

IUPUI
Academic Policies and Procedures Committee
Minutes
Friday 1/7/05

Minutes

- The minutes from the 12/3/04 meeting were distributed

Announcements from the Chair

- Spring Enrollment update
 - A report with enrollments as of 1/7 was distributed
- Admissions update
 - The combined admits for Fall 2004 and Spring 2005 were essentially unchanged from last year. Spring was down as much as Fall was up and Fall was up due to the extended admission deadline
 - Fall 2005 numbers look good, though with the caveat that part of this may be the result of improved turnaround time due to imaging and greater familiarity with working in the SIS environment. Mike Donahue will be in a better position to comment on comparability by the next meeting
- Financial Aid update
 - Processing seems to have gone well
 - Numerous e-mail communications were sent to Financial Aid recipients in November and December. These messages provided details about the process and status of packaging and directed the students to OneStart for individual details. Some of the messages were targeted for specific populations of aid recipients
 - Eligible students were contacted in late December and offered the opportunity to request book vouchers to buy their books through January 8th. Approximately 480 students requested the vouchers. Should eligible students have missed that window, they can request short-term loans from Financial Aid beginning January 10th. Both the vouchers and loans are advances on the excess aid (refund) the student is scheduled to receive but where the aid has not yet arrived
 - New staff have been hired
 - Staff are monitoring and working any lines in Financial Aid to perform triage and get students directed to other resources or locations as appropriate
 - If questions arise that require the involvement of Bursar personnel, a system has been established to allow immediate contact through paging and call-backs. This is working very well
 - A satellite location for short-term loans will be set up in University College for the first week of classes. Students will be screened for eligibility through a special station in Financial Aid and directed to UC to complete necessary paperwork. *Note: the number of students*

seeking such loans was small enough that they could be processed in the Financial Aid Suite and the UC location was closed by noon on January 10th

- Sallie Mae has a staff member on-site in CA136 to help with Master Promissory Notes and related issues
- Enrollment Services Update
 - Staff from Enrollment Services, the Bursar, and Communications and Marketing met in December and January to go over Spring start-up plans. The goal is to make sure things are working correctly and to help minimize anticipated lines
 - The week of January 3rd Enrollment Center staffed a table in the lobby providing services and directions similar to what Team IUPUI provides the first week of classes. Enrollment Services has staff working the line in the Financial Aid Hallway to answer questions or to direct students to other resources, including OneStart, whenever appropriate
 - *Resources to Get the Semester Off to a Smooth Start Handout see attached*
 - The handout contents also are linked from www.iupui.edu
 - The handout is being distributed in the Enrollment Center and at the table in the Cavanaugh lobby
 - *Welcome Back Website* registrar.iupui.edu/welcome
 - The *Welcome Back Website* was first used for the Fall of 2004 and has been modified for this Spring. The site and the handout cover much of the same material
 - The *Welcome Back Website* is linked from the Bursar and Registrar sites
 - The Office of the Registrar sent a *Welcome Back* e-mail to all currently enrolled students. This message urged the students to print their schedules from OneStart prior to the first day of classes so to avoid possible overload issues. It also directed them to the *Welcome Back* website
 - IUPUI has announced that applicants who have earned an Ivy Tech Associate Degree are excused from paying the IUPUI application fee if the individual uses a paper application. Applicants who have earned 45 semester hours of credit and are enrolled at Ivy Tech at the time of application will be similarly excused. This is effect for the 2006 terms and beyond.
 - Mary Beth Myers reported that the number of FN grades for Fall 2004 is consistent with earlier Fall terms. This means that the cancellation of the washout did not leave more students enrolled and confirms that the enrollment numbers were not inflated. Students were informed several times of the non-cancellation and reminded of the importance of withdrawing should they choose not to attend
 - Parking Services will be ticketing the first week of classes. The explanation is that continuing students have had ample time to get their permits and not ticketing the first week can lead to abuses by

those not intending to get permits, such as construction workers who otherwise have been directed to park at Bush Stadium and take the shuttle

- Please notify Becky of any issues or with suggestions on improving the process

Academic Affairs Committee Report *Betty Jones, Chair*

- Spring 2005 Agenda Items (to date)
 - Continue reviewing/make recommendation regarding academic honors criteria for students transferring from Ivy Tech with outstanding records
 - Review drafts from Educational Policies Committee regarding a university wide general education policy
 - Continue to monitor reports from Enrollment Management and Retention and Graduation Councils
 - Monitor and respond to university wide activities regarding transfer of credits
 - Respond to proposed changes to the principles of undergraduate learning
 - Review Guidelines for Designating Experiential and Community-Based Learning at IUPUI
 - Resume work on developing a campus-wide Policy for Undergraduate Probation, Dismissal and Reinstatement (AAC last worked on this in November 2003)
- Spring 2005 Academic Affairs Committee Meetings
 - 3rd Wednesday of each month, starting January 17
 - Physical Education conference room, PE 253

Items for Review, Discussion, or Action

- Update on SIS/SES
 - Don Hossler has stepped down from his co-leadership of the SIS/SES and at the end of the academic year will return fulltime to his faculty position. Neil Theobald and Doug Priest will assume his SIS/SES duties in the interim
 - In reviewing the SES plan, University administration has opted for additional study of which activities should be handled centrally and which decentrally at the different campuses. This review involves internal and external consultants in the next two months with a report due in March. Art Lindeman is the internal consultant
 - Becky and Don have made and will continue to make the case that these activities need to have a close connection to functional offices.
 - As a result of the additional review some SIS staff have been extended in their positions as a transition step and customizations and enhancements to the SIS have been put on a back-burner
 - SCS has found a way to make catalog years work more easily in degree audit and is willing to share that with other schools who use the date of entry to the school as the catalog for a student's curricular requirements

- Mike Donahue noted there are some conversion issues for a group of students who were inactive in legacy. In these cases transfer credit may appear in legacy that does not appear in SIS. Should members find any such records, contact Mike who is working with the Office of the Registrar to update these records on a regular basis. Mary Beth Myers briefly discussed data conversion issues for transcripts.
- Nomenclature for Experiential Learning *Steven Jones (see attached)*
 - The proposal aims to provide some standards for the schools and department and allow better reporting of activity, recruiting of students, and better reflection of the student's work on the transcript
 - This proposal has been shared with the deans
 - In response to a question about whether Purdue would have problems with the additional information on the transcript, Mark Grove responded that even if Purdue's policy or technology did not allow all that was included in the proposal, students could always get a transcript from IUPUI
 - Victor Borden noted the complicated nature of this effort, including adding transcript notations for
 - All students in the course
 - All students in a section of the course
 - Some students in a section of the course
 - Mary Beth is investigating how these different populations may be managed as well as how information could appear on the transcript. This will have to be done within the extant functionality of the SIS
 - The committee drafting the proposal has consulted with Betty Jones and will bring the proposal to the Academic Affairs Committee of the Faculty Council for comment. As this is an administrative and not a policy-setting proposal, committee members do not believe it needs further approval
 - The goal is to get this started, at least in part, for Fall 2005. An audit of current courses is likely the best starting point and members of the committee are reviewing ways to help the academic units begin the process. Mary Beth noted that the scheduling officers would be coming in to review their Fall course offerings at the end of January and if possible, a good time to start
 - Members of APPC were supportive and were asked to talk with colleagues in their schools and send any questions or concerns to Steve Jones jonessg@iupui.edu
 - *Following this APPC meeting, Dean Plater sent a last call for comments to the deans on January 10th, asking for responses and comment by the end of January*
- Student Enrollment Fee Assessment and GPA Statistics *Mary Beth Myers (distributed with the December minutes and attached)*
 - Members were supportive of the proposed option
 - Questions should be directed to Mary Beth mbmyers@iupui.edu

- International recruitment “scholarships” proposal *Sara Allaei (see attached)*
 - Sara distributed materials on several different initiatives designed to offset new government charges and which should serve as a recruiting tool
 - The cost for covering SEVIS charges is estimated at \$30,000-40,000 and will be charged back to the appropriate schools at the end of the refund period. The deadline for application may keep the number somewhat smaller
 - Information will be in admissions packets
 - Members were asked to help push the information to directors of graduate programs
- Results of Student Tracking Phone Survey *Victor Borden (see attached or visit registrar.iupui.edu/emc/enrollment.shtml)*

Victor presented a summary of responses to the survey (attached). Among the highlights were:

- A significant percentage of respondents reported problems with understanding or navigating the system, with finding course offerings and class numbers the most reported problem with registration and the reason most given for registering late. Within the registration responses, an equal percentage of students responded that it was hard at first, but they figured it out later.
- The reasons most cited for not returning involved personal finances, employment, and personal issues, with transferring to another institution fourth on the list. Half of those who named an institution to which they were transferring cited Ivy Tech and Victor reminded members of the price differential. That specific reason (enrolling elsewhere due to lower costs) was cited by only 1% of the respondents as the main reason for not returning while trouble with Financial Aid was cited by 3% of respondents.
- A number of students who have not enrolled this term reported that the follow-up contact has had a positive impact on their future enrollment at the university
- A number of students reported problems getting into their desired major program, especially Nursing. An updated brochure with alternate health and health-related programs is now available in the Enrollment Center

In his summary, Victor noted that 12% of respondents noted their decision to enroll this term was influenced by contacts made by the schools this summer. 58% of those who did not return this Fall said the contact encouraged them to consider returning for a future term. IMIR will conduct additional follow-up on these data by school to help determine where specific strategies were more effective

- Work and family changes produced the expected set of responses in terms of working more hours and new babies, though a significant number of respondents notes that courses were not at times that worked for them.
- The two leading responses in advising were advisors not being knowledgeable or helpful and that the advisor wasn't available/advising hours don't work for the students.

- When students were asked at the end of the survey if they had anything to add, the most frequent response was no. The next largest response (23% of those answering the question) reported their positive feelings about the university
- For additional categories and responses see the attachment below.

Mark categorized the responses into a number of categories for possible action

1. Areas where we can focus efforts on improvement. These include

- Difficulties in understanding the system and navigation (though as many respondents noted they found it hard at first but figured it out as reported it difficult to use/navigate)*
- Hard to find course offerings and class numbers*
- Poor instructions and information/communication
- Aid delayed
- Trouble with aid

* we hope these will lessen as part of a general learning curve, but additional steps clearly need to be taken to point students to the insite-like *Schedule of Classes* and to the detailed registration instructions. Both of these exist outside of OneStart and that poses a problem along with students' general lack of interest in reading instructions.

2. Areas where responses must come from the schools, though in some cases they may not be able to respond to the students' satisfaction

- Transferring to another institution/Not the right place for me (one of the most common responses for the latter was a concern about classes being "too large")
- Can't get into desired program (Nursing was the most-frequently named)
- Closed classes and closed classes where waitlist was not successful
- Classes not offered when I can take them (highest-rated response in problems getting desired courses group)
- Courses not offered this semester
- Don't offer the major in which I am interested
- Interest in internet/correspondence classes

3. Academic Advising (schools and UCOL)

- Advisor not knowledgeable, helpful
- Advisor not available/advising hours don't work for me

4. Start-up issues

- We hope that most of the technical issues students cited for the Fall have been addressed, though January will be the test in terms of concurrent requests for access, especially the 10th and 11th with the start of the term
- We hope that the user id and password issues will lessen as students become more familiar with their use
- We hope that some of the customer service and line issues will lessen as we become more familiar with the system and work through set-up and processing errors

5. Things we recognize but can't do much about such as cost or PS-delivered functionality that won't be modified, or at least not soon. We can try to mitigate some (see 1 above for several areas) and others may improve as students become more familiar with the new tools.

- Navigation and problems with the different modules
- Hard to find course offerings, class numbers
- General unhappiness with OneStart
- Cost, including students transferring to other institutions for reasons on cost, though that reason was only specifically cited by seven respondents. We know that the actual number is higher as it is likely the main reason for the interest in Ivy Tech

Becky noted that the tools we have now, particularly in registration, won't be changed for at least another year. This is both an issue for stability of the system and availability of resources.

6. Issues that rest with the student

- Nearly all personal and work-related issues. A significant portion of the responses in "main reasons not registered this Fall" also fell into this category
 - Procedural issues such as holds on records, required course authorizations, and term activations for students who stopped out and were not activated automatically
- The late-December passing of Brad Lighty of Social Work was recognized at the end of the meeting. Irene Queiro-Tajalli noted that the school was in the process of establishing a scholarship in Brad's memory and would share information with APPC when available.

Future Agenda Items

- Planning and Institutional Improvement Resources and Services
 - Testing *Howard Mzumara*
 - Surveys *Victor Borden*
 - Enrollment and Retention Reporting *Kathy Burton*
 - Planning and Program Review and Evaluation *Karen Black*
- New SAT Writing examination *Howard Mzumara*
- Intercampus Transfer & Returning Student Processes *Enrollment Center*
- Prior Learning Assessment *Amy Warner*

Meeting Dates and Locations

February 4, 2005	CA 136
March 4, 2005	CA 136
April 1, 2005	CA 136
May 6, 2005	CA 136

DRAFT

Guidelines for Designating Experiential and Community-Based Learning at IUPUI

For a variety of reasons, not the least of which are the needs to report our activities more accurately and to have consistent thresholds and campus standards for different types of instruction, IUPUI has developed a standard nomenclature that makes meaningful distinctions among different types of experiential and community-based instruction. This nomenclature will enable us to adopt both a consistent naming structure across departments and schools and minimal standards for noting experiential and community-based instruction on transcripts and other formal documents issued by the IUPUI.

The following guidelines apply to any transcript notation that is designated by a course title and number. For reporting purposes, only those activities included within the categories of experiential learning and community-based instruction below will be officially reported. Accordingly, academic units will need to develop appropriate procedures and practices to record student learning experiences on transcripts by enrolling students in appropriate courses with appropriate designations as described below.

Identifying which experiential learning occurs substantially in the community will allow us to fulfill several institutional assessment goals:

- Build on the work of our Civic Engagement Self Study.
- Develop student civic engagement benchmarks consistent with the recommendations of the Committee on Institutional Cooperation's Committee on Engagement. The CIC consists of the chief academic officers of the Big Ten universities and the University of Chicago.
- Begin building evidence that demonstrates our adherence to North Central Association's new accreditation criteria, particularly Criterion 5, Engagement and Service.

Experiential Learning

Experiential learning is defined as formal, supervised learning experiences that rely substantially on students' applying through direct experience the knowledge and information acquired through reading, simulations or electronic exercises, faculty instruction, or other modes of learning directly within the context and duration of the course. Consequently, experiential learning entails the integration of

- knowledge—the concepts, facts, and information acquired through formal learning and past experience;
- activity—the application of knowledge to a “real world” setting; and
- reflection—the analysis and synthesis of knowledge and activity to create new knowledge.

Experiential learning may occur on campus, in the community, or both. Although many co-curricular student activities can also be categorized as experiential learning, this

document applies only to those activities that are linked to students' academic coursework.

The intent of this statement of nomenclature is to permit IUPUI academic units, faculty, and students to understand and to record these types of learning and, further, to identify which are based substantially in the community, either in off-campus settings or applied to off-campus situations. In making decisions about the classification of experiential learning, judgment of individual faculty and approval of the academic department will be required. These guidelines have been developed to provide assistance in this process, and to ensure reasonable consistency across the campus. The recognized categories of experiential learning are specified below.

Credit or Non-credit

The academic transcript provides a record of a student's performance at the university. As such, it must present information in a manner that is meaningful and intelligible to someone outside of the university, including other institutions and employers, among others.

While the academic transcript typically records performance in a traditional semester-based course presentation (department, course number, course title, credits, and grade), non-course transcript notes may be used. Current examples of these are completion of an honors curriculum and completion of a significant undergraduate research experience.

Faculty of each unit retain full authority for creating courses, for assessing learning, and for determining credit. Any course that awards credit must be offered in accord with applicable Indiana University policy regarding the authority to offer credit instruction; however, the faculty of a unit, upon approval of the department chair and dean, may delegate to appropriate administrative officers (e.g. internship directors) who may not have faculty appointments, responsibility for supervising non-credit experiential learning noted on students' transcripts.

The process for noting experiential and community-based learning on transcripts described below presumes two levels: non-credit and credit. A non-credit transcript notation signifies that the experience was a legitimate learning experience that had a minimal threshold level of academic engagement while meeting two additional criteria: (1) faculty supervision, and (2) reflective components through which the student and the supervising faculty member or internship director assess the experience as learning. Reflective components include, but are not limited to, written and/or oral analyses that link experiential learning experience with course goals and concepts.

The second transcript notation would assign credit and meet three criteria: (1) faculty supervision, (2) reflective components through which the student and supervising faculty member or internship director assess the experience as learning, and (3) learning achievements significant enough to warrant credit--from one credit hour to whatever limit the faculty of the unit awarding credit permit for a single course. In both

instances, a student must be formally enrolled in a course. Only internships that are noted on the student's academic record will be counted for purposes of reporting internships at IUPUI.

At both levels, other distinctions are possible contingent on the assessment of the supervising faculty member or the internship director. One such distinction would be whether the experiential learning component of a course is an individual student option, with or without credit, or whether it is required of all students in the course. In all instances, the unit faculty determine the standards for credit and how much, but the nomenclature and classifications described below define the minimum criteria by which the university will acknowledge the experience as a formal learning experience.

Categories of Experiential Learning

The following list provides definitions of the types of experiential learning courses that will be tracked on transcripts and other official documents issued by IUPUI through the Office of the Registrar. Most of these definitions have been adapted from established, nationally referenced sources (see references section below).

All courses listed on the transcript must meet the criteria noted above.

Clinical education: Entails the practice of learned didactic and experiential skills, most frequently in health care and legal settings, under the supervision of a credentialed practitioner.

Cooperative education: Special program offered by a department or school in which students alternate work and study, usually spending a number of weeks in study (typically full-time) and a number of weeks in employment away from campus (typically full-time). Alternatively, cooperative education may occur when students simultaneously attend classes part-time and work part-time during consecutive school semesters in an intentionally planned and coordinated way. Students receive academic credit for cooperative education when the experiences meet the criteria for credit (i.e., faculty supervision, reflective components, evidence of learning).

Field work: Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied; especially frequent in fields including anthropology, archaeology, sociology, social work, earth sciences, and environmental studies.

Internship: Sustained work experience in a student's field of interest assessed by a faculty member and supervised by an employer who is not the faculty member. Work can be part-time or full-time, paid or unpaid, on-campus or off-campus. The design of the internship determines whether or not the student may earn academic credit or have a formal transcript notation

Practicum: A course or student exercise involving practical experience in a work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional preservice education.

Service learning: A course or competency-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and (c) an enhanced sense of civic responsibility.

Student teaching: A student in preprofessional and preservice teacher education who is gaining required and evaluated experience in supervised teaching.

Study abroad: Students earn academic credit for coursework that occurs outside of one of the fifty states or the District of Columbia.

Identifying Attributes of Experiential Learning in Community Settings

In order to more fully track the richness and variations of students' experiential learning on their transcripts and to identify which of the experiences occurred substantially in the community, IUPUI will also identify appropriate courses with the following designations. One or more of the following formal designators may be applied to any course in the categories noted above.

Community-based research: This includes, but is not limited to, field work, e.g., courses in which students complete research in which they collect data in a community setting and/or share findings with community entities in a service-learning course or an internship.

Service-learning: Courses in which students participate in service learning as defined above.

Community: Courses in which students spend a significant amount, e.g., one-third, of their time in a community setting in ways that contribute to learning objectives of the course.

Immersion: Courses in which students are immersed in a culture different from one's own while extending the study of the course content. Such courses include, but are not limited to, courses taken as part of a study abroad experience. They may also include field work, practica, internships, and all other categories defined above, provided such experiences involve immersion in a culture different from that of the student.

Internal Tracking and Reporting

IUPUI will identify courses in such a way that allows for consistent tracking and reporting of enrollments in courses using the categories and attributes listed above.

References

Bringle, R.G., and Hatcher, J.A. (1995). A service-learning curriculum for faculty. Michigan Journal of Community Service Learning, 2, 112-122.

Hawes, G.R., and Hawes, L.S. (1982). The concise dictionary of education. New York: Van Nostrand Reinhold Company.

Friday, January 07, 2005

STUDENT ENROLLMENT FEE ASSESSMENT AND GPA STATISTICS

BACKGROUND: Historically at IUPUI, students registered for classes were assessed fees based on the level of the classes in which they were registered rather than the student's academic level. With this model, a student who had completed an Undergraduate degree but needed to take some number of UG courses to fulfill prerequisites for a graduate program could be registered as a Grad Continuing Non-degree student and assessed at the UG rate because of the classes being taken. If students were taking Graduate courses, they would be assessed at the Graduate rate. Similarly, students completing last courses toward an UG degree who decided to also take graduate courses during that term were assessed fees based on the coursework taken.

TWO ISSUES:

Fees: In the new SIS system, because of the nature of the PS design for fee assessment, in the scenarios described above the student will be assessed either graduate or undergraduate fees based on their Program of enrollment, irrespective of the level of registered courses. There is interest in identifying a possible workaround so that students continue to be assessed based on level of the classes taken.

GPA Stats: If a student is enrolled as a Graduate students, irrespective of the level of courses in which they are enrolled, their GPA statistics will be accumulated as part of the Graduate summary. In the first case discussed here, if the student enrolled through the Grad non-degree program is enrolled in UG classes, that UG coursework will be the beginning of their Graduate GPA statistics on their official transcript.

OPTIONS:

1. Continue assessing students based on the level of their academic program, regardless of the level of registered courses.

Student Fees: Students will be assessed at the Graduate rate, even for Undergraduate courses. UG students would be able to take Graduate classes while being assessed the UG rate.

Grad School Income: Grad School will suffer no loss of revenue.

Transcript Statistics: No change here. We would continue to include the coursework in the enrolled program summary on the official transcript, irrespective of the level of coursework being taken.

2. Continue current registration practice but have Bursar make adjustments to assess per class level.

This would require a modification to the system. It should be pointed out that this was presented to the SIS Exec Committee and, given the nature and scope of other requested modifications, the decision was made not to approve a system modification to assess students by their course level. (Projected cost of modification: \$). Instead, a change in the fee policy for IUPUI and the regional campuses was recommended. That recommendation went forward and was approved for all seven campuses at the

university level. This is our current state. Note also that this fix would address the fee issue only, having no effect on the current status of the GPA statistics on the transcript.

3. Adjust the student's Program/Plan to reflect the level of coursework

Allow students who are completing UG prerequisites (either for admission to a second UG program or for admission to a Grad degree program) to enroll in courses for a single term as an UG, non-degree student. If they have recently graduated with an UG degree, for example, they may continue for one semester in a non-degree program in the school from which they recently graduated. Those taking Grad prerequisite courses would continue to go through the Grad non-degree program.

Student Fees: Students will be assessed correct fees, based on their UG or Grad program.

Grad School Income: Grad School app fee income will decrease (by the number of students currently enrolled as Grad non-degree students taking only UG courses who would, under the new plan, be enrolled in an UG program).

Transcript Statistics: GPA statistics will be accumulated based on the program (level of coursework being taken).

Option #3 could be enforced in two ways:

- Schools should process potential degree recipients prior to priority registration for the next term. This will prevent term activation into that "soon-to-be completed" program. If that student wants to register for the upcoming term, they would see an advisor who could then take the correct action.
- Could set career pointers so that UG students could register ONLY in UG courses

Note that the Career Pointer could be overridden at appropriate times and the individual taking that action would just need to be aware of the loss of income which would result from that action.

For the students enrolled in both Grad and UG classes, while they could maintain two Program/Plan stacks on the Student Records side, that would cause problems for fee assessment per Student Financials. If there are issues with assessment, there will also be FA implications. As a result, the recommendation would be that this "mixed" group be enrolled and assessed as Grad CND students (36 affected for Fall 2004). To assure just treatment of this smaller number of students, we could investigate the possibility of having the GND Coordinator award fellowships to these students to offset the overcharge; this award would only be possible if the recommendation at the end of this proposal is adopted, as no funds currently exist to allow this adjustment.

Data from Fall 2004

Total GCND9 students term activated for IUINA 4048	1737
Enrolled in both grad and ugrad courses	36
Enrolled in grad courses only	398
Enrolled in ugrad courses only	509
Not enrolled	794

Ramifications:

Lost income for Graduate School = $509 \times \$50 = \$25,450$

Would require increased advising at UG level as many students would be contacting their UG school/department.

Recommendation:

Proceed with Option #3. To offset loss of income to the Graduate School, a portion of the Graduate application fee from all graduate and professional students could be appropriated to the Graduate Office, to link income to the real work of the Office.

Incentive Scholarships for International Students

BACKGROUND AND RATIONALE

Following the events of 9/11/01, federal policies and regulations in the name of national security—most notably the Student and Exchange Visitor Information System (SEVIS)—have placed tighter controls on student and exchange visitors and the student visa issuance process. The net perception overseas is that the U.S. is a far less welcoming place than it was several years ago. There has been a drastic decline in international enrollments at many institutions in the United States over the last two years as foreign students choose to study in other countries instead of the U.S.

Effective September 1, 2004, the U.S. Department of Homeland Security has implemented a new fee of \$100, in addition to the standard visa application fee of \$100, which must be paid before a student visa can be obtained. This new fee will be perceived abroad as just one more indicator— that the U.S. is no longer the welcoming land that it once was for international students.

In this context, it can be anticipated that competition for the international student market will become more and more competitive. At this critical juncture, enrollment incentive programs that serve as a positive counterbalance to current perceptions may be the only way to maintain and grow international enrollment at IUPUI.

This document outlines two programs to stimulate interest in IUPUI and foster enrollments, by offering a tangible message that IUPUI remains a place of opportunity that genuinely welcomes its international students.

PROGRAM I: VISA-RELATED FEE “VOUCHERS” --\$200 REIMBURSEMENT FOR EACH NEW INTERNATIONAL STUDENT VISA HOLDER (**UNDERGRADUATE AND GRADUATE**)

This program will serve as a marketing tool to draw attention to IUPUI. A number of U.S. colleges and universities will offer to pay the \$100 SEVIS fee as a recruitment incentive. Procedures for paying this fee up front are complex and do not guarantee the student's enrollment. By offering a \$200 “reimbursement” program to be promoted with its recruitment materials, IUPUI can avoid complex administrative processing issues while setting itself apart from other institutions.

Though marketed as a reimbursement, the visa fee voucher program will be administered via a direct posting of a one-time award of \$200 to the bursar account of all new degree-seeking international student visa holders at IUPUI during their first session of enrollment. The fees will be charged back to the school in which the student has enrolled.

Not all new students included in the program will have incurred \$200 in visa-related expenses. However, conducting an analysis of actual visa fee expenses incurred would be complex and prone to error, thereby generating significant administrative costs not warranted by the size of the awards.

PROGRAM II: INCENTIVE SCHOLARSHIPS FOR **UNDERGRADUATE** STUDENTS

The international student incentive scholarship program provides a \$1000 renewable scholarship to every beginning international undergraduate student, and onetime awards of \$2000 for international transfer students. This is similar to the types of programs that US universities will be offering as competition for international students increases. For example, IUB implemented a similar program for Fall 2004.

IUPUI PROGRAM CHARACTERISTICS

- * \$1000 incentive awards to all “fully qualified” beginning international students, renewable with maintenance of 3.0 semester and cumulative GPA.
An approximate GPA of 2.5 is typically required of international admits at IUPUI.
- * \$2000 one-time awards for fully qualified transfer students
- * International students qualifying for in-state tuition would not be eligible.
- * SAT not required if not enrolling at IUPUI directly from a U.S. high school.
- * Applications must be submitted by the priority international application deadline.
- * Schools retain the option to offer additional incentives.
- * The scholarship can be stacked with other merit scholarship programs for qualified students.

PROGRAM ADMINISTRATION

Mechanisms are already in place for the Office of International Affairs (OIA) to nominate qualified applicants for IUPUI merit scholarships administered by the Office of Student Scholarships (OSS). The incentive scholarship program for international students also would be administered by OSS in cooperation with OIA

PROGRAM ASSESSMENT

The following schedule of assessment activities is suggested:

Fall 2004	Benchmark yield rates with no incentives in place.
Fall 2005	Compare yield rates, obtain benchmark one-year retention data, survey recipients to determine influence the awards had in their decision to attend IUPUI
Fall 2006	Survey recipients, compare yield rates, GPA & one-year retention data, [initial evaluation based on preliminary information]
Fall 2007	Survey new students, compare yield rates & one-year retention data, survey all student recipients of the award to attempt to determine the role the awards played in their decision to attend IUPUI, compare enrollment trends with other U.S. institutions
Spring 2008	Make decision on program adjustments/continuation [entire fall semester will be needed for thorough data collection & analysis]

Given this assessment schedule and printing deadlines for recruitment materials, the initial commitment to the program is through Fall 2008. If at any point a decision is made

to terminate the program, there would still be a residual commitment to continuing students for 4-5 additional years.

INCENTIVE AWARDS FOR GRADUATE INTERNATIONAL STUDENTS

Many graduate programs already offer financial assistance to their students, both domestic and international, in the form of assistantships, fellowships, and/or scholarships. For these reasons, the incentive scholarship program applies only to undergraduate students. Schools that do not currently offer scholarships to international students paying full out-of-state fees and that seek to increase their international graduate enrollments may want to consider developing scholarship programs and may consult with OIA on options for developing their own incentive programs.

IUPUI Announces....

International Undergraduate Incentive Scholarships

The following scholarships are available to international undergraduates for Fall 2005:

Beginning International Incentive Scholarship

Award: US\$1,000 per year for four years contingent upon satisfactory performance.

Requirements: Be a fully qualified degree-seeking international student enrolled full-time and assessed tuition at non-resident rates. SAT not required.

Deadline: Completed application for Fall 2005 submitted by March 1, 2005

International Transfer Incentive Scholarship

Award: US\$2,000 for 2005-06 academic year

Requirements: Be a fully qualified degree-seeking international student enrolled full-time and assessed tuition at non-resident rates.

Deadline: Completed application for Fall 2005 submitted by March 1, 2005



Beginning International Student Scholarship Acceptance Form

Congratulations on receiving an IUPUI Beginning International Student Scholarship!

This \$4,000 scholarship (over four years) is a demonstration of IUPUI's commitment to enrolling international students and supporting your potential for academic achievement and success. This scholarship is valid at IUPUI in the fall of 2005. The scholarship will be posted to your account at \$500 per semester for both the fall and spring semesters.

Scholarship Terms

- I must maintain a 3.0 GPA and full-time enrollment to be considered for renewal
- I must notify the Office of International Affairs of academic difficulties
- I must attend new international student orientation
- I am expected to attend both the new international student welcome reception and the IUPUI scholars reception—honoring all new international students and IUPUI scholarship recipients (early in the fall semester—times and locations to be announced)
- I must volunteer for at least one campus event per academic year

Please Print:

Name

Address

University ID

E-mail

City, State, Zip

Yes, I accept the scholarship and agree to the terms above

No, I do not wish to accept this scholarship

Please sign and return by March 1, 2005

Signature

Date

IUPUI Office of International Affairs, Undergraduate International Admissions
902 W New York St ES 2126, Indianapolis, IN 46202
Phone: 317-274-7000 Fax: 317-278-2213 Email: intlafi@iupui.edu

International Transfer Incentive Scholarship Acceptance Form

Congratulations on receiving an IUPUI International Transfer Incentive Scholarship!

This \$2,000 scholarship is a demonstration of IUPUI's commitment to enrolling international students and supporting your potential for academic achievement and success. This scholarship is valid at IUPUI in the fall of 2005. The scholarship will be posted to your account at \$1,000 per semester for both the fall and spring semesters.

Scholarship Terms

- I must enroll full-time for the fall and spring semesters
- I must attend new international student orientation
- I must notify the Office of International Affairs of academic difficulties
- I am expected to attend the new international student welcome reception and the IUPUI scholars reception—honoring all new international students and IUPUI scholarship recipients (early in the fall semester—times and locations to be announced)
- I must volunteer for at least one campus event during my first year at IUPUI.

Please Print:

Name

Address

University ID

E-mail

City, State, Zip

- Yes, I accept the scholarship and agree to the terms above
- No, I do not wish to accept this scholarship

Please sign and return by March 1, 2005

Signature

Date

IUPUI Office of International Affairs, Undergraduate International Admissions
902 W New York St., ES 2126, Indianapolis, IN 46202
Phone: 317-274-7000 Fax: 317-278-2213 Email: intlaff@iupui.edu

Enrollment Status

	Overall (1003)	RET CNT (217)	NRET CNT (122)	REGEWDW (220)	REGLWDW (218)	NR
Are you currently enrolled at IUPUI?	28%	98%	6%	10%	12%	
Did you register for classes and then withdraw?	38%	1%	10%	60%	83%	
Did you have any problems with the new registration or OneStart system?	15%	27%	11%	58%	69%	
Did the change in the registration system cause you to register any later than you would have otherwise?	9%	22%	2%	5%	13%	
Are you now enrolled at another college or university?	20%	0%	31%	28%	11%	

Impact of Contacts

	Overall (1003)	RET CNT (217)	NRET CNT (122)	REGEWDW (220)	REGLWDW (218)	NR
Do you remember being contacted this summer by anyone from your school or major department?	23%	45%	43%	12%	11%	
Did the call from the school or major department play a role in your decision to enroll at IUPUI? (All Respondents)	1%	6%	1%	0%	0%	
Did the call from the school or major department play a role in your decision to enroll at IUPUI? ("Yes" Respondents to Prior Question)	6%	12%	2%	4%	0%	
Did the call from the school or major department encourage you to consider re-enrolling here at some point in the future?	7%	1%	58%	42%	50%	

Issues and Enrollment Status

	Overall (1003)	RETCNT (217)	NRETCNT (122)	REGEWDW (220)	REGLWDW (218)	NRETFTF (226)
Did a change in your work circumstances make it more difficult for you to enroll in classes this semester?	32%	22%	30%	33%	41%	31%
Did a change in your family circumstances, like a change in childcare arrangements or in other family members' schedules make it more difficult for you to enroll in classes this semester?	17%	7%	19%	23%	22%	16%
Did problems getting into a specific IUPUI program make it more difficult for you to enroll in classes this semester?	9%	9%	12%	11%	9%	7%
Did talking with an advisor make it more difficult for you to enroll in classes this semester?	6%	6%	7%	8%	7%	3%
Did the amount of financial aid you were awarded make it more difficult for you to enroll in classes this semester?	17%	14%	11%	19%	22%	15%
Did problems getting access to your financial aid award make it more difficult for you to enroll in classes this semester?	17%	26%	6%	15%	23%	10%
Did problems accessing the new registration system through OneStart make it more difficult for you to enroll in classes this semester?	14%	21%	5%	14%	19%	5%
Did other problems using the new registration system make it more difficult for you to enroll in classes this semester?	4%	6%	5%	3%	6%	1%
Did getting the courses you wanted make it more difficult for you to enroll in classes this semester?	15%	23%	14%	16%	15%	8%
Did uncertainty about your career goals or major make it more difficult for you to enroll in classes this semester?	18%	9%	7%	16%	17%	34%
Did having close friends of yours going elsewhere make it more difficult for you to enroll in classes this semester?	4%	1%	3%	2%	4%	8%

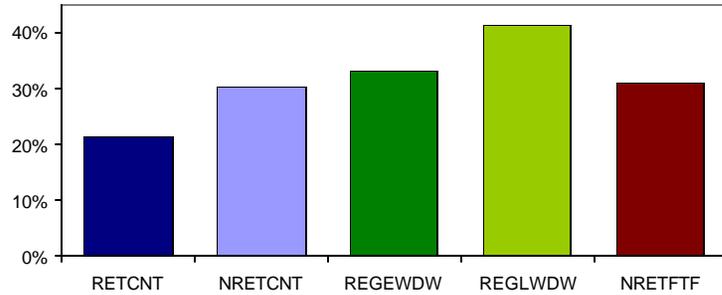
Transfer Destination of Students Enrolled Elsewhere

Institution	Total		CNTNRET		REGEWDW		REGSWDW		NRETFTF	
	N	%	N	%	N	%	N	%	N	%
IVTC	69	34%	11	29%	14	23%	6	24%	38	48%
IUB	24	12%	9	24%	11	18%	4	16%		
Purdue-WL	15	7%	1	3%	4	6%			10	13%
Indiana Wesleyan	9	4%	2	5%	6	10%	1	4%		
Proprietary-Other	9	4%			5	8%	1	4%	3	4%
Indiana State	8	4%	2	5%	2	3%	1	4%	3	4%
Ball State	7	3%	2	5%	1	2%			4	5%
Marian	7	3%	1	3%	2	3%	2	8%	2	3%
Proprietary-IBC	7	3%			1	2%	2	8%	4	5%
Vincennes	7	3%			1	2%	1	4%	5	6%
IUK	5	2%	2	5%	3	5%				
IUN	4	2%	1	3%	2	3%			1	1%
Out-of-State	4	2%	1	3%	2	3%	1	4%		
U of Indianapolis	4	2%	2	5%			1	4%	1	1%
USI	4	2%			1	2%			3	4%
IUPUC	3	1%			2	3%	1	4%		
Purdue-Calumet	3	1%			1	2%	1	4%	1	1%
IPFW	2	1%	1	3%					1	1%
IUE	2	1%			1	2%			1	1%
IUSB	2	1%			1	2%	1	4%		
Other Private	2	1%	2	5%						
Proprietary-Lincoln Tech	2	1%							2	3%
Butler	1	0%	1	3%						
Clarian	1	0%			1	2%				
Other Proprietary	1	0%							1	1%
Out of State	1	0%					1	4%		
Proprietary-ITT	1	0%					1	4%		
Unknown	1	0%			1	2%				
Total	205	100%	38	100%	62	100%	25	100%	80	100%

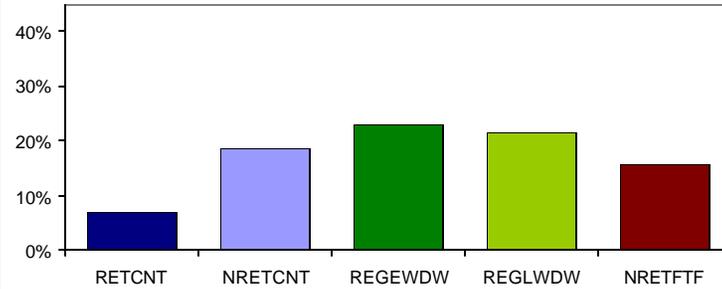
Programs Students Couldn't Get Into

	N	%
Nursing	40	43%
Radiography	6	7%
Education	5	5%
Business	3	3%
Herron	3	3%
Informatics	2	2%
Other Program	18	20%
Other, non-program	7	8%
Specific Classes	8	9%
Grand Total	92	100%

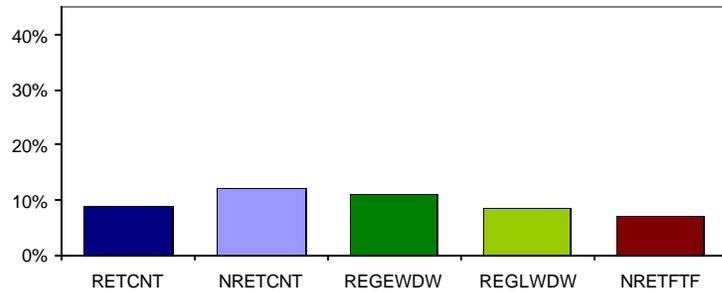
Did a change in your **work circumstances** make it more difficult for you to enroll in classes this semester?



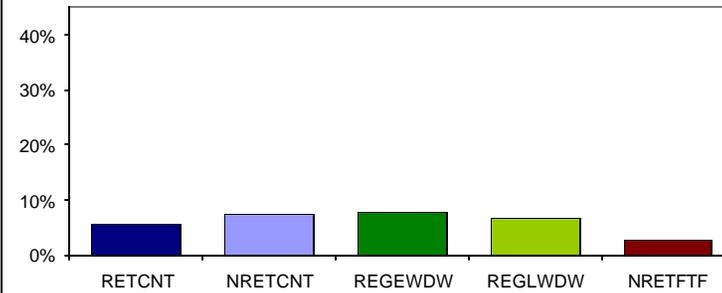
Did a change in your **family circumstances**, like a change in childcare arrangements or in other family members' schedules make it more difficult for you to enroll in classes this semester?



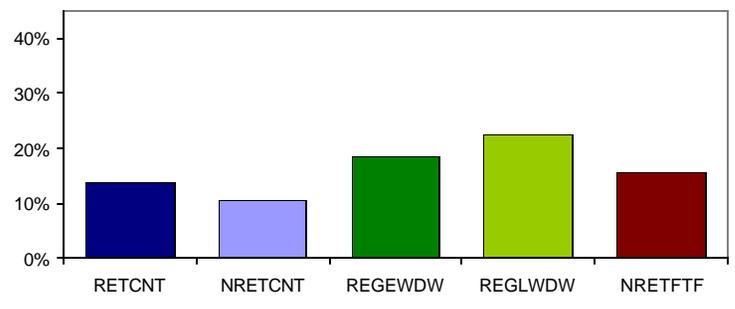
Did problems **getting into a specific IUPUI program** make it more difficult for you to enroll in classes this semester?



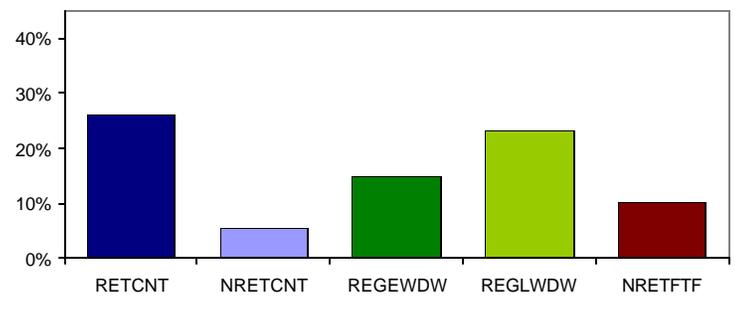
Did **talking with an advisor** make it more difficult for you to enroll in classes this semester?



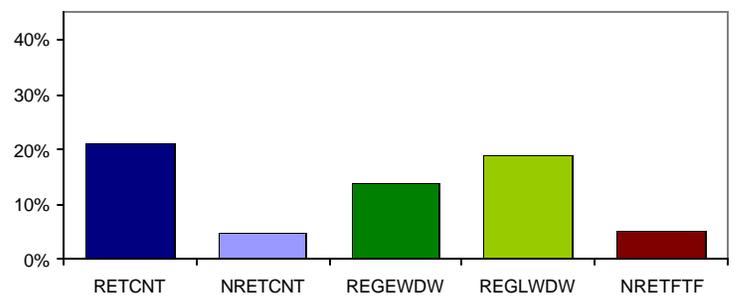
Did the **amount of financial aid** you were awarded make it more difficult for you to enroll in classes this semester?



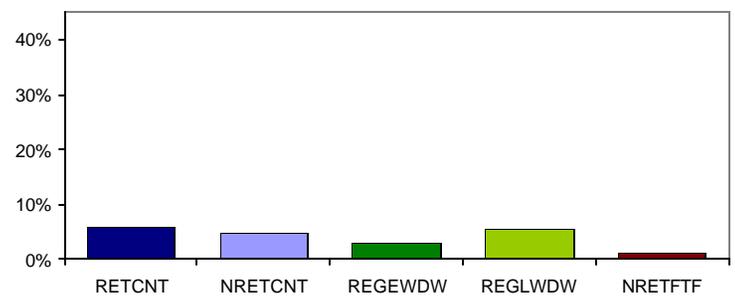
Did problems **getting access to your financial aid** award make it more difficult for you to enroll in classes this semester?



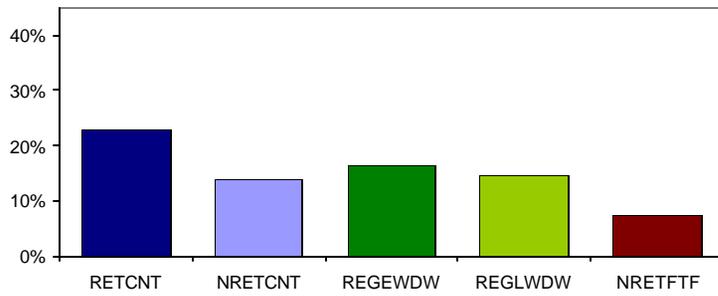
Did problems **accessing the new registration system through OneStart** make it more difficult for you to enroll in classes this semester?



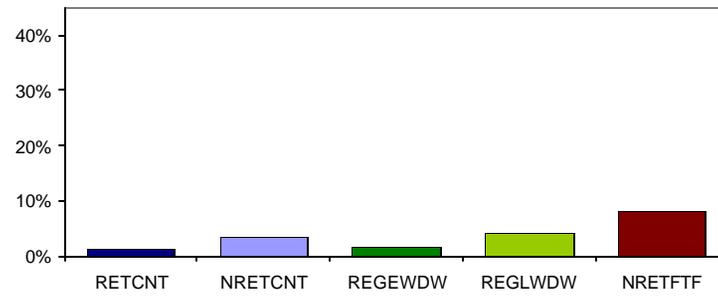
Did **other problems using the new registration system** make it more difficult for you to enroll in classes this semester?



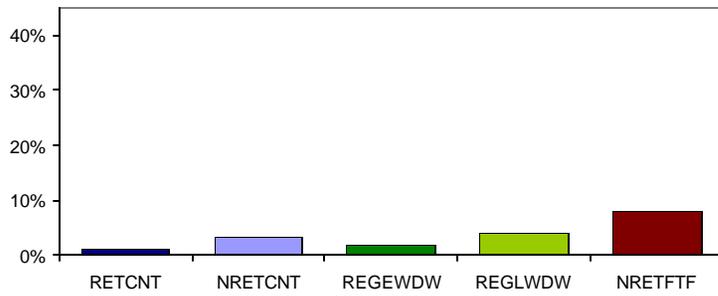
Did **getting the courses you wanted** make it more difficult for you to enroll in classes this semester?



Did **uncertainty about your career goals or major** make it more difficult for you to enroll in classes this semester?



Did having **close friends of yours going elsewhere** make it more difficult for you to enroll in classes this semester?



Fall 2004 Enrollment Phone Survey - Tally of Coded Open-Ended Responses by Survey Group

Problems with Registration System

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	155	58	5	28	55	9
Difficult to understand, navigate	19%	21%		29%	13%	
Hard to find course offerings, class numbers	10%	16%		11%	7%	
Don't like OneStart/liked insite better	10%	14%		4%	5%	
Hard at first, figured it out later	10%	14%		11%	7%	
Technical problems, but resolved with help	6%	5%		4%	5%	
Couldn't connect to system from home, office	5%	0%		4%	9%	
Problem with User id or password	5%	3%		0%	9%	
Dependability of system staying up, response time too slow	5%	3%		7%	5%	
Drop/add problem	4%	2%		0%	5%	
Trouble with financial aid	3%	3%		4%	4%	
Unable to register, general	3%	2%		11%	0%	
Poor instructions, information	3%	0%		4%	4%	
Probation/dismissed/hold on my record	2%	2%		0%	4%	
Difficulty in getting help	2%	0%		0%	5%	
Undecipherable	1%	2%		0%	2%	
General unhappiness	1%	2%		0%	2%	
Trouble with Financial Aid module	1%	0%		0%	4%	
Trouble with Bursar module	1%	0%		4%	2%	
Need to talk with an advisor	1%	3%		0%	0%	
Past-due debt blocking enrollment	1%	2%		0%	2%	
Activation of record needed	1%	0%		4%	2%	
Don't like OneStart, general	1%	2%		0%	0%	
Waitlisted, didn't get course	1%	0%		0%	0%	
Too busy right now	1%	2%		0%	0%	
People don't care	1%	0%		0%	2%	
Had to withdraw or drop classes due to financial aid	1%	0%		0%	2%	
Waitlist, got course	1%	0%		4%	0%	
Nothing to add	1%	2%		0%	0%	
Motivation	1%	2%		0%	0%	
Technical, other	1%	0%		4%	0%	

Why Did You Register Late?

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	93	47	2	10	28	6
Hard to find course offerings, class numbers	16%	23%			7%	
General unhappiness	8%	9%			0%	
Difficult to understand, navigate	8%	13%			4%	
Technical problems, but resolved with help	6%	6%			4%	
Poor instructions, information	6%	2%			11%	
Unable to register, general	6%	4%			7%	
Hard at first, figured it out later	6%	6%			11%	
Problem with User id or password	5%	4%			11%	
Couldn't connect to system from home, office	5%	2%			11%	
Undecipherable	3%	2%			4%	
My lack of understanding	3%	4%			0%	
Activation of record needed	3%	2%			4%	
Technical, other	2%	2%			4%	
Dependability of system staying up, response time too slow	2%	0%			0%	
Difficulty in getting help	2%	0%			7%	
Trouble with Financial Aid module	2%	2%			4%	
Don't like OneStart, general	2%	2%			4%	
Distance	1%	0%			0%	
Trouble with Bursar module	1%	2%			0%	
Don't like OneStart/liked insite better	1%	0%			4%	
Course closed	1%	2%			0%	
Trouble with financial aid	1%	2%			0%	
Delayed due to problems with system	1%	0%			4%	
Motivation	1%	2%			0%	
Procrastination	1%	2%			0%	
Past-due debt blocking enrollment	1%	2%			0%	
Waitlisted, didn't get course	1%	0%			4%	

Main Reason for Not Returning

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	726	4	115	198	191	218
Can't afford school right now	11%		5%	10%	15%	13%
Employment, other	10%		9%	10%	16%	7%
Personal, general	8%		10%	7%	11%	6%
Transferring to another institution	7%		10%	6%	2%	11%
Too busy right now	5%		3%	8%	7%	2%
Change in life plans, priorities	4%		4%	6%	2%	5%
Health/Medical	4%		2%	4%	7%	2%
Probation/dismissed/hold on my record	4%		0%	3%	0%	11%
Moving	3%		3%	6%	1%	4%
Trouble with financial aid	3%		1%	3%	8%	1%
Not the right place for me	3%		4%	4%	1%	5%
Baby	3%		7%	3%	2%	3%
Couldn't get into desired program	3%		5%	5%	1%	3%
Too expensive	3%		2%	3%	4%	2%
Graduated prior to Fall 04	3%		9%	3%	2%	0%
Desired major unavailable	2%		2%	3%	3%	2%
Distance	2%		2%	3%	1%	3%
Military	2%		3%	1%	2%	3%
Past-due debt blocking enrollment	2%		2%	3%	1%	3%
Enrolling elsewhere for on-line or correspondence	2%		4%	2%	2%	1%
Needed to take time off	2%		2%	2%	1%	3%
Course not offered this semester	2%		2%	2%	3%	0%
uncertain of major/changing major	2%		0%	1%	1%	4%
Enrolling elsewhere due to lower costs	1%		3%	1%	0%	1%
Change in work schedule	1%		2%	2%	1%	0%
Problems with course or faculty	1%		1%	0%	1%	1%
Nothing to add	1%		0%	1%	0%	2%
Motivation	1%		0%	0%	1%	1%
Course closed	1%		1%	1%	1%	0%
Problems with my advisor, general	1%		1%	0%	1%	0%
Undecipherable	0%		1%	0%	1%	0%
Death in family	0%		1%	1%	1%	0%
Waitlisted, didn't get course	0%		0%	1%	0%	0%
#N/A	0%		0%	1%	1%	0%
Trouble with Bursar module	0%		0%	0%	1%	0%
Housing	0%		0%	0%	1%	0%
Need to talk with an advisor	0%		0%	0%	1%	0%
Child care	0%		0%	0%	1%	0%
Had to withdraw or drop classes due to financial aid	0%		0%	0%	1%	0%
Procrastination	0%		1%	0%	0%	0%
Courses were not at times that worked for me	0%		0%	0%	1%	0%
Needed authorization	0%		0%	1%	0%	0%
Divorce	0%		0%	0%	1%	0%

Work Changes

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	315	47	36	72	90	70
Working more hours	34%	36%	31%	32%	34%	37%
New Job	12%	13%	11%	13%	16%	9%
Courses were not at times that worked for me	12%	15%	6%	17%	7%	14%
Employment, other	11%	9%	19%	14%	8%	11%
Change in work schedule	7%	13%	3%	6%	10%	1%
Needed to work more	6%	4%	6%	7%	7%	7%
Not working	4%	4%	8%	3%	6%	0%
Personal, general	2%	0%	3%	1%	2%	3%
Travel on job	2%	0%	3%	1%	3%	1%
Military	2%	0%	0%	1%	0%	6%
Distance	1%	0%	3%	0%	1%	1%
Health/Medical	1%	0%	0%	1%	1%	1%
Can't afford school right now	1%	0%	0%	1%	0%	3%
Too busy right now	1%	0%	0%	0%	2%	0%
Moving	1%	0%	0%	0%	0%	3%
Trouble with financial aid	1%	0%	0%	0%	2%	0%
Undecipherable	0%	0%	0%	0%	0%	1%
Needed to take time off	0%	0%	0%	1%	0%	0%
Baby	0%	2%	0%	0%	0%	0%
Academic, other	0%	2%	0%	0%	0%	0%
Problems with my advisor, general	0%	2%	0%	0%	0%	0%
Change in life plans, priorities	0%	0%	0%	1%	0%	0%
Enrolling elsewhere for on-line or correspondence	0%	0%	3%	0%	0%	0%
Graduated prior to Fall 04	0%	0%	3%	0%	0%	0%
Don't like OneStart/liked insite better	0%	0%	3%	0%	0%	0%
Couldn't connect to system from home, office	0%	0%	0%	0%	1%	0%

Family Changes

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	171	15	23	51	46	36
Baby	32%	33%	52%	22%	37%	28%
Personal, general	19%	7%	22%	18%	20%	22%
Child care	9%	20%	4%	8%	11%	8%
Health/Medical	8%	13%	13%	6%	9%	6%
Too busy right now	6%	13%	0%	10%	7%	0%
Death in family	5%	0%	4%	6%	7%	6%
Can't afford school right now	5%	13%	0%	6%	0%	11%
Divorce	5%	0%	4%	2%	2%	8%
Moving	4%	0%	0%	6%	2%	6%
Nothing to add	2%	0%	0%	0%	2%	3%
Employment, other	1%	0%	0%	2%	2%	0%
Change in work schedule	1%	0%	0%	4%	0%	0%
Undecipherable	1%	0%	0%	0%	2%	0%
Needed to take time off	1%	0%	0%	0%	0%	3%
Courses were not at times that worked for me	1%	0%	0%	2%	0%	0%
New Job	1%	0%	0%	2%	0%	0%
Enrolling elsewhere for on-line or correspondence	1%	0%	0%	2%	0%	0%
Not working	1%	0%	0%	2%	0%	0%
Military	1%	0%	0%	2%	0%	0%
Change in life plans, priorities	1%	0%	0%	2%	0%	0%

Advising Problems

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	59	12	9	17	15	6
Advisor not knowledgeable, helpful	63%	50%	89%	65%	47%	83%
Advisor not available/advising hours don't work for me	27%	42%	0%	24%	40%	17%
Undecipherable	2%	0%	0%	6%	0%	0%
Couldn't get into desired program	2%	0%	0%	0%	7%	0%
Problems with my advisor, general	2%	0%	0%	6%	0%	0%
Need to talk with an advisor	2%	8%	0%	0%	0%	0%
Trouble with financial aid	2%	0%	0%	0%	7%	0%
Poor instructions, information	2%	0%	11%	0%	0%	0%

Financial Aid Problems

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	171	57	7	33	51	23
Aid delayed	30%	39%		30%	29%	9%
Trouble with financial aid	15%	21%		12%	12%	13%
Student-initated problems (failure or delay in filing required forms)	11%	2%		15%	12%	26%
Trouble with Financial Aid module	9%	14%		0%	12%	9%
Didn't get money	7%	4%		9%	4%	13%
Customer Service in Financial Aid	6%	2%		18%	6%	4%
Didn't get what I'd expected	6%	5%		3%	4%	17%
Lines at office, availability of staff	5%	11%		3%	4%	0%
Had to withdraw or drop classes due to financial aid	4%	0%		0%	14%	0%
Past-due debt blocking enrollment	4%	4%		6%	2%	4%
Undecipherable	1%	0%		0%	0%	4%
Too expensive	1%	0%		0%	2%	0%
Don't like OneStart, general	1%	0%		3%	0%	0%
Couldn't connect to system from home, office	1%	0%		0%	0%	0%

OneStart Problems

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	135	46	6	30	41	12
Hard at first, figured it out later	13%	20%		10%	12%	
Difficult to understand, navigate	13%	15%		10%	12%	
Problem with User id or password	10%	11%		7%	10%	
Hard to find course offerings, class numbers	10%	13%		10%	10%	
Dependability of system staying up, response time too slow	9%	9%		13%	7%	
Technical, other	8%	4%		13%	7%	
Undecipherable	6%	7%		3%	7%	
Couldn't connect to system from home, office	4%	4%		3%	7%	
Unable to register, general	4%	4%		10%	0%	
My lack of understanding	4%	4%		3%	5%	
Poor instructions, information	3%	0%		0%	7%	
Don't like OneStart/liked insite better	3%	0%		3%	0%	
Probation/dismissed/hold on my record	1%	2%		3%	0%	
Drop/add problem	1%	0%		0%	5%	
Activation of record needed	1%	0%		0%	5%	
Needed authorization	1%	2%		3%	0%	
Difficulty in getting help	1%	2%		0%	0%	
Nothing to add	1%	0%		0%	2%	
Trouble with Financial Aid module	1%	2%		0%	0%	
Don't like OneStart, general	1%	0%		0%	2%	
Past-due debt blocking enrollment	1%	0%		0%	0%	
Technical problems, but resolved with help	1%	0%		3%	0%	
Trouble with Bursar module	1%	0%		3%	0%	

Other Registration Problems

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	41	13	6	7	12	3
Hard to find course offerings, class numbers	17%					
Hard at first, figured it out later	17%					
Don't like OneStart/liked insite better	12%					
Problem with User id or password	10%					
Trouble with Bursar module	7%					
Difficult to understand, navigate	7%					
Unable to register, general	7%					
Poor instructions, information	5%					
Undecipherable	2%					
Need to talk with an advisor	2%					
Activation of record needed	2%					
Difficulty in getting help	2%					
Problems with my advisor, general	2%					
Dependability of system staying up, response time too slow	2%					
My lack of understanding	2%					

Course Problems

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	151	50	17	35	32	17
Courses were not at times that worked for me	36%	34%	35%	49%	34%	18%
Course closed	26%	28%	18%	20%	25%	41%
Course not offered this semester	9%	4%	29%	3%	13%	12%
Needed authorization	7%	6%	0%	14%	6%	0%
Waitlisted, didn't get course	4%	8%	0%	0%	3%	6%
Hard to find course offerings, class numbers	3%	6%	6%	0%	3%	0%
Problems with course or faculty	3%	0%	0%	0%	9%	6%
Problems with my advisor, general	3%	0%	6%	3%	3%	6%
Waitlist, got course	3%	6%	0%	3%	0%	0%
Poor instructions, information	1%	2%	0%	3%	0%	0%
Couldn't get into desired program	1%	0%	6%	0%	0%	6%
Undecipherable	1%	2%	0%	0%	0%	0%
Desired major unavailable	1%	0%	0%	3%	0%	0%
Probation/dismissed/hold on my record	1%	0%	0%	3%	0%	0%
Drop/add problem	1%	2%	0%	0%	0%	0%
Don't like OneStart/liked insite better	1%	0%	0%	0%	3%	0%
Advisor not knowledgeable, helpful	1%	0%	0%	0%	0%	6%
Enrolling elsewhere for on-line or correspondence	1%	2%	0%	0%	0%	0%

Anything Else?

	Total	RetCont	NRetCont	RegEWdw	RegLWdw	NRetFTF
Total Number of Responses	172	68	39	21	20	24
Nothing to add	51%	57%	41%	52%	35%	63%
Positive experience with university	23%	16%	28%	29%	40%	17%
Parking	5%	7%	5%	0%	5%	0%
Other	4%	4%	5%	5%	5%	0%
Don't like OneStart/liked insite better	3%	4%	0%	0%	5%	4%
Needed to take time off	2%	0%	8%	0%	5%	0%
Personal, general	2%	1%	3%	5%	0%	4%
Problems with my advisor, general	2%	3%	0%	0%	5%	0%
Couldn't get into desired program	2%	0%	3%	10%	0%	0%
Customer Service in Financial Aid	2%	0%	5%	0%	0%	4%
Trouble with financial aid	1%	3%	0%	0%	0%	0%
Waitlisted, didn't get course	1%	1%	0%	0%	0%	0%
Desired major unavailable	1%	0%	0%	0%	0%	4%
Problems with course or faculty	1%	0%	0%	0%	0%	4%
Difficult to understand, navigate	1%	1%	0%	0%	0%	0%
General unhappiness	1%	0%	3%	0%	0%	0%