

# Enrollment Management Council

January 28, 2011

Minutes

## Minutes

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

## Focus for the year

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

## Announcements from the Chair

- [Benchmarking](#) Analysis Update
  - The university contracted with two outside firms to provide assistance on the project. The Hackett Group provided the data collection tools; Accenture will be [making the recommendations](#) which will be presented to the Trustees in April. [More](#) about Hackett and Accenture.
  - The data collection phase has concluded for all of the [activities](#); we are now doing data validation. IU staff have looked at the numbers and asked Hackett for clarification on some items.
  - The metrics needed for analysis for Human Resources, Marketing, and Finance are established based on Hackett's previous work elsewhere in the business community. Hackett does not have the same experience in working with the kinds of offices and activities that constitute Student Services. As a result we are taking a more comprehensive approach and doing the data analysis which will be brought to conclusion shortly.
  - Our challenge is in determine the appropriate metrics that explain the work of the offices. As in the other activities (HR, Marketing, etc.) the data will be rolled up to the university level. We have labor costs from Hackett, but we are trying to determine meaningful ways that would provide information on specific activities (such as the cost of processing an application for admission) that would be useful at both university level and for the individual campuses.
  - An additional challenge is that creating specific metrics will lead to inevitable comparisons between campuses despite the differences in how each campus deals with students and types of students. It may well be that there aren't good, simple metrics that would provide useful information, in which case we would take the information from Hackett and use it later.
  - There will be some [sharing of information](#) with selected audiences prior to the April Trustees' meeting.
- **Certificates**
  - The [new state funding structure](#) from ICHE includes the number of degrees awarded and the cost-per-degree for each institution. The formula for cost-per-degree considers certificates as degrees.

- As a result, there will be a push for IUPUI to increase the number of certificates it awards. If we can award more certificates, our cost-per-degree will come down. We already have the lowest cost-per-degree among the four year institutions.
- The first step in the initiative is to identify current students who may have completed the requirements for certificates as they continue to pursue a degree. These students will be granted the certificate.
- The next step will be to identify students who are close to having completed the requirements for a certificate and to encourage them to take the remaining course(s) as they continue to progress toward a baccalaureate degree.
- **University College Dean Search**
  - At the time of the EMC meeting, two candidates have visited the campus with three more to go. The last candidate is scheduled for February 7<sup>th</sup>. The committee is planning to submit its recommendations to Dean Sukhatme by the middle of February with a goal of the new dean being named by the beginning of March. Information on the finalists is available on the University College [website](#). Members are encouraged to attend [presentations](#) by the candidates and provide [feedback](#) by February 11<sup>th</sup>.

#### Admission Update

- See report attached below

#### Spring Enrollment *Mary Beth Myers*

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

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

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

*Adjusted for dual enrollments between the two campuses.*

*50 heads in 2010 and 68 heads in 2011.*

*Credits are not affected.*

- IUPUI topped the [previous Spring record](#) set in 2009 by 71 students(+0.2%). Our 2011 credit hours set a Spring record for the [sixth consecutive year](#) due largely to the fact that we continue to see a growing number of full-time students. 72.8% of Indianapolis undergraduates are full-time this term, up from 71.4% last Spring.
- Becky congratulated the schools for their work in achieving these milestones.
  - See chart below for school-level details.

#### International Admissions *Sara Allaei*

- See report attached below.

#### Room Availability *Mary Beth Myers*

1. As the campus continues to enroll a growing number of students who are carrying more credit hours on average, we are faced with very real challenges with meeting school demand for classrooms at peak hours.

2. Mary Beth summarized the growth in student headcount, total credits taught, and the average number of credits taken over the past ten years. To meet this growth, the number of on-campus classes scheduled has increased.
3. Finding rooms to meet school demand in prime times has been a challenge for years, but has been made worse due to consecutive years of continued enrollment growth.
4. The latest example of our shortage emerged when Public Health provided a summary of the number of classrooms they need now and what they anticipate needing as the program grows. We had no evening classroom space that we could offer them.
5. The Office of the Registrar is working with the schools to make the best possible use of current space and to find any additional space that might be used to meet campus demand. The latter includes talking with Dentistry about the possibility of scheduling non-Dentistry courses in appropriate space in the Dental School in the evening; consulting with the School of Medicine about holding Public Health courses in IUSoM rooms; and the possibility of additional classrooms in the old bookstore space in the basement of Cavanaugh.
6. The new [Science and Engineering laboratory building](#) when all phases are completed will provide some needed additional classrooms. Mary Beth reported that the type and configuration of rooms should meet the instructional needs as outlined by the Schools of Science and Engineering. The new rooms may also allow moving some Science and EGTC classes into the new building and free up some rooms in other buildings for the other schools.
7. University R&R funding can help with renovation of classrooms, though there are strict stipulations as to its use. All of Lecture Hall will be worked on during the summer along with a potential upgrade in Science and two rooms in Business-SPEA.
8. Mary Beth noted the continuing need to strike a balance between ensuring that classrooms have collaborative space and maximizing the number of seats in a room. One new approach has been identified through a vendor who has fixed tablet arm chairs that swivel. These may work in lecture hall settings for collaborative space and have the additional benefit of being paid for as fixed furniture by university R & R funding.
9. However, even with the addition of a limited number of rooms, the campus faces significant challenges in scheduling courses in prime instructional times. We can't secure or create enough rooms to "grow" out of the problem. We must schedule course offerings more efficiently and in more time slots.
10. We need to make better use of general inventory classrooms as well as rooms controlled by the departments. Toward that end, the Registrar initiated and Chancellor approved a campus update to our [instructional space assignment](#) "guidelines."
11. As part of the new "instructional space rules" we are trying to hit percentage breakdown for use in [standard times](#) with a goal of spreading use out to 45% of courses in prime time and 55% in non-prime-time.
  - The "Red/Green" report will be out shortly and will show use patterns by schools. Registrar staff are moving exceptions out of the report first. We also recognize that the nature of some programs may require evening slots only.

In responding to questions, Mary Beth noted:

- Mary Anne Black watches room utilization so that instructors don't request larger rooms than they have historically needed. Courses may be moved to larger rooms if actual enrollment warrants it and space is available. Becky added that some of the occasional mismatches in seating (placing courses in rooms much larger than the course's maximum enrollment) are due to putting the class into any available room, generally later in the course scheduling and enrollment process.
- If departments or schools are thinking about adding a course in the evening, they should identify a course traditionally scheduled at that time that they would be willing to replace.

- Mary Anne has written all the school schedulers to avoid anything new at 10:30 a.m. and 1:30 p.m.; 6:00 p.m. essentially is maxed out Monday-Thursday. Mary Beth noted that Friday is mostly open as are most days at 7:30 a.m., 9:00 a.m., and 4:30 p.m. Noon has become more popular, though some slots remain open. Off-campus still has open slots, though they are starting to fill up in the evenings; they are really open during the day.
- [Low enrolling courses](#) are going to receive increasing scrutiny. Mary Beth encouraged the schools to keep an eye on them and make decisions to move it to departmentally controlled space or to cancel the course, as appropriate, sooner-than-later, so that the room can be used for another course.
- For Mary Beth's PowerPoint presentation visit <http://registrar.iupui.edu/emc/IUPUI%20CLASSROOM%20AVAILABILITY.pptx>

#### **Initiatives to Increase Summer Enrollment** *Becky Porter*

- About 25% of students enrolled in a regular semester are enrolled in summer. IUPUI has a larger summer program than most institutions, but it can be larger yet.
- As we are looking for ways to help our students graduate sooner, one way is to encourage summer enrollment. 12 hours a term doesn't get a student out in four years.
- Dean Sukhatme has asked the deans and units such as Enrollment Services to identify any barriers that might block or limit the summer enrollment.
  - One perceived barrier that students often assume is a lack of financial aid available in the summer. As a general rule this isn't true, though individual student eligibility needs to be reviewed. To help make students aware that aid may be available, the Office of Student Financial Services has created a special Summer website. <http://www.iupui.edu/~finaid/services/apply/summer/index2011.html>
- Another area of student concern has involved the availability of summer housing. Conversations with housing are underway and more on this option will be shared soon.
- While it is too late in the schedule-building process for 2011 to make changes this year, schools have been encouraged to look at the balance of lower and upper level courses in their course scheduling for the summer of 2012.
- We are taking steps to begin to address the amount of on-campus employment available in the summer. A new initiative will help fund 100 new positions for students taking 6 hours of summer. Campus will subsidize \$5 an hour to which schools can match (or go above). Schools should watch for this announcement and get their requests in early. Proposals from the schools will receive greater consideration for funding if the student's employment relates to their degree.
- We have surveyed students regarding summer enrollment; not surprisingly they look at summer as a time to make needed money and a time to hang out. We need to work on convincing them that going to school in summer can be part of fun time and helps them get through in four years. We will be asking advisors to talk to students about summer enrollment in preparing their Personal Development Plans. We need to try to make this part of the normal culture in terms of how they progress toward their degrees, perhaps freeing up a bit of time during the major semesters.

#### **Understanding the 2010 First-Time, Full-Time Cohort** *Michele Hansen*

- Gary Pike provided a presentation at the November EMC meeting on [Enrollment Trends and Student Success at IUPUI](#). Michele's presentation focused on characteristics of the Fall 2010 First-Time, Full-Time cohort.
- Details of Michele's presentation are included in an attachment below. Categories include:
  - Demographics and academic qualifications of the entering cohort
  - Their commitment to IUPUI
  - Their commitment to individual academic goals
  - Their level of academic preparation

- Expectations of how they will spend their time (studying, work, co-curricular activities, commuting, socializing, etc.)
- Student Resources and Finances
- A summary of the academic achievement and progress of the 2009 First-Time, Full-Time cohort
- The risk factors of the cohort that most commonly associated with low levels of academic achievement and persistence
- Summary of expected changes in the profile and success of the entering cohort
- Michele noted that the Fall 2010 cohort is down about 100 students from the last couple of years. Some of this is due to IUPUI requiring conditional admits to participate in the Summer Success Academy. As these IUPUI conditional admits may be full admits elsewhere, some chose to enroll at other institutions rather than go through the SSA.
- The amount of time members of the cohort plans to commit to studying has gone up, though it is probably not enough study hours yet.
- The cohort is entering with a relatively high commitment to IUPUI, demonstrated by the growing percentages of students who noted that IUPUI was their first choice and was the right choice for them.
- Students are showing a high levels of engagement in programs and interventions such as the Summer Success Academy and Summer Bridge, Themed Learning Communities, Personal Development Plans, etc. Participation in such programs often results in increased student success.
- Michele described a number of risk factors that are associated with low levels of academic achievement and persistence. These include being a First-generation student, the large number of hours the student plans to work off-campus, low levels of academic preparation, not participating in early interventions or academic support programs, etc.
- Noting that male students are less likely to succeed, EMC members briefly discussed whether IUPUI can do anything to increase the likelihood that male students can be successful. This may be a topic for the Council on Retention and Graduation.
- Regarding the “intent to transfer” risk factor, Becky added that there is the lingering myth that a significant number of students begin at IUPUI with the intention to transfer to Bloomington or elsewhere. The reality is that a review of inter-campus transfers shows that IUPUI is the only campus that is a net importer of transfers from the other IU campuses. We also know that this phenomenon is not the result of students transferring to IUPUI due to their inability to perform well elsewhere.
- To see Michele’s PowerPoint presentation, visit <http://registrar.iupui.edu/emc/EMC%20Presentation%201-28-11%20mjh.pptx>

**Admissions** *Chris Foley*

**Final Comments for Spring**

- This year, we brought in the same number of newly enrolled undergraduate students to IUPUI as we did for Spring 2010; however, as you can see from the breakout below, the composition of this group differs in that there is a shift of students into degree-seeking status (either beginner or transfer) rather than non-degree status and the number of intercampus transfers and returning students is similar to last year:

	<b>2010</b>	<b>2011</b>	<b>Change</b>	<b>%</b>
<b>Beginners</b>	199	220	21	10.6%
<b>Transfers</b>	898	1015	117	13.0%
<b>Non-Degree Seeking</b>	563	428	-135	-24.0%
<b>Intercampus Transfers</b>	211	205	-6	-2.8%
<b>Returning Students</b>	447	450	3	0.7%
<b>Total</b>	<b>2,318</b>	<b>2,318</b>	<b>0</b>	<b>0.0%</b>

- A reason for this shift (particularly from non-degree to transfers) is related to more aggressive communications to get students to apply earlier for spring as well as improved processing (last year, we were dealing with the influx of applications from College Go! Week). This means that more students applied in time to be considered as a degree-seeking student rather than as a non-degree.

#### **Looking forward to Fall Admissions**

- Fall freshman applications are looking strong. This week we have some 6,800 applications and will be well on our way to 7,500 by the end of January. Though we cannot use last year's numbers as a comparison because of the influx of College Go! Week applications, this number represents a growth of over 1,100 applications (almost 20%) over the number received at the comparable time 2 years ago. More importantly, we have admitted over 3,300 of these applications which is a 24% increase over 2 years ago and last year. Increases in admits from diverse ethnicities are also seen in the application pool as well as from students with Academic Honors Diplomas. We are also seeing strong growth in applications and admits from students living outside Indiana.
- For other admit types, it is too early to tell, and we will have to wait until March before we can begin to see reliable trends for external transfers, intercampus transfers, returning students, and non-degree students.

#### **Yield and Conversion Benchmarking Report** *Chris Foley*

- Noel-Levitz, a higher education consulting firm, recently released its annual benchmarking [survey](#) results for yield and admit rates. IUPUI was one of the participating institutions. The chart below displays IUPUI's data for Fall 2009 and Fall 2010 in comparison with all other respondents from public institutions.
- In general, we compare quite well. Overall, our yields are a bit lower than average, but this is due predominantly to our low admit rate which would naturally decrease our yield (because lower qualified students tend to enroll at higher rates). When looking at out of state numbers, our yield from app to enroll and admit to enroll is in line with the norms and for international we are ahead of other respondents.
- The shift in in-state yields for IUPUI from 2009 to 2010 is most likely due to the influx of applications from the free application initiative of College Go! Week.
- The differences in yields between IUPUI and Public Universities for international students may be due to the classification of students who are academically admissible but who still have yet to provide sufficient financial documentation for immigration documentation or who have yet to demonstrate English proficiency.
- *See chart below*

# Admissions Funnel

		Public Universities		IUPUI	
		2009	2010	2009	2010
All Full-Time Incoming Cohort	Inquiry to application	34%	35%	31%	31%
	Application to admit (all applications)	65%	66%	66%	63%
	Application to admit (completed applications only)	85%	82%	69%	70%
	Admit to enroll (yield)	43%	41%	47%	39%
	All Applications to enroll	28%	27%	31%	25%
In-State	Application to admit (all applications)		66%		64%
	Application to admit (completed applications only)		83%		71%
	Admit to enroll (yield)		47%		40%
	All Applications to enroll		31%		26%
Out-of-State	Application to admit (all applications)		61%		59%
	Application to admit (completed applications only)		79%		66%
	Admit to enroll (yield)		26%		26%
	All Applications to enroll		16%		15%
Int'l	Application to admit (all applications)		36%		50%
	Application to admit (completed applications only)		79%		55%
	Admit to enroll (yield)		35%		40%
	All Applications to enroll		13%		20%

An admissions funnel is a predictive set of metrics for forecasting enrollment yields. The funnel captures the rates of movement of prospective students toward enrollment at key intervals, such as the percentage of admitted students who enroll.

Source: Noel-Levitz, IUPUI Admissions  
Nov-10

## Upcoming EMC Meetings and tentative topics

April 15 1:00-2:30 CE 305 **Note different location**

### 2011-12

September 23, 2011 1:00-2:30 CE 268

November 18, 2011 1:00-2:30 CE 268

January 27, 2012 1:00-2:30 CE 268

April 20, 2012 1:00-2:30 TBD

**INDIANAPOLIS Enrollment**

**Credit Hours Taught**

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

Credit hour totals may be rounded in cases where a school total includes .5 credits  
 \*\*\* Credits taken in Purdue's Aviation Tech program at airport by IUPUI students

**Headcount by Student School**

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

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

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

Resident	2010	2011	Change	%
UG Heads	17,643	17,940	297	1.7%
UG Credits	210,253	214,693	4,440	2.1%
Total Res Heads	25,145	25,227	82	0.3%
Total Res Credits	284,002	288,404	4,402	1.5%
<b>Non-Resident</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>	<b>%</b>
UG Heads	885	898	13	1.5%
UG Credits	11,198	11,650	452	4.0%
Total NR Heads	2,427	2,475	48	2.0%
Total NR Credits	28,118	28,926	808	2.9%
	<b>2010</b>	<b>2011</b>		
UG non-residents as % of total campus heads	3.2%	3.2%		
UG non-residents as % of total campus credits	3.6%	3.7%		
Total NR as % of total campus heads	8.8%	8.9%		
Total NR as % of total campus credits	9.0%	9.1%		

A number of Public Health programs were moved from SPEA to Medicine effective Fall 2010. 2010 totals have been adjusted to keep the school-level data comparable.

For more data, visit the IUPUI Information Gateway <http://reports.iupui.edu/gateway>  
 Enrollment Services 1/18/2011

# Spring 2011 Admissions Summary

Indianapolis only

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

## Beginner Quality

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

(of high school class)

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

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

## Beginner Ethnicity

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

## Census

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

## Graduate

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

## External Transfer Ethnicity

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

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

Enrollment Services 1/18/2011

## Highlights of Spring 2011 International Admissions and Enrollment

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

<b>New IUPUI International Degree-Seeking Enrollment by Level</b>					
<b>Three-Year Comparison</b>					
	<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Change</b>	<b>% change</b>
<b>Undergraduate</b>	81	42	50	8	19%
<b>Graduate/Professional</b>	53	41	129*	88	215%
<b>Total New Enrollment</b>	<b>134</b>	<b>83</b>	<b>179*</b>	<b>96</b>	<b>116%</b>

\*Includes new admits to Egypt-LLM Program (n=62); in prior years students were admitted late to the Fall term.  
**Source: IUPUI Office of International Affairs, not-yet-certified census data**

<b>IUPUI Spring 2011 International Enrollment by Level</b>					
<b>Three-Year Comparison</b>					
	<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Change</b>	<b>% change</b>
<b>Undergraduate Subtotal</b>	652	612	619	7	1%
<b>Grad/Prof Subtotal</b>	795*	771*	813*	42	5%
<b>Total Enrollment</b>	<b>1,447</b>	<b>1383**</b>	<b>1432</b>	<b>49</b>	<b>4%</b>

\*Includes students in Egypt-LLM Program not shown in Fall census counts (2009 n=70, 2010 n=81, 2011 n=124)  
\*\*Spring 2010 reflects loss of Kelley Direct enrollment (Spring 2009 n=156)  
**Source: IUPUI Office of International Affairs, not-yet-certified census data**

<b>IUPUI International Enrollment by Residency</b>						
<b>Three-year comparison</b>						
	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
<b>Undergraduate Subtotal</b>	<b>626</b>	<b>652</b>	<b>670</b>	<b>612</b>	<b>643</b>	<b>619</b>
Resident	131	130	118	90	97	99
Nonresident	495	522	552	522	546	520
Nonresident % of Subtotal	79%	80%	82%	85%	85%	84%
<b>Graduate Subtotal</b>	<b>731</b>	<b>795*</b>	<b>689</b>	<b>771*</b>	<b>720</b>	<b>813*</b>
Resident	109	104	104	100	115	108
Non Resident	622	691	585	671	605	705
<b>Total Enrollment</b>	<b>1358</b>	<b>1447</b>	<b>1359**</b>	<b>1383**</b>	<b>1363</b>	<b>1433</b>

\*Includes students in Egypt-LLM Program not shown in Fall census counts (2009 n=70, 2010 n=81, 2011 n=124)  
\*\*Reflects loss of Kelley Direct enrollment (Spring 2009 n=156)  
A strong contributing factor to the downward trend in undergraduate international enrollments beginning in Spring 2010 was the stricter University-level interpretation of IU policy on eligibility for residency classification for international persons with certain immigration classifications, adopted in July 2009 .  
**Source: IUPUI Office of International Affairs, not-yet-certified census data**

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

Source: IMIR PiC, Census Data

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

Source: IMIR PiC, Census Data

## **Fall 2011 International Applications and Admissions**

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

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

### **Other Developments**

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

Office of International Affairs  
1/19/2011

# Understanding the 2010 First-Time Cohort<sup>1</sup>

## Fall 2010 IUPUI (Indianapolis Only) First-Time, Full-Time Students<sup>2</sup>

- 2395 first-time, full-time students
  - 1431 (60%) University College admits
  - 964 (40%) Dual admits/Direct School
- 658 (28%) live in campus housing
- 190 (8%) admitted conditionally
  - Average SAT score = 890
  - Average High school GPA = 2.69
- First-Generation 47%
- 1416 (59%) female
- Only 31 (1%) 25 years of age or older
- 94% In-State Students or Resident Students
- 60 (3%) International Students (NEW DEFINITION)
- 256 (11%) African American (NEW DEFINITION)
- 103 (4%) Latino/a (NEW DEFINITION)
- 967 (40%) First Generation (neither parent attended college or earned a degree beyond a high school diploma. Based on Institutional data)
- 856 (51%) First-Generation [neither parent completed a 4-year (bachelor's college degree). Based on ACT-COMPASS survey data 856/1683 respondents to item.]
- 13.93 Average Course Load
- 3.25 Average High School GPA
- 1017 Average SAT score
- 2343 (92%) students enrolled in at least 7 credit hours participated in First-Year Seminars
- 697 (29%) participated in a Themed Learning Community
- 421 (18%) participated in the Summer Bridge Program (18 or 10% conditional admits).

### Commitment to IUPUI

- 79% reported that they applied to a college or university other than IUPUI.<sup>3</sup>
- 65% reported that IUPUI was their first choice (if applied to other universities).<sup>3</sup>
- 98% reported that it is important for them to graduate from College (agree or strongly agree).
- 85% reported that it is important for them to graduate from IUPUI (agree or strongly agree).
- 90% reported that they made the right choice in attending IUPUI (agree or strongly agree).
- The top five most important reasons impacting decision to select IUPUI: 1) Opportunity to receive an Indiana University or Purdue University degree, 2) Availability of specific academic programs (majors), 3) Career and job opportunities available in the area after completing degree, 4) Location, and 5) Cost.
- The top five most important reasons impacting decision to attend college: 1) Acquire knowledge and skills applicable to a specific job or type of work, 2) Fulfill a lifelong goal, 3) Gain a general education, 4) Make more money, and 5) Get a better job.

### Academic Goal Commitment

- 94% have a good understanding of their academic goals (agree or strongly agree).
- 79% are certain about their career goals (agree or strongly agree).
- 76% are certain about their choice of educational program or major (agree or strongly agree).
- 95% feel confident that they will complete their degrees in a timely manner (agree or strongly agree).
- 94% plan to earn at least a four-year (bachelor's degree).
- 90% have a good understanding of their strengths (agree or strongly agree).

### **Academic Preparation**

- 1226 (54%) completed a high school Honors Diploma.
- 31 students were enrolled in the IUPUI Honors College.
- 244 (10%) received some form of Advanced Placement credit, including the College Level Examination Program (CLEP). Based on these students, the total AP credit hours ranged from 3 to 32 (mean = 7.00) and the total exams taken that earned credit ranged from 1 to 10 (mean = 2.22). The most frequently taken exams were 1) English Language and Composition, 2) English Literature and Composition, and 3) US History.
- 98% reported that they often or very often completed class assignments on time during their last school year (either in high school or at a previous college or university).
- 96% reported that they often or very often were careful in completing assignments (neat work, followed instructions, did any background work) during their last school year (either in high school or at a previous college or university).
- 20% reported that they read 10 or more books outside of required reading during their last year prior to attending IUPUI. 11% reported that they did not read any books outside of required reading.<sup>3</sup>
- 18% reported that they read 10 or more books that were required reading during their last year prior to attending IUPUI. 4% reported that they did not read any books as part of required reading.<sup>3</sup>
- 83% reported that they have completed a math class recently (within the last year).
- Average Units of High School = 8.23.

### **Full-Time Students' Expectations of Time Use Per Week During Their First Year At IUPUI**

- Plan to work 12.38 hours per week off-campus
- Plan to work 7.11 hours per week on-campus.
- Plan to study 20.03 hours per week.
- Plan to spend 7.02 hours per week commuting.
- Plan to spend 6.93 hours per week in co-curricular activities.
- Plan to spend 5.30 hours per week volunteering.
- Plan to spend 12.47 hours per week socializing and relaxing.
- Plan to spend 3.45 hours per week caring for dependents.
- 87% plan to work while attending school.
- 15% plan to work more than 20 hours per week off-campus for pay.

### **Students' Resources**

- 45% live with family members (parents, spouse, children, or other relatives).<sup>3</sup>
- 8% live alone.<sup>3</sup>
- 43% live with one or more roommates who are students attending IUPUI.<sup>3</sup>
- 4% live with others not attending this IUPUI.<sup>3</sup>
- 98% reported that they have access to a personal computer that they can use for school work.<sup>3</sup>
- 81% reported that they have High Speed internet access (Cable Modem, DSL, and Satellite).<sup>3</sup>

### **Students' Finances**

- 2113 (88%) applied for Financial Aid [completed the Free Application for Federal Student Aid (FAFSA) form]
- 1713 (72%) received Financial Aid. 82% in 2009.
- 1001 (42%) received a Federal Pell Grant. 36% in 2009.
- 76% reported some or major concerns about their ability to finance their college education.<sup>3</sup>
- 348 (14%) were Eligible to receive the 21<sup>st</sup> Century Scholarship [249 actually received 21<sup>st</sup> Century Scholarship from the State Student Assistance Commission of Indiana (SSACI)].

### **Academic Achievement and Progress (based on 2009 cohort)**

- The 2009 first-time, full-time one-year retention rate (fall-to-fall semester) was 75% (Indianapolis only). Students are retained if they enroll at any IU campus for the semester or complete a degree or certificate after the beginning of the base semester and before the start of the "retained to" semester.

- The fall-to-spring IUPUI retention rate (returned to IUPUI IN or CO) was 88.2% (compared to 86.9% for the fall 2008 cohort).
- The average fall semester GPA was 2.79.
- The average cumulative first-year GPA was 2.67.
- 18% earned a GPA below a 2.0 in the fall semester. This represents a 3% improvement compared to the Fall 2008 cohort (21% earned a GPA below a 2.0 in the fall semester).
- The average fall DFW rate was 17.29% (compared to 20.97% for the Fall 2008 cohort).

**Risk Factors for IUPUI Students –Associated with Low Levels of Academic Achievement and Persistence (based on data collected 2007-2009)**

- Gender (Males)
- Being a First-Generation college student
- Institutional commitment (Intent to Transfer)
- Amount of time spent working off-campus for pay (over 20 hours per week)
- Low levels of academic preparation (High school GPA is a strong predictor)
- Living off-campus
- Not earning satisfactory academic performance in first-semester (earning below a 2.0)
- Reporting that she/he was not careful in completing high school assignments and did not complete the assignments on time.
- Received a Pell Grant (proxy for low Socioeconomic Status - SES)

**Summary of Expected Changes**

- Accountability and Outcomes Focus: degree completion, on-time graduation, value-added experiences, learning outcomes.
- More academically prepared students.
- More International and Out-of-State students.
- More students entering just out of high school: 18-19 years of age.
- More students living on-campus.
- More students working on-campus.
- More students taking courses in the summer.
- Improved retention and graduation rates.
- Improvements in retention and degrees conferred rates may only be attained by moving students through the system more effectively and more efficiently (e.g., providing appropriate levels of academic support).

<sup>1</sup>Note: Sources of Information – 2010 ACT-COMPASS Entering Student Survey ((N= 2191/2606, Response Rate = 84%), 2010 New Student Orientation Entering Student Survey (N =1417), and Institutional Data.

<sup>2</sup>Note: Only 211 (8%) part-time students.

<sup>3</sup>Note: These items are from the 2010 New Student Orientation Entering Student Survey. A total of 2315 responded to the survey. There were 1417 first-time, full-time students who correctly entered their student ids and completed the survey. Students with incorrect or no student id entered were removed from the dataset due to the inability to confirm if they officially enrolled and were full-time.