Enrollment Management Council
January 31, 2014
Minutes

Minutes
- Minutes for past meetings are available by visiting http://registrar.iupui.edu/emc/emc-meetings.html.
- EMC Website http://registrar.iupui.edu/emc/

Announcements from the Chair
- 2014 marks the 10th anniversary of the Enrollment Management Council
- Spring 2014 Admission update (census)

<table>
<thead>
<tr>
<th></th>
<th>Spring 2012</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>1,111</td>
<td>992</td>
<td>978</td>
<td>-14</td>
<td>-1.4%</td>
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<tr>
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<td>437</td>
<td>397</td>
<td>365</td>
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<td>-8.1%</td>
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<tr>
<td>Enrolled</td>
<td>269</td>
<td>261</td>
<td>224</td>
<td>-37</td>
<td>-14.2%</td>
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Change from 2013

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<th></th>
<th>Spring 2012</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
<th>Change</th>
<th>% Change</th>
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<td>920</td>
<td>974</td>
<td>1,028</td>
<td>54</td>
<td>5.5%</td>
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Source: PIC

- Fall 2014 Admission update (2/10/2014)

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<tr>
<th></th>
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<th>Fall 2013</th>
<th>Fall 2014</th>
<th>1 yr % Δ</th>
<th>2 yr % Δ</th>
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<td>Applications</td>
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<td>9,469</td>
<td>10,245</td>
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<td>Admits</td>
<td>4,677</td>
<td>6,135</td>
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<td>9%</td>
<td>43%</td>
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Source: Office of Undergraduate Admissions

- It is too early to tell where we are with deposits and other admit types.
- We are focusing our efforts on reaching out to high schools to encourage that they get their students to submit their applications prior to the Feb 1 scholarship deadline.
- This is the earliest we have reached 10,000 applications.
- The Class of 2018 Facebook page has over 1,000 followers with many interesting and entertaining comments.
- We are running well within our expected response time to turn around applications. This is even more impressive due to the staffing commitments made to the shared services initiative.
- Some scholarships have changed award amounts. The Deans’ Recognition Scholarship for out-of-state students has increased from $8,000 to $11,000. Two other non-resident awards have increased from $5,000 to $7,000). For more on these scholarships visit http://www.iupui.edu/~scentral/freshman/noninres.html.
o There was a change in the deadline for the Chancellor’s Scholarship and we have about 600 offers out. The applicants have proven very impressive in the interview process. Overall the recruiting for this population was well done.

- **Spring Enrollment** (census)

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>Change</th>
<th>% Change</th>
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<tbody>
<tr>
<td>IN Heads</td>
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<td>27,163</td>
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<td>0.9%</td>
</tr>
<tr>
<td>IN Credits</td>
<td>314,580</td>
<td>322,379</td>
<td>7,799</td>
<td>2.5%</td>
</tr>
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<td>1,570</td>
<td>1,609</td>
<td>39</td>
<td>2.5%</td>
</tr>
<tr>
<td>IUPUC Credits</td>
<td>15,937</td>
<td>16,496</td>
<td>559</td>
<td>3.5%</td>
</tr>
<tr>
<td>IUPUI Heads</td>
<td>28,461</td>
<td>28,733</td>
<td>272</td>
<td>1.0%</td>
</tr>
<tr>
<td>IUPUI Credits</td>
<td>330,517</td>
<td>338,875</td>
<td>8,358</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

*IUPUI heads are adjusted for dual enrollments at the two campuses. Credits are not affected.*

- This is a Spring record credit hour total and fifth-highest Spring headcount on record.
- Indianapolis is up in all degree-seeking class levels except juniors, with the most significant increase among sophomores (+270, +6.7%).
- Graduate and professional degree-seekers are up somewhat while both undergraduate and graduate non-degree students declined.
- In percentage terms, non-resident enrollment growth outpaced the increase in residents, though the resident group total was slowed somewhat by the decline in non-degree students.
- Total non-resident heads accounted for 10.7% of Indianapolis enrollment in 2014, up from 10.2% a year ago. Non-resident credits increased 0.2%.
- 15 to finish will be an increased push in increase in credits.

- **Barthwell Consulting report on IUPUI Services for Veterans**
  - Surveyed our current veterans and interviewed units. Identified ten other institutions for best practices. Their report is forthcoming.

- **Maguire Consulting report on Enrollment Management at IUPUI**
  - In December, Maguire visited the campus and reviewed enrollment management-related structure and activities.
  - One key area to address is how we can use institutional aid most effectively. This involves institutional modeling and how much is needed to draw the students we want.
  - The first draft of report has just arrived. It will be reviewed and our next steps identified. More information will be shared the EMC going forward.

- **Student Services Initiative (SSI) update**
  - We have been asked to identify sources of funding that will be pulled back to support SSI with the new fiscal year.
  - Moving additional business practices into USSS is not quite on track. SFS is in the lead in terms of the transition. Some activities have transitioned out of the Registrar’s Office and Undergraduate Admissions and others are dependent on technology that isn’t quite there yet. In addition, some business practices across the campuses need to be standardized.
  - We are trying to keep positions open as they will be moving to USSS along with the money to support them. In the meantime, we have made some temporary hires and hope that the level of service to units remains satisfactory. There are significant alterations to the budget with staff positions going away and we are working hard not to RIF people.
• **International Education Issues**
  
  o The newly formed International Enrollment Advisory Group will be looking at admissions standards for IUPUI and how those are translated into standards for international students, most of whom won’t have SATs.

  o General Education and international 2 + 2 agreements
    ▪ Many international institutions do not incorporate the US concept of General Education courses within their curricula. International students who transfer to IUPUI lack our general education courses and there are challenges in building 2 + 2 agreements. Strategies to address this are being investigated.

  o Students who are interested in attending IUPUI but who don’t meet English Language standards have been served by ELS. These students may need just a bit of developmental work or as much as two full semesters. However, since the closure of the Union Building, ELS has moved off-campus and students miss the campus environment so important to their overall educational experience as well as starting the acclimation process for those who eventually enroll in a degree-seeking program at IUPUI.
    ▪ With the move of ELS, we will be serving these students within our campus structure. Liberal Arts has expanded its English language program and developed a fairly aggressive plan of expanding its offerings in English for Academic Purposes (EAP). The program addresses not only developing language proficiency but provides an opportunity for students to learn more about American culture.
    ▪ Moving to this IUPUI-based model also allows qualified students to concurrently enroll in credit courses, a step that not only serves international students anxious to begin their formal programs, but also helping with recruitment as well. The EAP program serves both undergraduate and graduate students.

• **Evidence Based Credit Assessment**

  o This emerged out of the campus Strategic Plan, targeting adults with some college but no degree.

  o As part of this initiative a website has been created for school use that includes a link to the December workshop and related resources. This will serve as a repository of information for units considering adopting more evidence based assessment through exams, student portfolios, etc. Members are encouraged to let us know of anything that should be added.

  o We continue to work on a related website for students that will include a list of the departments and courses for which evidence based credit may be awarded. The website will be shared with the schools for a final review before going live sometime in the next month or so.

  o We recognize that expanding the use of evidence based assessment needs a champion. The campus Program Review and Assessment Committee (PRAC) will take the lead in reviewing how we use what we’re already doing in identifying learning outcomes as the starting point for evidence based credit assessment. IUPUI has submitted a proposal for a grant from The Council on Adult and Experiential Learning (CAEL) that would provide resources related to Competency Based Education.

• **Projected Changes in Indiana’s 18-year Population**

  o Becky reviewed these changes in reviewing a recent report in the Chronicle of Higher Education
  
  o See table below for the projected changes in the number of 18 year-olds in Indiana between now and 2028.

  o As the U.S. population changes, so, too, will the makeup of American colleges and universities. In the coming years, we can expect to see significant changes in the demographics of our student bodies—and the regions from which students will hail.

  o Indiana is in a relatively good position when compared to Northeast states. As a result, we are seeing more out-of-state schools recruiting Indiana students.
• Even with the decline there is a different demographic composition. What is keeping us relatively stable overall between now and later years in the report is the growth in the Hispanic/Latino population. Note however, that this group has very different (and lower) college-going rates.

• As you think about growth within your academic units, be aware of these larger demographic factors. We’ll do our best to continue to grow, but in light of such changes we will need to maximize and optimize recruiting resources.

Changes in Full-time Enrollment
• Continuing a review of changes in the student population, Becky shared a number of reports that tracked changes in IUPUI and IU enrollment over a number of years (see charts below)
  o IUPUI Beginners 1992-2013
    ▪ IUPUI recorded its largest number of beginners and full-time beginners in Fall 2013
    ▪ Since 1997, the percentage of full-time beginners has increased from 71.2% to 92.3%.
  o Indianapolis Enrollment by Student Level and by Full-Time/Part-Time status 2008-2013
    ▪ Since 2008, IUPUI has increased the number of undergraduate head in all classes except sophomores.
    ▪ As shown in the chart, the number of seniors has grown the most over this time period and is roughly 50% larger than any other undergraduate class. This is additional evidence that the pipeline is stalled. We need to find ways to get them through those last courses and to finish their degrees. This is better for the students and better for our state funding.
• The Home Stretch Fund provided an institutional loan to eligible students who were in their fourth or fifth year of studies to encourage them to complete their degrees as quickly as possible. This was especially helpful to students who may no longer be eligible for state grants due to a new eight semester limitation. If they graduated on-time loan will be forgiven.
• Kathy Johnson noted that UCOL was able to add additional students who could serve as coaches. Their role is to check-in/remind/nag their fellow students to enroll and complete their studies. We are tracking this as one group of Home Stretch students had coaches while others did not.
• We’re also adding peer mentors for the summer success academy as well as for students who missed orientation and didn’t have the first year seminar.
  ▪ At the campus-level, the growth in the number of full-time students is almost exactly the same size as the decline in part-time students. The growth is more pronounced among undergraduate students, with an increase of 12.7% compared to an increase of 7.3% among full-time graduate/professional students.
  ▪ The drop in part-time graduate/professional students is largely the result of a transfer of two distance education programs to IUB.
  o Entering Undergraduate Students and Full-time status by Campus 2007-2013
    ▪ Full-time beginners as a share of all entering students have increased at some IU campuses, including IUPUI. IU-East’s decline in the proportion of full-time beginners relative to the all students is tied to its growth in on-line degree programs that often attract a more part-time population.
• The group was reminded of the recent reconfiguration of how data resources will be handled at IUPUI. Michele Hansen will direct a unit responsible for student data analysis and evaluation. A new hire will focus on information of use in enrollment management
The report attached below compares IUPUI with a set of other institutions.

- Temple University
- University of Buffalo
- University of Alabama-Birmingham
- University of Cincinnati
- University of Colorado-Denver
- University of Illinois at Chicago
- University of Louisville
- University of New Mexico
- University of South Florida
- University of Utah
- Virginia Commonwealth University
- Wayne State University

Becky reviewed the report and highlighted some of its findings in terms of how IUPUI compares with peer institutions.

- Our overall tuition is close to that of the identified peer institutions (Figure 4) and the net price comparison doesn’t look too bad (Figure 5).
- While IUPUI looks fairly good in terms of total dollars in any grant aid, this primarily is due to state grants such as the large number of 21st Century Scholars at IUPUI (figures 6 and 7). IUPUI is not faring well in terms of institutional aid, with nearly 20% fewer of its first-time/fulltime undergraduates in 2011-12 receiving institutional grants when compared with our peers. And of those who received the grants, they averaged $538 less than our peers.
- Though slightly ahead of its peers in terms of the percentage of all undergraduates receiving Pell grants, IUPUI is well behind in the percentage of any grant aid received. At the same time IUPUI undergraduates are more likely to take out federal loans and the average loan is larger than that of students at our peer institutions (Figures 8 & 9).
- The IU Factbook shows financial aid data for all campuses. Even adjusting for the difference in enrollment, IUB invests much more in university gift aid than does IUPUI.
  - A review of gift aid by source for 2012-13 shows that 60% of the total gift aid for undergraduates at IU-Bloomington was institutional aid compared with 21% for IUPUI. IUPUI students are much more reliant on federal and state aid in percentage terms. See chart below.
  - Similar information is available for Purdue-West Lafayette by using the “Finance” tab on the Data Digest website.
  - Marvin Smith suggested it would be interesting to get the IPEDS reports for their comparisons. Trudy Banta will follow-up on this recommendation.
- IUPUI continues to run well behind its peers in terms of overall six-year graduation rate (Figure 10)
  - 51% of UCOL students enrolled in 15 credits at the start of Fall 2013 while only 38% finished with that many hours. Students with unmet need are less likely to succeed than those who do not.
  - In the Spring of 2013, Student Financial Services began sending out letters to newly admitted non-resident students who had significant unmet need, welcoming their interest in the university, but in light of the apparent gap in their finances, encouraging them to review their options. Members noted this is an issue for in-state students as well.
- It is useful to consider reports such as this as we are thinking about enrollment management and what it will take for each unit to expand the number of students.

Update on Degree Maps and related projects  – Kathy Johnson

- Kathy provided an overview of Degree Maps and displayed a draft of the data collection form that will be used.
  - The project is mandated but provides much better technological support to help students progress toward degrees than currently is available. Degree maps will eventually vary by entry term and as a function of need for any developmental courses.
  - The new tool will include links to career information and information about financial aid.
We will eventually be able to use degree maps to pre-populate the planner tool to help students with course scheduling.

Maps will help with Enrollment Management as we will be able to track courses needed. This potential demand will be useful in course scheduling, room assignment, etc.

Academic units can insert a list of courses that will meet a specific requirement. This allows some flexibility.

The timing of the project coincides with the need for curricular updates led by changes in the General Education core.

- Kathy is preparing a communication that will go out to the Campus Advising Council and will include what is needed by which target date. This will also go to the person in each academic unit who is currently responsible for doing the Academic Advising Report coding.

- The target deadline for providing updates will be the end of April. We will need a paper variant by the end of May for use at this summer’s Orientation as the tech version may not yet be ready. Degree maps will continue to be viewable through the University College website. We have requested to UITS that they be converted readily to PDF for e-mail to students.

- October is the targeted deadline for making the on-line version available to students.

- We will be collecting critical course success markers by March 1. These will be used to build the Education Advisory Board’s advising platform.

- The General Education Task Force will set one date each year by which curricular changes need to be built into the system for the next orientation cycle.

- This process will be increasingly centralized in the future, though maps will be branded by campus.

Additional details appear in the Degree Mapping Task Force below. See also the Data Collection Spreadsheet Instructions and accompanying spreadsheet available by visiting http://registrar.iupui.edu/emc/emc-meetings.html

Brainstorming Session

- What can we do administratively to enhance student persistence and completion of degrees in 4 years?

- Have convened an administratively focused graduation summit. What should we be doing what are administrative barriers that can be reduced?

- Working in small groups, a list of ideas was generated. See below

Upcoming meetings

April 25, 2014

1:00 – 2:30

CE 268
<table>
<thead>
<tr>
<th>Years from college age</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian or Alaska Native</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic or Latino</th>
<th>Some Other Race</th>
<th>Two or More Races</th>
<th>Total</th>
<th>Change from 2014</th>
<th>Year</th>
</tr>
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<td>10,300</td>
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<td>386</td>
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<td>84,277</td>
<td>-6,538</td>
<td>2028</td>
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</table>

Current and projected number of 18 year olds in Indiana

Source: Chronicle of Higher Education

1/19/2014

## IUPUI Beginners Fall 1992-2013

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<thead>
<tr>
<th>Year</th>
<th>Beginners</th>
<th>FT</th>
<th>% FT</th>
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</tr>
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<td>2,773</td>
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<td>2,971</td>
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<tr>
<td>1998</td>
<td>3,536</td>
<td>2,571</td>
<td>72.7%</td>
</tr>
<tr>
<td>1997</td>
<td>3,023</td>
<td>2,153</td>
<td>71.2%</td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td>2,100</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
<td>1,860</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td></td>
<td>1,449</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td></td>
<td>1,509</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td></td>
<td>1,578</td>
<td></td>
</tr>
</tbody>
</table>

### Fall Beginners, not official cohort

<table>
<thead>
<tr>
<th>FT</th>
<th>% FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,719</td>
<td>84.7%</td>
</tr>
<tr>
<td>2,826</td>
<td>82.9%</td>
</tr>
<tr>
<td>2,787</td>
<td>80.5%</td>
</tr>
<tr>
<td>2,978</td>
<td>76.5%</td>
</tr>
</tbody>
</table>

Reports overlap for 2001-2004; data presented for comparison purposes

**Data includes Indianapolis and Columbus**

**Source:** UIRR Reports


Due to changes in reporting presentation, the total number of beginners and percentage of full-time students are not available for 1992-6.
## Enrollment by Student Level and by Full-Time/Part-Time

### Indianapolis Fall Semesters 2008-2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>4,542</td>
<td>4,371</td>
<td>4,033</td>
<td>4,089</td>
<td>4,465</td>
<td>4,717</td>
<td>175</td>
</tr>
<tr>
<td>Sophomore</td>
<td>4,446</td>
<td>4,644</td>
<td>4,625</td>
<td>4,498</td>
<td>4,444</td>
<td>4,373</td>
<td>-73</td>
</tr>
<tr>
<td>Junior</td>
<td>3,813</td>
<td>3,969</td>
<td>4,157</td>
<td>4,130</td>
<td>4,068</td>
<td>4,109</td>
<td>296</td>
</tr>
<tr>
<td>Senior</td>
<td>6,206</td>
<td>6,479</td>
<td>6,883</td>
<td>6,988</td>
<td>6,846</td>
<td>6,787</td>
<td>581</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>19,007</td>
<td>19,463</td>
<td>19,698</td>
<td>19,705</td>
<td>19,823</td>
<td>19,986</td>
<td>979</td>
</tr>
<tr>
<td>UG Special/Unclassified</td>
<td>963</td>
<td>1,101</td>
<td>966</td>
<td>875</td>
<td>808</td>
<td>752</td>
<td>-211</td>
</tr>
<tr>
<td>Masters*</td>
<td>4,978</td>
<td>4,263</td>
<td>4,294</td>
<td>4,324</td>
<td>4,191</td>
<td>4,129</td>
<td>-849</td>
</tr>
<tr>
<td>Doctoral - Research</td>
<td>502</td>
<td>564</td>
<td>606</td>
<td>643</td>
<td>697</td>
<td>766</td>
<td>264</td>
</tr>
<tr>
<td>Doctoral - Practice</td>
<td>2,637</td>
<td>2,718</td>
<td>2,738</td>
<td>2,790</td>
<td>2,792</td>
<td>2,789</td>
<td>152</td>
</tr>
<tr>
<td>GR Special/Unclassified</td>
<td>685</td>
<td>647</td>
<td>613</td>
<td>478</td>
<td>439</td>
<td>334</td>
<td>-351</td>
</tr>
<tr>
<td>Indianapolis Campus</td>
<td>28,772</td>
<td>28,756</td>
<td>28,915</td>
<td>28,815</td>
<td>28,750</td>
<td>28,756</td>
<td>-16</td>
</tr>
</tbody>
</table>

*Master’s decline in 2009 was largely the result of Kelley Direct’s move to IUB (approximately 950 students) and the Adult Education program move to IUB (approximately 90 students) for 2012.*

### Full-Time/Part-Time

<table>
<thead>
<tr>
<th></th>
<th>Indianapolis Total</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Change from 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>17,932</td>
<td>18,742</td>
<td>19,151</td>
<td>19,326</td>
<td>19,228</td>
<td>19,994</td>
<td>2,062</td>
<td>11.5%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>10,840</td>
<td>10,014</td>
<td>9,764</td>
<td>9,489</td>
<td>9,522</td>
<td>8,762</td>
<td>-2,078</td>
<td>-19.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>13,972</td>
<td>14,703</td>
<td>14,946</td>
<td>15,065</td>
<td>15,143</td>
<td>15,745</td>
<td>1,773</td>
</tr>
<tr>
<td>Part-Time</td>
<td>5,998</td>
<td>5,861</td>
<td>5,718</td>
<td>5,515</td>
<td>5,488</td>
<td>4,993</td>
<td>-1,005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>3,960</td>
<td>4,039</td>
<td>4,205</td>
<td>4,261</td>
<td>4,085</td>
<td>4,249</td>
<td>289</td>
</tr>
<tr>
<td>Part-Time</td>
<td>4,842</td>
<td>4,153</td>
<td>4,046</td>
<td>3,974</td>
<td>4,034</td>
<td>3,769</td>
<td>-1,073</td>
</tr>
</tbody>
</table>

*Graduate part-time decline in 2009 was largely the result of Kelley Direct’s move to IUB*
# Entering Undergraduate Students Fall 2007-2013

## Fulltime Beginners as % of all Entering Undergraduate Students

<table>
<thead>
<tr>
<th>IU Campus</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>59.0%</td>
<td>58.9%</td>
<td>62.3%</td>
<td>59.1%</td>
<td>58.0%</td>
<td>59.1%</td>
<td>63.1%</td>
</tr>
<tr>
<td>IUB</td>
<td>87.7%</td>
<td>88.9%</td>
<td>87.5%</td>
<td>87.1%</td>
<td>88.0%</td>
<td>88.6%</td>
<td>88.6%</td>
</tr>
<tr>
<td>IUE</td>
<td>53.4%</td>
<td>52.0%</td>
<td>54.1%</td>
<td>53.5%</td>
<td>50.3%</td>
<td>45.8%</td>
<td>44.1%</td>
</tr>
<tr>
<td>IUK</td>
<td>60.4%</td>
<td>62.6%</td>
<td>61.5%</td>
<td>53.4%</td>
<td>55.3%</td>
<td>54.4%</td>
<td>56.4%</td>
</tr>
<tr>
<td>IUN</td>
<td>52.5%</td>
<td>53.6%</td>
<td>57.2%</td>
<td>58.0%</td>
<td>59.1%</td>
<td>58.7%</td>
<td>57.4%</td>
</tr>
<tr>
<td>IUSB</td>
<td>56.2%</td>
<td>56.8%</td>
<td>58.4%</td>
<td>58.6%</td>
<td>60.7%</td>
<td>58.0%</td>
<td>62.9%</td>
</tr>
<tr>
<td>IUS</td>
<td>58.5%</td>
<td>61.4%</td>
<td>61.2%</td>
<td>60.3%</td>
<td>61.0%</td>
<td>59.1%</td>
<td>59.2%</td>
</tr>
</tbody>
</table>

## IUPUI Entering Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Beginners</td>
<td>2,740</td>
<td>2,807</td>
<td>2,798</td>
<td>2,683</td>
<td>2,808</td>
<td>3,049</td>
<td>3,503</td>
</tr>
<tr>
<td>All Beginners</td>
<td>2,947</td>
<td>3,039</td>
<td>3,017</td>
<td>2,924</td>
<td>3,057</td>
<td>3,359</td>
<td>3,796</td>
</tr>
<tr>
<td>Transfers</td>
<td>1,695</td>
<td>1,733</td>
<td>1,475</td>
<td>1,618</td>
<td>1,788</td>
<td>1,796</td>
<td>1,754</td>
</tr>
<tr>
<td>Total Entering Undergrads</td>
<td>4,642</td>
<td>4,762</td>
<td>4,492</td>
<td>4,542</td>
<td>4,845</td>
<td>5,155</td>
<td>5,550</td>
</tr>
<tr>
<td>FT Beginners as % of all Beginners</td>
<td>93.0%</td>
<td>92.4%</td>
<td>92.7%</td>
<td>91.8%</td>
<td>91.9%</td>
<td>90.8%</td>
<td>92.3%</td>
</tr>
<tr>
<td>FT Beginners as % of all Entering Undergraduates</td>
<td>59.0%</td>
<td>58.9%</td>
<td>62.3%</td>
<td>59.1%</td>
<td>58.0%</td>
<td>59.1%</td>
<td>63.1%</td>
</tr>
</tbody>
</table>

**Notes:**
Entering Undergraduates include beginners and transfers
IUPUI includes Indianapolis and Columbus

**Data Sources:**
  - Fulltime Beginner reports
  - Transfers
  - [http://www.iu.edu/~uirr/reports/standard/beginner/](http://www.iu.edu/~uirr/reports/standard/beginner/)
  - Beginner Profile

**Enrollment Services**
1/27/2014
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2012

NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See “Use of Median Values for Comparison Group” in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12 month headcount of all students and of undergraduate students (2011-12), total FTE enrollment (2011-12), and full- and part-time fall enrollment (Fall 2012)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.


Figure 3. Number of degrees awarded, by level: 2011-12

NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

Figure 4. **Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2009-10–2012-13**

![Tuition and fees graph](image)

- **Your institution**
- **Comparison Group Median (N=12)**

**NOTE:** The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.


Figure 5. **Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2009-10–2011-12**

![Net price graph](image)

- **Your institution**
- **Comparison Group Median (N=12)**

**NOTE:** Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.


Figure 6. **Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2011-12**

![Percent of students graph](image)

- **Type of aid**
  - Any grant aid
  - Federal grants
  - Pell grants
  - State/local grants
  - Institutional grants
  - Asynchronous
  - Federal loans
  - Other loans

- **Your institution**
- **Comparison Group Median (N=12)**

**NOTE:** Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.


Figure 7. **Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2011-12**

![Average aid dollars graph](image)

- **Type of aid**
  - Any grant aid
  - Federal grants
  - Pell grants
  - State/local grants
  - Institutional grants
  - Asynchronous
  - Any loans
  - Federal loans
  - Other loans

- **Your institution**
- **Comparison Group Median**

**NOTE:** Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2011-12

Type of aid

- Any grant aid
- Pell grants
- Federal loans

Percent of students

Your institution | Comparison Group Median (N=12)

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.


Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2011-12

Type of aid

- Any grant aid
- Pell grants
- Federal loans

Aid dollars

Your institution | Comparison Group Median (N=12)

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.


Figure 10. Graduation rate and transfer-out rate (2006 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2012)

Measure

- Graduation rate, overall (N=12)
- Transfer-out rate (N=9)
- Graduation rate cohort as a percent of total entering students (N=12)
- Full-time retention rate (N=12)
- Part-time retention rate (N=12)

Percent

Your institution | Comparison Group Median

NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group.


Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2004 cohort

Measure

- Time to program completion

Your institution | Comparison Group Median (N=12)

NOTE: The 8-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 6-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

Figure 12. Full time equivalent staff, by occupational category: Fall 2012

Figure 13. Average salaries of full-time instructional non medical staff equated to 9-month contracts, by academic rank: Academic year 2012-13

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2012

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2012
Comparison of 2013-14 Undergraduate Gift Aid for IUPUI and IUB

IUPUI Undergraduate Gift Aid by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>5-yr % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$24,375,812</td>
<td>$36,158,401</td>
<td>$44,072,347</td>
<td>$41,052,705</td>
<td>$41,526,903</td>
<td>70%</td>
</tr>
<tr>
<td>State</td>
<td>21,690,637</td>
<td>21,179,218</td>
<td>22,213,433</td>
<td>24,431,417</td>
<td>25,292,452</td>
<td>17%</td>
</tr>
<tr>
<td>IU</td>
<td>15,043,875</td>
<td>16,722,440</td>
<td>19,626,751</td>
<td>20,006,011</td>
<td>21,020,710</td>
<td>40%</td>
</tr>
<tr>
<td>Private</td>
<td>8,818,395</td>
<td>10,279,962</td>
<td>10,170,907</td>
<td>10,117,707</td>
<td>13,428,549</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>$69,931,718</td>
<td>$84,340,012</td>
<td>$96,083,439</td>
<td>$95,607,859</td>
<td>$101,268,613</td>
<td>45%</td>
</tr>
</tbody>
</table>

IUPUI Undergraduate Gift Aid by Source as % of Total Gift Aid

IUB Undergraduate Gift Aid by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>5-yr % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$21,065,975</td>
<td>$29,932,780</td>
<td>$35,974,587</td>
<td>$30,957,791</td>
<td>$30,836,514</td>
<td>45%</td>
</tr>
<tr>
<td>State</td>
<td>23,587,330</td>
<td>23,641,559</td>
<td>25,269,626</td>
<td>28,533,623</td>
<td>29,347,438</td>
<td>24%</td>
</tr>
<tr>
<td>IU</td>
<td>75,976,137</td>
<td>89,880,415</td>
<td>99,287,300</td>
<td>104,296,110</td>
<td>111,435,479</td>
<td>47%</td>
</tr>
<tr>
<td>Private</td>
<td>13,162,175</td>
<td>14,082,972</td>
<td>13,437,932</td>
<td>13,513,918</td>
<td>12,714,038</td>
<td>-3%</td>
</tr>
<tr>
<td>Total</td>
<td>$133,791,616</td>
<td>$157,537,728</td>
<td>$174,969,445</td>
<td>$177,301,341</td>
<td>$184,333,468</td>
<td>38%</td>
</tr>
</tbody>
</table>

IUB Undergraduate Gift Aid by Source as % of Total Gift Aid

Source: IU Fact Book

IUPUI  http://www.iu.edu/~uirr/reports/standard/factbook/?path=/2013-14/IUPUI/Student_Aid/Non-LoanAid/GiftAid/UG
IUB   http://www.iu.edu/~uirr/reports/standard/factbook/?path=/2013-14/Bloomington/Student_Aid/Non-LoanAid/GiftAid/UG
Degree Mapping Taskforce

Definition - MILESTONE EVENTS:

Milestone events are conditions or activities that students should complete by specific points during their degree or certificate program. Meeting a milestone by the associated term is considered crucial to graduation in 8 semesters.

Examples of Milestone Events:

- Overall GPA 2.0 or higher
- Identify minor
- Apply for graduation by DATE
- Complete program admission prerequisites
- Apply for admission to the major

Definition - CRITICAL COURSES:

Critical courses are courses that students should complete by specific points during their degree or certificate program. Completing a critical course by the associated term is considered crucial to graduation in 8 semesters. Such courses may serve as important prerequisites or provide foundational knowledge for the degree or certificate program.

Notes from November 13, 2013:

Present: Cathy Barnes, Linda Chen, Chris Crews, Pete Goldsmith, Dennis Groth, Holly Hamilton, Kathy Johnson, Jim Kennedy, Mark Land, Anne Massey, Mary Beth Mitchell, Carrie Reisner, Herb Terry, Rebecca Torstrick, Rebecca Turner

1. Preparing Degree Maps: The group has had a discussion with UITS about how to load the information, the pieces needed, the vision for the tool, and how to collect the needed data. They will meet again in mid-December to see a prototype. UITS is aware of the April deadline (IUS has an early April orientation). It’s possible we may have the tool to collect the data by the end of this year.

2. Free Course Process: There are processes already in place for posting credits. Jim is preparing a draft for how to handle this for the other committee members to review.

3. Communication Plan: We may want to communicate about degree maps to prospective students so it would be good if the maps could be seen by that group. It may be important to have something available sooner for this purpose and to communicate that availability. High school and ITCC advisors may also find the degree maps useful and will need access. We will want to explore a range of options from traditional print to electronic and social media. Need to compile an orientation calendar and once that is known, can build out a communications schedule. Can begin with the regional campus orientation calendar, update it and then add in IUPUI and IUB dates.
4. **Expectations for Advisors:** This group began talking about the training that will be needed for advisors. This may be a good topic for the May 30 advising conference at IUPUI. We will need to develop general guidelines for advisors and advisors will be involved in drafting/redrafting the degree maps.

5. **Transfer Students and Degree Maps:** We need policies in this area. Transfer credit must be posted to the map fairly quickly. At this point the ‘at entry’ point would be impossible, given that we don’t always have updated transcripts (from the prior institution) at the time the student registers. How will undistributed credit be handled—often if a student changes majors, how this credit is handled may change. Our recommendations include the following:

   - Advising should be made mandatory for transfer students across Indiana University campuses. While many transfer students must register for courses prior to receipt of an official transcript from their prior institution, we recommend that all transfer students be blocked from registering for a second semester until they meet with an academic advisor who can help them to know how undistributed transfer credit was handled, and who can create a plan for graduation supported by a customized degree map.
   - Students often do not know that they can lobby (or how to lobby) to have their undistributed credit counted toward degree plans. We recommend that all campuses develop (or share) resources that explain how to navigate this process (see brief webinars developed by the IUPUI Transfer Student Services Office: [http://transfer.iupui.edu/](http://transfer.iupui.edu/))
   - Prospective transfer students often apply to an IU campus only to evaluate how their credit will be counted at that that campus. This consumes valuable resources within Admissions Offices and slows down the processing of transfer credit for students who do enroll. Our subcommittee had questions regarding how this challenge may be addressed through the Student Services Initiative – particularly given that some Admissions Offices must eliminate staff lines associated with this work.
   - At IUPUI, plans are underway to shift the evaluation of undistributed transfer credit that pertains to General Education Core Competencies to the Admissions Office. The rationale and planned mechanism for accomplishing this are described below (extracted from a draft report developed by the IUPUI Faculty General Education Task Force). Perhaps this is a model that might be considered on other IU campuses.

6. **Alternative course strategies**

   We are required to make courses available to students when mapped or provide them for free. If a campus is not able to provide a needed course in a particular semester, there are several alternatives where the student is still registering at their home campus that could be used as alternatives to having to offer the course for free. If the choice is between staying on track and graduating more quickly or delaying to get a free course, we believe students will choose to stay on track as long as we assist them in finding those course alternatives.

   We have identified the following options:
1) IU Online [Home* campus gets to count credit hours but must pay a portion of tuition to Host# campus]
2) IU consortial agreements with other nearby campuses [Northern Indiana Consortium for Education (NICE) at IU South Bend; Consortium for Urban Education (CUE) at IUPUI; Bellarmine at IU Southeast, etc.] These agreements usually involve a student paying fees at the Home campus and no money exchange with the Host campus.
3) Indiana College Network (ICN) [Home campuses must pay some portion of tuition to the Host campus]

*Home campus refers to the campus where the student is earning their degree.
#Host campus refers to the campus offering the course in a particular semester.

Notes from December 6, 2013:

This video meeting was cancelled due to weather conditions across the state. Groups were asked to send updates. The updates received are as follows:

Preparing Degree Maps: Waiting for the UITS prototype.

Free Course Process: Nothing new to report.

Communications: The communications team did not meet, but they had some ‘to-do’s’ after they got the answers to their questions from the last meeting. Mark Land may be working with some of his staff to put materials together.

Advising: Nothing new to report.

Transfer: Nothing new to report.

Alternative Course Strategies: Nothing new to report.

Notes from January 31, 2014:

Updates on emerging spreadsheet that will be used for data entry (see example).

Free Course Process: Jim Kennedy indicated that we’re duplicating (with slight adaptation) processes used for Completion Awards. If a situation requires more review, we send to Registrar/Financial aid. If that doesn’t work, there’s an appeal. It might make sense to have one campus liaison that this would go to if the free course situation comes up. Still need to figure out who needs to pay for the course (is it the department that should have paid for the course?) We’re hopeful that we’re not going to get a lot of appeals on this. Currently working on flows associated with this. It’s particularly tricky on the Bloomington campus, given the flat fee for <= 18 credits.

Notes prepared by Kathy Johnson
Suggestions on steps IUPUI can take to enhance student persistence and completion of degrees in 4 years

Members of the Enrollment Management Council broke into small groups at the end of the January 31st meeting to discuss and provide recommendations to the following question:

- What can we do administratively to enhance student persistence and completion of degrees in 4 years?

Advising-related suggestions
- Increase funding towards use of expanding peer support. Expand implementation of student mentoring/coaching models. Increase use of Bridge programs
- Implement a structured first-year curriculum, similar to professional grad programs such as is used in programs such as Law, MBA
- Mandatory meeting with advisor in major in student’s first year
- Required career/major advising so that students know what they want and are suited to do. Taking such step should minimize the number of students switching majors.
- Early intervention and parallel planning for competitive majors

Administrative process-related suggestions
- Share clearly defined program structure requirements for students in health majors before admission (i.e. you must attend full-time and during the day)
- Getting undistributed credit distributed with ease. Employ a centralized method, done efficiently and quickly by using a system that processes this rather than putting a burden of leg work on the student.
- Create and publish easily understood check sheets for transfer students, especially those coming from Ivy Tech
- Analysis of senior class files to see how close they are to degree completion. If they are close to graduation (fewer than 15 credits), put them “in review” automatically. Don’t make students apply for graduation
- Develop an auto-certification process into the schools from UCOL. Could utilize AAR information (for non-admission based programs) rather than the list sent by UCOL to school recorder and then having the P.P.S. updated in the school.
- Add an notification step to the administrative withdrawal system that automatically warns the student to drop the course or the Registrar will do so automatically
- E Drop system—automated system to assist student earning multiple Ws on record
- Repeating courses: creating an alert system to advisors when student has dropped the same course a number of times.

Campus environment-related suggestions
- Think like a student. Do not remove ourselves so far from their experiences
- Develop a more student-focused environment
- Focus on keeping students current on their degree maps but also recognize the equal importance of being aware of outside stressors (job, family, etc.) that often play a key role in a student’s education
- Develop family oriented class attendance policies in response to children’s school delays, closing, childcare issues
- Provide a drop-in childcare center/services
- Provide a campus wellness center
- Provide more residence halls
One EMC member, Carolyn Gentle-Genitty (SWK) was unable to attend the meeting, but submitted the following

RETENTION

We need to redefine retention as having three components: a) academic, b) personal, and c) goal replacement.

Academic: Requires guidance on what courses to take, when, how, and a plan B and C clearly mapped out by advisors of what will happen if.

Example: Student A signs up for a course. The expectation for student A is to not drop the course, pass the course, and matriculate forward with little interruption.
   A. However, student A drops course and changes degree plan, what happens?
   B. Student A fails the course and does not know where or how to add it back to finish the degree plan, what happens?
   C. Student A withdraws due to finances or change in life circumstances (loss of job, relocation, pregnancy, death, loss of house, fire, etc.) what happens?

Much of these can be managed well if students get on-going help in fulfilling the degree plan they developed. But information should be included on their degree plan about options to withdraw with a ‘W’, ‘I’, “R’, how to choose courses as pass/fail so as not to affect GPA etc. Quick links and who to contact. This is especially important for students in their sophomore year where they may no longer be as close to those in University College but not yet in their major departments.

Personal: We must offer support for degree mapping based on your life stressors as well. After the academic components have been covered students are simply like other human beings. They are actively engaging in life and trying to find their own identity. Thus they experience countless life stressors, demands, challenges, and emotional/financial burdens as they try to complete their degree. Thus there must be a place knowledgeable about their academics and apt in problem solving skills (like social workers) to respond to those basic concerns and guide them through without thinking that dropping out or withdrawing for an entire semester is the only option. This is important because once they stop, some may not come back.

Goal Replacement: It is important to know that a goal of graduating has been set. This goal is broken down by semester to allow partializing of the task. However I think there needs to be a stronger focus of helping students understand how to set achievable small goals that are measurable, attainable, and specific. If they get help with smaller goals that involves both the academic and personal aspects with actionable items for each month/semester, the larger challenges can be minimized and we can get students out.

The challenge is as a research and health campus we have effectively used our medical and nursing students to aid with our care and give flu shots, and we have the CAPS counseling center for when things go far out of hand. But units like social work with an excellent ability to help individuals, groups, families, communities, to set a plan for change and respond to problem solving challenges, are not being used. We can help make retention exceptional at IUPUI. In fact we have the best record of retention on the campus, why not share a model that works and duplicate it.