

Enrollment Management Steering Group

January 20, 2011

CE 260A

Minutes

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- Minutes from the November meeting were previously distributed. Minutes from all previous meetings are available by visiting <http://registrar.iupui.edu/emc/emsc-meetings.shtml>

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.

Updates from the Chair

- [Benchmarking](#) Analysis Update
 - Executive interviews have now concluded. Doing data scrubbing followed by previews of data, always presented as an aggregate for all of Indiana University.
 - Accenture will be [making the recommendations](#) using information from spreadsheets, surveys, and interviews and then on to the Trustees at the April meeting.
 - Bill Blomquist has been appointed to the Benchmarking [Steering Committee](#).

Enrollment

- IUPUI topped last year's enrollment in both heads and credits.

Heads	2010	2011	Change	%
Indianapolis	27,572	27,702	130	0.5%
Columbus	1,478	1,563	85	5.8%
Total	29,050	29,265	215	0.7%
Official	29,000	29,197	197	0.7%

Credits	2010	2011	Change	%
Indianapolis	312,120	317,330	5,210	1.7%
Columbus	15,492	16,542	1,050	6.8%
Total	327,612	333,872	6,260	1.9%

Adjusted for dual enrollments between the two campuses.

50 heads in 2010 and 68 heads in 2011.

Credits are not affected.

- IUPUI topped the [previous Spring record](#) set in 2009 by 71 students (+0.2%). Our 2011 credit hours set a Spring record for the [sixth consecutive year](#).

Discussion Topic

Admissions Standards

- We face a number of factors that prompt the need for a re-examination of our admissions standards. Included among these:
 - We have a large number of students who are taking more credits and are very close to running out of classrooms, particularly Monday through Thursday evenings.
 - State support will increasingly be tied to student retention and graduation rates as well as the number of degrees granted.

- Becky wanted to get the sense of the group as to whether IUPUI should become more selective in its Admissions standards. She asked the group to share their concerns, both for and against.
- Members started the discussion with their understanding of our current situation:
 - We know that at least half of student success in terms of persistence and graduation is the result of the quality of the incoming student population.
 - UCOL dismissals following Fall grades have declined in recent years (see 2008-2010 chart below).
 - IUPUI uses the Academic Honors high school diploma as a proxy for other factors in the [admission process](#). Students who have this diploma are admitted automatically. For those who don't graduate with the Academic Honors diploma, there is a balance of high school GPA and SAT among other factors.
 - The admission standards of our peers are higher than IUPUI's as are their graduation rates
 - Becoming more selective may result in a smaller incoming class, but this should be offset by better retention of the more qualified students.
 - Even if the number of Indiana high school graduates in coming years is projected to stay level, we are likely to continue to grow due to the improved retention rates of students in the undergraduate pipeline.
 - In the last couple of years, while the retention rate has improved, the overall number of students being retained hasn't changed significantly. This is due, in part, to a somewhat smaller number of entering students.
 - With increased enrollments (heads and credits), we are really running out of classroom space. We know that we cannot meet the anticipated classroom needs for new Public Health programs. We are close to informing academic units that meeting the demand for additional requests for evening rooms is not possible. Courses currently scheduled for the evening will be able to keep their slots, but if schools want to add an additional course in the evening, they will need to give up one that is traditionally offered then. Schools have been given reports showing their course scheduling patterns and how well they match our desired distribution for optimum room utilization.

Questions & Concerns

- Absent the immediate availability of additional classrooms, how are we going to control our growth if we don't raise admission standards?
- Should we look at a minimum GPA or other measure, such as a minimum Math SAT score?
- High school GPA and courses taken to get that GPA have traditionally been considered the best predictors of success. However, just being a good student at time of entry doesn't mean a particular student will be successful or progress toward the degree. The levels of student maturity and focus are factors, but not easily measurable and can't routinely be used in making an admission decision.
- The immediate issue is looking at admission standards for first time students. Should we also look at transfer admission standards? We have made no progress in retention or graduation of transfers in recent years.
 - We now have more data in the system in terms of degrees and grades from prior institutions for transfer students. Given the availability of these data, we could, in future, look at modeling transfer students to see if their admission requirements should be changed to improve retention and graduation.
- We recognize that raising admission standards would have an impact on traditionally underserved populations and may result in IUPUI being seen as less accessible. What would the impact be with the local community and with state legislators and should we go that route, how might we best make our case?
- With the increase of students participating in dual credit programs, should we evaluate their admissibility more based on their high school or college record? Our recent experience is that many of these students are beginning their IUPUI enrollment in upper-level courses when they aren't in fact, prepared for the entry-level course.
- Schools with 100-level service courses are negatively impacted as better students are more likely to bring dual/transfer credit or test out of typical entry courses. Science and Liberal Arts, for example, are not likely to experience a significant enough increase in graduates (and resulting support) to offset the loss of

tuition in lower-level courses. The campus must recognize such changes can result in differential results among the schools.

- What proportion of summer enrollment are seniors taking gateway courses?
- The range of programming and related interventions used with our current students may be less effective in its current format with students entering with a stronger academic preparation.
- What if we keep admissions standards constant and increased interventions to help students progress and graduate through initiatives such as the Personal Development Plan (PDP)?

Recommendations and Next Steps

- Members agreed that the idea of raising admission standards is worth continued investigation. Increasing standards and expanding post-matriculation initiatives such as the PDP are not an either-or decision.
- Gary Pike, Chris Foley, and Becky Porter have met to start looking at analyses and factors that should be considered in any decision to raise standards. The Steering Group concurred that this process should continue with IMIR modeling to determine which characteristics can be most useful in predicting success and whether the cut-off points should be adjusted.
- The results of the additional data review and modeling will be considered by the Admissions Committee before being shared with the full EMC.

Personal Development Plan (PDP) Implementation

- The Personal Development Plan (PDP) grew out of [first year seminars](#). PDPs allow students to reflect on their goals and with their advisor develop an academic, career, and co-curricular plan which focuses on a 4-5 year degree completion. The PDP came together with e-portfolio so that it now includes career planner, reflective component samples of work, and places for input from faculty and advisors. The PDP essentially builds a resume and [comprehensive view](#) of the student.
- The system currently operates within Oncourse and includes a function through which the student builds a personal webpage. This is being used to help first-year students establish a map of their academic, career, and personal goals and how to get there.
- A critical step in increasing the utility of the PDP is establishing a linkage with the SIS Academic Planner so the student can use the information to easily select appropriate courses for each semester's enrollment.
- Right now individual PDP is owned by the student-owned. Others may add comment with student authorization. One goal is to allow for the active intervention and comment by advisor and instructor. Once that is established, we need to find a way to motivate them to use it in reviewing the information and commenting as appropriate. One lesson from the UCOL pilot is that it changes the work of advisors, but does not necessarily create more work, a reaction some advisors have had when seeing it for the first time. We need to help them understand that investing time along the way will result in better outcomes and help students avoid problems in their course selection, enrollment, and completion.
- We need to be sure that the PDP can continue to scale up and allow entry at multiple points, including by transfer students.

Academic Roadmap

- As a result of the IUB Provost's [Taskforce on Enhancing Undergraduate Education](#), IUB has embraced the concept of creating an Academic Roadmap to provide "an explanation of academic opportunities" at the campus. Modeled on an initiative at the [University of Rhode Island](#) and focusing on providing university academic information, the Roadmap is more passive than the PDP, an interactive, reflective tool. Given the enthusiasm for the Roadmap at IUB, UITS has embraced it as a tool that would replace OneStart, and the roadmap is now considered an enterprise-wide initiative.
- We want to support the basic concept of the Roadmap, but to include the PDP as a key component of it through adding learning and reflection to navigation among academic resources.

- In terms of further development of the Roadmap, IUB envisions a large committee representing multiple constituencies. This approach may not be effective in terms of moving the project forward very quickly. IUPUI envisions a more focused effort through combining forces of the Council on Retention and Graduation Steering Committee and the EMC Steering Group members in small groups, preparing for an April 15th New Directions conference.
- As we have a product we are pushing, members would work in small groups, moving toward the April 15 summit as a time for reporting out a mechanism and produce a report that would be shared at the university conference. The better our preparation, but more likely our recommendations will be considered.
- This would be optional for those who may not have time or feel they don't have a specific contribution to make. Members who **don't** want to be involved in these small-group meetings should notify Becky Porter & Rick Ward, chairs of the two Councils as soon as possible.

Upcoming EMC Meetings and tentative topics

January 28, 2011	1:00-2:30	CE268
<ul style="list-style-type: none"> • Room Availability • Entering Student Profile • Initiative to Promote Summer Enrollment 	Mary Beth Myers Michele Hanson	
April 15	1:00-2:30	CE 305 Note different location
2011-12		
September 23, 2011	1:00-2:30	CE 268
November 18, 2011	1:00-2:30	CE 268
January 27, 2012	1:00-2:30	CE 268
April 20, 2012	1:00-2:30	TBD

Upcoming EMC Steering Group Meetings

March 24	1:00-2:30	CE 260A
2011-12		
To be determined		

INDIANAPOLIS Enrollment

Credit Hours Taught

School	1/19/2010	1/18/2011	Change	%
BUS	21,101	21,157	56	0.3%
DENT	13,930	13,585	-345	-2.5%
EDUC	12,791	12,030	-761	-5.9%
EGTC	27,852	29,646	1,794	6.4%
GRAD	876	751	-125	-14.3%
HERR	10,206	9,918	-288	-2.8%
INFO	5,046	6,122	1,076	21.3%
JOUR	1,664	1,986	322	19.4%
LAW	12,438	12,280	-158	-1.3%
LIBA	61,363	61,356	-7	0.0%
MED	32,697	34,312	1,615	4.9%
NURS	12,518	12,666	148	1.2%
PETM	13,489	13,396	-93	-0.7%
SCI	64,591	65,030	439	0.7%
SCS	350	387	37	10.6%
SHRS	3,228	3,498	270	8.4%
SLIS	2,108	1,766	-342	-16.2%
SPEA	7,742	8,583	841	10.9%
SWK**	7,737	8,498	761	9.8%
SWT***	33	33	0	0.0%
UCOL	360	330	-30	-8.3%
IN Total	312,120	317,330	5,210	1.7%
IUPUC	15,492	16,542	1,050	6.8%
IUPUI Official	327,612	333,872	6,260	1.9%

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 standing	2010	2011	Change	%
Freshmen	3,304	3,069	-235	-7.1%
Sophomore	4,326	4,281	-45	-1.0%
Juniors	4,012	4,188	176	4.4%
Seniors	6,886	7,300	414	6.0%
Undergrads	18,528	18,838	310	1.7%
UG Non-degree	1,006	811	-195	-19.4%
Graduate	4,870	4,958	88	1.8%
Professional	2,645	2,666	21	0.8%
GR Non-Degree	523	429	-94	-18.0%

* 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.

Headcount by Student School

School	1/19/2010	1/18/2011	Change	%	Comments on changes in school enrollments
BUS	1,657	1,625	-32	-1.9%	+20 ug; -47 grad; -5 non-degree
DENT	683	662	-21	-3.1%	+4 ug; -7 grad; -18 professional
EDUC	1,683	1,450	-233	-13.8%	-77 ug; -61 grad; -95 non-degree
EGTC	2,511	2,630	119	4.7%	+88 ug; +31 grad
GCND	310	283	-27	-8.7%	-27 non-degree
GRAD*	78	95	17	21.8%	See note; most are distributed in schools
HERR	907	877	-30	-3.3%	-29 ug; -1 grad
INFO	662	717	55	8.3%	+6 ug; +49 grad
JOUR	245	251	6	2.4%	-32 ug; +37 grad; +1 non-degree
LAW	1,075	1,050	-25	-2.3%	+3 grad; -28 professional
LIBA	1,935	2,106	171	8.8%	+141 ug; +30 grad
MED	2,181	2,260	79	3.6%	+3 ug; +24 grad; +51 prof; +1 non-degree
NURS	1,541	1,501	-40	-2.6%	-47 ug; -10 grad; +15 prof; +2 non-degree
PETM	927	946	19	2.0%	+14 ug; +6 grad; -1 non-degree
SCI	2,234	2,352	118	5.3%	+91 ug; +39 grad; -12 non-degree
SCS	1,038	1,011	-27	-2.6%	-22 ug; -7 grad; +2 non-degree
SHRS	217	257	40	18.4%	+27 ug; +13 grad; +1 prof; -1 non-degree
SLIS	329	281	-48	-14.6%	-44 grad; -4 non-degree
SPEA	723	770	47	6.5%	+53 ug; -6 grad
SWK**	648	705	57	8.8%	+35 ug; +24 grad; -2 non-degree
UCOL	6,065	5,951	-114	-1.9%	+35 ug; -11 high school; -138 non-degree
IN Total	27,649	27,780	131	0.5%	
IN Unduplicated	27,572	27,702	130	0.5%	Adjusted for students in multiple programs at IN. Students counted only once in campus total.
IUPUC	1,478	1,563	85	5.8%	
IUPUI	29,050	29,265	215	0.7%	Students enrolled at both IN and CO are counted once in official census total. 50 students were enrolled at both campuses in 2010 and 68 in 2011.
IUPUI Official	29,000	29,197	197	0.7%	

Resident	2010	2011	Change	%
UG Heads	17,643	17,940	297	1.7%
UG Credits	210,253	214,693	4,440	2.1%
Total Res Heads	25,145	25,227	82	0.3%
Total Res Credits	284,002	288,404	4,402	1.5%

Non-Resident	2010	2011	Change	%
UG Heads	885	898	13	1.5%
UG Credits	11,198	11,650	452	4.0%
Total NR Heads	2,427	2,475	48	2.0%
Total NR Credits	28,118	28,926	808	2.9%

	2010	2011
UG non-residents as % of total campus heads	3.2%	3.2%
UG non-residents as % of total campus credits	3.6%	3.7%
Total NR as % of total campus heads	8.8%	8.9%
Total NR as % of total campus credits	9.0%	9.1%

A number of Public Health programs were moved from SPEA to Medicine effective Fall 2010. 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 1/18/2011

Spring 2011 Admissions Summary

Indianapolis only

Beginner	2011	Change	%
Applicants	827	-30	-3.5%
Admits	337	+35	+11.6%

Beginner Quality

	2010	% of Total	2011	% of Total
Admits				
Top 10%	21	12.4%	15	8.3%
Top Third	81	47.7%	88	48.9%
Middle Third	81	47.7%	84	46.7%
Bottom Third	8	4.7%	8	4.4%

(of high school class)

Admits	2010	2011
Average High School Rank	65	63
Average SAT	1014	999
Average ACT	21	21

A note on changes in ethnicity: In compliance with new federal regulations, applicants for 2010 indicated their race/ethnicity using new federally mandated categories that a) collect multiple races that include White and exclude Hispanics under "Two or More Races," b) allow the Hispanic category to trump other categories, and c) separate the former category of Asian/Pacific Islander into two categories. The result is a decrease in the "unknown/did not report" category (presumably moving to the new "two or more races") and a significant increase in Hispanic students. Strict comparisons with previous years should be made with caution.

Beginner Ethnicity

Admits	2010	% of Total	2011	% of Total
African-American	28	9.3%	38	11.3%
Asian-American	10	3.3%	11	3.3%
Hispanic-American	9	3.0%	11	3.3%
Native American	3	1.0%	1	0.3%
Minority Total	50	16.6%	61	18.1%
International	42	13.9%	51	15.1%

Census

External Transfer	2011	Change	%
Applicants	2,488	+273	+12.3%
Admits	1,650	+117	+7.6%

Graduate

	2011	Change*	%
Masters			
Applicants	1,029	+136	+15.2%
Admits	725	+110	+17.9%
Doctorate			
Applicants	38	+6	+18.8%
Admits	20	+2	+11.1%
First Professional			
Applicants	6	+4	+200%
Admits	1	-1	-50%

External Transfer Ethnicity

Admits	2010	% of Total	2011	% of Total
African-American	195	12.7%	254	15.4%
Asian-American	53	3.5%	43	2.6%
Hispanic-American	56	3.7%	59	3.6%
Native American	11	0.7%	15	0.9%
Minority Total	315	20.6%	371	22.5%
International	64	4.2%	53	3.2%

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

Enrollment Services 1/18/2011

Highlights of Spring 2011 International Admissions and Enrollment

- **New degree-seeking undergraduate international enrollment is up 19% compared to Spring 2010**, reversing a downward trend of several terms' duration attributed primarily to economic factors and capping of Saudi undergraduate student enrollment by the Saudi Government scholarship program.
- **New degree-seeking graduate enrollment is up 63%**, after adjusting for changes in the enrollment cycle for the LLM-Egypt program (see notes).
- Adjusting for the LLM-Egypt program, overall international enrollment remains stable.

New IUPUI International Degree-Seeking Enrollment by Level Three-Year Comparison					
	Spring 2009	Spring 2010	Spring 2011	Change	% change
Undergraduate	81	42	50	8	19%
Graduate/Professional	53	41	129*	88	215%
Total New Enrollment	134	83	179*	96	116%
*Includes new admits to Egypt-LLM Program (n=62); in prior years students were admitted late to the Fall term.					
Source: IUPUI Office of International Affairs, not-yet-certified census data					

IUPUI Spring 2011 International Enrollment by Level Three-Year Comparison					
	Spring 2009	Spring 2010	Spring 2011	Change	% change
Undergraduate Subtotal	652	612	619	7	1%
Grad/Prof Subtotal	795*	771*	813*	42	5%
Total Enrollment	1,447	1383**	1432	49	4%
*Includes students in Egypt-LLM Program not shown in Fall census counts (2009 n=70, 2010 n=81, 2011 n=124)					
**Spring 2010 reflects loss of Kelley Direct enrollment (Spring 2009 n=156)					
Source: IUPUI Office of International Affairs, not-yet-certified census data					

IUPUI International Enrollment by Residency Three-year comparison						
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Undergraduate Subtotal	626	652	670	612	643	619
Resident	131	130	118	90	97	99
Nonresident	495	522	552	522	546	520
Nonresident % of Subtotal	79%	80%	82%	85%	85%	84%
Graduate Subtotal	731	795*	689	771*	720	813*
Resident	109	104	104	100	115	108
Non Resident	622	691	585	671	605	705
Total Enrollment	1358	1447	1359**	1383**	1363	1433
*Includes students in Egypt-LLM Program not shown in Fall census counts (2009 n=70, 2010 n=81, 2011 n=124)						
**Reflects loss of Kelley Direct enrollment (Spring 2009 n=156)						
A strong contributing factor to the downward trend in undergraduate international enrollments beginning in Spring 2010 was the stricter University-level interpretation of IU policy on eligibility for residency classification for international persons with certain immigration classifications, adopted in July 2009.						
Source: IUPUI Office of International Affairs, not-yet-certified census data						

Spring 2011: International Undergraduate Admissions Summary						
		2009	2010	2011	Change	% Change
Freshman	Applicants	180	130	147	17	13.1%
	Admits	59	42	51	9	21.4%
	% Admitted	32.8%	32.3%	34.7%		
Transfer	Applicants	107	98	91	-7	-7.1%
	Admits	71	67	53	-14	-20.9%
	% Admitted	66.4%	68.4%	58.2%		
Intercampus Transfer (ICU)	Applicants	3	7	4	-3	-42.9%
	Admits	1	7	4	-3	-42.9%
	% Admitted	33.3%	100.0%	100.0%		
Non-Degree	Applicants	32	17	15	-2	-11.8%
	Admits	29	11	11	0	0.0%
	% Admitted	90.6%	64.7%	73.3%		
Total (Excludes ICU)	Applicants	319	245	253	8	3.3%
	Admits	159	120	115	-5	-4.2%
	% Admitted	49.8%	49.0%	45.5%		

Source: IMIR PiC, Census Data

Spring 2011: International Graduate Admissions Summary						
		2009	2010	2011	Change	% Change
Master's	Applicants	219	199	295	96	48.2%
	Admits	102	83	196	113	136.1%
	% Admitted	46.6%	41.7%	66.4%		
Doctorate	Applicants	16	15	19	4	26.7%
	Admits	8	9	14	5	55.6%
	% Admitted	50.0%	60.0%	73.7%	13.7%	22.8%
Professional	Applicants	1	0	1	1	0.0%
	Admits	0	0	0	0	0.0%
	% Admitted	0	0			
Non-Degree	Applicants	56	13	21	8	61.5%
	Admits	48	12	10	-2	-16.7%
	% Admitted	85.7%	92.3%	47.6%		
Total	Applicants	292	227	336	109	48.0%
	Admits	158	104	220	116	111.5%
	% Admitted	54.1%	45.8%	65.5%		

Source: IMIR PiC, Census Data

Fall 2011 International Applications and Admissions

Source: Internal OIA point-in-cycle reports, 1/18/2011

- Undergraduate international applications are running approximately 10% ahead of last year, with a 55% increase in admitted students. This is an early percentage based on small numbers (increase of 12) that can be predicted to decline over the course of the application cycle.
- Significant trends include new growth in applications from Saudi Arabia (but so far, no admitted students) and Nigeria, and a decline in applications from South Korea. We are seeing strong growth in admitted students from India, China, and Nigeria.
- Graduate applications have been running 30-35% ahead of Fall 2010, reversing the trend of 5-15% decline in graduate applications at this point last year.

Other Developments

- The Purdue University Graduate School transfer of responsibility for graduate admission decisions to IUPUI – with expectation of continued adherence to Purdue University standards different from IUPUI campus standards – will have an impact on graduate application processing for Fall 2011. Graduate programs are encouraged to complete their decision processes as early as possible to facilitate timely notice and issuance of student visa documentation to students.
- Five IUPUI schools have either completed or are wrapping up the approval process for six 2+2 dual degree transfer program agreements with Sun Yat-sen University in Guangzhou, China: Business, Engineering (Electrical and Mechanical Engineering), Informatics (New Media), Science (Computer Science), and SPEA (Public Affairs). Most programs will not enroll students at IUPUI until 2013, but Business and Electrical Engineering are preparing for some student applications for Fall 2011.

Office of International Affairs

January 18, 2011

**Point In Cycle Spring Registrations - First-Time, Full-Time Cohorts - Indianapolis Only -
Week 3 - First Day of Classes - 1/11/2010 vs. 1/10/2011**

Registered Students School	Fall 2009 Cohort			Fall 2010 Cohort			Net Difference	
	Number in Cohort	Number Registered for S10	Pct. Reg.	Number in Cohort	Number Registered for S11	Pct. Reg.	# Reg.	% Reg.
University College	1637	1435	88%	1431	1235	86%	-200	-1%
Degree Granting Schools								
Business	52	51	98%	41	39	95%	-12	-3%
Education	76	69	91%	71	65	92%	-4	1%
Engr. & Tech	162	152	94%	168	160	95%	8	1%
Herron	109	92	84%	108	97	90%	5	5%
Informatics	19	19	100%	21	20	95%	1	-5%
Journalism	20	18	90%	13	12	92%	-6	2%
Liberal Arts	77	73	95%	100	91	91%	18	-4%
Medicine	3	2	67%	5	5	100%	3	33%
Phy. Ed. & Tour. Mgt.	71	68	96%	77	72	94%	4	-2%
Science	272	257	94%	334	306	92%	49	-3%
Public & Env. Affairs	13	13	100%	12	12	100%	-1	0%
All Other Derg-Grnt	5	4	80%	14	13	93%	9	13%
Degr-Grnt Schl Total	879	818	93%	964	892	93%	74	-1%
Grand Total	2516	2253	90%	2395	2127	89%	-126	-1%

Note: All Other Derg-Grnt schools consist of the School Of Continuing Studies, Nursing, and Dentistry.

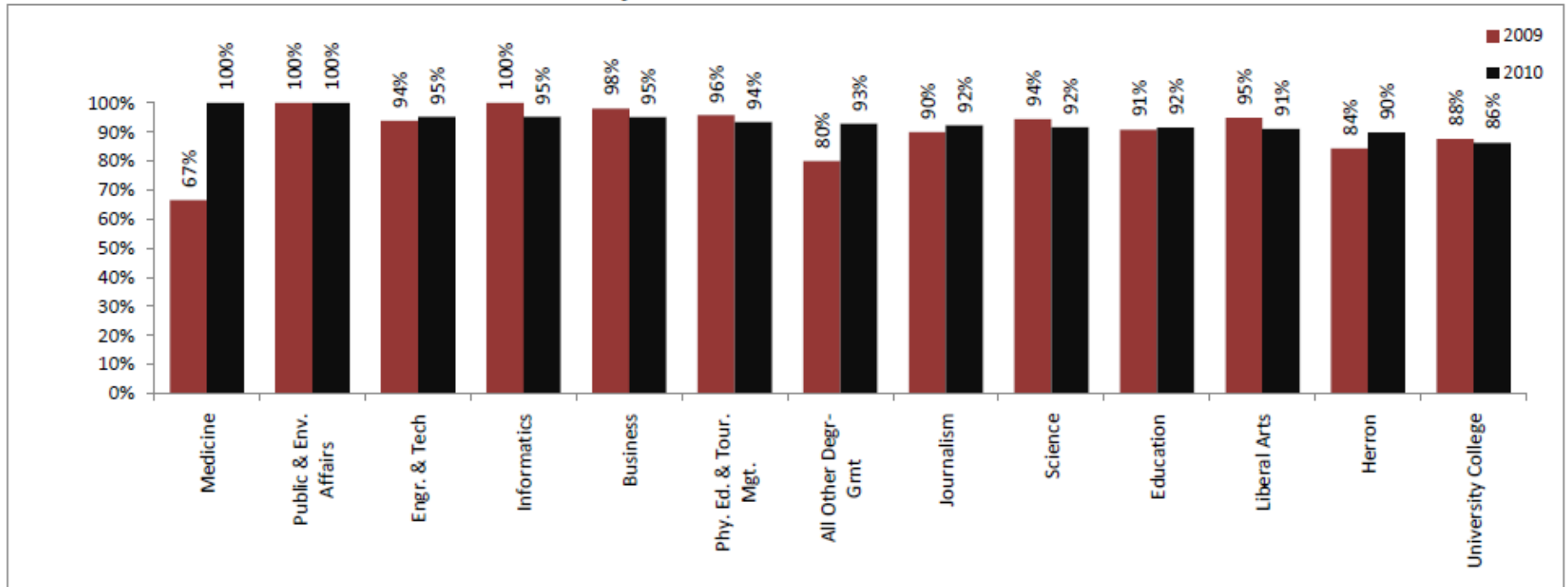
IMPORTANT: For internal proposes only. These figures do not reflect official reporting numbers.

Figures include bachelor's, associate degree, and certificate program students and exclude Columbus beginners.

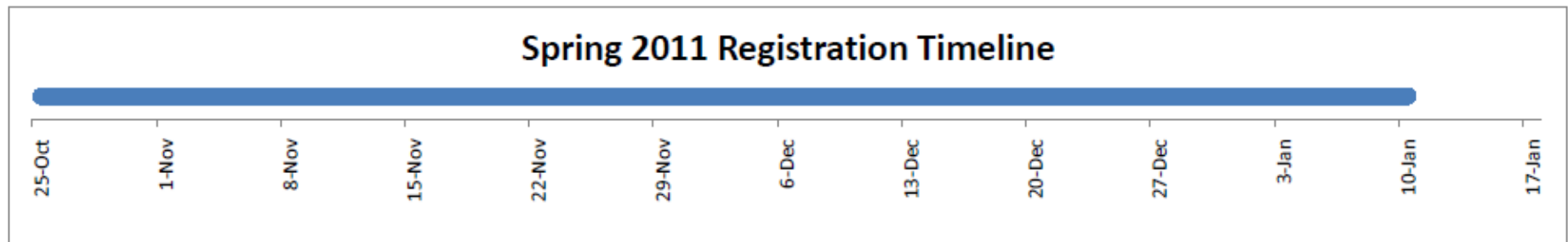
Students who completed a certificate are counted as registered.

Source: University College 1/10/2011

**Point In Cycle Fall Registrations - First-Time, Full-Time Cohorts - Indianapolis Only
Week 3 - First Day of Classes - 1/11/2010 vs. 1/10/2011**



*All Other Degr-Gmt schools consist of the School Of Continuing Studies, Nursing, and Dentistry.



IMPORTANT: For internal proposes only. These figures do not reflect official reporting numbers. Figures include bachelor's, associate degree, and certificate program students and exclude Columbus beginners. Students who completed a certificate are counted as registered.

Source: University College 1/10/2011

University College Dismissals following Fall terms

	Fall 2008	Fall 2009	Fall 2010
FYU/FT Dismissals	168	123	111
Total Dismissals	450	379	372
Total UCOL Enrollment	6,274	6,336	6,559
Rate	7.2%	6.0%	5.7%

There has been a decline in dismissals since the FYU dismissal policy was implemented in the Fall of 2008.

Source: University College