

Enrollment Management Council

June 26, 2009

Minutes

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- There was no May meeting. Minutes for April 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

- Negotiations with a CRM vendor for a system-wide product continue.
 - Members are encouraged to start thinking about communication campaigns within their units, determining who would be assigned to manage their local efforts, etc.
 - A central support structure will take some time to be available. Units may contract directly with the vendor to get a jump on their needs in developing the campaign.
 - Members with questions are encouraged to contact [Terry Brown](#) in Admissions.
- The university has released its ten-year [enrollment projections](#) for each of the campuses. The final page of the report shows changes in the number of Indiana's high school graduates.
 - The report for IUPUI is attached below. Mainly as the result of the shift of a majority of Kelley Direct enrollments to IUB, IUPUI's enrollment is projected to drop 810 heads for this fall. Additional adjustments to the projections were made to account for a small drop due to the summer preparatory program and increases in retention rates.
 - Units are encouraged to review the university data in making projections for their schools as the university has included both internal and external data such as the projected number of high school graduates. Some school projections may be overly optimistic as the prospective student pool may not be available to meet schools' plans. Please share this report with your dean.
 - As you are watching PiC this summer, the totals may look positive until close to the start of the term when Kelley Direct would have enrolled their students. This will result in a drop overall, but not directly affect other schools.
 - Enrollment in Learning Community courses is distributed to the course-school in PiC [credit hour reports](#).
 - We're hoping to finish close to last year's census total for beginning freshmen.
- Housing is doing a good job in getting contracts out sooner this year. Applications are up; we have made arrangements with Park Place for [overflow housing](#). This facility will have the same [residential housing experience](#) as students living on-campus, including special on-site programming, residential assistants, etc.

Establishing Student Class Identification

- Need for a Fundamental Shift in Expectations to Staunch Drop-Out Crisis
As a follow-up to its report three years ago on the dropout crisis in American public education, Civic Enterprises has released a new report that includes the views of teachers and administrators, perspectives missing from its first report. In their surveys and focus groups, the authors found that teachers and administrators supported measures to address the crisis, but less than one-third of teachers thought schools should expect all students to

meet high academic standards, graduate with the skills for college-level work, and provide support to struggling students, and half of principals and administrators felt the same way.

These attitudes have been shaped by experiences in the classroom, particularly with students who showed low skill levels and weak motivation late into high school. Placed side-by-side with results of the earlier survey, in which two-thirds of dropouts said they would have worked harder had more been demanded of them, this newer survey reveals an "expectations gap."

The authors feel that none of the measures that might mitigate the drop out problem – alternative learning communities, an expansion of college-level learning opportunities, learning connected to real-world opportunities, and early warning systems that start in elementary school -- are likely to be successful without a fundamental shift in expectations. <http://www.civcenterprises.net/pdfs/frontlines.pdf>

- Establishing high university expectations for students is a key component for a larger culture of student success. As described in the article below, student can raise their expectations to match those of more demanding institutions.
- We will continue to provide advising and academic support for all students, but with a larger goal of moving students forward in 4 years
- Significant work has already been done in this area at IUPUI through Learning Communities, stressing of the importance of attendance in the Administrative Withdrawal initiative, the establishment of RISE, and a number of other initiatives in University College and the schools.
- In recent years, IUPUI's beginning students increasingly have become traditional in terms of their course load and age. In Fall 2008, 93% of beginners enrolled full-time and 91% of beginners were under the age of 20.
- We know that too often students measure their enrollment as less important than their other activities, particularly work and family obligations. Unfortunately, absent a strong incentive or motivation to continue their enrollment on a full-time basis, a significant number of our beginning full-time students subsequently move to part-time status, delaying their graduation or perhaps not completing their degree at all.
- We want to take steps to promote the students' expectation of completing a degree in four years while at the same time ensuring we are prepared to support students in doing so. Dean Sukhatme has asked the schools to map their courses to a four-year program. At our April meeting EMC discussed the importance of loading degree requirements to the degree-audit system in SIS. This tool is essential to help students and advisors keep students' enrollment on-track through the generation of Academic Advising Reports (AARs).
- There is already a group of current students that is pushing for a class identity for themselves. See example in *Campus Pride Campaign* [presentation](#) (available from the EMC minutes Website)
- Imbuing this four-year degree expectation must start early. Institutions with a long history of serving traditional age students have often taken the step of addressing a newly admitted student as a member of a specific graduating class, as in "Welcome, member of the Class of 2013!" This class identification is carried through other communications and activities including degree-audits, social events, etc.
 - Admissions *Terry Brown*
 - Admissions is now looking at the class of 2014, including how we can integrate this class identity message into our recruiting efforts to make use of targeted communications streams with multiple populations.
 - UTalk/CRM has brought us the ability to manage this with less effort than in the past. Senior prospects, students with PSAT scores, applicants, summer prep, and younger students such as HS sophomores and juniors are among the targeted populations who will receive communications tailored to them.

- For students entering in the Fall of 2010, we will include the message in their letter of admission. We also are looking at sending them a *Save the Date* postcard for May 11, 2014, the date of their graduation.
- Admissions is working with recruiters in the individual schools to continue the identity message post-admissions.
- Admissions also is in contact with the Alumni Office to determine other ways to continue the class identity initiative.
- Among the ideas being floated is providing a decal, t-shirt, or similar items to students when they enter to help the student make the graduation year part of their identity.

- Orientation *Andrea Engler*
 - Though the concept of establishing class identification came fairly late in the year, Orientation jumped on it and created a new student orientation package that includes materials for the Class of 2013. The message is also featured at parent orientation.
 - Students are completing a short survey at Orientation; next year this will be done on a small hand-held device. The survey asks the students:
 - If they have a parents/grandparents who are IUPUI alumni and to identify them
 - The name of someone in their high school who influenced them
 - Characteristics about themselves that would help describe them
This information will be used to help create a profile of the group and to describe the entering class.
 - Andrea noted there has been a change in the bags provided to students at Orientation for their materials. The yellow bags are gone as the program has moved to a recyclable tote with support from campus and the IU Credit Union. The bag has an adjustable strap and promotes *My Green IUPUI*.

- Student Life *Andrea Eickhoff Anderson*
 - Student Life will order and provide “Welcome Class of 2013” buttons for all staff who work in the Campus Center as a way of greeting new students.
 - Student Life is investigating the possibility of hanging a welcome banner on the outside of the Campus Center near the bell tower
 - *Welcome Class of 2013* signs will be used at the entrances of Ball and the apartments
 - There will be a welcome ad in the Sagamore and welcome greeting on the Dean of Student’s website.
 - Student Life also will create messages for earlier classes (2010-2012) so they don’t feel left out.
 - Please send any suggestions to [Andrea](#).

- Communications and Marketing *Suzanne Vick (External Affairs)*

Suzanne made a [presentation](#) on the Campus Pride Campaign. The goals for the campaign are to:

 - Motivate students to continue their enrollment on a full-time basis
 - Create a “brand” for each class
 - Establish high expectations for students as key to creating a larger culture of student success.

Suzanne then described different components of implementing brand identity. They include:

 - Graphics/branding
 - Targeted messaging
 - Programming/Social Events
 - Promotional Items

Suzanne outlined the **P.R.I.D.E. strategy**, followed by a number of tactics, including use of new graphics

P: Pride—Build IUPUI & class pride in students

R: Retention—Retain students in the institution and their projected graduating class

I: Identity—Give students a sense of identity based on their class affiliation

D: Distinguish—Differentiate each class from one another, making each class unique

E: Engagement—Engage students in class activities/programming, now and as alumni



draft example of class identity graphic

- Graphics will be available on the campus [Official Logos and Wordmarks](#) site so they easily can be adopted by units for consistent and broad use. They will be refreshed every few years for later classes so that they remain a look current to the era of the class.
- Kim Stewart-Brinston asked if the graphics can be tailored for specific populations such as students of color. These students often don't see themselves as fully included in the university—how we ensure those communities feel embraced?

To help build the larger recognition, Suzanne would like to stay reasonably close to the standard graphic. One member suggested overlaying the graphic on a [kente cloth](#) background. This would remain consistent with the standard while still connecting with a particular population. Kim will talk more about this with Suzanne.

- Members are encouraged to forward any questions or suggestions to [Suzanne](#).

How schools can support this effort

- Review the *Campus Pride Campaign* [presentation](#) (available from the EMC minutes Website)
- Determine methods in which you can incorporate the class identity initiative in communications with your current and prospective students
- EMC will be sending out a request to learn what each unit is planning or doing and will share the results with all so that good ideas can be adopted in other units.

IUPUI Tuition and Fee Estimator *Dan Youngblood*

- Dan distributed information on a reorganization of the Office of Student Account Services (*née* Bursar, Delinquent Account Services, and Systems Analysis), providing a new organizational chart. Dan also gave members a revised contact list for the unit that includes individual contacts for specific activities. Copies of the org chart appears below.
- Students can now [generate estimates](#) of their tuition and fees based on their residency, undergrad/grad status, entry date, and number of hours carried. The estimate includes tuition and mandatory fees, though does not

include any course-specific charges such as lab fees. Estimates for graduate students are available for individual schools and some programs such as Business MBA, MPA/MST, and Kelley Direct. The current caveat about this being an estimate only will be expanded to make it clearer that it does not include any special course or lab fees.

- Student Account Services has been trying to simplify the fee information by taking steps such as combining multiple mandatory fees into a single one fee.
- A future generation of the tool will include lab fees, special program fees, etc.
- The estimator does not include any student-specific information such as financial aid awards.
- Kathy Purvis noted that institutions will be required have a financial aid net price estimator on their sites within 2 years. The U.S. Department of Education is preparing one which we will review and see if we need to develop one for all of IU. It is in the works, but we need to wait to see the fed's template. The advantage of that would be that the feds would keep it updated with changes in fed regulations.
- The estimator is linked from the Bursar's [Website](#) and the Financial Aid [site](#).
- Dan outlined the new version of the fee deferment plan which allows the student's bill to be paid in four installments. More details are available by visiting [Pay-4 plan](#).

College Enrollment Trends of Domestic Ethnic Minority Students *Kim Stewart-Brinston*

Kim summarized the challenges and opportunities faced by students of color, particularly African-American and Latino, in making decisions on whether and where to attend college. *See below*

Predisposition/aspiration phase

- Students lack knowledge on the application process and a clear understanding of the value of additional education.
- It is important to connect with students while they are at this point to help them understand their educational options and the difference between a job and a career.
- A student's key influencers (parents, counselors, community groups) can make a significant difference in a student's decision on whether and where to attend college.

Search phase

- These students don't have a good understanding of the application, admission, and enrollment timeline and often begin the process very late. We need to get information out earlier on the need for SAT/ACT testing and when to begin the application process to help them get started sooner. This early outreach is of particular importance with Latinos.
- Churches and community organizations often play a key role in encouraging a student to attend college and are more of an influence than the student's school. We need to establish connections with these groups and provide them with information on IUPUI as an option.
- Students don't understand the timeline, often missing our outreach. Going with communications staged by activity (where the student is in the recruiting process) rather than fixed date (a mailing sent to all students regardless of application status) is very helpful with this group. Activity-based communication helps ensure students don't miss important information because they started the process somewhat later.

Choice Phase

- Students make decisions based more on relationships and the recommendations of influencers than on the institution's reputation. Mothers are major influencers—perhaps we should send Mother's Day cards to the mothers of prospects.
- Students need more information about true costs—especially the net cost of attendance inclusive of aid. Otherwise the initial cost (before aid) might make students think they can't afford to go to college.

- Community colleges are a key source—we need to embrace students’ decision to start there. ITCC gets you the job; IUPUI gets you the career.

Data points

Kim distributed admission data on ethnic minority students *see below*

- Looking at transfer students by their month of admission, those who apply and are admitted earlier enroll at a lower rate than those who begin the process later. Typically the earlier applicants are stronger in terms of their academic background, are planning ahead, and have more educational options. Those who apply later are more likely to have fewer options. This is true for beginning students as well.
- It is important to get early applicants to visit the campus as soon as possible to see what is available for them here. Kim has found that even for local high school students, events in the senior year are often the first time the student has been to IUPUI.
- There are significant differences in **how** certain populations apply to the university. While the numbers are up for on-line applications, African-American and Latino students largely use the paper application. We recognize this as a reason to maintain the paper application, at least in the near term.
- In terms of recruiting minority students with strong academic records, we need to be more targeted in the future by getting the right message to the right students. UTalk will be very helpful in this effort.
- IUPUI is seeing solid growth in non-resident minority students we need to build on this growth.
- Multicultural outreach is working to supplement the work of Admissions.
- Kim asked the schools to think about what Multicultural Outreach do to help them in their work and pass along any suggestions or requests.
- Becky noted that with its rapid growth, Ivy Tech staff is overwhelmed. How can we extend ourselves to ITCC students who may be good candidates for continuing their studies at IUPUI?
 - Andrea Engler suggested that Orientation could offer an early program for Ivy Tech students to help them connect with us as soon as possible.
 - Rick Ward noted that the School of Liberal Arts has had an information table at Ivy Tech periodically, but it raised a concern for an ITCC dean that IUPUI was recruiting the students before they had finished their associate degrees. Rick said that we need to be careful so that we don’t appear to be poaching.
 - Members were reminded of the proposed AB4B program (Associate before Baccalaureate) in which IUPUI helps identify courses taken post-transfer that could be applied toward completion of the Ivy Tech associate degree. This allows students to earn the additional credential, helps Ivy Tech with its graduation totals, strengthens the relationship between the two institutions, and is a win-win for all concerned.
- Amanda Helman emphasized the need to build relationships. They are our students, just not enrolled here yet as they are completing their initial studies at Ivy Tech. We can provide support for them with early career and academic counseling. IUPUI staff should adopt the approach of ‘Assuming the Sale’ in talking with a student while visiting Ivy Tech—discussing the student’s next steps after they enroll at IUPUI rather than just hoping they will do so.

School Responses to Planning Questions

As part of the latest Annual and Planning Report process, the schools were asked to address a number of questions regarding their efforts to increase:

- The number of undergraduate degrees their unit grants?
- The number of undergraduate degrees they grant to low-income students (Pell recipients)?
- The number of first-time full-time students who complete degrees in four years?

- The percentage of students completing courses successfully?

A summary and a detailed compilation of the responses are available from the EMC [site](#) with resources on retention and graduation. Members are encouraged to read through this information to see the many ways different units are addressing these important areas and perhaps identify ideas that might be incorporated in their own units.

Fall Admissions and Summer and Fall Enrollment

- *See below*

Other Discussion

- Becky recognized Hasan Akay of Engineering Technology for his participation as a member of EMC. With his retirement near, this was his last EMC meeting.
- Becky thanked members for their involvement in the past year and wished them a good summer. She added that she looks forward to the group beginning its work again in the fall.

Upcoming EMC Meetings and tentative topics

2009-10

September 25	1:00-2:30	CE 264 <i>Note different location</i>
o	Dean Sukhatme’s charge for the year	
o	Demonstration of Enhanced Point-in-Cycle (PiC) and new IMIR sites	
October 30	1:00-2:30	CE 268
November 20	1:00-2:30	CE 305 <i>Note different location</i>
December	No meeting	
January 29	1:00-2:30	CE 268
February 26	1:00-2:30	CE 268
March	No meeting	
April 16	1:00-2:30	CE 268
May	No meeting	
June	No meeting	

JAN. 12, 2009

The 10% Fight Is Back

Location. Location. Location.

That's the theory in real estate, and new research suggests that the same theory may apply to graduation rates, too. Attend a more selective institution and you are more likely to graduate. That may not seem shocking, if you assume that better students attend more competitive institutions. But the new study focuses on the impact of the "10 percent" admissions system in Texas and was done in a way that challenges the theory of "minority mismatch," in which some critics of affirmative action say that graduation rates for minority students would be better if they attended institutions they could enroll at without any special admissions system in place.

The key finding is that minority students in Texas are significantly more likely to graduate if they enroll at a competitive institution through the 10 percent plan than if they enroll at a less competitive, and theoretically easier, institution. In fact the only minority students who don't appear to benefit from 10 percent are those who are below the top decile of their high school classes and who might have previously won admission to a highly competitive institution, but now frequently lose their spots and end up at other institutions. These students see a decline in graduation rates.

The percent plan idea originated as a law in Texas to respond to court rulings against affirmative action, but has been used elsewhere with different cutoffs. In Texas, those in the top 10 percent of their high school classes are assured admission to the public university of their choice — regardless of standardized test scores.

The idea behind the percentage plans is that black and Latino students, on average, don't do as well on standardized tests as do white and Asian students. In addition, Texas is a state with many high schools that are overwhelmingly Latino or overwhelmingly black. Since every high school has a top 10 percent, eliminating the testing requirement meant that these largely minority high schools were going to end up producing good numbers of Latino and black students who would be admitted — without consideration of race in ways that might offend courts or critics of affirmative action — to such competitive institutions as the University of Texas at Austin and Texas A&M at College Station.

In many respects, the plan has been [a major success in Texas](#), helping the flagship institutions to admit more minority students than they would have been able to otherwise — at least while the state was under a court order not to use affirmative action. But ever since the U.S. Supreme Court ruled in 2003 that public colleges could consider race in admissions, University of Texas officials have been pushing to get rid of 10 percent and to instead rely on other admissions strategies (including affirmative action). In the 2007 legislative session, the university was expected to win its fight, but at the last minute, the [10 percent system survived](#).

This year, UT officials are again asking for the admissions system to be changed, with William Powers, the president at Austin, telling the [Texas Associated Press Managing Editors](#) last week that 81 percent of freshmen are now admitted through 10 percent, leaving the institution with too little control over whom to enroll. "We've lost control of our entering class because we don't have any discretion on the admissions," Powers said. In California, where those in the top 4 percent are assured University of California admission, a faculty panel is recommending that [up to 9 percent](#) be admitted that way (although in a key difference from Texas, the California 9 percent plan would guarantee a spot somewhere in the university system, not on a particular campus).

With these debates going on, the new research may challenge several assumptions. The study was conducted by Kalena E. Cortes, an assistant professor of education at Syracuse University, and was presented last week at the annual meeting of the American Economic Association. Cortes used data from Texas on admission of students from various high school ranks to the state's more competitive and less competitive colleges, and then tracked six-year graduation rates.

Her findings go directly to a fear that some have had about the 10 percent plan and that others have about affirmative action generally — namely that it could end up hurting the minority students it is supposed to benefit. According to this [“minority mismatch”](#) idea, minority students who earn admission to competitive institutions (either through a percent plan or more traditional affirmative action) are likely to do less well than they would have if they had enrolled at less competitive institutions. Advocates for this position say that minority students would be more likely to graduate and excel if they ended up at institutions without any mismatch risk. The mismatch argument is popular with some and criticized by others because of its political potency: It allows people to criticize affirmative action not for its impact on white students, but on minority students.

But Cortes found evidence to rebut this assumption.

She found that minority students who attended selective colleges are 38 percentage points more likely to complete college within six years of enrollment than are the minority students who enroll at other colleges. While she found that some of the gap is based on student characteristics and high school characteristics, excluding those elements still left a gap of 21 percentage points.

While similar data were found for non-minority students, Cortes found that the benefits that relate to attending the more elite colleges appear to be clear factors in spurring more minority (and white) students on to graduation. That leaves “no evidence,” she writes, for the mismatch theory. “After adjusting for observable characteristics, there is still a remaining gain from attending a selective college for both minority and non-minority students.”

Admission Update

Undergraduate

Fall 2009

Beginners

				2008 Point-in-Cycle
Applicants	8,633	+751	+ 9.5%	98.3%
Admits	5,544	+275	+ 5.2%	97.2%

Transfers

Applicants	2,864	+ 47	+ 1.7%	85.9%
Admits	1,463	- 363	-19.8%	74.3%

Comments from Chris Foley:

- 1) Freshman admits are now well ahead of last year, though enrollments of freshmen continue to be behind last year. We are doing the following to increase the number of students going through orientation:
 - a. Call-outs to specific populations to sign up for Orientation.
 - b. Working with Orientation to provide a better hand-off of student data.
 - c. We are also reaching out to African Americans to improve our yield on this population.
- (2) The Summer Preparatory Program will also negatively reduce the number of students who are enrolling (because they would have enrolled at higher rates than those we are admitting now).
- (3) NRs seem to be enrolling at a slightly higher rate than last year.
- (4) Given the large number of freshmen admitted in the past 3 weeks, we may see a larger number of students attending later Orientation sessions.
- (5) Transfer admits are catching up to previous years, but are still behind due to a continued lack of access to ITCC and Purdue systems and the general growth in applications.

We are still concerned that our yield on students with SATs between 1000-1299 is being affected because of the lack of competitive scholarships for these students (especially those with 1100-1299).

We are also trying to better understand how the trends for this year may be different from previous years due to the economy.

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

International Admissions

Undergraduate Beginners

				2008 Point-in-Cycle
Applicants	404	+ 62	+18.1%	105.9% <i>(some apps were later withdrawn or delayed)</i>
Admits	174	even	even	100.0%

International Graduate

				2008 Point-in-Cycle
Applicants	1,184	+156	+15.2%	93.2%
Admits	463	+100	+27.5%	71.3%

Comments from Sara Allaei:

- Undergraduate international admits reflect some significant changes in sources of students: the previously-reported decline in Saudi admits continues, with that flow replaced by noticeable increases from a number of countries: South Korea (20%), China (33%), India (24%), Iran (47%), Qatar (267%), and Vietnam (900%).

- Graduate international admits are up by more than 25%. The strongest growth areas are India (62%), Taiwan (100%) and South Korea (33%), with Engineering and Law the two schools with the largest increases. With India representing our second largest international student population, the percentage increase in graduate admits is particularly significant.
- We are starting to see a flow of international transfer students from the Seattle area community college initiative.

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

Graduate Admissions

Comments from David Koerner:

- We are still down a bit in admitted Masters students (1143 compared to 1182 at the same point last year).
- We show a 21.3% increase in admitted PhD students (222 compared to 183 at the same point last year).
- No change in First Professional students (the admission cycle for first professional is complete for this year) – there is 4.4% increase (42 more admitted students compared to last year).
- Graduate Non-degree is still trailing last year (116 compared to 132 at the same point last year). This group of students will become more active in the last 10 days before the start of the Fall Term.

NOTE: There are 679 GRAD applications in the pipeline (CRT, MA, and PhD) for Fall (students have submitted an application and are waiting for dept. decisions about their admission).

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

Enrollment

Summer II		2008 Point-in-Cycle		
Heads	8,616	+ 437	+5.3%	98.5%
Credits	33,933	+ 1,288	+3.9%	99.5%

Fall 2009		2008 Point-in-Cycle		
Heads	16,255	+ 958	+6.3%	53.1%
Credits	183,405	+12,723	+7.4%	54.2%

[Summer I enrollment](#) set records for both [heads](#) and [credits](#).

Notes:

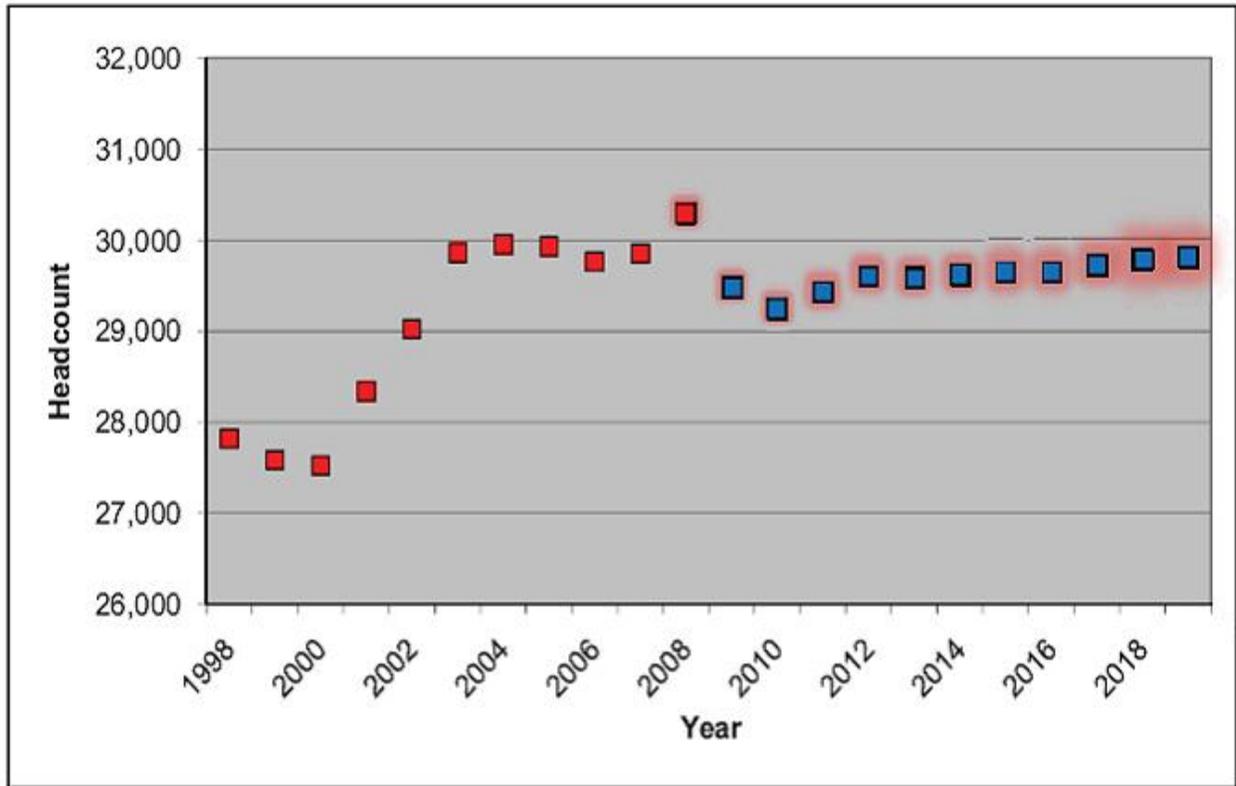
Totals are Indianapolis only.

Fall enrollments are not precisely comparable due to the timing of enrollment for certain populations. Relative enrollment totals will narrow as the summer progresses and especially as enrollment by Kelley Direct students largely shifts to IUB.

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 Fall data are from the 9th week prior to the semester. Summer II data are from the week prior to the start of classes

For more details on enrollment visit <http://imir.iupui.edu/picx>

INDIANA UNIVERSITY PURDUE UNIVERSITY AT INDIANAPOLIS FALL ENROLLMENT PROJECTIONS 2009 - 2019



Actual		Projected	
Year	Headcount	Year	Headcount
1998	27,821	2009	29,490
1999	27,587	2010	29,254
2000	27,525	2011	29,439
2001	28,339	2012	29,614
2002	29,025	2013	29,592
2003	29,860	2014	29,624
2004	29,953	2015	29,654
2005	29,933	2016	29,658
2006	29,764	2017	29,729
2007	29,854	2018	29,791
2008	30,300	2019	29,815

The campus adjusted the projections to reflect the loss of Kelley Direct enrollments, a small drop in the "Summer Prep" program, and also increased undergraduate retention rates.



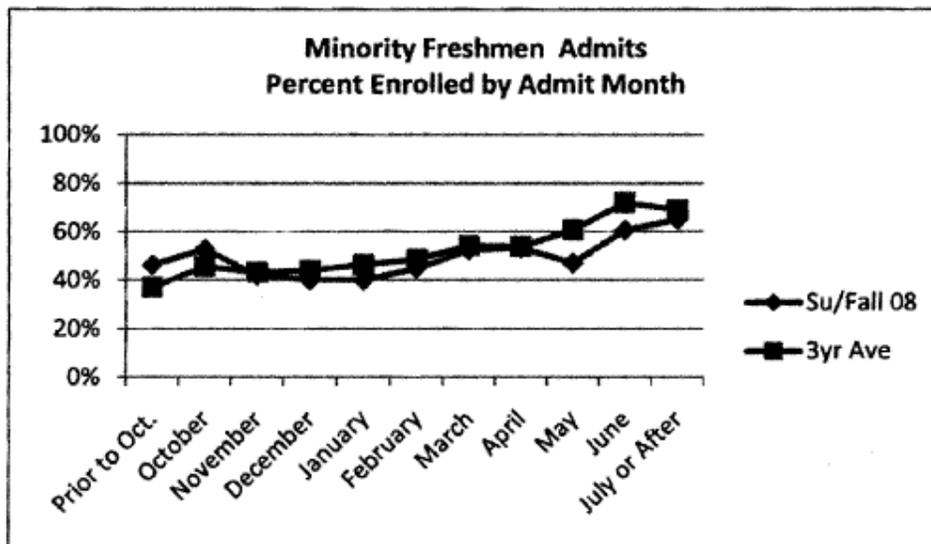
Enrollment Trends of Underrepresented Minority Students

	Challenges	Opportunities
Predisposition Phase	<ul style="list-style-type: none"> • Lacking knowledge on the process for applying to college • Lack understanding of Career vs. Job 	<ul style="list-style-type: none"> • Aspire to Postsecondary Education • Key Influencers can make a difference in attendance of college
Search Phase	<ul style="list-style-type: none"> • Lack of understanding of the college enrollment timeline • Less likely to complete standardized testing prior to 12th grade • Less likely to apply for admissions prior to December of 12th grade year 	<ul style="list-style-type: none"> • More likely to apply to college of choice • Churches, community organizations and special encouragement programs key partners in search phase
Choice	<ul style="list-style-type: none"> • Choice is not made on reputation but more so on relationships • Cost is a major factor for the populations, but little understanding of financial aid persists. 	<ul style="list-style-type: none"> • Mothers are major influencers in a number of communities • Significant enrollments in community college programs

From: DIFFERENCES IN COLLEGE ACCESS AND CHOICE AMONG RACIAL/ETHNIC GROUPS: Identifying Continuing Barriers
 Sylvia Hurtado, Karen Kurotsuchi Inkelas, Charlotte Briggs, and Byung-Shik Rhee, journal of higher education research

Minority Freshman Admits - Percent Enrolled by Admit Month

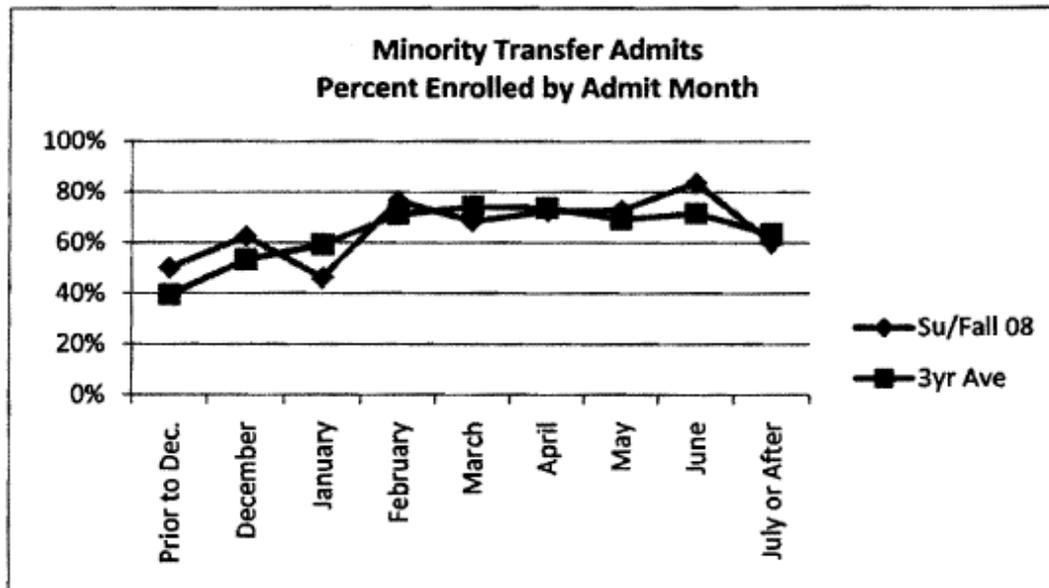
Admit Month		Su/Fall 06	Su/Fall 07	Su/Fall 08
Prior to Oct.	Number of Admits	19	34	54
	Pct. Enrolled	21%	44%	46%
October	Number of Admits	55	52	91
	Pct. Enrolled	47%	37%	53%
November	Number of Admits	101	83	136
	Pct. Enrolled	45%	43%	42%
December	Number of Admits	133	140	132
	Pct. Enrolled	50%	42%	40%
January	Number of Admits	105	135	135
	Pct. Enrolled	50%	49%	40%
February	Number of Admits	96	108	98
	Pct. Enrolled	58%	43%	45%
March	Number of Admits	89	100	130
	Pct. Enrolled	62%	49%	52%
April	Number of Admits	55	65	79
	Pct. Enrolled	56%	52%	53%
May	Number of Admits	42	59	85
	Pct. Enrolled	64%	71%	47%
June	Number of Admits	57	23	33
	Pct. Enrolled	77%	78%	61%
July or After	Number of Admits	64	9	43
	Pct. Enrolled	64%	78%	65%



Note: Students who previously applied as a transfer are excluded. Students are counted as enrolled if, for summer admits, they enrolled summer or fall term and, for fall admits, they enrolled fall term.

Minority Transfer Admits - Percent Enrolled by Admit Month

Admit Month		Su/Fall 2006	Su/Fall 2007	Su/Fall 2008
Prior to Dec.	Number of Admits	14	15	12
	Pct. Enrolled	29%	40%	50%
December	Number of Admits	21	10	8
	Pct. Enrolled	57%	40%	63%
January	Number of Admits	21	35	13
	Pct. Enrolled	71%	60%	46%
February	Number of Admits	47	42	17
	Pct. Enrolled	72%	64%	76%
March	Number of Admits	79	65	57
	Pct. Enrolled	76%	78%	68%
April	Number of Admits	60	51	65
	Pct. Enrolled	80%	69%	72%
May	Number of Admits	86	88	70
	Pct. Enrolled	72%	63%	73%
June	Number of Admits	79	68	67
	Pct. Enrolled	62%	69%	84%
July or After	Number of Admits	121	84	70
	Pct. Enrolled	67%	63%	60%



Note: Students who previously applied as a transfer are excluded. Students are counted as enrolled if, for summer admits, they enrolled summer or fall term and, for fall admits, they enrolled fall term.

SAT Test Scores

Count of SCORE_MAX_RANGE	Column Labels			
Row Labels	4078	4088	4098	Grand Total
American Indian/Alaska Native	16	20	36	72
1000-1199	3	6	10	19
1200-1299	1		3	4
1300+	1			1
900-999	2	4	9	15
Less than 900	5	6	8	19
Score Undetermined	4	4	6	14
Asian	224	289	329	842
1000-1199	80	115	114	309
1200-1299	11	26	25	62
1300+	13	11	32	56
900-999	36	49	58	143
Less than 900	53	57	60	170
Score Undetermined	31	31	40	102
Black/African American	959	1046	1136	3141
1000-1199	112	149	142	403
1200-1299	11	13	16	40
1300+	3	6	7	16
900-999	185	224	225	634
Less than 900	527	527	573	1627
Score Undetermined	121	127	173	421
Hispanic/Latino	245	312	378	935
1000-1199	63	84	111	258
1200-1299	12	12	8	32
1300+	3	3	6	12
900-999	64	79	84	227
Less than 900	82	108	124	314
Score Undetermined	21	26	45	92
Grand Total	1444	1667	1879	4990

Method of Application for Admission

Count of APPL_RCVD_MTHD_CD	Column Labels			
Row Labels	4078	4088	4098	Grand Total
American Indian/Alaska Native	16	20	36	72
HRD	11	8	19	38
WWW	5	12	17	34
Asian	224	289	329	842
HRD	117	96	72	285
WWW	107	193	257	557
Black/African American	959	1046	1136	3141
			1	1
HRD	792	742	780	2314
WWW	167	304	355	826
Hispanic/Latino	245	312	378	935
HRD	148	168	180	496
WWW	97	144	198	439
Grand Total	1444	1667	1879	4990

HRD: Hard Copy application

WWW: Application submitted through the Web

Resident Status of Applicants

Count of PRSN_OFCL_RES_C	Column Labels			
Row Labels	4078	4088	4098	Grand Total
American Indian/Alaska Nat	16	20	36	72
NonResident	2	2	5	9
Resident	14	18	31	63
Asian	224	289	329	842
NonResident	50	72	98	220
Resident	174	217	231	622
Black/African American	959	1046	1135	3140
NonResident	105	92	126	323
Resident	854	954	1009	2817
Hispanic/Latino	245	312	378	935
NonResident	30	30	43	103
Resident	215	282	335	832
Grand Total	1444	1667	1878	4989