,231	-39	-0.5%
EGTC	14,785	16,437	1,652	11.2%
GRAD	250	176	-74	-29.6%
HERR	6,758	6,606	-152	-2.2%
INFO	1,900	2,527	627	33.0%
JOUR	882	1,145	263	29.8%
LAW	10,971	11,140	169	1.5%
LIBA	35,709	36,314	605	1.7%
MED	4,696	4,794	98	2.1%
NURS	9,034	9,996	962	10.6%
PETM	9,015	9,294	279	3.1%
SCI	42,438	43,069	631	1.5%
SCS	136	118	-18	-13.2%
SHRS	1,157	1,271	114	9.9%
SLIS	1,494	1,473	-21	-1.4%
SPEA	4,683	5,340	657	14.0%
SWK**	5,923	6,507	584	9.9%
SWT***	3	15	12	400.0%
UCOL	234	138	-96	-41.0%
<b>IN Total</b>	<b>182,180</b>	<b>178,134</b>	<b>-4,046</b>	<b>-2.2%</b>
<b>IUPUC</b>	<b>8,082</b>	<b>7,854</b>	<b>-228</b>	<b>-2.8%</b>
<b>IUPUI Total</b>	<b>190,262</b>	<b>185,988</b>	<b>-4,274</b>	<b>-2.2%</b>

Credit hour totals may be rounded in cases where a school total includes .5 credits

\*\*\* Credits taken in Purdue's Aviation Tech program at airport by IUPUI students

Class	2009	2010	Change	%
Freshmen	2,380	2,255	-125	-5.3%
Sophomore	2,433	2,441	8	0.3%
Juniors	2,219	2,367	148	6.7%
Seniors	4,268	4,702	434	10.2%
Undergrads	11,300	11,765	465	4.1%
UG Non-degree	439	331	-108	-24.6%
Graduate	2,314	2,321	7	0.3%
Professional	1,246	890	-356	-28.6%
GR Non-Degree	156	150	-6	-3.8%

\* Notes: While most IUPUI students pursuing graduate studies enroll through the IUPUI school that offers the degree, GRAD holds students who enroll through the IU Graduate School. This is primarily students in Liberal Arts and Medicine but also includes some students pursuing other IU graduate degrees. Wherever possible in the totals above, these students have been attributed to the schools that house their academic programs. Any changes in enrollments for these students appear in the comments for those schools.

\*\*LSTU totals are included in SWK.

11/15/2010

## Headcount by Student School

School	11/16/2009	11/15/2010	Change	%	Comments on changes in school enrollments
BUS	950	971	21	2.2%	+58 ug; -29 grad; -8 non-degree
DENT	548	147	-401	-73.2%	+29 ug; -430 grad (registration timing)
EDUC	913	812	-101	-11.1%	-65 ug; -4 grad; -32 non-degree
EGTC***	1,328	1,431	103	7.8%	ENGR: +22 ug; -14 grad
GCND	89	101	12	13.5%	TECH: +89 ug; +6 grad
GRAD*	33	51	18	54.5%	+12 non-degree
HERR	606	583	-23	-3.8%	see note--most are distributed in the schools
INFO	253	294	41	16.2%	-19 ug; -4 grad
JOUR	127	144	17	13.4%	+26 ug; +15 grad
LAW	842	861	19	2.3%	-5 ug; +21 grad; +1 non-degree
LIBA	1,012	1,082	70	6.9%	+20 graduate; -1 non-degree
MED	431	397	-34	-7.9%	+91 ug; -20 grad; -1 non-degree
NURS	1,003	1,038	35	3.5%	-40 ug; +6 grad
PETM	676	726	50	7.4%	+32 ug; -1 grad; +4 non-degree
SCI	1,408	1,526	118	8.4%	+40 ug; +11 grad; -1 non-degree
SCS	426	457	31	7.3%	+79 ug; +35 grad; +4 non-degree
SHRS	81	91	10	12.3%	+33 ug; -2 grad
SLIS	230	221	-9	-3.9%	+18 ug; -8 grad
SPEA	394	452	58	14.7%	-9 grad
SWK**	526	567	41	7.8%	+38 ug; +20 grad
UCOL	3,607	3,534	-73	-2.0%	+23 ug; +18 grad
<b>IN Total</b>	<b>15,483</b>	<b>15,486</b>	<b>3</b>	<b>0.0%</b>	+18 ug; -26 high school; -65 non-degree
<b>IN Unduplicated</b>	<b>15,455</b>	<b>15,457</b>	<b>2</b>	<b>0.0%</b>	Adjusted for students in multiple programs at IN.
<b>IUPUC</b>	<b>708</b>	<b>714</b>	<b>6</b>	<b>0.8%</b>	Students counted only once in campus total.
<b>IUPUI Total</b>	<b>16,113</b>	<b>16,121</b>	<b>8</b>	<b>0.0%</b>	Students enrolled at both IN and CO are counted only once at census. In 2010 this totaled 50 heads. In anticipation of this step, 2010 and 2011 total IUPUI heads have been reduced by 50 heads each.

Resident	2009	2010	Change	%
UG Heads	10,869	11,254	385	3.5%
UG Credits	133,783	138,871	5,088	3.8%
<b>Total Res Heads</b>	<b>14,500</b>	<b>14,544</b>	<b>44</b>	<b>0.3%</b>
<b>Total Res Credits</b>	<b>169,754</b>	<b>167,479</b>	<b>-2,275</b>	<b>-1.3%</b>

Non-Resident	2009	2010	Change	%
UG Heads	431	511	80	18.6%
UG Credits	5,240	6,540	1,300	24.8%
<b>Total NR Heads</b>	<b>955</b>	<b>913</b>	<b>-42</b>	<b>-4.4%</b>
<b>Total NR Credits</b>	<b>12,426</b>	<b>10,655</b>	<b>-1,771</b>	<b>-14.3%</b>

	2009	2010
UG non-residents as % of total campus heads	2.8%	3.3%
UG non-residents as % of total campus credits	2.9%	3.7%
Total NR as % of total campus heads	6.2%	5.9%
Total NR as % of total campus credits	6.8%	6.0%

Adjusting for the timing in the registration of the Dental School's graduate-level students, Indianapolis is up 432 heads (+2.9%) and 6,672 credits (+3.9%). A number of Public Health programs were moved from SPEA to Medicine effective Fall 2010. Spring 2010 totals have been adjusted to keep the school-level data comparable.

For more data, visit the IUPUI Information Gateway <http://reports.iupui.edu/gateway>

Enrollment Services 11/15/2010



## OPEN DOORS FACT SHEET: INDIANA

**INSTITUTE OF INTERNATIONAL EDUCATION**  
Educational Exchange Data from *Open Doors 2010*

	Rank in U.S.	Total
<b>FOREIGN STUDENTS IN THE STATE</b>	#10*	18,569 (up 8.6%)
<b>ESTIMATED FOREIGN STUDENTS EXPENDITURE IN THE STATE</b> (in millions of dollars)		\$513.8**

\* Rankings include all 50 U.S. states in addition to Washington, D.C.

\*\* Economic analysis produced by NAFSA: Association of International Educators based on enrollment data from *Open Doors 2010*.  
[www.nafsa.org/eis](http://www.nafsa.org/eis)

### INSTITUTIONS WITH THE HIGHEST NUMBER OF FOREIGN STUDENTS

Institution	City	Total
Purdue University – Main Campus	West Lafayette	6,903
Indiana University – Bloomington	Bloomington	4,819
Indiana University – Purdue University at Indianapolis	Indianapolis	1,440
University of Notre Dame	Notre Dame	830
Ball State University	Muncie	604

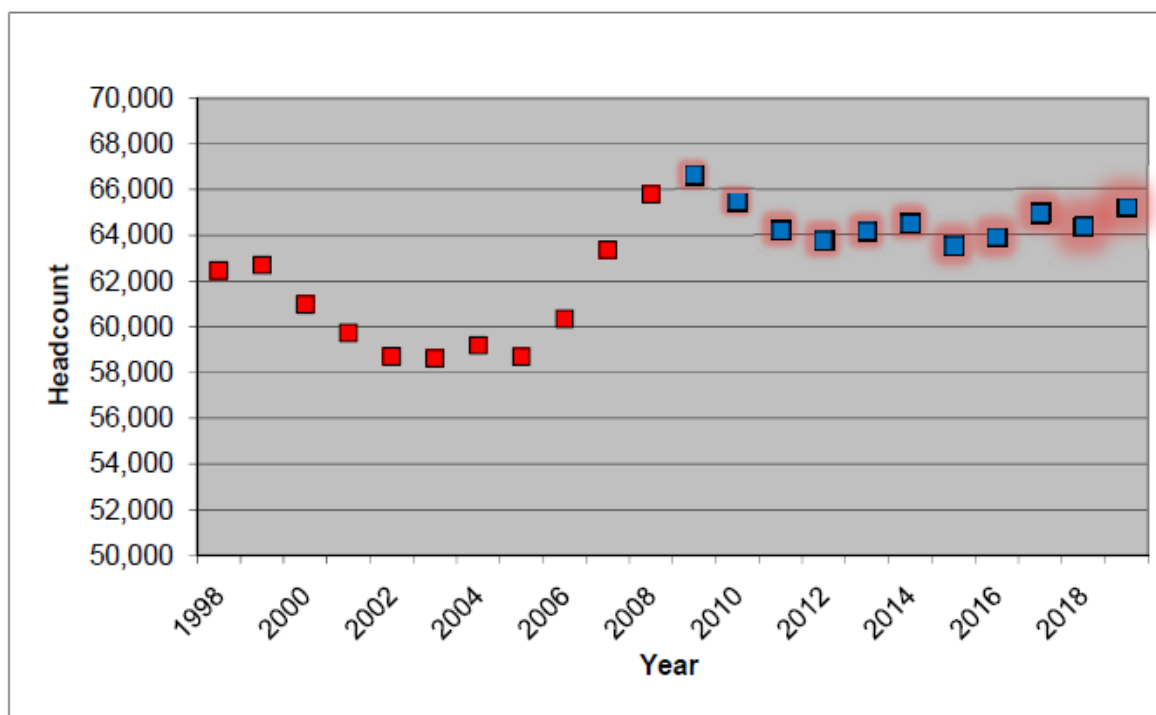
### LEADING PLACES OF ORIGIN FOR FOREIGN STUDENTS IN THE STATE

Rank	Place of Origin	% Total
1	China	23.8
2	India	17.6
3	South Korea	13.9
4	Taiwan	4.1
5	Saudi Arabia	3.8

### AMERICAN STUDENTS ABROAD

TOTAL NUMBER OF U.S. STUDY ABROAD STUDENTS ENROLLED THROUGH INSTITUTIONS IN THE STATE	2007/08	2008/09
	8,990	9,049 (up 0.7%)

### INDIANA HIGH SCHOOL GRADUATES FALL ENROLLMENT PROJECTIONS 2009 - 2019



Actual		Projected	
Year		Year	
1998	62,472	2009	66,630
1999	62,704	2010	65,467
2000	60,978	2011	64,249
2001	59,737	2012	63,807
2002	58,705	2013	64,187
2003	58,620	2014	64,556
2004	59,191	2015	63,569
2005	58,702	2016	63,923
2006	60,354	2017	64,981
2007	63,375	2018	64,385
2008	65,806	2019	65,221

Source: Indiana University Fall Semester Enrollment Projection 2010 to 2020 (UIRR [2009 Summary](#))

## 2010 Annual Report Attract and Retain Performance Indicator (all charts from IMIR)

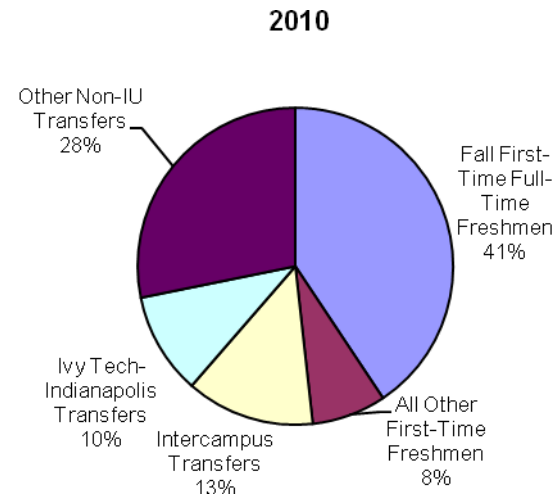
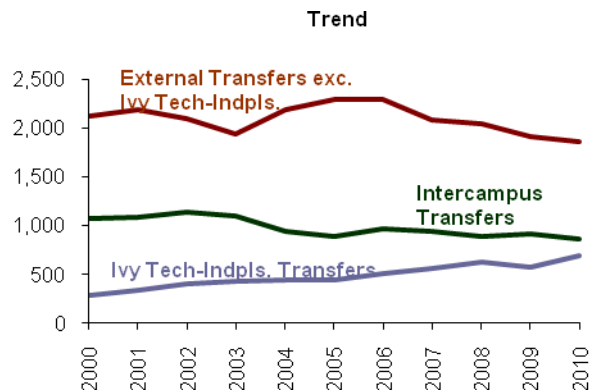
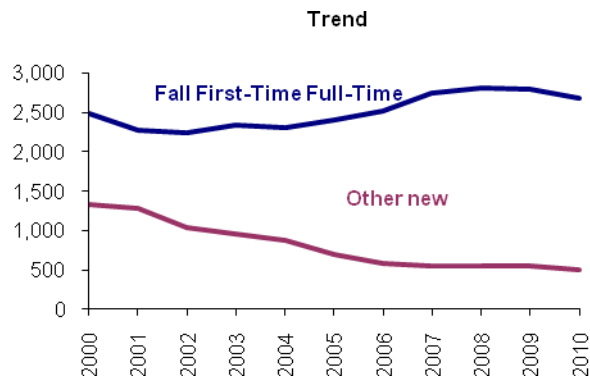
### Student Enrollment

	Fall Semesters										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Fall Semester Enrollment</b>											
Total Enrollment	27,474	28,339	29,025	29,860	29,953	28,726	29,764	29,854	30,300	30,383	30,566
Undergraduate	20,160	20,695	21,060	21,389	21,172	21,438	21,193	21,202	21,423	22,119	22,245
<i>Full-Time</i>	11,673	11,957	12,835	13,371	13,637	13,736	13,942	14,408	14,893	15,696	16,015
<i>Part-Time</i>	8,487	8,738	8,225	8,018	7,535	7,702	7,251	6,794	6,530	6,423	6,230
Graduate	5,201	5,427	5,812	6,589	6,854	7,288	7,724	7,858	8,174	7,597	8,321
<i>Master's<sup>1</sup></i>	2,543	2,815	3,166	3,865	4,020	4,365	4,693	4,803	5,035	4,315	4,346
<i>Doctoral-Research</i>	284	256	256	290	317	373	451	455	502	564	606
<i>Doctoral-Practice</i>	2,374	2,356	2,390	2,434	2,517	2,550	2,580	2,600	2,637	2,718	2,738
<i>Non-degree</i>	2,113	2,217	2,153	1,882	1,927	1,207	847	794	703	667	631
<b>Credit Hour Enrollments (Spring and Fall)</b>	539,062	552,859	572,408	598,423	609,400	611,025	616,316	623,846	639,295	660,559	672,728

<sup>1</sup>Includes post-baccalaureate certificate seekers

### New Undergraduate Students by Mode of Admission

	Calendar Year										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Fall First-Time Full-Time Freshmen	2,481	2,279	2,243	2,344	2,303	2,409	2,521	2,744	2,808	2,800	2,684
All Other First-Time Freshmen	1,327	1,291	1,047	960	880	704	576	555	549	549	501
Intercampus Transfers	1,072	1,089	1,145	1,105	944	887	967	938	893	918	868
Ivy Tech-Indianapolis Transfers	290	342	410	436	440	439	515	563	632	571	688
Other Non-IU Transfers	2,116	2,181	2,092	1,936	2,193	2,291	2,297	2,082	2,048	1,914	1,861
Total	7,286	7,182	6,937	6,781	6,760	6,730	6,876	6,882	6,930	6,752	6,602
Pct. Fall First-Time Full-Time Freshmen	34	32	32	35	34	36	37	40	41	41	41



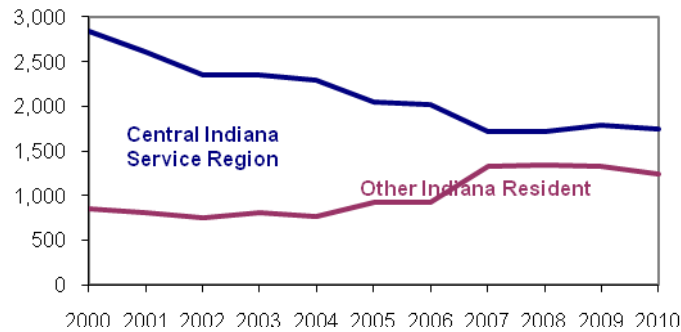
### Academic Background of New Undergraduates

	Fall Semesters										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>New Freshmen</b>											
<b>Average SAT Score</b>											
University College Conditional Admits	895	900	917	903	905	905	877	885	892	881	884
University College Regular Admits	1017	1001	1006	1002	1002	992	994	988	998	967	967
Direct School/Dual Admits	1097	1099	1087	1093	1094	1113	1102	1089	1092	1089	1076
<b>H.S. Class Rank</b>											
Pct. from Top Quartile	23	27	28	32	31	33	35	40	46	45	44
Pct. from Bottom Quartile	13	9	7	6	7	5	5	3	1	1	1
Average Percentile Rank	54	58	59	61	60	61	63	67	70	71	70
<b>Avg. Number of College Prep Units</b>	16.2	16.5	16.8	17.0	17.3	17.6	18.6	18.3	19.1	23.7	27.1
<b>Number of new valedictorians and salutatorians<sup>1</sup></b>	15	17	9	20	17	16	22	40	45	44	38
<b>First-Time Freshmen ranked in the top 10 pct. of their high school graduating classes</b>	169	192	177	221	249	213	273	345	375	371	350
<b>Pct. Requiring Remediation</b>											
Mathematics	64	59	40	31	28	31	25	24	21	47	47

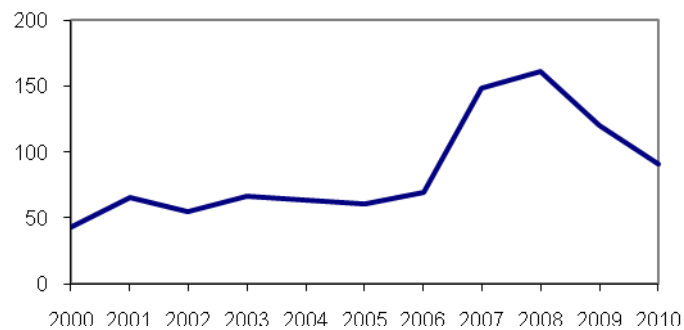
## Geographic Origin of New Freshmen

	Calendar Year										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Central Indiana Service Region	2,842	2,617	2,357	2,344	2,299	2,047	2,021	1,711	1,721	1795	1745
Other Indiana Resident	846	803	757	804	767	928	928	1,334	1,339	1332	1243
International Student	43	65	55	66	63	61	69	148	161	120	91
Other Non-Indiana Resident/Unknown	77	85	121	90	72	77	70	100	132	98	105
Total	3,808	3,570	3,290	3,304	3,201	3,113	3,088	3,293	3,353	3345	3184
Percent in Service Region	75	73	72	71	72	66	65	52	51	54	55

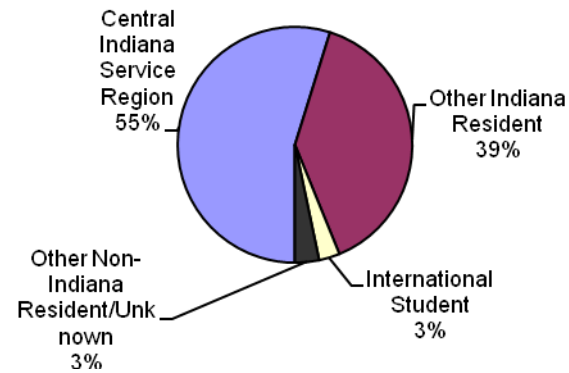
**Trend**



**International Students**



**2010 Distribution**





### Gender Representation among First-Time Freshmen

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Men	1,194	1,136	1,146	1,095	1,175	1,276	1,229	1,191
	Women	1,633	1,583	1,600	1,690	1,777	1,764	1,791	1,734
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	Men	42%	42%	42%	39%	40%	42%	41%	41%
	Women	58%	58%	58%	61%	60%	58%	59%	59%

### Minority Representation among First-Time Freshmen

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	252	259	288	236	231	256	237	285
	Asian/Pacific Islander	58	68	72	94	78	120	103	92
	Hispanic/Latino	69	77	83	95	83	95	104	119
	Native American	8	8	10	15	4	8	12	1
	Total Minority	387	412	453	440	396	479	456	497
	All Others	2,440	2,307	2,293	2,345	2,556	2,561	2,564	2,428
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	African American	9%	10%	10%	8%	8%	8%	8%	10%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	4%	3%	3%
	Hispanic/Latino	2%	3%	3%	3%	3%	3%	3%	4%
	Native American	0%	0%	0%	1%	0%	0%	0%	0%
	Total Minority	14%	15%	16%	16%	13%	16%	15%	17%

**Minority Representation among First-Time Freshmen**  
**(New IPEDS ethnic definition effective Fall 2010)**

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American								285
	Asian American								89
	Hispanic/Latino								119
	Native American								1
	Native Hawaiian				Not Applicable				3
	Two or More Races								105
	Total Minority								602
	All Others								2,323
	Total Students								2,925
Percentage Distribution	African American								10%
	Asian American								3%
	Hispanic/Latino								4%
	Native American				Not Applicable				0%
	Native Hawaiian								0%
	Two or More Races								4%
	Total Minority								21%

**International Student Representation among First-Time Freshmen**

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	International Students	48	42	47	59	106	99	81	70
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	International Students	2%	2%	2%	2%	4%	3%	3%	2%

### Non-Resident Student Representation among First-Time Freshmen

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Resident	2,745	2,640	2,647	2,666	2,785	2,854	2,852	2,758
	Non-Resident	82	79	99	119	167	186	168	167
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	Non-Resident	3%	3%	4%	4%	6%	6%	6%	6%

### Student Representation among First-Time Freshmen by Age Group

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Under Age 25	2,522	2,522	2,561	2,642	2,851	2,920	2,913	2,843
	Age 25 to 39	247	166	149	115	78	104	82	69
	Age 40 and Older	58	31	36	28	23	16	25	13
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	Under Age 25	89%	93%	93%	95%	97%	96%	96%	97%
	Age 25 to 39	9%	6%	5%	4%	3%	3%	3%	2%
	Age 40 and Older	2%	1%	1%	1%	1%	1%	1%	0%

**Gender Representation among New Undergraduate Transfer Students**

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Men	689	841	763	833	740	774	682	734
	Women	845	1,190	1,060	1,151	958	951	796	885
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	Men	45%	41%	42%	42%	44%	45%	46%	45%
	Women	55%	59%	58%	58%	56%	55%	54%	55%

**Minority Representation among New Undergraduate Transfer Students**

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	206	239	224	220	211	227	196	219
	Asian/Pacific Islander	27	52	56	61	49	53	38	39
	Hispanic/Latino	33	47	35	42	56	40	47	62
	Native American	9	10	8	5	9	3	5	5
	Total Minority	275	348	323	328	325	323	286	325
	All Others	1,259	1,683	1,500	1,656	1,373	1,402	1,192	1,294
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	African American	13%	12%	12%	11%	12%	13%	13%	14%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	3%	3%	2%
	Hispanic/Latino	2%	2%	2%	2%	3%	2%	3%	4%
	Native American	1%	0%	0%	0%	1%	0%	0%	0%
	Total Minority	18%	17%	18%	17%	19%	19%	19%	20%

**Minority Representation among New Undergraduate Transfer Students**  
**(New IPEDS ethnic definition effective Fall 2010)**

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American								219
	Asian American								39
	Hispanic/Latino								62
	Native American								5
	Native Hawaiian				Not Applicable				0
	Two or More Races								47
	Total Minority								372
	All Others								1,247
	Total Students								1,619
Percentage Distribution	African American								14%
	Asian American								2%
	Hispanic/Latino								4%
	Native American				Not Applicable				0%
	Native Hawaiian								0%
	Two or More Races								3%
	Total Minority								23%

**International Student Representation among New Undergraduate Transfer Students**

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	International Students	52	33	37	44	49	66	44	54
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	International Students	3%	2%	2%	2%	3%	4%	3%	3%

### Non-Resident Student Representation among New Undergraduate Transfer Students

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Resident	1,401	1,883	1,691	1,825	1,538	1,569	1,341	1,479
	Non-Resident	133	148	132	159	160	156	137	140
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	Non-Resident	9%	7%	7%	8%	9%	9%	9%	9%

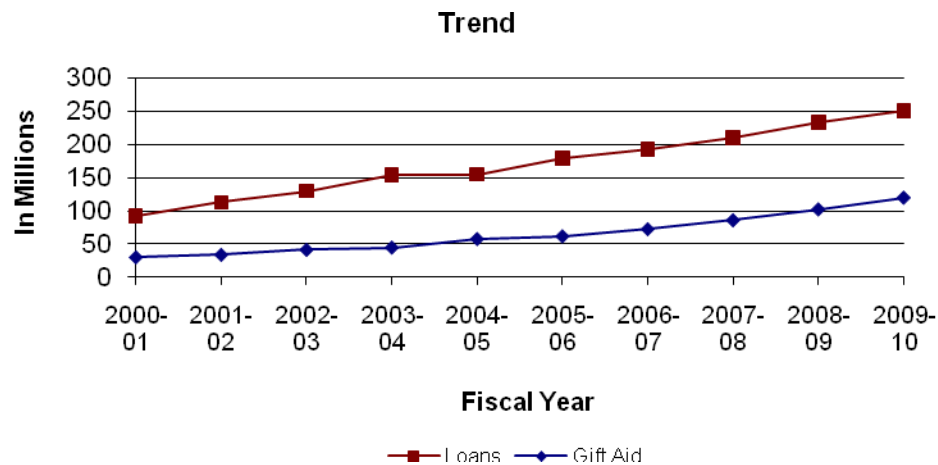
### Student Representation among New Undergraduate Transfer Students by Age Group

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Under Age 25	1,000	1,287	1,187	1,328	1,164	1,193	994	1,073
	Age 25 to 39	435	582	496	524	433	431	391	449
	Age 40 and Older	99	162	140	132	101	101	93	97
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	Under Age 25	65%	63%	65%	67%	69%	69%	67%	66%
	Age 25 to 39	28%	29%	27%	26%	26%	25%	26%	28%
	Age 40 and Older	6%	8%	8%	7%	6%	6%	6%	6%

## Financial Aid Trends by Type<sup>1</sup>

	Fiscal Year (July to June)									
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Gift Aid	30.4	34.2	41.6	45.1	57.9	61.9	72.6	85.9	102.3	119.8
Loans	92.5	112.9	129.6	154.3	154.8	179.2	192.7	210.0	233.2	250.3
Work-Study	1.5	1.8	2.4	2.4	1.9	2.2	1.9	1.8	2.0	2.3
Total	124.5	148.9	173.6	201.8	214.6	243.3	267.2	297.7	337.5	372.4

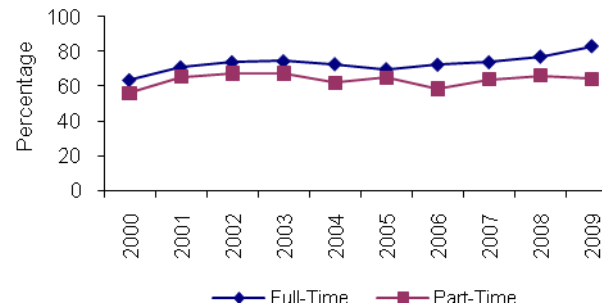
<sup>1</sup>In millions of dollars.



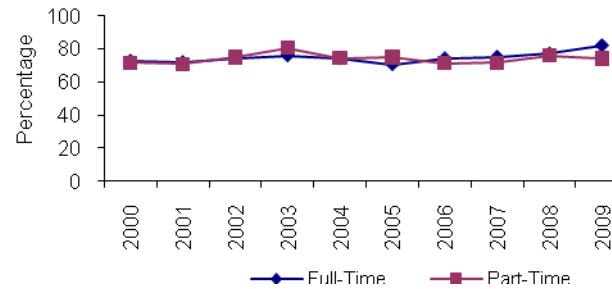
### Percentage of New Students Achieving a First Semester Grade Point Average of 2.0 or Higher

	Fall Semesters									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
First-Time, Full-Time Freshmen	64	71	74	74	73	70	72	74	77	83
First-Time, Part-Time Freshmen	56	65	67	67	62	65	58	64	66	64
New Full-Time Transfers	73	72	74	76	74	71	74	75	77	82
New Part-Time Transfers	71	71	75	81	74	75	71	72	76	74

First-time Freshmen with First Semester GPA of 2.0 or Higher



New Transfers with First Semester GPA of 2.0 or Higher

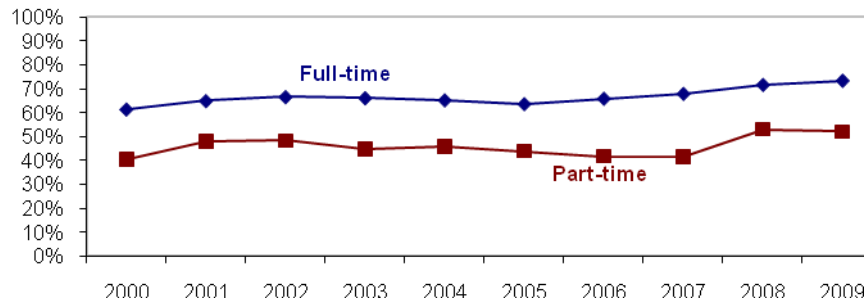




### Student Retention

One-Year Retention of First-time Freshmen	Fall Semester Year of Entry									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Full-time	62%	65%	67%	66%	65%	64%	66%	68%	72%	73%
Part-time	40%	48%	48%	45%	46%	44%	42%	42%	53%	52%

Trend



### Graduation Rates for First-Time, Full-Time Beginners

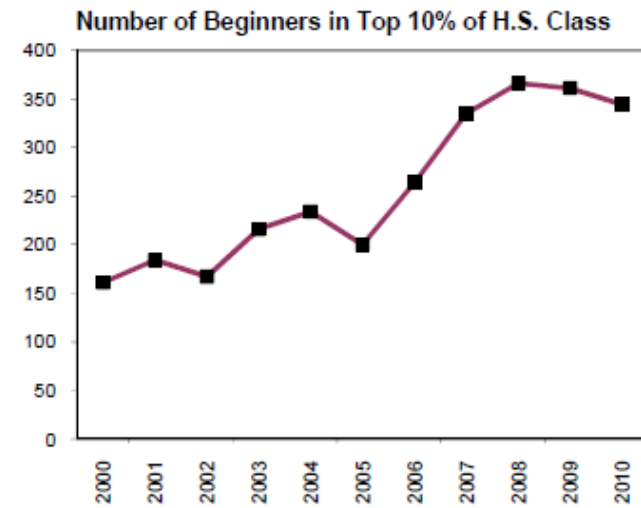
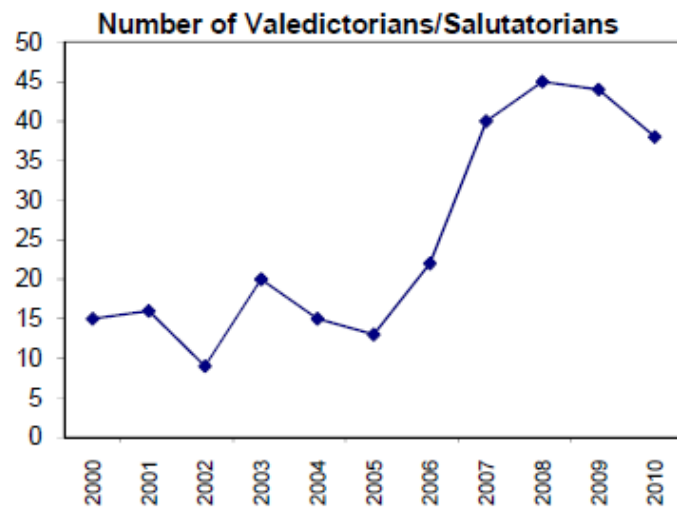
Graduation Rates	Entry Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
6-Year Rate	21%	22%	21%	23%	22%	25%	28%	31%	33%	34%

### Academic Background of New Freshmen - Indianapolis Only

	Fall Semesters										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>New Freshmen</b>											
<b>Average SAT Score</b>											
University College Conditional Admits	900	902	920	911	906.6	908	887	890	892	890	886
University College Regular Admits	1026	997	1005	1005	1002	990	994	987	996	964	967
Direct School/Dual Admits	1097	1098	1087	1093	1095	1114	1109	1099	1100	1095	1082
Overall Average	961	974	989	996	996	1000	1001	996	1010	1006	1008
<b>H.S. Class Rank</b>											
Pct. from Top Quartile	24	28	29	33	32	34	37	42	48	46	45
Pct. from Bottom Quartile	13	8	6	6	6	4	4	3	1	1	1
Average Percentile Rank	54	58	60	62	61	62	64	67	71	71	71
<b>Avg. Number of College Prep Units</b>	16.4	16.6	16.7	15.7	17.3	17.7	18.6	18.3	19.2	23.7	27.2
<b>Number of new valedictorians and salutatorians<sup>1</sup></b>	15	16	9	20	15	13	22	40	45	44	38
<b>First-Time Freshmen ranked in the top 10 pct. of their high school graduating classes</b>	161	184	167	216	234	200	264	335	366	361	344
<b>Percent in top 10% of high school class</b>	6	8	7	9	10	8	10	12	13	13	13
<b>Pct. Requiring Remediation<sup>2</sup></b>											
Mathematics	64	57	39	30	25	29	24	21	19	45	44

<sup>1</sup>First-time freshmen ranked first or second in their classes.

<sup>2</sup>The Math Department restructured the math placement test scores on January 1, 2010. The score structure was revisited at the end of the Fall 2009 semester.



**Summit on Retention and Graduation**  
**Top Ideas from Breakout Groups**  
 October 8, 2010

Summarized below are the top ideas that the breakout groups generated for each of the six questions addressed by the Council on Retention and Graduation (CRG) and the Enrollment Management Council (EMC) at the summit. These ideas will be “mined” for inclusion in the CRG’s “Top Ten for Retention and Graduation” list and will be shared with campus administrators for their consideration (and possible implementation). We would like your feedback on the top ten ideas that came out of the summit.

**Top Ten Ideas**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Breakout Group Ideas**

- 1. How can we build upon the first-year seminar to support students’ academic development? What role do you foresee for a second-semester class to focus on intellectual growth? Would it take the form of a second-semester learning community?**

**Top Ideas**

- We should create a summer engagement course (online/hybrid) to join the freshman and sophomore years (offer scholarships if needed).
- Second- or third-semester learning communities for gateway courses should be offered, similar to the first-year seminar (integrative/interdisciplinary).
- The university should make a select group of gateway courses “shop able” (like Harvard model) where students can try out a course or a subject for the first few class meetings before having to register for it (we could even require such shopping to ensure students are familiar with range of options in majors).
- The critical inquiry course (UCOL-U 112) should be reformatted to get at the depth and breadth of the majors. A sampler course is one possibility.
- Threshold or gateway courses in the major should be used to provide an introduction to the profession taught by a full-time faculty member.

## 2. How can we encourage students to maintain academic engagement beyond the first year?

### Top Ideas

- We should focus on student employment linked to academic programs. We can use student-work linkages to enhance connections to the university.
- More effective communication should be used with rising sophomores through strategic communication streams.
- Special summer connector courses that are themed based should be offered. Courses should be 1 credit, integrative, required, and could build greater integration with each summer. There could be online options for courses such as integrative, interdisciplinary, and themed courses.
- Departments (the major) should provide opportunities for engagement that effectively communicate in a developmentally appropriate manner the importance of and the opportunities for engagement.
- The university should change the reward system for faculty. We now “expect A” and “reward B.” Examine the expectations that deans and department chairs have for faculty who teach junior and senior courses. Find ways for rewarding those who foster engagement.

## 3. How can we better prepare students to successfully move into engaging majors?

### Top Ideas

- We should continue to utilize the PDP throughout all four years as a tool in advising and to be a part of the capstone course.
- Students should begin to reflect on self, or “About Me,” in the PDP prior to orientation. This is a great way to begin conversations with advisors and faculty.
- Students should be required to meet with advisors each semester to review the PDP, plan courses, etc. throughout all four years.
- Jag 4.0 can help in getting students into correct majors from the very beginning.
- The PDP should be incorporated into a class for transfer students (or perhaps orientation).

## 4. How can we improve the retention and graduation rates among transfer students?

### Top Ideas

- We should enact a developmental engagement model for transfer student success, including orientation, a first-semester class, and an active outreach to engage transfer students in campus life and academic programs.
- Mentoring for and by transfer students should be offered. One focus should be on points of engagement for transfer students such as clubs.
- Family-focused connections for students should be provided, including housing and activities that are family focused for students with families and to bring families onto campus.
- Transfer student success should be established as an institutional priority that encompasses transfer credits, advising, academic policies, and course articulation. We should not apply what we know about freshman to transfer students automatically. We should research our institutional data to identify the highest-impact programs for *our* transfer students.

- We should establish a curricular focal point or point of contact in each school to determine who will help integrate concepts of RISE, honors, reflection on learning, the PDP, etc. into transfer students' plans.

## **5. How can we use experiential learning (RISE) to enhance retention and graduation?**

### Top Ideas

- The number of mechanisms within academic programs should be broadened to credit prior learning experiences.
- The university should increase support for student employment. Student employment is helpful for retention and experience. The "E" notation should be given for employment that is linked to learning.
- Departments should be incentivized to help support internships and other labor-intensive faculty work.
- The campus should offer internships during a student's first summer (and second summer).
- We should showcase student RISE experiences at the end of the semester or year in a way that connects the completion to some form of campus recognition that in turn encourages others to become engaged.

## **6. How can we use curricular innovations, such as integrative assignments, sampler courses, and junior senior-level integrator courses, to better engage students beyond the first year?**

### Top Ideas

- Students need to engage and experience the ways their talents are needed and used by older students and in the community. Provide times to engage in this way (e.g., lunch hour for students and faculty to present their research or to go out in the community).
- Co-curricular opportunities should be used to serve a commuter campus and to allow connections across disciplines that would open up possibilities for students.
- It is important to understand who is learning (i.e., majors and schools) and why.
- Campus should use Fridays to provide opportunities for students to investigate "what they want to do" such as externships and internships. There should be follow up.
- We should offer a sophomore course to help students "connect the dots."