Enrollment Management Council
April 17, 2009
Minutes

Minutes
- There was no March meeting. Minutes for February as well as previous meetings are available by visiting http://registrar.iupui.edu/emc/emc-meetings.shtml
- 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

Announcements from the Chair
- Planning for advising needs in schools due to anticipated growth in direct/dual admits
  - With the improved overall profile of our admitted student population, the number and percentage of those admitted to the schools as direct/dual admits continues to increase. Between Fall 2001 and Fall 2008, the percentage of enrolled beginning students who were direct/dual admits increased over 250%. During that same period the percentage of enrolled beginners overall increased only 10.7%. As a result, the academic units need to be prepared to meet the advising needs of this growing population. *See below for data on the growth in this population in individual schools.*
- Financial Aid is hosting workshops for the schools on Satisfactory Academic Progress (SAP) on April 24th. There are some changes in how SAP will be handled, especially for first-year students. The workshop will include information related to graduate and undergraduate students since both must meet requirements to demonstrate progress toward a degree in order to maintain aid eligibility. Sessions are being planned now for this fall and next spring. *Details appear below*. General information on Satisfactory Academic Progress can be found at http://www.iupui.edu/~finaid/services/info/sap/
- Members of the Admission staff were onsite at Purdue WL and admitted approx 300 students for this summer. 5,500 IUB students who live in central Indiana were sent email invitations to consider taking classes at IUPUI this summer.
- SSACI O'Bannon scholarships
  - It is projected that the SSACI cap for O'Bannon awards (HEA, Core 40, Academic Honors) will be reduced by 46%. The ESTIMATED cap for public universities is $3294; last year it was $6096. The 21st Century Program remains the same – no cap and it will pay the 2009-10 tuition rates. The private caps went from $10,992 to $5934 (reduction of $5058). Final awards will only be set in mid-May when the state's budget and tuition rates are finalized.
  - Many of our 21st Century Scholars students also are receiving an O'Bannon award. The O'Bannon award is applied first and then the remainder of tuition is covered by the 21st century grant (by SSACI). The reduction in the O'Bannon cap means that the 21st century scholars grant will cover more than it would have last year, but these students won't be impacted because their tuition and fees up to 15 credits will be paid. However, since it is likely that these students will have a greater overall need, the amount that IUPUI will have to cover via the IUPUI 21st Century Scholars Grant will increase.
  - The students who were ONLY eligible for O'Bannon and NOT 21st century are the students who will be hurt by this significant cut in the cap. There will be an increase in the number of students with Pell grants which will increase in the use of the IUPUI Pell Pledge grants.

- Continuing students will feel the impact through reduced awards than will new students as the continuing students will have expectations of the size of awards due to their previous enrollment.
- Packaging of awards for incoming students was delayed approximate two weeks until SSACI announced its anticipated funding.
- Link to the SSACI presentation of the March 26th numbers

Introduction of Susan Richards *Mary Beth Myers*
- Susan is the Manager of the newly established Office for Veterans and Military Personnel.
- Susan previously worked with the Indiana National Guard in Family Services and with the American Legion and brings rich connections to these and other organizations. In addition to her valuable work experience, she knows many of the issues facing these students first hand as the spouse of a retired veteran who is now serving in the Indiana National Guard and about to be deployed to Afghanistan.
- The office will be located on the lower level of the Campus Center with renovations expected to be completed by the fall.
- Purdue University's Military and Family Research Institute received a $5.8 million grant from Lilly Endowment which will be used in part to provide grants to other universities to improve support services to veterans. Only one grant submission can be made per campus and will be coordinated through Enrollment Services. In fall 09, a call for proposals from student veteran organizations will be made. This application will be coordinated through Campus Life.

Summer and Fall Admissions and Enrollment
- Data for both admission and enrollment look very positive. *See details below*

Transfer Students and When They Transfer *and* **Impact of Ivy Tech Transfer Students** *Chris Foley, Amanda Helman, & Kim Stewart Brinston*
- Chris provided an overview of IUPUI's transfer population and its importance to the campus
  - Approximately 1,200-1,500 transfer students enroll each year, about half the number of beginners. As a result we are far more dependant on transfer enrollments than is IUB or Purdue.
  - IUPUI has been a long-time leader in attracting transfer students, especially from Ivy Tech, as a result of the agreement between IUPUI and Ivy Tech-Central Indiana region that was signed in 1990 and created the *Office of Coordinated Programs*. In more recent years the office has been known more broadly as *Passport.* As a result of the course and program articulations that were created as part of this collaborative effort, IUPUI served as a magnet for transfer students. A review of a recent IUPUI graduating class found that 43% of them had transfer work on their records.
  - In more recent years, especially following the creation of the Community College and the substantial growth of Ivy Tech, other institutions are paying far more attention to their transfer programs in the hopes of attracting these students. IUPUI faces increased competition from other Indiana institutions as well as those in neighboring states. Indiana State has recently stepped up its transfer recruiting efforts.
  - Transfer students increasingly are asking not only how their courses will transfer, but how they will apply toward a degree and how long will it take to complete the degree and how much will it cost? This means that we must not only be successful in our recruiting to draw their attention, but also have to devote more to our institutional infrastructure so that the students receive better academic advising and program articulation information even before they participate in orientation.
  - Of particular note, is the need to recruit African Americans as transfer students from ITCC. Because of greater competition for these students as well as the increase in the numbers of students referred to the Summer Preparatory Program, it is increasingly difficult to recruit fully qualified African American students as freshmen to IUPUI. This only increases the importance of our efforts to attract Ivy Tech and other

potential transfer students and make their entry into IUPUI as smooth as possible. Approximately 25% of Ivy Tech students are African-American and their successful transfer to IUPUI helps expand the diversity at our campus.

- The Indiana Commission for Higher Education established the TransferIN initiative several years ago as a way to help students make informed decisions in transferring to another institution. The site includes institutional contacts, a library of basic courses and how they transfer among Indiana's public institutions, and a degree audit tool that applies the courses the student has taken toward the requirements for different degrees at the new institution. In the TransferIN site, students enter their past/current courses only once and then can see how they would count toward different degrees at different institutions. This is a key factor in helping the student learn how many courses remain and that, in turn, can be used to determine how soon the degree would be completed and the cost to do so.

- The TransferIN degree audit, also known as a degree progress report, relies on institutions updating the requirements for individual degrees. IUPUI can only do so if the schools have completed or updated their requirements in SIS.
  - This will be discussed at an upcoming Deans' Council and EMC members are encouraged to let their deans know the status of degree progress reports in their units (whether started, completed, or in need of update due to new requirements) so the dean is better prepared for that discussion.
  - Mary Beth Myers will be asking members to provide examples and anecdotes as to how individual units use degree progress reports in helping to serve their current and prospective students

For more on the state's initiative to help students considering transferring to Indiana colleges and universities, visit TransferIndiana.

- Amanda and Kim addressed transfer students from the perspectives of their offices and distributed a handout with data and characteristics of programs that work between IUPUI and Ivy Tech. *See attached*
  - Though we have had a great deal of success in our collaboration with Ivy Tech and at enrolling transfer students generally, with the growing competition from other institutions we need to shake off our comfort level and look at our opportunities for attracting and serving even more and serving them better.
  - Ivy Tech-Indianapolis now enrolls 15,000 students. In addition to the downtown campus, science and health programs are located at Ft. Harrison.
  - We need to move from the image that Ivy Tech transfers started there because they were deferred by IUPUI. While that is true in some cases, it is not true for the majority.
  - Amanda noted the significant tuition differential between IUPUI and Ivy Tech as one reason that many students and their families choose to start at the community college. The current cost for 12 resident hours (including required fees) is $1,180 at Ivy Tech and $2,942 at IUPUI (a difference of 249%).
  - The number of credits students complete at Ivy Tech before transferring is growing.
  - Amanda distributed a handout with four research papers on transfer students and focusing on the transition process into the baccalaureate institution.
  - What do transfer students want?
    - A welcoming environment, starting with as simple a step as saying "Welcome to IUPUI."
    - An entry and advising process that is easy to understand
    - Help in understanding the differences in basic processes such as financial aid distribution between Ivy Tech and IUPUI.
    - Advisors and frontline staff who know or know where to get details on how transferred courses will apply to our degree. If they don't know the particulars, know to whom to refer the student in their unit.

- We need to be mindful of the occasional disparaging remark made in the unit or classroom regarding Ivy Tech and perceived issues of quality or preparation. These are discouraging to students and make them feel marginalized.
- We need to return to the early years of the agreement in which there were more grassroots connections between academic and administrative departments. One possibility is to look at professional development opportunities for some of our graduate students, including the possibility teaching a course at Ivy Tech.
- We need to identify the gaps a student may face in their academic preparation. Amanda gave the example of Ivy Tech's Human Services program and IUPUI's Social Work degree. The Ivy Tech program does not have the same emphasis on research and writing and this can be addressed through creation of a writing workshop at Ivy Tech.
- Members discussed their interest in knowing sooner which students had transferred from Ivy Tech. Mary Beth offered to provide such a list to interested schools. Admissions now has the ability to track whether the student has completed the associate degree and Chris suggested Terry Brown as a source for students who are current enrolled at Ivy Tech.
- Amanda and Kim discussed the nature of swirl in which students move from one institution to another and perhaps back again. Amanda described some cases where IUPUI students were being advised to take certain courses at Ivy Tech for scheduling or other reasons.
- Amanda described the new "AB4 B" program (Associate before Baccalaureate) in which students who have transferred in at least 45 credits from Ivy Tech (but who did not complete the associate degree) will be identified after they enroll at IUPUI. Depending on the student's individual course history and major, the student may be able to complete a number of courses that are required for the baccalaureate degree that, when transferred back to Ivy Tech, would also count toward an associate degree. This helps Ivy Tech increase the number of its graduates, provides an additional credential for the student on the way to completing the baccalaureate degree, and helps reinforce the collaboration between the institutions.
- Ivy Tech and Purdue both recently moved to Banner as their Student Information System. In that transition the ability for IUPUI to remotely review student records was lost and at least for the time being, has slowed down the transfer and transcript evaluation process while we revert to use of paper records. The printed transcript also returns us to the process through which the student must make the transcript request (for the on-line access, students authorized our access in the application for admission). Mary Beth noted that along with the technical issues, the data sharing agreement that allowed the institutions to provide reciprocal access needed to be revised and she hopes to have that completed shortly.

For more information and data on the IUPUI-Ivy Tech program, visit the latest [Passport Annual Report](#) .

High Ability Students and Recruitment *Chris Foley*
- Admission has developed a special communications plan for recruiting high ability students that features information on scholarships, the new Honors College, and related areas of interest. We also are increasing our recruiting efforts with high ability juniors.
- Chris distributed a handout that showed the steady improvement in the ability profile of IUPUI's admitted freshmen (see below). He added that IUPUI's main competitors for high ability students are IUB, Purdue, and Ball State. *It is important to note that, though the reports viewed ability through only SAT scores, there are several means of assessing the ability of the applicant pool, and that the use of the SAT in this report was only meant to be considered a "shorthand" method of viewing ability.*
- Referring to Table 2, Domestic Applications by SAT Band (range), Chris described those with an SAT CR+MA of 1200 and above as the "high ability bands." He noted that we had increased the number of applicants in all bands, though the largest percentage increases in admits were in the high ability bands. Part of the decline in the admitted population with scores less than 900 was the result of some students having been offered

admission contingent on participation in the summer program, but who declined to do so. As a result, their admissions were cancelled, contributing to the decline in admits for this population. Chris added that given that as these students will begin their studies elsewhere, we need to develop a smooth process that will provide ease of entry for those who continue to be interested in IUPUI and may transfer in the future.

- The handout included comparisons of IUB and IUPUI admission-based scholarship awards for high ability Indiana students. The charts include a combination of SAT and high school GPAs and demonstrate the significant financial advantage IUB has in the size of its awards for the highest ability students (those with 1260+ SAT and GPAs of 3.7 and above).
- This year in order to stay within our scholarship budget, we had to raise the minimum SAT for some scholarships which reduced the number of recipients. Becky told the group that the Financial Aid and Scholarship Programs Advisory Committee (FASPAC) is putting forward a proposal to add $3 million over four years to help match this differential. Chris noted that as the number of high ability admits grows this will put additional demand on these limited resources.
- The handout also provided information on the number and distribution of African-American and White Indiana SAT takers and their scores. There are a relatively small number of African-American students who had scores in the high ability band and as such are actively recruited by universities all over the country, not just in Indiana.
- We are making an effort to improve our recruiting of high ability students by increased coordination of recruiting efforts across the campus. Admissions is surveying each school to learn what each is doing to attract this population and what we can do improve our overall efforts and success.

Enrollment Management Strategies
- Becky led the group in a discussion of the article attached below "Toward a Comprehensive Enrollment Model" by David H. Kalsbeek, Senior Vice President for Enrollment Management and Marketing at DePaul University. *Article attached below*.
  Among the points raised by Kalsbeek:
    - In reaching for broad goals, institutions too often lose focus on clear, measurable outcomes. And later complain they haven't met them.
    - Institutions overly socialize who is responsible for specific goals, such as retention. While many play a role, institutions should have someone specifically charged with coordinating these efforts.
    - Too often we only look at getting students in the door. We need to consider the full enrollment span of the student, from entry through graduation.
    - We are tied too much to measuring *persistence* rather that advocating for *progression*. It is more important to know how well the student is making progress toward meeting specific degree requirements than relying on the more simplistic measure as to what percentage of a cohort returned for a subsequent term.
    - We spend too much effort focusing on the "outliers", a relatively small number of students who are least likely to enroll—whether very high achievers or those least likely to succeed. Instead, institutions should pay more attention to the much larger group—the "center of the curve"-- that is more likely to enroll and be academically successful. While there are valid reasons to pay some attention to the "outliers," directing efforts to the bulk of the population is far more likely to raise overall persistence, retention, and graduation rates than by focusing on the smaller groups. If the goal is to raise graduate rates, focus on the group most likely to be successful.
    - Certain measures, such as retention and graduation rates can be largely predicted (80-90%) by the school's institutional and student profile rather than knowing anything about specific strategies or efforts to achieve those rates.

- The key to strategic institutional improvement is matching high expectations and aspirations for its students with the reality of the student experience, extending and connecting the retention strategy more directly with institutional marketing.

Kalsbeek summarizes his approach:

With goals for retention and degree completion rates established in the context of an institution's market position and mission profile, a comprehensive EM approach would focus on:

- Elevating the **profile** of enrolling classes of new freshmen and transfers while achieving a mission-balanced socioeconomic and demographic mix - - and doing so with an understanding of how that student profile is a reflection of the institution's market position.
- Ensuring students' initial and continuous academic **progress** toward degree completion, shifting attention from persistence from a beginning to progress toward an outcome.
- Improving and integrating all **processes** and services related to all students' enrollment.
- Ensuring that all students' experiences are consistent with the **promise** of the institution's mission, purposes and brand.

Framing an institutional retention strategy in this way cements that strategy in a more comprehensive approach to EM than is typically the case and focuses not only our research and analysis but our actions and efforts on more tractable problems.

Additional comments from members' discussion of the paper:
- Echoing the paper's emphasis on measuring student progression, members strongly supported the importance of having curricular requirements coded into the degree audit/degree progress system. This makes it much easier to measure student progress and determine when specific benchmarks toward the degree have been completed. Having this information, in turn, allows improved communication with the students as to where they are in the program.
- Becky told members that IUPUI is considering branding of an entering cohort in its communications—such as "Class of 2013"—to build student expectations that they should finish their degree in four years.
- Kim Stewart-Brinston suggested that we should help students focus on higher aspirations beyond the degree. They should visualize what the degree will allow them to become, such as attaining professional positions.
- Members agreed that RISE and other initiatives will help students raise their expectations.
- Even with the degree progress tools and programs in place, initiatives such as RISE place a significant burden on student services personnel in the schools.
- Becky mentioned that the schools are being asked to map courses to a four year program..
- Kim noted that the student's third year is often a floundering point and asked members to consider what we could do to help keep students on track. Members agreed that crucial conversations in this area are needed. She told the group that this issue was one in active discussion at the Black Faculty and Staff Council and that the council may ask the schools to recommend a contact person to the BFSC for more discussion and follow-up in developing ways to tracking specific populations.
- Gary Pike and Kathy Burton commented on the "obsession with outliers," and the need to continue to expand our efforts that help all students, such as the early warning system and other broadly targeted efforts such as learning communities.

For more on the principles of Enrollment Management, visit EMC's Enrollment Management 101.

Other Discussion
- A question was raised about a payment option that Marian College provides in which the school agrees to defer the student's tuition payment until the student's employer has paid the student through tuition reimbursement following the end of the term. In tuition reimbursement, the employer only pays for the course if it was successfully completed. Post-meeting research determined that for students in Marian's Adult Programs (MAP) in Business (the only MAP program currently offered) fees are due 28 days after the end of the five week term.

   Tuition reimbursement has grown as a model for supporting student-employees as the sponsorship method—paying the university directly after the automatic refund period ends—has waned. IUPUI offers installment and sponsorship payment options.

Upcoming EMC Meetings and tentative topics

May	*No meeting*	
June 26	1:00-2:30	CE 268

- Kim Stewart-Brinston

2009-10

September 25	1:00-2:30	CE 264

- Dean Sukhatme's charge for the year

October 30	1:00-2:30	CE 268
November 20	1:00-2:30	CE 305
December	No meeting	
January 29	1:00-2:30	CE 268
February 26	1:00-2:30	tbd
March	No meeting	
April 16	1:00-2:30	tbd
May	No meeting	
June 25	1:00-2:30	tbd

Admission Update

Undergraduates
Fall 2009

Beginners				**2008 Point-in-Cycle**
Applicants	7,954	+746	+10.3%	89.9%
Admits	4,741	+ 52	+ 1.1%	86.5%

Transfers				
Applicants	1,668	+ 48	+ 3.0%	49.4%
Admits	698	- 100	-12.5%	32.5%

Summer 2009 Undergraduates

Beginners				**2008 Point-in-Cycle**
Applicants	336	+ 32	+10.5%	85.9%
Admits	101	- 5	- 4.7%	63.5%

Transfers				
Applicants	899	- 74	- 7.6%	82.5%
Admits	497	- 123	- 19.8%	70.1%

Non-Degree				
Applicants	922	- 9	- 1.0%	56.3%
Admits	603	- 156	- 20.6%	49.2%

Comments from Chris Foley:

(1) The positive items to note:
    a. Overall, freshman admits are similar to last year's numbers (despite the increase in the numbers of students required to attend the SPP).
    b. Ability (when looking at SAT, GPA, Rank or Academic Honors) of admits is better than previous years.
    c. Nonresident admits are ahead of last year.

(2) Areas of concern:
    a. Transfer admit numbers are down due to our inability to have full access to ITCC and Purdue on-line records due to their recent implementation of new software. We also have more online apps which are incomplete longer.
    b. African American admits are down. The growth in the number of African American applicants has occurred primarily in the lower ability levels resulting in more of the individuals being deferred to ITCC or required to attend the Summer Preparatory Program (SPP). Since individuals in the SPP are not admitted until they return their contract indicating their plan to attend the program, the number of admits will continue to rise as we move closer to the beginning of the summer session.

(3) What we are doing:
    a. We are giving priority to processing summer admits at this point in time.
    b. We are working to find ways to get transcripts from Purdue and ITCC in batch.
    c. We are looking at interventions to encourage diverse students to participate in the SPP.

It is still important to be cautious when predicting the size of the class for next year. The impacts of the economy in general but specifically the reduction in state aid (the O'Bannon Grant has been reduced by nearly 50%) has yet to be seen.

For more details on admissions visit http://imir.iupui.edu/picx

International Admissions *Sara Allaei*

Admission totals by student type, level, and citizenship/application location appear below. Comments:
- o We are continuing to see an increase in applications and admits from target recruitment countries (especially China and India). There is some variation by country due to local economic conditions.
- o Although undergraduate and graduate applications and admits continue to increase beyond record-setting levels of the past two years, the world economic troubles create significant uncertainty about yield for Fall.
- o By citizenship, South Korea accounts for the largest gain in admitted undergraduate students; however, the news media are reporting significant impact of the world economic situation on enrollment of Korean students abroad
- o Number of Saudi admits is down, as we continue to work with the Saudi Cultural Mission to manage numbers of Saudi students enrolling in specific programs.
- o The transition of the Kelley Direct Program to IUB is not yet reflected at this point in the admissions cycle for graduate international admissions.
- o We are cautiously optimistic about Fall enrollments.

Enrollment

Fall 2009				**2008 Point-in-Cycle**
Heads	8,460	+ 454	+6.0%	27.8%
Credits	95,983	+5,222	+6.0%	28.8%

- o UG Degree seekers are up 472 (+8.0%) with bulk of increase in sophomores (+10%), juniors (+13%). Freshmen are up 7% and seniors are up 4%.
- o Graduate and professional students are down 2%.

Enrollment comparisons for this year and last are at the same point prior to the start of classes rather than by date. This corrects for changes in the registration calendar. The above data are from the 19th week prior to the semester.
*For more details on enrollment visit http://imir.iupui.edu/picx*

International Admissions Fall 2009

International Undergraduate Applicants as of 4/12/2009	2007	2008	2009	Net	Pct Chg	Source: IMIR 2008
Beginners						
Applicants	332	323	367	44	13.6%	100.0%
Admits	91	117	129	12	10.3%	67.2%
Percent Admitted	27.4%	36.2%	35.1%			
Transfers						
Applicants	78	68	94	26	38.2%	53.1%
Admits	34	27	51	24	88.9%	27.0%
Percent Admitted	43.6%	39.7%	54.3%			
Non-degree/Other						
Applicants	9	15	9	-6	-40%	44.1%
Admits	0	2	4	2	100%	6.5%
Percent Admitted	0%	13.3%	44.4%			
Total						
Applicants	419	406	470	64	15.8%	83.7%
Admits	125	146	184	38	26%	47.9%
Percent Admitted	29.8%	36%	39.1%			

International Graduate/Professional Applications as of 4/12/2009						Source: IMIR
Entry Type	2007	2008	2009	Net	Pct Chg	2008
Master's						
Applicants	434	486	578	92	18.9%	77.5%
Admits	143	129	156	27	20.9%	37.7%
Percent Admitted	32.9%	26.5%	27%			
Doctorate						
Applicants	227	320	334	14	4.4%	97.0%
Admits	35	72	65	-7	-9.7%	74.2%
Percent Admitted	15.4%	22.5%	19.5%			
First Professional						
Applicants	74	104	124	20	19.2%	105.1%
Admits	13	13	24	11	84.6%	48.1%
Percent Admitted	17.6%	12.5%	19.4%			
Non-degree						
Applicants	3	7	2	-5	-71.4%	14.9%
Admits	0	1	1	0	0%	2.3%
Percent Admitted	0%	14.3%	50%			
Total						
Applicants	738	917	1038	121	13.2%	83.1%
Admits	191	215	246	31	14.4%	42.2%
Percent Admitted	25.9%	23.4%	23.7%			

International Undergraduate Admits by Citizenship & Application Location					
Week 16: 2009-04-13	**Fall 2008**		**Week 16: 2009-04-13**		**Fall 2009**
Home address grouped within Citizenship			Home address grouped within Citizenship		
Saudi Arabia	**30**		**South Korea**		**31**
Saudi Arabia	20		South Korea		21
United States	10		United States		5
China	**21**		Philippines		2
China	16		Singapore		2
United States	3		Indonesia		1
Canada	1		**China**		**26**
Germany	1		China		24
India	**19**		United States		2
India	14		**India**		**23**
United States	4		India		18
Thailand	1		United States		3
South Korea	**17**		United Arab Emirates		1
South Korea	12		Kenya		1
United States	5		**Saudi Arabia**		**13**
Taiwan	**6**		United States		7
Taiwan	6		Saudi Arabia		6
Canada	**4**		**Kenya**		**10**
United States	1		Kenya		7
South Korea	1		United States		3
Canada	1		**Vietnam**		**7**
Qatar	1		United States		5
Venezuela	**4**		Vietnam		2
Venezuela	3		**Hong Kong**		**7**
United States	1		Hong Kong		5
Bangladesh	**4**		United States		2
Kuwait	2		**Taiwan**		**6**
Bangladesh	2		Taiwan		5
Nigeria	**4**		Thailand		1
Nigeria	4		**Qatar**		**5**
Kenya	**4**		Qatar		5
Kenya	4		**Singapore**		**5**
Indonesia	**3**		Singapore		5
Indonesia	3		**Malaysia**		**5**
Uganda	**3**		Malaysia		4
Uganda	2		Canada		1
United States	1		**Japan**		**4**
Japan	**3**		Japan		4
United States	2		**Iran**		**4**
Japan	1		Iran		4
Qatar	**2**		**Jordan**		**4**
Qatar	2		Qatar		2
Mali	**2**		Kuwait		2
United States	2		**Indonesia**		**3**
Hong Kong	**2**		Indonesia		3
United States	1		**Cyprus**		**2**
Hong Kong	1		Cyprus		2
Tanzania	**2**		**Canada**		**2**
Tanzania	2		Hong Kong		2
Jordan	**2**		**Uzbekistan**		**2**
Israel	2		Uzbekistan		2

Latvia	2		Bolivia	2
United States	2		Bolivia	2
Cameroon	2		Honduras	2
United States	1		Honduras	2
Cameroon	1		Nigeria	2
Belize	1		Nigeria	1
Belize	1		Italy	1
Morocco	1		Germany	2
Morocco	1		United States	1
Kazakhstan	1		Germany	1
Kazakhstan	1		France	1
(null)	1		United States	1
United States	1		Egypt	1
South Africa	1		Egypt	1
United States	1		Trinidad and Tobago	1
Peru	1		Trinidad and Tobago	1
United States	1		Kuwait	1
Guatemala	1		Kuwait	1
United States	1		Moldova	1
Iraq	1		Moldova	1
United States	1		Iraq	1
Turkey	1		Jordan	1
United States	1		Azerbaijan	1
Russia	1		Azerbaijan	1
United States	1		Lithuania	1
Ukraine	1		Lithuania	1
Ukraine	1		Turkmenistan	1
Australia	1		United States	1
Saudi Arabia	1		Burma	1
Cambodia	1		Micronesia, Federated States	1
United States	1		Sweden	1
Pakistan	1		Sweden	1
Pakistan	1		United Kingdom	1
Grand Total	150		United Kingdom	1
			Pakistan	1
			Pakistan	1
			Venezuela	1
			United States	1
			Italy	1
			United States	1
			Senegal	1
			Senegal	1
			Brazil	1
			Brazil	1
			Mexico	1
			United States	1
			Grand Total	185

42% of IUPUI undergrads are transfer students

Ivy Tech is our largest transfer feeder

25% of Ivy Tech transfers are minority students
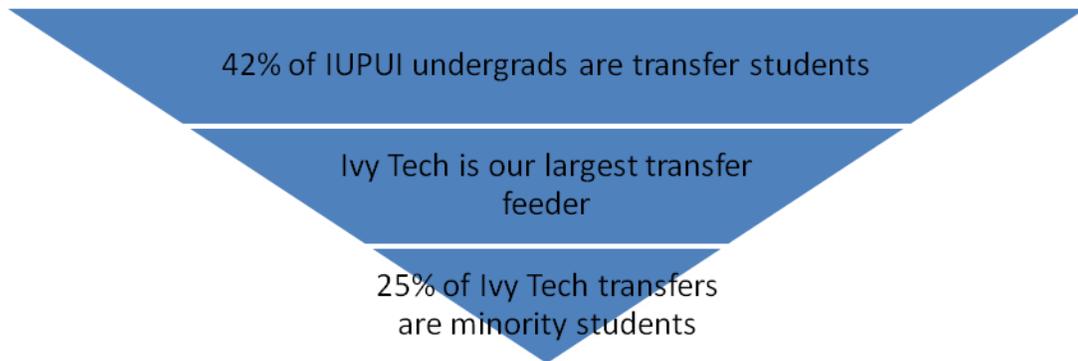
- 76% of the coursework transferred in 2008 was distributed
- The average credits transferred for "New to IU" students has increased over time and hit an all-time high of 32.3 hours this fall (2008)
- 62% of Ivy Tech Indy transfers are full-time
- Fall transfers from Ivy Tech Indy were up from 177 in 2000 to 480 in 2008

Characteristics of Programs that Work
- Strategic plan in place for articulation and student transfer
- Faculty forums surrounding 100/200 level content
- Faculty present at Ivy Tech or shared faculty positions
- Clear course and program articulations
- Students who took courses at Ivy Tech feel comfortable in the classroom
- Identify successful transfer students and use them as recruiters
- Advisors and student affairs personnel work with colleagues at Ivy Tech
- Recruiters maintain a presence at Ivy Tech
- Have specific campus visits for Ivy Tech students
- Faculty-to-faculty interaction
- Shared academic experiences (learning community)
- Bridge courses for transfers
- Dual enrollment programming

Amanda Helman, Director of IUPUI/Ivy Tech Coordinated Programs
(ajzimmer@iupui.edu; 317.278.1101; UN 271)

Kim Stewart-Brinston, Director of Multicultural Outreach
(kastewar@iupui.edu; 317.278.7808; CA 129)

Research on Transfers

Alpern, B. (2000, January 1). Factors That Influence Community College Transfer Students' Satisfaction with Their Baccalaureate Institutions. (ERIC Document Reproduction Service No. ED449854) Retrieved August 25, 2008, from ERIC database.
Research on persistence to degree suggests that students' satisfaction with their institution is a good predictor of successfully completing a baccalaureate degree. This study examines the direct and indirect personal and institutional factors that influence community college transfer students' satisfaction with their baccalaureate institutions and, ultimately, their persistence to degree. Significant predictors in this study were transfer process, financial aid, and social integration. Results indicated that major issues affecting student satisfaction with the baccalaureate institution and persistence to degree include: (1) institutional influences at both the community college and baccalaureate institution; (2) student expectation of what is involved at both the community college and baccalaureate institution; (3) student expectations of what is involved in the transfer process; (4) student experiences in the execution of the transfer process; (5) student educational and career goals; and (6) factors affecting academic performance and time to degree.

Flaga, C. (2006, January). The process of transition for community college transfer students. *Community College Journal of Research and Practice, 30*(1), 3-19.
Our understanding of transfer students' transition from the community college to the 4-year university has recently expanded. The following presents research on community college transfer students, as well as potential implications based on a recent study on the process of transition for community college transfer students (Flaga, 2002). From a study that tracked students throughout their first year at a 4-year university emerged Flaga's dimensions of transition: Learning Resources, Connecting, Familiarity, Negotiating, and Integrating. The implementations discussed will assist academic and student affairs professionals with developing programs or enhancing current academic advising and programmatic efforts for future transfer students (AUTHOR abstract).

Fliegler, C. (2007, May). Paving the way for persistence. *University Business, 10*(5), 35-36.
The article discusses strategies for assisting graduating and transferring students. College students at the Community College of Denver, Colorado receive the assistance of a case manager where they can discuss challenges that could keep them from school. Dual enrollment to facilitate incoming students to learn more about college expectations and transfer assistance also helps improve success (EBSCO host abstract).

Glass, J.C. and Harrington, A.R. (2002, June). Academic performance of community college transfer students and "native" students at a large state university. *Community College Journal of Research and Practice, 26*(5), 415-430.
Students were randomly chosen from the class of 1998 and 1999 at a large public university. Fifty in each class were community college transfer students who transferred to the university in the fall of 1996 and fall of 1997; 50 in each class were native students who had entered the university in the fall of 1994 and the fall of 1995. All students were from the College of Arts and Sciences. These groups of students were compared by GPAs at the end of the lower division work (sophomore year for natives and at the end of the second year of community college work for transfers). Students also were compared at the end of their first semester in their academic major to determine if transfer shock was evident for transfer students and if a GPA decline was evident for natives. Lastly, the students GPAs were compared at the end of the spring semesters of 1998 and 1999 to determine if there was recovery from transfer shock for the transfers and from the possible decline in GPA for native students. Retention and graduation rates for both groups were compared (AUTHOR abstract).

Ability Trends at IUPUI

Prepared by Chris J. Foley, Director of Undergraduate Admissions
April 17, 2009

Table 1: Indicators of Ability for Admitted Freshmen

	Fall 2008	Fall 2009
Average SAT[1]	1012	1024
Average Rank[1]	70	73
Average GPA[2]	3.28	3.37
% of Admits with Academic Honors (Indiana Residents Only)[3]	57%	67%

Table 2: Domestic Applications by SAT Band[2]

	SAT Band	Fall 2007	Fall 2008	Fall 2009	1 yr Δ	2 yr Δ
Applications	Less than 900	1666	1764	1846	5%	11%
	900-999	1565	1703	1750	3%	12%
	1000-1199	1922	2363	2564	9%	33%
	1200-1299	336	392	481	23%	43%
	1300+	205	222	315	42%	54%
	Score Undetermined	722	748	1027	37%	42%
	Grand Total	6416	7192	7983	11.00%	24.42%
Admits	Less than 900	963	877	789	-10%	-18%
	900-999	1196	1208	1170	-3%	-2%
	1000-1199	1601	1914	1988	4%	24%
	1200-1299	300	347	426	23%	42%
	1300+	182	195	275	41%	51%
	Score Undetermined	143	134	92	-31%	-36%
	Grand Total	4385	4675	4740	1.39%	8.10%

◼ "High Ability" bands

Table 3: IUB Admissions-Based Scholarships for Residents

	3.8+	3.75-3.79	3.7-3.74	3.5-3.69
1310	$9,000			
1260		$5,000		
1250				
1150				

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[1] Data retrieved from weekly Point in Cycle published by IMIR on April 13, 2009.

[2] Data retrieved from daily Point in Cycle published by the Office of Undergraduate Admissions on April 13, 2009.

[3] Data retrieved from weekly Summer/Fall UG Admissions Summary published by URR on April 13, 2009.

Table 4: IUPUI Admissions-Based Scholarships for Residents

	3.8+	3.75-3.79	3.7-3.74	3.5-3.69
1310				
1260		$4,000		$3,000
1250				
1150				

Table 5: Likely "Winner" of Scholarships for Residents

	3.8+	3.75-3.79	3.7-3.74	3.5-3.69
1310		IUB		
1260				IUPUI
1250				
1150				
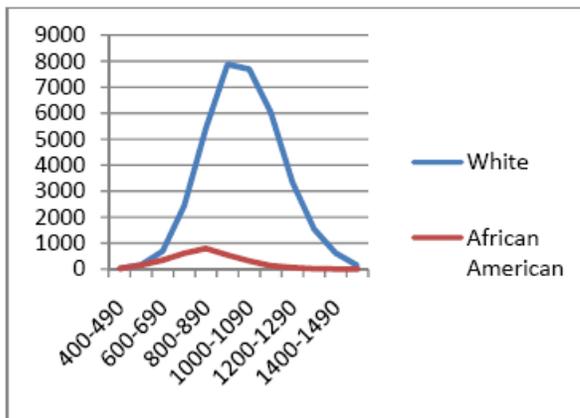
Figure 1: Numbers of Indiana White and African American SAT Takers by SAT Band[4]
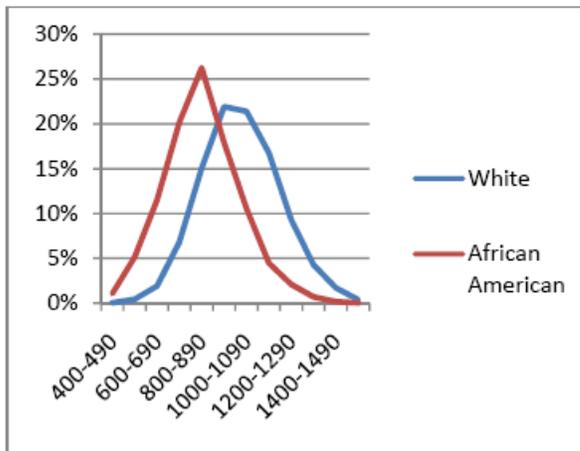
Figure 2: Distribution of Indiana White and African American SAT Takers by SAT Band[4]

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[4] Data taken from the Enrollment Planning Service provided by the College Board.

USC's Center for Enrollment Research, Policy and Practice
Inaugural Conference

Defining Enrollment in the 21st Century

Los Angeles, August 4-6, 2008

Toward a Comprehensive Enrollment Model

Panel: Donald Hossler, David Kalsbeek, George Kuh

Outline of comments by
David H. Kalsbeek, Ph.D.
Senior Vice President for Enrollment Management and Marketing
DePaul University

I'm going to frame my comments in 2 ways:

1. First - some observations and reflections on what I consider to be a few of the factors that inhibit successful progress on improving institutional retention rates,
2. Secondly, I'll offer a very brief comment on the framework I've introduced at DePaul that seeks to both elevate and integrate a more comprehensive model of enrollment management that includes retention.

Let's imagine an institution I'll just call Typical University. The precipitating problem at our hypothetical TU is this: retention and graduation rates are lower than somebody thinks they should be (and that somebody may be the President, the Board of Trustees or Regents, a Strategic Planning Committee, etc.). Someone at TU has issued a charge to address and improve retention and graduation rates.

Let me offer some predictions about the things that the folks at TU in all likelihood are going to do as they respond to this charge, things which I think virtually guarantees that years from now they'll be looking back wondering why they've made so little progress in improving their graduation rates despite significant investments in time, attention, resources and research. These constitute "Dave's Top Ten List of Why Institutions Fail to Effectively Mobilize Retention Strategy" but today I'll only comment on 5, given our time constraints.

And this list, while focusing specifically on retention, is illustrative of the broader challenges we face in creating EM strategies that are as comprehensive *in reality* as our models are *in theory*.

Part I: Dave's Top 5 Reasons Why We Fail to Effectively Mobilize Retention Strategies

Reason #5   Obfuscation of Outcomes

First, in response to this problem, a committee or task force will, in all likelihood, be appointed at Typical U;   and as the group reviews the literature and reviews institutional data, and explores 'best practices' at other institutions, the dialogue will eventually evolve in a way that culminates in this collective affirmation :

"It's really <u>not</u> about retention, it's about student success."   OR
"Retention and graduation rates themselves <u>aren't</u> the goal; retention and graduation rates are the outcomes of ensuring students' academic and social integration"   OR
"It's really <u>not</u> about improving the numbers – it's about enhancing students' educational attainment."

And just like that, the focus has shifted away from improving graduation rates in an attempt to embrace broader, bolder objectives.   But while that very shift of focus away from a clear, measurable objective like graduation rates toward goals like success and integration or engagement elevates and expands the agenda, it also serves to diffuse and obfuscate the task. They'll take one clear measure that precipitated their concern – namely graduation rates - and proceed to diminish its importance as a defining metric of the outcome they seek, and distance their efforts from it.   And then they'll bemoan the fact that despite all of their efforts and investments, that measure over time hasn't budged.

Reason #4   The Socialism of Strategy

That same task force at Typical U at some point, in all likelihood, will make the claim that "retention is everyone's responsibility" , that no one unit, office, officer is totally responsible for it, that it is an obligation shared among all who work and teach at the university.   And, just that quickly, they've likely lost all locus of responsibility since when no one owns anything, where are the incentives and accountabilities for improvement? It can be called a *socialist* approach to strategy.

Most campuses adopt this principle with well-intentioned acknowledgement that since retention is impacted by so many elements of the student's experience - - the curriculum, the faculty, the administrative services, the out-of-class experience, the overall campus culture and climate, and of course a whole host of factors outside the university's control such as economic and personal concerns, as a result no one unit can possibly be responsible for retention outcomes.

But I'd argue this :   aren't there just as many internal and external factors effecting students' <u>initial</u> college choice as there are effecting their choice each term to continue at the college? Every Admissions officer acknowledges that their work requires a campuswide commitment to bringing in a freshman class; it depends on the engagement of faculty and staff, quality services, campus culture and climate, and a host of external economic and personal factors.   Yet while we all acknowledge the similar breadth of <u>that</u> effort, there is no question that there is one

dept ultimately responsible for achieving that enrollment goal, one person whose job is on the line for an outcome that the entire university community impacts.

Reason #3 The Obsession with Outliers

Setting out a goal to improve a specific statistical measure of some enrollment outcome of a population is hardly uncommon in the world of enrollment management. But I predict that at Typical U, they will approach improving the retention rate in a decidedly different manner than other similar measures. For example, ask any enrollment management officer how to improve the *freshman yield rate* from 30 to 33% - - I would predict that one thing they will <u>not</u> do is a statistical calculation of the population of students who are <u>least</u> likely to accept an admission offer and enroll, who consistently demonstrate the <u>lowest</u> yield rate, and then focus a disproportionate share of attention and resources precisely on <u>that</u> group. No, to the contrary, an EM perspective tries to deliberately <u>avoid</u> focusing resources there, acknowledging that the extremely low yield likely reflects so little real or sustained connection with the institution that it would be wasteful to try to overcome it – at least if the goal is to improve <u>overall</u> yield.

But in response to the goal of increasing *a graduation rate from x to y*, which is also a statistical measure of the performance of a population, rushing to extremes is <u>exactly</u> what most campuses do. Our task force at Typical U, I predict, will quickly engage the IR office to pull together a wide range of data in order to determine those students who are statistically most 'at risk' of attrition, those with certain attributes who consistently demonstrate a retention or graduation rate that is far below that of the institution at large, and then they will proceed to focus time, energy, resources on improving the likelihood of <u>their</u> persistence.

There may be countless reasons why we would want to do this. That high-risk group may be low-income minority students, graduates of urban high schools, even students in certain programs. Many institutional goals and purposes may call upon us to attend more deliberately to these populations. But one of the goals that <u>doesn't</u> argue for doing so is the goal of improving overall institutional graduation rates. <u>That</u> goal calls us to ignore the outliers, not obsess over them.

When our focus is on outliers, on small populations demonstrating outcomes far off the institutional average, overall performance tends not to budge much even if our efforts have an impact on that small group. The key to achieving an enrollment objective that is a statistical measure of the performance of a population is <u>not</u> to obsess over the tails but rather focus on the center of the curve, on the bulk of the population.

Reason #2:   Perseverating on persistence

Our colleague Cliff Adelman deserves the credit for calling our collective attention to this problem - - yet his clarion call has yet to be heeded at most campuses. Adelman has noted that we continue to focus our sustained attention on metrics of PERSISTENCE, the percent of a given cohort that returns to study at an institution for a second year. And of course, it's no surprise this measure gets so much attention; it is, after all what the government requires us to report as an institutional measure or enrollment outcome.

But as Adelman notes, what possible value is there to a measure of the percent of students returning for a second year if we're not measuring if in fact they've made one year's worth of progress toward degree completion? In fact, persistence without progress may be the worst possible outcome - - yet it's what we track, what we target, and what we seem to treasure as a desired outcome.

When the folks at Typical U inevitably conclude that they have a lot of retention data yet little usable knowledge, one of the problems is that they know an awful lot about something that in many ways is not particularly worth knowing. To improve rates of degree completion, they must focus more on progress than perseverate on persistence.

And Reason #1 : Assuming Attributes are Achievements

Fifth and finally, our task force at Typical U will most certainly include in their agenda a review of retention and graduation rates at peer institutions, most certainly rank institutions in terms of those rates and place TU's institutional performance in that comparative context. They will set out to determine why some institutions achieve rates better than others, what the institutions are doing right if they have higher rates or wrong if they have lower rates. The task force, in other words, will begin their analysis from a premise that these rates constitute the outcome of institutional effort, reflect the efficacy of a retention strategy, and define that institution's achievement.

The task force will not, in all likelihood, do any broader analysis of the degree to which an institution's retention and graduation rate can be predicted with uncanny accuracy by knowing just a few things about the academic and financial profile of the institution. If they did, they'd see they can statistically account for about 80-90% of the variance in institutional retention and grad rates without knowing ANYTHING about how hard the institution is actually working to achieve those rates. While it's difficult to predict any given student's likelihood of graduating at Typical U, it's not at all difficult to predict the overall 6 year grad rate of that institution's freshman class simply by knowing something about their student and institutional profile. If it's so predictable without knowing anything about what they're actually *doing*, how much of the outcome is in fact the achievement of their efforts?

There are amazing inter-correlations of the attributes that constitute its student and institutional profile, such as socioeconomic, racial and ethnic and geographic diversity, ACT and SAT scores, pricing and net pricing, residential capacity, financial assets per fte, percent fulltime vs pt students and faculty, and so on. All of these and more, as Bob Zemsky has been saying for years, are attributes which both define and are defined by an institution's comparative market position in the highly stratified marketplace of higher education, in the so-called food chain or pecking order. Throw in grad rates and you'll find that grad rates are also an attribute of market position and therefore highly predictable. Perhaps they are not an achievement of what we do as much as they are a reflection of the kind of institution we are. Our efforts can perhaps improve them a bit; our negligence can certainly erode them - - but generally the range we're likely to realize is more narrowly prescribed by the institution's market position than most Retention Committees will ever acknowledge or even understand.

Part II: The 4 Ps of Student Retention

There is nevertheless much we can and must do in creating a broad and comprehensive enrollment management model that more effectively embraces and elevates student retention. But effective strategy starts with _framing_ the challenge in a way that supports institutional _action._ In closing let me share one approach we've taken to do just that. It's a rubric we call THE 4Ps of RETENTION, each of which runs counter to the prevailing perspectives we're likely to find at Typical U:

The 1st P is Profile

As I suggested, the _prevailing_ perspective is that institutional retention and completion rates are mostly a function of what the institution chooses to do in explicit retention programs.   I suggest that an EM perspective affirms that an institution's retention and graduation rates are largely a function of the institutional and student profile, as much a function of what the institution is as what it does.

The 2nd P : Progress   The _prevailing_ perspective is focused on 'persistence' , as I noted earlier. However, if the goal is degree attainment, persisting over time without progressing toward degree completion is not our aspiration. Improved retention requires a greater emphasis on cultivating, supporting and measuring student progress to degree.   A comprehensive EM model attends to the curricular structures, advising practices, tuition pricing and financial aid policies that typically are _not_ sufficiently focused on educational goal setting or on supporting course-taking patterns leading to timely baccalaureate completion.

The 3rd P is Process   The _prevailing_ perspective focuses attention on characteristics of individual students that define them as 'at risk'.   However, while there are student characteristics that are related to greater or lesser likelihood of degree completion, a strategic institutional response gives priority attention to processes and policies that either help or hinder _all_ students' continuous enrollment.   Improving outcomes for subgroups of students through targeted interventions is usually not sufficient for elevating _institutional_ outcomes appreciably, though such efforts have merits in their own right. A comprehensive model adopts a more systemic perspective which focuses attention on high-risk _processes_ more than at-risk _persons._ Such an approach is likely to lead to improved experiences for all students and to that extent will have a greater impact on institution-wide retention rates.

The 4th and final P is Promise   The _prevailing_ perspective is one that seeks to maximize student satisfaction with their experience or seeks to achieve "student success" – yet success or satisfaction are typically defined- if at all - in absence of an institutionally defined context. So improving success and satisfaction in their own right does not necessarily help solidify the institution's identity in the market.   Students enroll at institutions with expectations and aspirations that the institution live up to its specific 'brand promise'.   The key to strategic _institutional_ improvement is ensuring congruence between that brand promise and the reality of each student's entire educational experience in and out of the classroom, extending and connecting the retention strategy more directly with institutional marketing - - all a part of a broad, comprehensive EM model.

<u>Summarizing the 4P Retention Approach</u>:

With goals for retention and degree completion rates established in the context of an institution's market position and mission profile, a comprehensive EM approach would focus on :

- elevating the **profile** of enrolling classes of new freshmen and transfers while achieving a mission-balanced socioeconomic and demographic mix - - and doing so with an understanding of how that student profile is a reflection of the institution's market position.

- ensuring students' initial and continuous academic **progress** toward degree completion, shifting attention from persistence from a beginning to progress toward an outcome.

- improving and integrating all **proces**ses and services related to <u>all</u> students' enrollment.

- ensuring that all students' experiences are consistent with the **promise** of the institution's mission, purposes and brand.

Framing an institutional retention strategy in this way cements that strategy in a more comprehensive approach to EM than is typically the case and focuses not only our research and analysis but our actions and efforts on more tractable problems.

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Office of Student Financial Aid Services

Presents

Standards of Satisfactory Academic Progress

Please join us at one of the following sessions:

April 24, 2009
9:00 a.m. - 11:00 p.m.
Cavanaugh Hall, Room 235

OR

April 24, 2009
1:00 p.m. - 3:00 p.m.
Cavanaugh Hall, Room 235

Session Agenda:

Welcome

Overview of Session

What is SAP and why do we do it?

SAP Components and Requirements

Student Notification and Appeal Process

How can we assist the students in this process?

Updates for 2009-2010

Questions and Answers

RSVP:

By April 17, 2009 to Melissa Pollauf at meswise@iupui.edu

Direct/Dual Admits Who Enrolled

	Fall Semester								Change from 2001 to 2008	
	2001	2002	2003	2004	2005	2006	2007	2008		
Beginners										
Business, Kelley School of	27	30	35	49	36	44	53	37	10	37.0%
Continuing Studies	20	24	28	18	7	4	2	3	-17	-85.0%
Dentistry	4	5	4	6	8	3	7	3	-1	-25.0%
Education	49	52	63	66	74	64	76	77	28	57.1%
Engineering & Technology	166	184	167	139	127	136	188	227	61	36.7%
Herron School of Art and Design	75	55	67	59	58	113	92	106	31	41.3%
Informatics	15	17	11	17	15	15	21	25	10	66.7%
Journalism	0	0	0	5	12	17	21	27	27	n/a
Liberal Arts	33	48	57	49	58	76	74	77	44	133.3%
Medicine	9	10	7	6	20	24	13	31	22	244.4%
Physical Education & Tourism Management	18	24	33	40	46	59	70	55	37	205.6%
Public & Environmental Affairs	15	9	16	16	16	3	8	14	-1	-6.7%
Science	125	139	148	159	172	159	217	264	139	111.2%
Social Work	1	0	6	1	0	0	0	0	-1	-100.0%
Total Direct/Dual Admit	266	597	642	630	649	717	842	946	680	255.6%
University College	2,131	1,918	1,943	1,828	1,839	1,775	1,780	1,707	-424	-19.9%
Total	2,397	2,515	2,585	2,458	2,488	2,492	2,622	2,653	256	10.7%