Enrollment Management Steering Group
November 11, 2010
Minutes

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

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

Updates from the Chair
- Enrollment Projections
  - Establishing enrollment projections comes out of central university reporting. The model typically used is an average of the last three years in calculating projected heads and hours in future years. If the campus is in a growth period as we were in recent years, this approach results in a projection for the coming year that is slightly below that of the current one. However, when enrollment is flat or declines, the projection moves lower. We would like to move to a two-year average as being a more current representation of enrollment, but also recognize that we are being hit either way with the loss of Kelley Direct in Fall 2009.
  - After tweaking the model's projection last year we finished within 200 heads of what the model predicted for Fall 2010. We had thought being a little conservative in making projections was good, but the finance people prefer us to be slightly optimistic. Apparently any projected decline in enrollment can result in lower confidence among those rating and buying university-issued bonds, forcing them to be issued with a higher interest rate, costing the university additional money in paying them off. It is important that the finance people be involved in establishing the enrollment projections.
  - IUPUI schools had traditionally budgeted conservatively, knowing that any credit hours generated above those budgeted would result in a source of additional income that could be used for other school-based initiatives. This approach was thrown off this year as the university pulled half of unbudgeted tuition revenue to create a new R & R fund.
  - We want the campus to understand that the number of high school graduates over the next several years will be flat in Indiana (at best) and down in surrounding states. Add to this an important caveat that Latino students will constitute a larger percentage of graduates than in the past. As Latinos have had a lower college-going rate than other groups, this effectively results in a smaller prospect pool from which we can recruit. We also expect increased competition for these students from both Indiana institutions and those in surrounding states. *See UIRR's 2009-2019 projection for Indiana high school graduates attached below.*
  - Our best guess is that our enrollment will be flat—perhaps with a very small growth.
  - The message to deans: Unless you know there is a new program that would increase individual school enrollments, you should plan on being on enrollments being flat. Even our expanded out-of-state recruiting won't generate significant results in the near term, especially in light of increased competition from other institutions.

- The Chancellor's Scholarships were very effective in helping us recruit high ability students. These were funded last year by cobbling together various sources, but we need to have these centrally-funded through a dedicated amount upon which we can rely in doing our recruiting for future years. We are recruiting now and need to know the funding to support these scholarships will be there.
  - Steering Group members supported moving to a centrally-funded approach.
- Benchmarking Analysis
  - From a student services side, the tool being used to gather data is very limited in its perspective of services that are provided. As we are not likely to be able to modify the tool, the exercise will likely result in under-representing what these offices do.
  - The initiative's review of advising support (such as Registrar support through managing SIS tools, etc.) now will be reaching down into academic units to learn more about how advising is actually done. This was a late decision and will be a surprise to the deans.
    - When academic units employ a model with a staff member dedicated to advising, the data collection will be easier than for schools which rely on faculty advisors. In the latter approach, the amount of time spent on advising generally is not documented. As a result, the full breadth and methods of advising provided and the support needed to aid them will be under-reported. The units also will need to properly account for "shared" advisors and other non-standard advising-related activities.
  - Concern was expressed regarding the impact any consolidation and layoffs may disproportionately have on women employed on this campus. Many of the positions that may be affected are staffed by women and may well result in a significant loss of women employed at the campus.
    - It is important to be able to say as IU is making these plans that we also need to make the case for a diverse and competent workforce to serve the state.
  - We need to focus on what we must have in terms of providing the service needed to meet our strategic goals. This includes how to measure the impact of any changes and requires data more than anecdote.
  - We need to make the case from the perspective of the whole institution because if we are pitted against the IUB we will lose; think enterprise-wide.
  - Finally, we must keep a focus of what can be done with the information—that may be our best chance of where we might have an influence.

Discussion Items

Adult recruiting (Khaula Murtadha)
- Khaula led the group in a discussion of a proposal she drafted for a Center for Adult Learning *See proposal below, including an undergraduate age distribution for the campus and for SCS.*

  Introduction
  - Chancellor Bantz and Dean Sukhatme have confirmed that recruiting adult students remains important to IUPUI.
  - CLN's efforts with this population have included the BGS program (which serves an older population—see age distribution below), managing off-campus centers for course offerings, responding to workforce needs, etc. Khaula wants to confirm this is the direction CLN should be going.
  - Lumina said the economic development driver would include adults finishing degrees
  - The document was drafted to stop the piecemeal approach the campus has had especially in comparison with other institutions.
  - What does the research show?
    - More adults are using the technology
    - Adults want prior learning assessed and valued

- o [CAEL](#) has done significant research and the kinds of things that support adults we are doing but not in a cohesive, intentional way.
- o An Adult education task force will convene in December

Current Campus Environment for Adults
- o Adult students have not been an area of growth for IUPUI in recent years. In the Fall of 2006 the 7,294 students aged 25+ accounted for 36.6% of the total undergraduate population. In the Fall of 2010 this group totaled 6,828 and accounted for 33% of all undergraduates. *Additional age details appear below.*
- o Despite significant institutional improvements, some students continue to have difficulty in navigating the university.
- o OLS has been active in assessing granting credit for prior learning. Direct admit to SCS
- o CLN has expanded its efforts in providing accessible advising for adult learners who can't visit the campus during the business day. CLN is using [on-line advising](#) via Skype and other technology; three advisors work entirely on-line. Service provided until 8:00 p.m.
- o IUPUI has improved its services for veterans and those on active duty by establishing the [Office for Veterans and Military Personnel](#). What overlaps might there be with this group and services and programs targeting other adult students?
- o [Weekend courses](#) remain important to working adults, though the number of offerings has declined from earlier years. The number of on-line and hybrid courses has grown, but not sufficiently to meet the need or demand.
- o The campus offers a number of areas of support important to adults such as independent studies, financial aid, and a bridge from Ivy Tech in the Passport program.
- o CLN is offering classes to restart and get used to a tech rich environment (continuing education opportunities)

Goals
- o Reach out to adults who wish to complete their degrees—provide opportunities to diverse community and cultural groups.
- o Offer desired credentials workforce development, including certifications.
- o Provide effective links to academic units and service units
- o Offer virtual advising
- o We need to meet students where they are and take them somewhere. We have moved away from trying to offer too many courses at night—need to look at other options including incentives for faculty for weekends, online, hybrids.

Discussion
- o How would this be different from what CLN currently does? We need to connect resources to the students and have CLN step into the background. CLN would be supportive of center, but would not *be* the center. Such a center has to be seen as representing all IUPUI degrees and not just the B.G.S.
- o We need to understand what the competition is doing and what are our drivers to generate additional income to help us meet institutional needs. A new dynamic is the change in the state funding structure that rewards the number of degrees awarded.
- o A concern and a challenge: we are not the only people going after this population. We must not only be better than we are but we must be better than the competition is.
- o How do we go about organizing ourselves internally—are more resources needed for such an initiative? If so, the proposal is a possible grant candidate.

The remaining discussion focused on the following areas:

Accelerating Student Progress
o How do we move people quickly through the system to help those with two years completed finish their degree as quickly as possible? We can look at this as a prerequisite completer package offered on an accelerated basis. How can we create the critical mass needed that allows us to do this affordably?
o In the past we have been focused on all of our programs ("More is Better"). We might want to focus on a few targeted degrees into which many of these students can be plugged. To market *and* be effective—we want to get you to get to a bachelor's degree
o Is there a degree program at IUPUI that would fit you well? How do we get you from walking through the door to getting that degree?
o Tie any selected degrees to the five clusters for central Indiana.
o Executive education offers an accelerated model that gives us a market niche. Bill the students routinely, arrange for book availability, etc.
o One additional consideration would be to help students finish their baccalaureate degree and then get them back for graduate study. Look at a new degree such as preparing students for a professional science masters.

Career Advising
o Providing career advising is an important component in helping students identify a major. This is true for beginning students as well as transfers; traditional aged or adults.
o We have several groups among adult learners who need such advising:
  • Adults who are focused on a particular degree or obtaining a required credential
  • Displaced workers who aren't sure about the next step such as identifying a potential alternate career and a major that will lead to it.
  • Potential students who are not coming to our door who would benefit from such coordinated resources, information, and services.
  • We need to be able to tell people here is a place to help with making these decisions.
o The absence of a central campus career center has resulted in this service is being constructed in each of the schools. This is not an effective use of institutional resources.

Transfer Center
o Most adults are coming with some kind of transfer credit. Transfer students tend to be very disciplined focused—they are more likely to know the major that they want.
o At the campus level we are very generous with accepting transfer credit. The issue is not bringing the credit in, it is how the credit is applied toward individual degrees, especially for undistributed courses.
o Becky reminded the group of a current proposal to develop a "virtual" Transfer Center through more coordinated management of available campus resources and services. The proposal for a Center for Adult Learning is very similar to what is in the proposal for a Transfer Center.
o Given the significant overlap of goals, members discussed which is the more appropriate model: a Transfer Center which also serves the special needs of adults or an Adult Center who also serves adults with transfer credit. How might we combine the two concepts so that they have a good synergy?
o The center would serve as an institutional concierge rather than providing all of the services. A Transfer Center would serve all—the portal to get people, including adults, on the appropriate path.
o Members agreed that they saw no benefit of locating a Transfer Center in UCOL—there continue to be troubles with the handoff from UCOL to the schools; the quicker we get the students into the majors, the more likely they are to succeed.

- o Thanking members for their comments and suggestions, Khaula told the group she will come back with a revised proposal.

- **2010 Performance Indicators** (Gary Pike)
  - o The EMC Steering Group has been asked to evaluate the performance of IUPUI on attracting and supporting a diverse and well-prepared student population and to select the appropriate Performance Indicator. The focus of this review is on undergraduates.
  - o Gary identified some highlights in the materials distributed to the group (attached below)
    - ▪ Undergraduate enrollment has been growing, credits especially.
    - ▪ Full-time enrollment is up significantly.
    - ▪ The overall trend in SAT scores is up. Even more impressive is the change in high school class rank over the past ten years, though that has started to level off somewhat. This may be the result of increased competition and also the fact that a growing number of high schools have discontinued providing class rank information.
    - ▪ The campus has become more diverse, but probably narrowing in recent years due to the growth in higher ability students and greater competition. We had a big jump this year due, in part, to changes in federal coding.
    - ▪ The amount of gift aid increased significantly.
    - ▪ In addition to the actual amounts of aid increasing, we have improved the ratio of gift aid to loans: .35 five years ago .48 this year. The increases in gift aid have outpaced those in loans.
    - ▪ We have seen a good increase in first semester GPA.
    - ▪ Retention and graduation recorded steady increases among full-time students; they lag in part-time students and transfers.
    - ▪ Graduation rates continue to increase, but we are still poor compared to peers. Average of peers about is 45%, still well above us.
    - ▪ We have a dip in our graduation rates coming due to lower retention in the 2005 cohort, then will bounce back.
  - o In sum, the data are all up nicely with the exception of graduation rates.
  - o Members noted that graduation rates is a lagging indicator of performance in attracting and supporting a diverse and well-prepared student population. It does not move up as soon as improvements in other areas such as the quality of the incoming class or retention.
  - o The group discussed whether the performance in these areas might warrant moving to a green indicator. While there was support for that step, members voted to continue with the yellow/up arrow due to the graduation rate totals.
  - o Members noted that while the definition* of the yellow/up arrow doesn't precisely match their assessment of IUPUI's current performance in meeting this goal (graduation rates won't be attained within the next 1-2 years), absent any other option, ⬆ is the best available descriptor.
    - *"The objectives for this goal have not been fully attained; however, trends suggest the objectives will be attained in the next 1–2 years."*

Upcoming EMC Meetings and tentative topics

November 19   1:00-2:30   CE268
- Longitudinal Changes in Enrollment Patterns
- University enrollment projections
- Retention rates
- Reflections on the CRG-EMC October Summit
  - o Summit Handouts (see "Full Committee Meetings")

January 28   1:00-2:30   CE 268
April 15   1:00-2:30   TBD

Upcoming EMC Steering Group Meetings
January 20   1:00-2:30   CE 260A
March 24   1:00-2:30   CE 260A

INDIANA HIGH SCHOOL GRADUATES
FALL ENROLLMENT PROJECTIONS 2009 - 2019
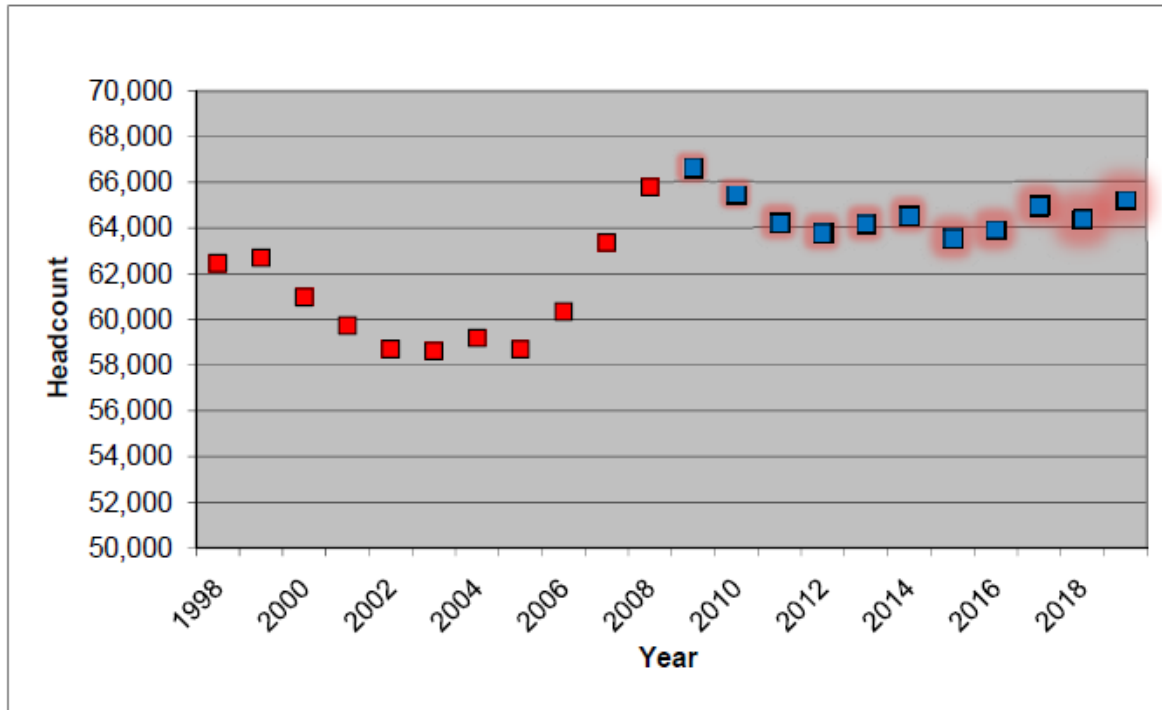
Actual		Projected	
Year		Year	
1998	62,472	2009	66,630
1999	62,704	2010	65,467
2000	60,978	2011	64,249
2001	59,737	2012	63,807
2002	58,705	2013	64,187
2003	58,620	2014	64,556
2004	59,191	2015	63,569
2005	58,702	2016	63,923
2006	60,354	2017	64,981
2007	63,375	2018	64,385
2008	65,806	2019	65,221

Source: Indiana University Fall Semester Enrollment Projection 2010 to 2020 (UIRR 2009 Summary)

IUPUI Center for Adult Learning
Executive Summary

Historically, IUPUI has served and built its reputation through outreach to and education of the adult population of Central Indiana. In this highly competitive environment, we must restore our premier status as a truly adult friendly university to enhance economic development of the region and to increase the number of adult degree completers as noted by the Lumina Foundation, the Indiana Commission for Higher Education and the State Chamber of Commerce. This executive summary outlines goals, a possible structure and services to meet a campus and community need—the IUPUI Center for Adult Learning.

To provide exceptional support services that adults demand when returning to school as well as being competitive with other universities serving adults, IUPUI should create the IUPUI Center for Adult Learning. There are a significant numbers of adults in our community who have some college credits but have not completed a degree or adults looking to start their journey in higher education who end up at other institutions because of ease of access. To attract, retain and support those adults to complete their degree, The IUPUI Center for Adult Learning is needed. The Center for Adult Learning reflects the campus' commitment to adults and non-traditional students, is easy for adults to identify, and central Indiana businesses will recognize IUPUI as adult oriented and a place where adults can turn to for assistance.

Services:

- The Center for Adult Learning would be a portal to IUPUI for all adults returning to school to seek a degree or take some courses. The concept of a portal would be to act as a clearinghouse to identify individual needs and direct adults to the appropriate program on the campus. As part of those services the center would rely on the existing Community Learning network (CLN) departments including the Continuing Education courses, General Studies Degree, Weekend University, distance education, workforce education but would connect to campus offices already working with adults to create partnerships. These partners would provide a streamlined process for adults to become part of IUPUI whether through Admissions, Financial Aid, Graduate Non-Degree, Graduate Programs or other campus units. It would also provide a portal for businesses wanting to help their employees return to school. Our "concierge" services would assist adults in cutting through the red tape by having a network of individuals throughout the campus to help adults deal with issues that might prevent them from coming to IUPUI.

- Virtual advising would be made available to adults to better fit their schedule. Since they probably work and will not be able to come to campus during regular business hours, we need to be able to advise them at times convenient for them. For this we propose on-line advising sessions. These sessions could be done in one of several fashions. Skype or Adobe Connect advising would be available for the more technically advanced students. Skype and Adobe Connect are visual and audio connections between the advisor and the student at home or work with the same equipment. For the less technically advanced student, we could offer an instant

messaging system that would allow the student and the advisor to communicate instantly between each other for the session. Finally, for those who are available only late at night or early in the morning, and/or who have brief questions, we could offer a forum style session. In this session, the student would ask his/her questions anytime, and the answer would be sent to the student within 48 hours. Some students would not be comfortable with any of these methods and would want to have a face-to-face or live telephone conference with advisor, so we would need to be able to make appointments for these people to meet with the advisor.

- Career counseling could be made virtual by developing a set of questions that individuals could answer online at their own pace. These questions would help assess their level of career aspirations. Individuals with well-defined career goals could be directed to particular areas of study. Others unsure of their goals could take an online interest inventory such as the Strong Interest Inventory or Myers-Briggs Type Indicator. This fee-based program in conjunction with the Testing Center would be a virtual tool a career counselor would use to evaluate and provide career direction. General Studies students could use these tools to help determine their course of study based on their career goals. Besides offering career counseling, we need to create "career pathways" similar to those developed at Gateway Community & Technical College. The pathway would provide entry points for adults who are thinking about pursuing a degree, whether as a returning student or a new student.

The IUPUI Center for Adult Learning would require some restructuring of CLN to meet the needs of the adult learner. Besides offering access to the variety of programs currently offered by the Community Learning Network, many adults need career counseling, curriculum mapping, advising on academic options, financial literacy, access to scholarships and other types of financial aid and most importantly they need an advocate in the center to help guide them through the barriers that exists at IUPUI for adult learners wanting to return to campus. They also should have the ability to use prior learning experiences to help jump start their return to learning. Prior Learning Assessment (PLA) is the system used to award college credit for what people learn outside the classroom through corporate training, work experience, civic activity, and independent study. Using the portfolio method of assessment, students are guided through the process of documenting learning that faculty evaluate and determine it to be similar in content, depth, and breadth to what they consider college-level learning. The Center for Adult Learning will provide access to faculty and resources to both help students identify potential PLA opportunities they may have and how to prepare portfolios for evaluation. The center will be a focal point for adults to provide services or referrals to help them overcome the barriers that so often make it hard for adults to return to school.

The IUPUI Center for Adult Learning would actively recruit adults to IUPUI through the Community Learning Network's current and expanded outreach, marketing and identification of underserved populations by working with community-based organizations.

A component of this effort would be to conduct research on the impact the Center for Adult Learning has on matriculation and retention as well as better identifying the needs of adult learners and the barriers that hinder their starting or returning to school. We intend to create "peer networks" of adults who have

returned to school. These individuals would provide support, advice and general information to returning adults. They could also be a source of referrals to the center to attract adults to IUPUI.

The web portal should be a dual portal that provides resources for individual adults wanting to explore or apply to IUPUI. Organizations and companies wanting to support their employees in pursuing a degree need an access point to IUPUI to identify resources that they can use to advise employees on opportunities at IUPUI.

The Center for Adult Learning will accomplish these goals by:

- Reaching out intentionally to adults that have not completed their degrees;
- Introducing new access points to adult education by partnering with several community, culturally diverse and faith-based organizations to reach our target populations;
- Creating and offering classes that support restart and re-immersion into the changing higher education, technologically rich learning environment;
- Offering a Weekend University with full array of classes including 300 and 400 level courses and advising support;
- Offering continuing education noncredit classes that include financial and time management information;
- Working collaboratively with local institutions of higher education to honor transfer credit, prior learning/work/military experience and to assist with transition between programs;
- Redesigning the advising function for adult learners to a more proactive orientation that is streamlined to meet the needs of busy adults; and,
- Utilizing online and face to face advising support specifically for the adult student.

The Center for Adult Learning will benefit IUPUI as we compete with other institutions in the Indianapolis area for the 200,000+ adults who have some college credits but no degree according to the U.S. Census Bureau. The community will benefit by having a more highly educated workforce who are prepared for the careers of today and tomorrow.

Collaboration with campus partners is essential to create an effective Center for Adult Learning. At the very least the following units will have a dedicated staff person who is aware of and supportive of adult learner needs.

- University College already has staff providing career and academic counseling to students and their expertise should be used to help adults look at career options if they need it and also provide interest inventory assessment. This area would require funding to have UC counselors available to help adults, since their focus is with current University College enrollees.
- Department of Organizational Leadership and Supervision currently has a Prior Leaning Assessment course that helps students identify what they need to do develop a portfolio and provides assistance to them in putting together their portfolio. Only Two programs at IUPUI have embraced PLA. They are General Studies and OLS, so there are limited opportunities for

PLA credit at IUPUI. This would be an area to develop in the future, but the General Studies or OLS degree would be the only path for adults wanting to receive credit for prior learning.

- The Admissions Office at IUPUI would offer a streamlined admission process for adults coming to IUPUI or let the Center for Adult Learning be able to admit adult students.
- The Office of Student Scholarships & Student Financial Aid could provide useful resources and assistance to adults wanting to start or return to college. One of the greatest barriers adults have is not having the necessary funds to take classes. The office could also provide classes at the off-campus sites to help individuals complete the FAFSA form for financial aid. This would benefit both adult learners and parents of students at IUPUI. It would also provide another service at the off-campus centers.
- Testing Center would provide services for a fee so individuals needing more in-depth career advice could take a Meyers-Briggs or Strong interest inventory.
- Bursar office would provide support for companies and organizations that are paying for individual employees working on a degree to pay directly to the University rather than reimbursing individual participants. The Bursar would handle sponsor billings. Since finances are a key limitation for adults starting or returning to school, the idea of setting up a payment plan for selected students should be explored. This is currently being done at the University of New Mexico to attract returning adults to campus.
- The Registrar's Office would be the point of contact for Veteran Certification.
- Each Academic unit should identify a contact person to whom the center can refer adult students who only need to be handed off to that program.
- The School of Continuing Studies Independent Study Program could be a resource for individuals wanting to take classes they might not be able to enroll in as a face-to-face class.
- Individuals needing to start at Ivy Tech would be referred to the IUPUI & Ivy Tech Coordinated Programs (Passport) or directly to Ivy Tech for assistance.
- The General Studies Degree Program would provide support to adults who have had some college and are looking to complete their degree.
- Continuing Education courses and certificates offered by the Community Learning Network would be an option for individuals preparing to return to school or wanting to have some short term credentials or skills.

Organization of the Center for Adult Learning

- Director (coordinate with campus units);
- Part-time career counselor/interest inventory evaluator (University College);
- Generalist advisor and online/phone responder;
- Call center or staff to field calls (full or part-time position);
- Adult administration specialist (part-time); and
- Outreach specialist/public relations (recruit to businesses, organizations, individuals, campus connections).

Resources needed

- Career counselor and interest inventory assessment funds;
- Support funds to assist adults coming to school (transportation, childcare, books);

- Funding to create infrastructure including staffing, technology and creation of the Center for Adult Learning website;
- Marketing materials to reach the community; and
- Ideally, having scholarships available to qualified returning adults (stop outs) to provide an incentive to return to school. The University of New Mexico has a 50% tuition reduction to encourage stop outs back to UNM under the Graduation Project.

CLN in-kind support
- Director (Ron Lindle);
- Reception support (front office); and
- Marketing/Outreach planning (Linda Stein).

We are asking for financial support of $100,000 per year for 3 years to support the development of the center and the hiring of advisors, support staff, and marketing efforts.

Web Site Development

The web site would be renamed The IUPUI Center for Adult Learning with the following main headings:

a. General Studies (same information);
b. Continuing Education (same information);
c. Distance Education (same information);
d. Community Learning Network (this would focus on our community connections including partnerships, learning centers, off-campus sites, outreach efforts, and workforce education);
e. Weekend University (program needs to be developed around certificate and degree programs that would be offered in an accelerated weekend format);
f. Virtual Adult Learner Center: This virtual advising site would need to be developed to include the following structure:
    - Links to all academic units;
    - Online virtual counseling for adults wanting to find educational opportunities at IUPUI;
    - Career assessment tools to help undecided individuals determine their interest in various careers and academic programs. Links to a variety of free online self-assessment tools. Individuals wanted more in-depth assessment could register to take the Strong or Meyers Briggs interest inventory for a fee. Working with the Testing Center to administer the online inventory and the career counselors in University College to evaluate the inventory;
    - Have the Virtual Adult Learning Center linked on the main page of the IUPUI website; and
    - Links to the resources of the Financial Aid office and the admissions office.

Timetable

August 2010	Identify resources needed for the Center for Adult leaning including staff, technology and funding
August 2010	Prepare materials for the web site
September 2010	Start work on revising the web site and create the Virtual Adult Learning Center
September 2010	Submit proposals for funding for the Center for Adult Learning
September 2010	Meet with internal partners to identify roles and responsibilities. These partners include Admissions, Transfer Center, University College, Financial Aid, Testing Center, Bursar
October 2010	Meet with academic units to identify contacts within each area to refer adults
October 2010	Develop marketing material to promote the Center for Adult learning and the Virtual Adult Learning Center
November 2010	Meet with external partners to identify links including The School of Continuing Studies, Ivy Tech Community College and the Passport Program.
December 2010	Complete web site development
December 2010	Identify peer mentors to help adult students
January 2011	Launch the new web site
January 2011	Market the new web site to the community

Virtual Center for Adult Learning

- Links to: Referrals to Academic Units
- Career Services University College
- Office of Diversity, Access & Achievement
- Links to: Testing and Career Assessment (Testing Center & Univ College)
- Office of Coordinated Programs & Ivy Tech
- Enrollment Services (Bursar, Admissions, Financial Aid, Registrar
- OLS for Prior learning Assessment
- School of Continuing Studies & masters of Adult Education
- Transfer Center University College
- Office of Veterans' Affairs
- Student Scholarships
- CLN General Studies Degree, Continuing Education Classes & Certificates

Career Pathways

BS Accounting or
Business
Administration:

--CPA ($55,000+)

--Accountant ($37,000
- $45,000)

AS Degree in
Business:

--Bookkeeper
($31,000-
$41,000/yr)

--Accounts Payable
Clerk ($28,000-
$38,000/yr)

HS Diploma:

--Bookkeeping or
Data Entry Clerk at
$12/hr

Khaula Murtadha
EMC Steering Group 11/10/2010

Indianapolis Undergraduates by Age
Fall Semesters 2006-2010

	2006	% of UG	2007	% of UG	2008	% of UG	2009	% of UG	2010	% of UG
Under 25*	12,574	63.4%	12,641	64.1%	13,200	66.1%	13,655	66.4%	13,836	67.0%
25 and Over*	7,244	36.6%	7,090	35.9%	6,770	33.9%	6,909	33.6%	6,828	33.0%
Under 18	153	0.8%	150	0.8%	196	1.0%	259	1.3%	231	1.1%
18 to 20	5,802	29.3%	6,097	30.9%	6,493	32.5%	6,609	32.1%	6,612	32.0%
21 to 22	4,064	20.5%	4,038	20.5%	4,081	20.4%	4,390	21.3%	4,550	22.0%
23 to 24	2,555	12.9%	2,356	11.9%	2,430	12.2%	2,397	11.7%	2,443	11.8%
25 to 32	4,261	21.5%	4,273	21.7%	4,070	20.4%	4,213	20.5%	4,166	20.2%
33 to 39	1,456	7.3%	1,390	7.0%	1,369	6.9%	1,377	6.7%	1,399	6.8%
40 to 59	1,481	7.5%	1,377	7.0%	1,284	6.4%	1,275	6.2%	1,218	5.9%
60 +	46	0.2%	50	0.3%	47	0.2%	44	0.2%	45	0.2%
Total UG	19,818	100.0%	19,731	100.0%	19,970	100.0%	20,564	100.0%	20,664	100.0%
Total UG Degree Seekers	18,881	95.3%	18,731	94.9%	19,007	95.2%	19,463	94.6%	19,698	95.3%

Note: Undergraduate age distribution includes non-degree students

General Studies Undergraduates by Age
Fall Semesters 2006-2010

	2006	% of UG	2007	% of UG	2008	% of UG	2009	% of UG	2010	% of UG
Under 25*	295	28.1%	305	31.3%	284	28.8%	258	26.5%	235	24.4%
25 and Over*	753	71.9%	670	68.7%	701	71.2%	717	73.5%	730	75.6%
Under 18	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18 to 20	12	1.1%	17	1.7%	9	0.9%	10	1.0%	14	1.5%
21 to 22	129	12.3%	134	13.7%	123	12.5%	109	11.2%	104	10.8%
23 to 24	154	14.7%	154	15.8%	152	15.4%	139	14.3%	117	12.1%
25 to 32	342	32.6%	308	31.6%	330	33.5%	331	33.9%	310	32.1%
33 to 39	160	15.3%	130	13.3%	162	16.4%	164	16.8%	168	17.4%
40 to 59	241	23.0%	220	22.6%	198	20.1%	210	21.5%	238	24.7%
60 +	10	1.0%	12	1.2%	11	1.1%	12	1.2%	14	1.5%
Total UG	1,048	100.0%	975	100.0%	985	100.0%	975	100.0%	965	100.0%

Note: General Studies does not have non-degree undergraduates

Baccalaureate Degrees Conferred

	2005-06	2006-07	2007-08	2008-09	2009-10
Indianapolis	2,719	2,696	2,763	2,994	3,110
General Studies	408	413	405	424	490
BGS % of Campus Total	15.0%	15.3%	14.7%	14.2%	15.8%

Source: IMIR reports
Enrollment Services   *11/8/2010*

2010 Annual Report Attract and Retain Performance Indicator (all charts from IMIR)

Student Enrollment

	Fall Semesters										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Fall Semester Enrollment											
Total Enrollment	27,474	28,339	29,025	29,860	29,953	28,726	29,764	29,854	30,300	30,383	30,566
Undergraduate	20,160	20,695	21,060	21,389	21,172	21,438	21,193	21,202	21,423	22,119	22,245
Full-Time	11,673	11,957	12,835	13,371	13,637	13,736	13,942	14,408	14,893	15,696	16,015
Part-Time	8,487	8,738	8,225	8,018	7,535	7,702	7,251	6,794	6,530	6,423	6,230
Graduate	5,201	5,427	5,812	6,589	6,854	7,288	7,724	7,858	8,174	7,597	8,321
Master's[1]	2,543	2,815	3,166	3,865	4,020	4,365	4,693	4,803	5,035	4,315	4,346
Doctoral-Research	284	256	256	290	317	373	451	455	502	564	606
Doctoral-Practice	2,374	2,356	2,390	2,434	2,517	2,550	2,580	2,600	2,637	2,718	2,738
Non-degree	2,113	2,217	2,153	1,882	1,927	1,207	847	794	703	667	631
Credit Hour Enrollments (Spring and Fall)	539,062	552,859	572,408	598,423	609,400	611,025	616,316	623,846	639,295	660,559	672,728

[1]Includes post-baccalaureate certificate seekers

New Undergraduate Students by Mode of Admission

	Calendar Year										
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Fall First-Time Full-Time Freshmen	2,481	2,279	2,243	2,344	2,303	2,409	2,521	2,744	2,808	2,800	2,684
All Other First-Time Freshmen	1,327	1,291	1,047	960	880	704	576	555	549	549	501
Intercampus Transfers	1,072	1,089	1,145	1,105	944	887	967	938	893	918	868
Ivy Tech-Indianapolis Transfers	290	342	410	436	440	439	515	563	632	571	688
Other Non-IU Transfers	2,116	2,181	2,092	1,936	2,193	2,291	2,297	2,082	2,048	1,914	1,861
Total	7,286	7,182	6,937	6,781	6,760	6,730	6,876	6,882	6,930	6,752	6,602
Pct. Fall First-Time Full-Time Freshmen	34	32	32	35	34	36	37	40	41	41	41

Trend

2010

Trend
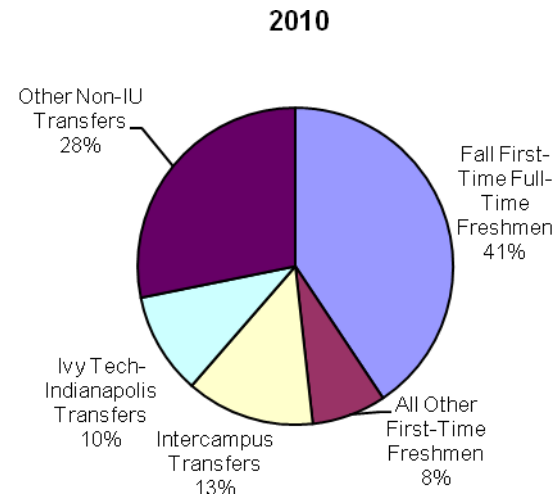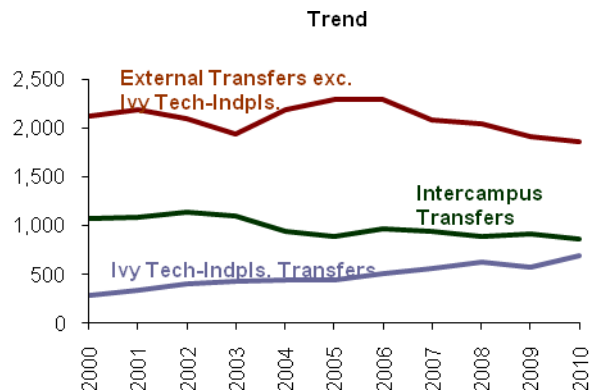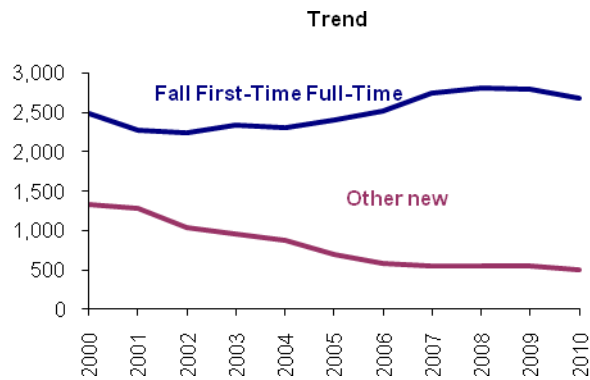
Academic Background of New Undergraduates

	Fall Semesters										
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
New Freshmen											
Average SAT Score											
University College Conditional Admits	895	900	917	903	905	905	877	885	892	881	884
University College Regular Admits	1017	1001	1006	1002	1002	992	994	988	998	967	967
Direct School/Dual Admits	1097	1099	1087	1093	1094	1113	1102	1089	1092	1089	1076
H.S. Class Rank											
Pct. from Top Quartile	23	27	28	32	31	33	35	40	46	45	44
Pct. from Bottom Quartile	13	9	7	6	7	5	5	3	1	1	1
Average Percentile Rank	54	58	59	61	60	61	63	67	70	71	70
Avg. Number of College Prep Units	16.2	16.5	16.8	17.0	17.3	17.6	18.6	18.3	19.1	23.7	27.1
Number of new valedictorians and salutatorians[1]	15	17	9	20	17	16	22	40	45	44	38
First-Time Freshmen ranked in the top 10 pct. of their high school graduating classes	169	192	177	221	249	213	273	345	375	371	350
Pct. Requiring Remediation											
Mathematics	64	59	40	31	28	31	25	24	21	47	47

Geographic Origin of New Freshmen

	Calendar Year										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Central Indiana Service Region	2,842	2,617	2,357	2,344	2,299	2,047	2,021	1,711	1,721	1795	1745
Other Indiana Resident	846	803	757	804	767	928	928	1,334	1,339	1332	1243
International Student	43	65	55	66	63	61	69	148	161	120	91
Other Non-Indiana Resident/Unknown	77	85	121	90	72	77	70	100	132	98	105
Total	3,808	3,570	3,290	3,304	3,201	3,113	3,088	3,293	3,353	3345	3184
Percent in Service Region	75	73	72	71	72	66	65	52	51	54	55
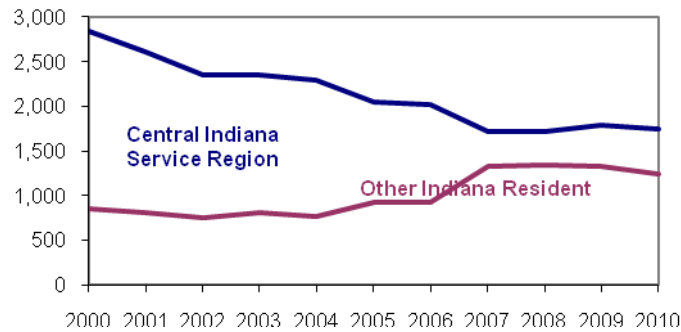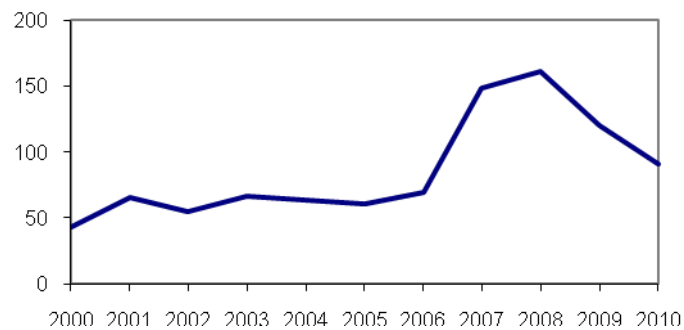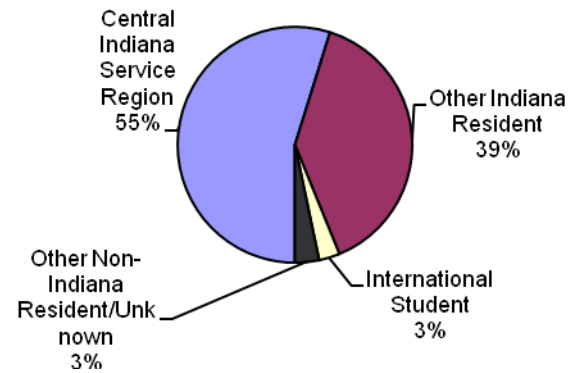
Gender Representation among First-Time Freshmen

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Men	1,194	1,136	1,146	1,095	1,175	1,276	1,229	1,191
	Women	1,633	1,583	1,600	1,690	1,777	1,764	1,791	1,734
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	Men	42%	42%	42%	39%	40%	42%	41%	41%
	Women	58%	58%	58%	61%	60%	58%	59%	59%

Minority Representation among First-Time Freshmen

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	252	259	288	236	231	256	237	285
	Asian/Pacific Islander	58	68	72	94	78	120	103	92
	Hispanic/Latino	69	77	83	95	83	95	104	119
	Native American	8	8	10	15	4	8	12	1
	Total Minority	387	412	453	440	396	479	456	497
	All Others	2,440	2,307	2,293	2,345	2,556	2,561	2,564	2,428
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	African American	9%	10%	10%	8%	8%	8%	8%	10%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	4%	3%	3%
	Hispanic/Latino	2%	3%	3%	3%	3%	3%	3%	4%
	Native American	0%	0%	0%	1%	0%	0%	0%	0%
	Total Minority	14%	15%	16%	16%	13%	16%	15%	17%

Minority Representation among First-Time Freshmen (New IPEDS ethnic definition effective Fall 2010)

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American								285
	Asian American								89
	Hispanic/Latino								119
	Native American								1
	Native Hawaiian			Not Applicable					3
	Two or More Races								105
	Total Minority								602
	All Others								2,323
	Total Students								2,925
Percentage Distribution	African American								10%
	Asian American								3%
	Hispanic/Latino								4%
	Native American			Not Applicable					0%
	Native Hawaiian								0%
	Two or More Races								4%
	Total Minority								21%

International Student Representation among First-Time Freshmen

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	International Students	48	42	47	59	106	99	81	70
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	International Students	2%	2%	2%	2%	4%	3%	3%	2%

Non-Resident Student Representation among First-Time Freshmen

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Resident	2,745	2,640	2,647	2,666	2,785	2,854	2,852	2,758
	Non-Resident	82	79	99	119	167	186	168	167
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	Non-Resident	3%	3%	4%	4%	6%	6%	6%	6%

Student Representation among First-Time Freshmen by Age Group

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Under Age 25	2,522	2,522	2,561	2,642	2,851	2,920	2,913	2,843
	Age 25 to 39	247	166	149	115	78	104	82	69
	Age 40 and Older	58	31	36	28	23	16	25	13
	Total Students	2,827	2,719	2,746	2,785	2,952	3,040	3,020	2,925
Percentage Distribution	Under Age 25	89%	93%	93%	95%	97%	96%	96%	97%
	Age 25 to 39	9%	6%	5%	4%	3%	3%	3%	2%
	Age 40 and Older	2%	1%	1%	1%	1%	1%	1%	0%

Gender Representation among New Undergraduate Transfer Students

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Men	689	841	763	833	740	774	682	734
	Women	845	1,190	1,060	1,151	958	951	796	885
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	Men	45%	41%	42%	42%	44%	45%	46%	45%
	Women	55%	59%	58%	58%	56%	55%	54%	55%

Minority Representation among New Undergraduate Transfer Students

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	206	239	224	220	211	227	196	219
	Asian/Pacific Islander	27	52	56	61	49	53	38	39
	Hispanic/Latino	33	47	35	42	56	40	47	62
	Native American	9	10	8	5	9	3	5	5
	Total Minority	275	348	323	328	325	323	286	325
	All Others	1,259	1,683	1,500	1,656	1,373	1,402	1,192	1,294
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	African American	13%	12%	12%	11%	12%	13%	13%	14%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	3%	3%	2%
	Hispanic/Latino	2%	2%	2%	2%	3%	2%	3%	4%
	Native American	1%	0%	0%	0%	1%	0%	0%	0%
	Total Minority	18%	17%	18%	17%	19%	19%	19%	20%

**Minority Representation among New Undergraduate Transfer Students
(New IPEDS ethnic definition effective Fall 2010)**

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American								219
	Asian American								39
	Hispanic/Latino								62
	Native American								5
	Native Hawaiian				Not Applicable				0
	Two or More Races								47
	Total Minority								372
	All Others								1,247
	Total Students								1,619
Percentage Distribution	African American								14%
	Asian American								2%
	Hispanic/Latino								4%
	Native American				Not Applicable				0%
	Native Hawaiian								0%
	Two or More Races								3%
	Total Minority								23%

**International Student Representation among New Undergraduate
Transfer Students**

		Fall Terms							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	International Students	52	33	37	44	49	66	44	54
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	International Students	3%	2%	2%	2%	3%	4%	3%	3%

Non-Resident Student Representation among New Undergraduate Transfer Students

					Fall Terms				
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Resident	1,401	1,883	1,691	1,825	1,538	1,569	1,341	1,479
	Non-Resident	133	148	132	159	160	156	137	140
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	Non-Resident	9%	7%	7%	8%	9%	9%	9%	9%

Student Representation among New Undergraduate Transfer Students by Age Group

					Fall Terms				
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	Under Age 25	1,000	1,287	1,187	1,328	1,164	1,193	994	1,073
	Age 25 to 39	435	582	496	524	433	431	391	449
	Age 40 and Older	99	162	140	132	101	101	93	97
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	Under Age 25	65%	63%	65%	67%	69%	69%	67%	66%
	Age 25 to 39	28%	29%	27%	26%	26%	25%	26%	28%
	Age 40 and Older	6%	8%	8%	7%	6%	6%	6%	6%

Financial Aid Trends by Type[1]

|	Fiscal Year (July to June)									
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Gift Aid	30.4	34.2	41.6	45.1	57.9	61.9	72.6	85.9	102.3	119.8
Loans	92.5	112.9	129.6	154.3	154.8	179.2	192.7	210.0	233.2	250.3
Work-Study	1.5	1.8	2.4	2.4	1.9	2.2	1.9	1.8	2.0	2.3
Total	124.5	148.9	173.6	201.8	214.6	243.3	267.2	297.7	337.5	372.4

[1]In millions of dollars.

Trend
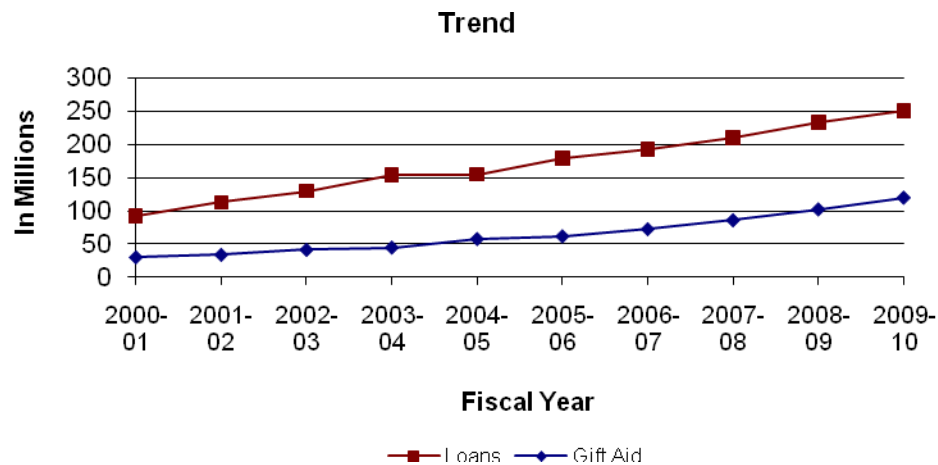
**Percentage of New Students Achieving a First Semester Grade Point Average
of 2.0 or Higher**

	Fall Semesters									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
First-Time, Full-Time Freshmen	64	71	74	74	73	70	72	74	77	83
First-Time, Part-Time Freshmen	56	65	67	67	62	65	58	64	66	64
New Full-Time Transfers	73	72	74	76	74	71	74	75	77	82
New Part-Time Transfers	71	71	75	81	74	75	71	72	76	74

First-time Freshmen with First
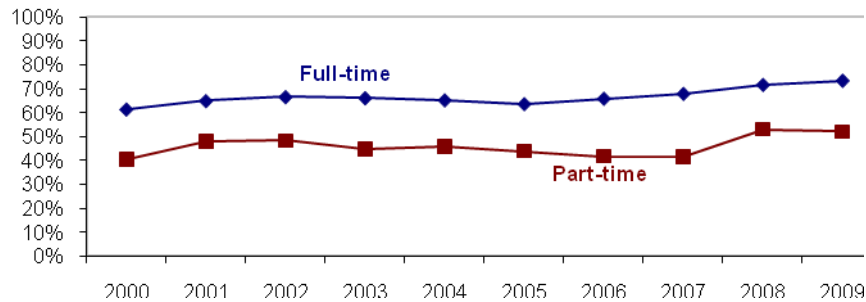Semester GPA of 2.0 or Higher
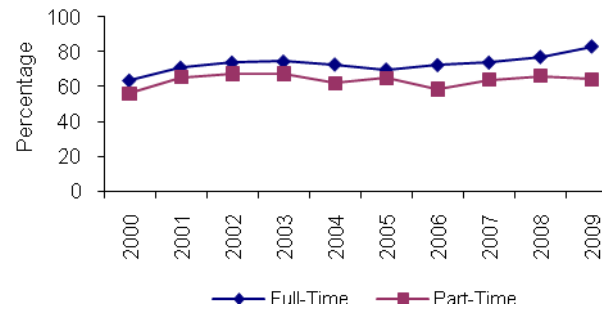
New Transfers with First
Semester GPA of 2.0 or Higher
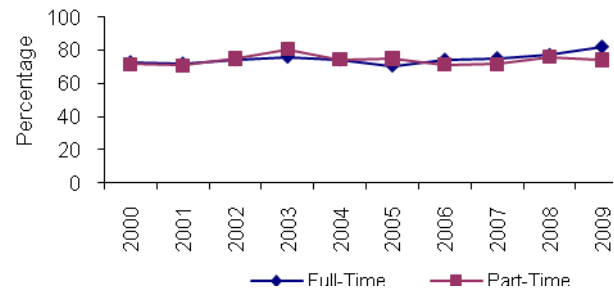
Student Retention

One-Year Retention of First-time Freshmen	Fall Semester Year of Entry									
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Full-time	62%	65%	67%	66%	65%	64%	66%	68%	72%	73%
Part-time	40%	48%	48%	45%	46%	44%	42%	42%	53%	52%

Trend

Graduation Rates for First-Time, Full-Time Beginners

Graduation Rates	Entry Year									
	1994	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
6-Year Rate	21%	22%	21%	23%	22%	25%	28%	31%	33%	34%

Academic Background of New Freshmen - Indianapolis Only

	Fall Semesters										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
New Freshmen											
Average SAT Score											
University College Conditional Admits	900	902	920	911	906.6	908	887	890	892	890	886
University College Regular Admits	1026	997	1005	1005	1002	990	994	987	996	964	967
Direct School/Dual Admits	1097	1098	1087	1093	1095	1114	1109	1099	1100	1095	1082
Overal Average	961	974	989	996	996	1000	1001	996	1010	1006	1008
H.S. Class Rank											
Pct. from Top Quartile	24	28	29	33	32	34	37	42	48	46	45
Pct. from Bottom Quartile	13	8	6	6	6	4	4	3	1	1	1
Average Percentile Rank	54	58	60	62	61	62	64	67	71	71	71
Avg. Number of College Prep Units	16.4	16.6	16.7	15.7	17.3	17.7	18.6	18.3	19.2	23.7	27.2
Number of new valedictorians and salutatorians[1]	15	16	9	20	15	13	22	40	45	44	38
First-Time Freshmen ranked in the top 10 pct. of their high school graduating classes	161	184	167	216	234	200	264	335	366	361	344
Percent in top 10% of high school class	6	8	7	9	10	8	10	12	13	13	13
Pct. Requiring Remediation[2]											
Mathematics	64	57	39	30	25	29	24	21	19	45	44

[1]First-time freshmen ranked first or second in their classes.

[2]The Math Department restructured the math placement test scores on January 1, 2010. The score structure was revisited at the end of the Fall 2009 semester.

Number of Valedictorians/Salutatorians

Number of Beginners in Top 10% of H.S. Class