

## Enrollment Management Council Steering Group

Minutes

January 7, 2005

### Enrollment Services

- Updates on Spring Admissions and Enrollment and Fall 2005 Admissions
  - Enrollment and Admission data were distributed. The decline in Spring admits was offset by the increase in Fall 04 admits, the result of keeping admissions open as long as possible. Combining the two terms results in an admission total consistent with last year
  - Early Fall 05 admissions data look good, especially for African-American students. This is especially encouraging as the Admissions requirements have been raised. One caveat is that the data may be affected by improved turnaround time in processing applications due to the implementation of document imaging and increased familiarity with using the SIS. Mike Donahue believes he will have a better sense of comparative numbers by the end of January
  - A number of IUPUI student government officers transferred to the university from Ivy Tech and have contacted their counterparts at Ivy Tech to explore possible joint activities
  - Passport now has a permanent office at Ivy Tech
  - IUPUI has announced that applicants who have earned an Ivy Tech Associate Degree are excused from paying the IUPUI application fee if the individual uses a paper application. Applicants who have earned 45 semester hours of credit and are enrolled at Ivy Tech at the time of application will be similarly excused. This is effect for the 2006 terms and beyond
- Return-to-campus initiatives
  - Enrollment Services and other student services offices met in December and in January to go over Spring start-up plans. The goal is to make sure things are working correctly and to help minimize anticipated lines
  - A book loan process was put into place in late December. Students who had aid above their fees were sent an e-mail and given information about getting a book voucher so they could buy their books early. The money would be an advance on their excess aid. Approximately 480 students filed for the vouchers
  - A number of other communications were sent in December and early January to selected populations of financial aid recipients to keep them informed of the status of their aid and to provide appropriate dates and details for spring aid distribution
  - The Registrar's Office sent an e-mail to all enrolled students this week to encourage them to print their class schedules from OneStart to avoid potential slow response time the first two days of the term. The message also provided additional tips for the start of the semester (see *Welcome Back Website* below)
  - Traffic in Cavanaugh in the last week of December and the first week of January was very slow; we believe the communications and processing efforts contributed to a reduced need for students to come in with questions or problems. E-mails to the student services offices generally were being answered within a day
  - Welcome station and triage activities
    - The week of January 3<sup>rd</sup> Enrollment Center staffed a table in the lobby providing services and directions similar to what Team IUPUI provides the first week of classes. Enrollment Services has staff working the line in the Financial Aid Hallway to answer questions or to direct students to other resources, including OneStart, whenever appropriate
      - There will be a satellite location for eligible students whose aid has not yet arrived to request IUPUI Financial Aid loans

- Sallie Mae will have a staff member on-site to help students with loan issues and signing the Master Promissory Note
- Handout *see attached*
  - The handout contents also are linked from [www.iupui.edu](http://www.iupui.edu)
- Welcome Back Website <http://registrar.iupui.edu/welcome/>
  - The Welcome Back Website is linked from the Bursar and Registrar sites
  - The Welcome Back Website was first used for the Fall of 2004 and has been modified for this Spring. The site and the handout cover much of the same material, including self-service steps and navigation in OneStart
- We have just learned that parking tickets will be issued beginning the first day of classes, though a student can request that the first ticket of a fiscal year be forgiven. This information to the Welcome Back Website as part of a *News You Can Use* section
- Coffee and bagels are schedule to be available in the Cavanaugh lobby on the mornings of January 10<sup>th</sup> and 11<sup>th</sup> as part of the welcome back effort
  - (Addendum—we received late notification that the vendor would not able to provide the coffee and bagels)

#### **Council on Retention and Graduation**

- There was no report

#### **Comments on December Full EMC<sup>2</sup> Meeting**

- Minutes available by visiting <http://registrar.iupui.edu/emc/emcmeetings.shtml>

#### **Agenda for Upcoming EMC<sup>2</sup> Meetings**

- **January.** Susan Sutton will discuss international student recruitment and related processes
- **February.** Sherry Queener will make a presentation on issues regarding recruitment of graduate students as well as ensuring the university offers appropriate graduate programs to meet community and regional needs
- **March.** Troy Brown and Mark Grove are responsible to developing a presentation/discussion on marketing and communications initiatives, some of which will be done centrally, others best handled by the schools or units. Emphasis will be placed on determining what initiatives have been or are most effective with an eye toward a successful Summer and Fall enrollment
- **April.** Trudy will address the accelerated improvement process and identification and use of benchmarks and best practices. Victor noted that additional training sessions have been added in early March to attempt to meet interest expressed so far
- **May.** The council will discuss the activities of the past year and make plans for the summer and beyond

#### **Communications Plan**

- A copy of the IUPUI Reputation-building Plan prepared by Hetrick Communications and presented to the deans in December is available by visiting <http://registrar.iupui.edu/emc/double.shtml>
- Amanda suggested putting signs in the shuttles with key dates and other items of interest to students. These might be updated periodically with such information as the availability of upcoming course offerings on-line, encouragement to see advisors, etc. Mark has written to Carol Pferrer about the possibility

#### **Topics for Presentation to the Deans' Council**

- Greg offered to consult with his counterparts to gauge interest in these or other topics
- International Students with a presentation, probably in February. An issue for the deans is the capacity of the individual schools for international students and at what level

- (undergraduate or graduate)
- A summary of the enrollment tracking survey, with emphasis on addressing any problems identified, whether centrally or by the schools. We need to recognize, however, that some software issues may not be addressed in the near-term due to staffing or other priorities. This might be done through presentation or in a written report
- Marketing/communications and determining what is seen as most effective in terms of maintaining or building enrollment. This is of special interest to the deans as some of the recommended steps require a significant commitment of time by school personnel
- Moving from gateway courses to the major and from University College into the schools and smoothing the transition to the major, both for native students and for transfers (*Note: this may become a focus for the Council for Retention and Graduation*)
- Helping students finish their last year and complete the degree. Too many students take longer in their senior year than may be necessary. (*Note: this may become a focus for the Council for Retention and Graduation*)
- Transfer students and their incorporation into the university following admission. (*Note: this may be a focus for the Transfer Student Task Force*)

### **Transfer Student Profile**

- Report from Victor *see attached*
  - Victor noted that when compared to similar institutions, IUPUI has a disproportionately large number of students transfer into the university at the lower division. Transfer students who enter with a larger number of credits are more likely to complete their degrees.
  - A significant portion of our transfer students are 25 years of age and older. Orientation and learning communities more geared toward traditional aged students are not as meaningful to this population. IUPUI has a relatively small number of beginning students who are over 25
  - Some of our retention data for transfer students are skewed by students who are seeking second degrees, certificates, or who are making up prerequisites for admission to another program (grad or not offered here). A portion of this group seeks formal admission in order to seek financial aid
  - The retention for our transfer students is similar to that for our native population and the source of the students does not necessarily impact their success
  - Characteristics of the transfer students may be very different, based on their former institutions. For example, students transferring from Ivy Tech may have more in common with IUPUI students than those transferring from IUB
  - Doug Lees noted that our transfer students, including those from within the IU system, come for very different reasons. In his experience the majority of transfers from IUB are the result of poor grades. He suggested additional study on the students' transfer gpa to determine any impact on retention rates
  - Members suggested that data on transfers from within the IU system be included in future versions of the profile, aggregated and disaggregated as appropriate
  - We need to be selective in requesting data from IMIR and other offices. It is easy to gather numbers because they may be of interest, but not very efficient given the increased interest in data. We should add the extra step of determining how we might apply the data in our decision-making and processes before making a request
  - There have been a number of groups charged over the years with looking at how we serve transfer students. We need to be sure they are not left by the wayside in the historical inclination to focus on beginners

### **SPEA Student Services Survey**

- Greg Lindsey shared the results of a recent survey of students *see attached*

- Greg noted that among the findings is the need to manage expectations for what advisors can provide students. Some students are seeking mentors, a role more appropriate for faculty and alumni. *For more on mentors, see below*
- Becky suggested the survey is a good example of a best practice to share with the other academic units, especially supplemented by what SPEA learned in how it was administered to majors and non-majors in class
- Members discussed the concept of identifying key transition points for students, both beginners and transfers. *See future topics below*

#### **Future Topics for the Steering Group**

- Victor suggested that we begin to focus on the larger strategic picture. Becky concurred and noted that she thought it was appropriate to wait for the outcome of the mission differentiation discussions.
- Methods to involve EM-related groups
- Selections of future “data nuggets” for presentation to the full council. In addition to any data or information sources that support the presentations on central initiatives noted above, Victor has suggested the following as possibilities:
  - Retention
  - Geographic origin of students
    - Cheryl Sullivan expressed special interest in students who are still in the high school pipeline so better to target communications and marketing efforts
  - Student choice of college
  - Correlates of yield (percent of admits who enroll)
  - Major migration
- Strategic use of scholarship funds in coordination with the academic units
  - Victor suggested that some studies have shown that institutions are more effective with scholarships managed in a more central fashion based on strategic goals established at the institutional level
  - Beth Barnette will make a presentation on IUPUI’s work in their area to the Steering Group at the February meeting
- Identification of key transition points for active advising involvement by the schools
  - What information do the students need to know and how do we communicate with them?
  - New to major and a mandatory school orientation, beginning senior year, etc.
  - Amy reported that the Office of Alumni Relations is working on a five year plan and as part of that has a goal of encouraging alumni to serve as mentors. Alumni Relations is in touch with the Career Center
  - These transition points are the same whether the student is native to IUPUI or is a transfer, but we have not served transfer students well in this area
    - Victor noted that too often we assume all students know our culture (including policies, processes, and procedures) or that they should have picked up the “basics” at another institution before transferring to IUPUI
- Class scheduling and meeting patterns
  - Member discussed this briefly and Mark has written Nancy Chism for more information on actions under consideration by the Learning Environment committee, including modifying class meeting times. Related issues are what information department chairs have in making decisions about course offerings and what training may be appropriate for a new chair

The next meeting of the full EMC<sup>2</sup> is Friday, January 28<sup>th</sup> 1:00-2:30 in BS 3009

The next meeting of the EMC<sup>2</sup> Steering Group is February 18<sup>th</sup> 1:00-2:30 in CA 537

## IUPUI Transfer Student Profile

### Enrollment Status: Course Load and Class Level

Annual external transfers to IUPUI (i.e., those coming from outside the IU system) reached an all-time high in 2001-02. Since then the numbers have dropped about 12 percent.

Like first-time beginners, transfer students have been enrolling increasingly as full-time students, with nearly two thirds of those entering in 2003-04 carrying full-time load of 12 or more credit hours.

Unlike many of our peer urban universities, IUPUI enrolls predominantly lower division (first-year or second-year) transfers. Only one quarter of our transfers enter directly into the upper division. This proportion has remained stable over the past five years.

		<b>Fall and Spring Semesters</b>				
		1999-00	2000-01	2001-02	2002-03	2003-04
<b>Total Number of External Transfers</b>		1987	2263	2421	2247	2131
<b>Full vs Part-Time</b>	Full-Time	1071	1275	1391	1420	1379
	Part-Time	916	988	1030	827	752
	Full-Time	54%	56%	57%	63%	65%
	Part-Time	46%	44%	43%	37%	35%
<b>Class Standing</b>	Certificate	90	74	81	137	80
	AS 1st Yr	143	126	170	100	111
	AS 2nd Yr	149	188	213	182	195
	Freshmen (B1)	639	789	778	687	618
	Sophomore (B2)	474	601	625	618	594
	Junior (B3)	321	314	372	316	315
	Senior (B4)	171	171	182	207	218
	Certificate	5%	3%	3%	6%	4%
	AS 1st Yr	7%	6%	7%	4%	5%
	AS 2nd Yr	7%	8%	9%	8%	9%
	Freshmen (B1)	32%	35%	32%	31%	29%
	Sophomore (B2)	24%	27%	26%	28%	28%
	Junior (B3)	16%	14%	15%	14%	15%
	Senior (B4)	9%	8%	8%	9%	10%
Lower Division (Cert, Assoc, FR, SO)		75%	79%	77%	77%	75%
Upper Division (Jr, Sr)		25%	21%	23%	23%	25%

## Entry School Affiliation of IUPUI Transfers

Three of five entering transfer enter in University College. Engineering and Technology is the highest among degree-granting schools, enrolling about 10% of all entering transfers. The Schools of Liberal Arts and Science follow, with a trend towards more Liberal Arts and fewer Science transfers.

School (Sorted by 5-year average)	Fall and Spring Semesters				
	1999-00	2000-01	2001-02	2002-03	2003-04
University College	1114	1294	1524	1344	1243
Engr & Tech	241	250	230	224	238
Science	135	158	100	106	95
Liberal Arts	93	115	129	122	129
Continuing Studies	78	88	118	83	75
Education	85	91	76	72	70
Medicine	52	51	47	78	56
Herron	66	59	59	35	51
Phy Ed & Tour Mgmt	39	55	48	55	55
Nursing	14	8	10	62	61
Public & Envr Aff	12	25	34	20	23
Informatics	6	33	21	27	19
Health & Rehab Sci	30	19	6	5	1
Dentistry	11	7	5	10	5
Business	5	7	11	2	4
Social Work	3	2	2	0	1
Labor Studies	2	1	0	0	4
Journalism	1	0	1	2	1
University College	56%	57%	63%	60%	58%
Engr & Tech	12%	11%	10%	10%	11%
Science	7%	7%	4%	5%	4%
Liberal Arts	5%	5%	5%	5%	6%
Continuing Studies	4%	4%	5%	4%	4%
Education	4%	4%	3%	3%	3%
Medicine	3%	2%	2%	3%	3%
Herron	3%	3%	2%	2%	2%
Phy Ed & Tour Mgmt	2%	2%	2%	2%	3%
Nursing	1%	0%	0%	3%	3%
Public & Envr Aff	1%	1%	1%	1%	1%
Informatics	0%	1%	1%	1%	1%
Health & Rehab Sci	2%	1%	0%	0%	0%
Dentistry	1%	0%	0%	0%	0%
Business	0%	0%	0%	0%	0%
Social Work	0%	0%	0%	0%	0%
Labor Studies	0%	0%	0%	0%	0%
Journalism	0%	0%	0%	0%	0%

## Demographic Characteristics of New Transfers

Although a majority of transfers are female, the percentage is lower than among the general IUPUI undergraduate population (54% compared to 59%).

New transfers are almost evenly distributed among the three age groups, below 21 years of age, 21-24 years of age, and age 25 and older. The oldest group is slight larger than the two younger groups, but its proportional size has decreased slightly over the past five years.

IUPUI Transfers include a higher proportional representation of minority students than the general undergraduate population.

		<b>Fall and Spring Semesters</b>					
		1999-00	2000-01	2001-02	2002-03	2003-04	
<b>Gender</b>	Female	1090	1221	1290	1270	1142	
	Male	897	1042	1131	977	989	
	Female	55%	54%	53%	57%	54%	
	Male	45%	46%	47%	43%	46%	
<b>Age</b>	Under 20	349	433	435	367	356	
	20	305	332	380	382	338	
	21	210	250	252	243	248	
	22	161	164	172	176	182	
	23	127	130	155	140	123	
	24	83	112	127	120	127	
	25-29	306	391	409	369	320	
	30-39	283	307	324	288	290	
	40+	163	144	167	162	147	
	Under 20	18%	19%	18%	16%	17%	
	20	15%	15%	16%	17%	16%	
	21	11%	11%	10%	11%	12%	
	22	8%	7%	7%	8%	9%	
	23	6%	6%	6%	6%	6%	
	24	4%	5%	5%	5%	6%	
	25-29	15%	17%	17%	16%	15%	
	30-39	14%	14%	13%	13%	14%	
40+	8%	6%	7%	7%	7%		
	Under 21	33%	34%	34%	33%	33%	
	21-24	29%	29%	29%	30%	32%	
	25 and Older	38%	37%	37%	36%	36%	
<b>Ethnicity</b>	African American	241	305	298	239	285	
	Asian American	33	40	60	60	52	
	Hispanic	46	60	45	53	45	
	Native American	3	3	7	8	13	
	White	1625	1802	1928	1794	1600	
	International	37	52	80	71	79	
	Unknown	2	1	3	22	57	
	African American	12%	13%	12%	11%	13%	
	Asian American	2%	2%	2%	3%	2%	
	Hispanic	2%	3%	2%	2%	2%	
	Native American	0%	0%	0%	0%	1%	
	White	82%	80%	80%	80%	75%	
	International	2%	2%	3%	3%	4%	
	Unknown	0%	0%	0%	1%	3%	
		<b>Total Minority</b>	<b>16%</b>	<b>18%</b>	<b>17%</b>	<b>16%</b>	<b>19%</b>

## Transfer Student Age by Entering Class Level

Examining entering transfer age by class level provides a proxy for exploring the degree to which students enroll

continuously vs. taking time off and/or enrolling part-time.

For example, over two-thirds of new transfers who enroll in certificate programs are over age 25, with more than half over age 30. Therefore this group may be characterized as having large percentage of “returning adults.”

Transfers into associate degree programs also include a large proportion of returning adults, although less than half of the group would likely qualify.

Transfers who enter bachelor degree programs as freshmen and sophomores reflect a “bimodal” distribution, including large proportions of younger students and a notable proportion, approximately one-quarter, who are age 25 or older.

Transfer juniors and seniors are also “bimodal” in age distribution, but with a notably larger older population.

		Fall and Spring Semesters				
		1999-00	2000-01	2001-02	2002-03	2003-04
Certificate	Under 25	11	16	10	36	23
	25-29	10	20	24	24	14
	30-39	39	23	30	39	28
	40+	30	15	17	38	15
	<b>Total Certificate</b>	<b>90</b>	<b>74</b>	<b>81</b>	<b>137</b>	<b>80</b>
	Under 25	12%	22%	12%	26%	29%
	25-29	11%	27%	30%	18%	18%
30-39	43%	31%	37%	28%	35%	
40+	33%	20%	21%	28%	19%	
Associate	Under 21	79	61	101	63	77
	21-24	80	96	95	94	92
	25-29	54	68	86	49	39
	30-39	53	63	73	54	61
	40+	26	26	28	22	37
	<b>Total Associate</b>	<b>292</b>	<b>314</b>	<b>383</b>	<b>282</b>	<b>306</b>
	Under 21	27%	19%	26%	22%	25%
21-24	27%	31%	25%	33%	30%	
25-29	18%	22%	22%	17%	13%	
30-39	18%	20%	19%	19%	20%	
40+	9%	8%	7%	8%	12%	
Freshmen (B1)	Under 20	225	292	281	224	215
	20	109	137	125	149	109
	21	63	69	59	50	61
	22	45	33	46	43	44
	23	33	36	43	37	26
	24	18	30	37	20	18
	25+	146	192	187	164	145
	<b>Total Freshmen</b>	<b>639</b>	<b>789</b>	<b>778</b>	<b>687</b>	<b>618</b>
	Under 20	35%	37%	36%	33%	35%
	20	17%	17%	16%	22%	18%
	21	10%	9%	8%	7%	10%
	22	7%	4%	6%	6%	7%
	23	5%	5%	6%	5%	4%
24	3%	4%	5%	3%	3%	
25+	23%	24%	24%	24%	23%	
Sophomore (B2)	Under 20	75	103	98	103	101
	20	102	119	138	141	138
	21	62	80	95	86	104
	22	46	60	43	62	52
	23	36	23	35	33	25
	24	17	21	35	25	31
	25+	136	195	181	168	143
	<b>Total Sophomore</b>	<b>474</b>	<b>601</b>	<b>625</b>	<b>618</b>	<b>594</b>
	Under 20	16%	17%	16%	17%	17%
	20	22%	20%	22%	23%	23%
	21	13%	13%	15%	14%	18%
	22	10%	10%	7%	10%	9%
	23	8%	4%	6%	5%	4%
24	4%	3%	6%	4%	5%	
25+	29%	32%	29%	27%	24%	
Junior	Under 21	60	50	66	52	45
	21	43	53	65	59	49
	22	32	33	42	30	40
	23	19	27	26	28	24
	24	12	14	18	18	28
	25-29	69	66	71	69	62
	30+	86	71	84	60	67
	<b>Total Junior</b>	<b>321</b>	<b>314</b>	<b>372</b>	<b>316</b>	<b>315</b>
	Under 21	19%	16%	18%	16%	14%
	21	13%	17%	17%	19%	16%
	22	10%	11%	11%	9%	13%
	23	6%	9%	7%	9%	8%
	24	4%	4%	5%	6%	9%
25-29	21%	21%	19%	22%	20%	
30+	27%	23%	23%	19%	21%	
Senior	Under 22	16	15	9	11	7
	22	21	13	8	22	18
	23	15	21	21	18	26
	24	16	19	25	24	21
	25-29	45	50	44	59	67
	30+	58	53	75	73	79
	<b>Total Senior</b>	<b>171</b>	<b>171</b>	<b>182</b>	<b>207</b>	<b>218</b>
	Under 22	9%	9%	5%	5%	3%
	22	12%	8%	4%	11%	8%
	23	9%	12%	12%	9%	12%
	24	9%	11%	14%	12%	10%
	25-29	26%	29%	24%	29%	31%
	30+	34%	31%	41%	35%	36%



## One-Year Retention of Entering Transfers

IUPUI new transfer students are retained at a rate just slightly higher than first-time beginners. As with first-time beginners, that rate has been increasing in recent years. Also like full-time beginners, the rates are substantially higher for full-time students compared to part-time students. Mostly as expected, retention rates are higher for students who enter with more advanced standing, with the notable exception being	1998-99 to 1999-00 to 2000-01 to 2001-02 to 2002-03 to				
	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03
<b>Overall Rate for Transfers</b>	61%	63%	63%	64%	68%
Full-Time	68%	70%	69%	71%	73%
Part-Time	52%	54%	55%	55%	61%
Certificate	91%	64%	68%	68%	73%
Associate	53%	62%	62%	60%	65%
Freshmen (B1)	57%	57%	60%	60%	66%
Sophomore (B2)	64%	65%	64%	68%	70%
Junior	67%	65%	67%	70%	75%
Senior	63%	71%	62%	63%	62%
Female	61%	64%	65%	66%	70%
Male	60%	61%	59%	62%	66%
Under 20	60%	66%	70%	68%	71%
20-24	61%	62%	61%	66%	69%
25-29	59%	61%	59%	59%	66%
30-39	62%	60%	60%	60%	67%
40+	63%	66%	64%	65%	66%
Asian American	67%	64%	73%	68%	85%
African American	50%	54%	56%	56%	59%
Hispanic	65%	70%	67%	71%	74%
Native American	*	*	*	*	*
White	62%	63%	63%	64%	69%
International	71%	78%	77%	79%	69%
Continuing Studies	51%	64%	56%	68%	72%
Education	67%	67%	69%	67%	69%
Engr & Tech	66%	66%	66%	65%	61%
Herron	78%	71%	68%	71%	80%
Liberal Arts	59%	68%	64%	61%	68%
Medicine	82%	79%	80%	91%	85%
Nursing	65%	57%	75%	90%	63%
Phy Ed & Tour Mgmt	50%	56%	64%	79%	69%
Science	59%	66%	69%	69%	68%
University College	58%	58%	59%	62%	68%
All Other Schools	83%	86%	71%	69%	83%

\*Small n. Rate for all cohorts of Native Americans combined is 76%.

for transfer seniors, who have a surprisingly low retention rate. Further analysis is required to determine if there are any structural reasons for this, such as a notable number of transfer seniors entering into programs that do not lead to a degree at IUPUI. As with our freshmen retention profile, the retention rate for transfers is higher for females and lower for African Americans. However, the retention rate among Hispanic transfers is higher than among transfer freshmen.

When examining the transfer rates by school, it is important to keep in mind that most transfer students enter into University College, with relatively small numbers entering into many schools. However, among the schools admitting 50 or more transfers, retention rates are notably high for the undergraduate programs within the School of Medicine and the Herron School of Art, and particularly low for Engineering and Technology students.

## Adjusted Transfer Student Retention Rates

Because retention rates differ systematically by course load and class level, it is important to take into account differences in distribution by these two variables when examining retention rates for other factors. For example, it is possible that lower retention rates among a specific age group, ethnic group, or school can be attributed to higher proportions of part-time or lower class level students. The “adjusted” retention rates below take account of differences in distribution by course load and class level, showing that the rate for some groups, like 30-39 year old transfers, and Engineering and Technology transfers improve notably. It is important to note, however, that the adjustment method produces somewhat erratic results for groups for small groups, or groups that enroll relatively few students in certain class levels, (e.g., certificate or freshman level students)

	1998-99 to 1999-00 to 2000-01 to 2001-02 to 2002-03 to				
	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03
Female	62%	64%	65%	65%	68%
Male	61%	61%	59%	62%	65%
Under 20	63%	60%	68%	64%	72%
20-24	61%	61%	59%	61%	66%
25-29	63%	60%	60%	62%	66%
30-39	64%	67%	64%	63%	70%
40+	72%	67%	70%	73%	67%
Asian American	73%	60%	69%	72%	80%
African American	53%	54%	56%	56%	59%
Hispanic	61%	69%	70%	72%	70%
Native American	*	*	*	*	*
White	63%	63%	63%	64%	67%
International	71%	70%	77%	74%	71%
Continuing Studies	53%	74%	57%	64%	74%
Education	63%	63%	68%	62%	68%
Engr & Tech	90%	72%	70%	74%	67%
Herron	80%	66%	68%	74%	72%
Liberal Arts	53%	68%	70%	62%	63%
Medicine	56%	57%	74%	84%	44%
Nursing	60%	75%	69%	80%	62%
Phy Ed & Tour Mgmt	52%	56%	62%	76%	59%
Science	53%	69%	71%	68%	69%
University College	59%	57%	61%	62%	67%
All Other Schools	66%	65%	62%	59%	68%

## Top Feeder Institutions

The Indianapolis campus of Ivy Tech State College has become the top transfer feeder institution to IUPUI. The other Indiana public four-year institutions follow behind, along with Vincennes University. A notable number of transfers also come from area private colleges, led by the University of Indianapolis.

	<b>Fall and Spring Semesters</b>				
	1999-00	2000-01	2001-02	2002-03	2003-04
Ivy Tech State College - Indpls.	226	270	330	339	359
Purdue University, West Lafayette	213	256	239	216	197
Ball State University	163	210	202	167	157
Vincennes University	103	136	153	118	89
Indiana State University	81	122	121	122	104
University of Indianapolis	78	100	74	74	72
Ivy Tech State College - Other Campuses	44	52	76	98	92
University of Southern Indiana	69	67	60	62	45
Purdue - Other campuses (inc IPFW)	40	39	53	43	52
Butler University	41	39	54	36	41
Marian College	37	28	22	21	18
Franklin College	18	21	30	27	28
Indiana Wesleyan University	15	15	22	21	19
Anderson University	14	11	27	14	15
Depauw University	11	10	7	14	13
Hanover College	10	13	12	7	8
<b>Other Indiana Colleges and Universities</b>	<b>68</b>	<b>90</b>	<b>89</b>	<b>95</b>	<b>91</b>
<b>Total from Indiana Colleges and Universities</b>	<b>1231</b>	<b>1479</b>	<b>1571</b>	<b>1474</b>	<b>1400</b>
<b>Total from Institutions outside Indiana</b>	<b>756</b>	<b>784</b>	<b>850</b>	<b>773</b>	<b>731</b>

## Retention Rate by Feeder Institution

Students transferring to IUPUI from private, four-year institutions tend to be retained at rates higher than students transferring from public institutions. The notable exception to this is transfers from Purdue, West Lafayette. Transfer from Ivy Tech retained at average rates compared to others, with the highest rate noted for the last year in the series.

	1998-99 to 1999-00 to 2000-01 to 2001-02 to 2002-03 to					Five Year	Five Year
	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Average	Rank
Ivy Tech State College - Indpls.	65%	65%	60%	64%	67%	64%	11
Purdue University, West Lafayette	60%	65%	71%	67%	72%	67%	4
Ball State University	53%	65%	61%	62%	62%	61%	15
Vincennes University	59%	61%	50%	58%	62%	58%	18
Indiana State University	57%	62%	67%	63%	67%	63%	13
University of Indianapolis	56%	65%	64%	69%	70%	65%	8
Ivy Tech State College - Other Campuses	66%	57%	60%	72%	73%	66%	6
University of Southern Indiana	67%	68%	57%	53%	71%	63%	14
Purdue - Other campuses (inc IPFW)	64%	55%	54%	60%	58%	58%	17
Butler University	77%	71%	64%	74%	75%	72%	1
Marian College	65%	76%	50%	55%	76%	64%	9
Franklin College	58%	72%	57%	63%	74%	65%	7
Indiana Wesleyan University	73%	60%	53%	41%	62%	58%	19
Anderson University	77%	36%	91%	67%	64%	67%	5
Depauw University	56%	82%	90%	71%	57%	71%	2
Hanover College	67%	60%	62%	75%	86%	70%	3
Other Indiana Colleges and Universities	61%	57%	69%	59%	57%	61%	16
Total from Indiana Colleges and Universities	60%	64%	62%	63%	67%	63%	12
Total from Institutions Outside Indiana	61%	61%	63%	65%	70%	64%	10

## Adjusted Retention Rates by Feeder Institution

Using the adjustment rate described earlier, the retention rate for most institutions remain relatively unchanged. However, the rate for Ivy Tech Indianapolis improves considerably, suggesting that the lower raw retention rate can be attributed in large part to the large number of transfer freshman and large proportion who enroll part-time at IUPUI.

	1998-99 to 1999-00 to 2000-01 to 2001-02 to 2002-03 to					Five Year	Five Year
	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Average	Rank
Ivy Tech State College - Indpls.	70%	74%	64%	69%	71%	70%	2
Purdue University, West Lafayette	60%	63%	69%	66%	70%	65%	5
Ball State University	55%	64%	63%	63%	64%	61%	14
Vincennes University	56%	64%	49%	55%	62%	57%	17
Indiana State University	57%	62%	65%	63%	61%	62%	13
University of Indianapolis	61%	67%	61%	64%	68%	64%	7
Ivy Tech State College - Other Campuses	79%	45%	57%	66%	64%	62%	12
University of Southern Indiana	70%	65%	65%	54%	61%	63%	10
Purdue - Other campuses (inc IPFW)	56%	48%	49%	61%	64%	55%	19
Butler University	73%	60%	57%	73%	71%	67%	4
Marian College	65%	68%	54%	51%	73%	62%	11
Franklin College	62%	59%	67%	62%	55%	61%	15
Indiana Wesleyan University	58%	63%	40%	52%	67%	56%	18
Anderson University	75%	40%	83%	63%	66%	65%	6
Depauw University	61%	89%	96%	53%	60%	72%	1
Hanover College	70%	64%	53%	78%	78%	69%	3
Other Indiana Colleges and Universities	57%	55%	65%	55%	60%	58%	16
Total from Indiana Colleges and Universities	62%	64%	63%	62%	66%	63%	8
Total from Institutions Outside Indiana	61%	59%	63%	64%	69%	63%	9

## School of Public and Environmental Affairs Office of Student Services: Fall 2004 Student Opinion Survey

The mission of SPEA's Office of Student Services is to support you and other SPEA students in your efforts to achieve your academic goals. We want to improve our services to you, and we need your help to do so. Please complete this questionnaire about the assistance that you last received in our office and turn it in along with your course evaluation. Your feedback about our services will help us focus and improve our services. Thank you for giving us the opportunity to serve you!

Instructions: Please do **NOT** sign your name. Respond to the statements below by circling the appropriate responses and writing any comments you may want to share.

### Questions

1. Have you ever met with your SPEA staff academic advisor?
  - a. YES
  - b. NO → Go to question 7 on the reverse side of this survey.
  
2. How often do you usually meet with your SPEA staff academic advisor?
  - a. EVERY SEMESTER TO PLAN MY SCHEDULE
  - b. ABOUT ONCE A YEAR TO PLAN MY SCHEDULE
  - c. ONLY WHEN A PROBLEM OCCURS AND I NEED HELP
  - d. ONLY WHEN I AM ASKED OR REQUIRED TO MEET
  - e. OTHER \_\_\_\_\_
  
3. Have you met with your SPEA staff academic advisor during the Fall 2004 semester?
  - a. YES → If so, in what month (please circle)? Aug. Sept. Oct. Nov. Dec.
  - b. NO

4. We've listed some common topics that students often discuss with their advisors. Please circle the number of times you've discussed these topics with your advisor since <i>August 2004</i> ?						
Some Common Topics During Advising	Number of times I've discussed with my advisor since August 2004					
a. General college policies.	0	1	2	3	4	5 or more
b. Dropping and/or adding course (s).	0	1	2	3	4	5 or more
c. Possible majors/minors.	0	1	2	3	4	5 or more
d. Planning a class schedule for the next semester.	0	1	2	3	4	5 or more
e. Transfer credit and policies.	0	1	2	3	4	5 or more
f. Career alternatives.	0	1	2	3	4	5 or more
g. Probation and dismissal policies.	0	1	2	3	4	5 or more
h. Financial aid.	0	1	2	3	4	5 or more
i. Study skills or study tips.	0	1	2	3	4	5 or more

j. Personal concerns or problems.	0	1	2	3	4	5 or more
k. Studies abroad or other special academic programs.	0	1	2	3	4	5 or more
l. Discussing internship opportunities.	0	1	2	3	4	5 or more
m. Setting personal goals.	0	1	2	3	4	5 or more
n. Evaluating academic progress.	0	1	2	3	4	5 or more
o. Getting to know each other.	0	1	2	3	4	5 or more
p. Extracurricular activities.	0	1	2	3	4	5 or more
q. The purpose of a college education.	0	1	2	3	4	5 or more
r. Time management.	0	1	2	3	4	5 or more
s. Experiences in different classes.	0	1	2	3	4	5 or more
t. Student organizations and leadership opportunities	0	1	2	3	4	5 or more
u. Student voluntary service opportunities	0	1	2	3	4	5 or more

<b>5. Questions about Student Services</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
a. I was able to schedule an appointment with my advisor in a timely manner.	1	2	3	4	5	NA
b. The SPEA staff was efficient and courteous when I made my advising appointment.	1	2	3	4	5	NA
c. The SPEA staff answered my questions effectively and/or I was referred to the appropriate person or office.	1	2	3	4	5	NA
d. The SPEA staff was able to give me information about resources and services on campus when appropriate.	1	2	3	4	5	NA
e. My advisor was prepared for my advising session.	1	2	3	4	5	NA
f. My advisor was knowledgeable about university requirements at SPEA.	1	2	3	4	5	NA
g. My advisor discussed my academic plan with me.	1	2	3	4	5	NA
h. My advisor helped me to plan a course load that took into account my work and/or other commitments.	1	2	3	4	5	NA
i. My advisor helped me to feel at ease in discussing academic-related problems and/or career goals.	1	2	3	4	5	NA
j. In general, I was satisfied with the assistance I received from SPEA Student Services during my last visit.	1	2	3	4	5	NA

<b>6. Questions about You</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
a. I think the Onestart system is easy to use.	1	2	3	4	5	NA
b. Sometimes I put off taking classes I have heard were hard.	1	2	3	4	5	NA
c. I take more classes each semester than I would like to because it is the only way to keep my financial aid.	1	2	3	4	5	NA
d. Sometimes I do not take classes recommended by my advisor because the times conflict with work.	1	2	3	4	5	NA
e. Personal problems with my family, spouse, or friends sometimes have affected by schoolwork.	1	2	3	4	5	NA
f. Overall, I feel that the SPEA staff wants to help me.	1	2	3	4	5	NA

Comments – Please write here anything else you would like to tell us.



## **SPEA Student Services Survey**

### **Fall 2004: Undergraduate Students**

#### **Selected Results**

- 350 students have met with the SPEA staff academic advisor at least once
- 212 students have not met with their SPEA staff academic advisor (includes non-SPEA students)
  
- Questions about you (have seen advisor; n=350+/- )
  - 27% strongly disagree (10%) or disagree (17%) that OneStart system is easy to use
  - 37% strongly agree (7%) or agree (30%) that sometimes put off taking classes they heard were hard
  - 26% strongly agree (8%) or agree (18%) that they take more classes each semester than they would like because it is the only way to keep their financial aid
  - 44% strongly agree (15%) or agree (29%) that they sometimes do not take classes recommended by their advisor because the times conflict with work
  - 59% strongly agree (25%) or agree (34%) that personal problems with their family, spouse, or friends sometimes have affected their school work
  - 70% strongly agree (25%) or agree (45%) that the SPEA staff wants to help me (11% strongly disagree (6%) or disagree (5%))
  
- Questions about you (have not seen advisor; includes non-SPEA students; n=212+/- )
  - 29% strongly disagree (12%) or disagree (17%) that OneStart system is easy to use
  - 37% strongly agree (6%) or agree (31%) that sometimes put off taking classes they heard were hard
  - 25% strongly agree (10%) or agree (15%) that they take more classes each semester than they would like because it is the only way to keep their financial aid
  - 47% strongly agree (17%) or agree (30%) that they sometimes do not take classes recommended by their advisor because the times conflict with work
  - 60% strongly agree (22%) or agree (38%) that personal problems with their family, spouse, or friends sometimes have affected their school work
  - 48% strongly agree (14%) or agree (34%) that the SPEA staff wants to help me (7% strongly disagree (3%) or disagree (4%); 45% neither)
  
- Observations
  - Students who responded they've seen SPEA advisor at least once in career account for 60-70% of active undergraduates (500-550+/-)
  - Few differences in behaviors among students who have seen and who have not seen advisor
  - Only difference is in perception that SPEA staff wants to help me, but this is affected by presence of non-SPEA staff in sample
  
- Student Services Questions
  - 20% strongly disagree (7%) or disagree (12%) that they were able to schedule an appointment in a timely manner
  - 14% strongly disagree (7%) or disagree (7%) that the our staff was efficient and courteous

- 12% strongly disagree (7%) or disagree (5%) that our staff was able to answer questions effectively or refer them to the appropriate person
  - 14% strongly disagree (8%) or disagree (6%) that staff was able to give information about resources and services on campus
  - 15% strongly disagree (7%) or disagree (8%) that their advisor was prepared
  - 11% strongly disagree (6%) or disagree (5%) that their advisor was knowledgeable about university requirements at SPEA
  - 14% strongly disagree (7%) or disagree (7%) that their advisor discussed their academic plan with them
  - 20% strongly disagree (10%) or disagree (10%) that their academic advisor helped them to plan a course load that took into consideration their work and other commitments
  - 21% strongly disagree (9%) or disagree (12%) that their advisor helped them to feel at ease in discussing academic-related problems and/or career goals
  - 21% strongly disagree (11%) or disagree (10%) that, in general, they were satisfied with the assistance they received during their last visit
- 267 of 357 met with advisor since August 2004 (i.e., during fall semester 2004)
  - Topics discussed with advisor (of those who met): to be analyzed

## Resources to Get the Semester Off to a Smooth Start

Students can conduct much of their business with the university through OneStart, including viewing your financial aid and bursar information and your latest class schedule and room assignments. You also can make a payment, update your address, or drop/add classes.

### Login to OneStart

1. Visit [OneStart.iu.edu](http://OneStart.iu.edu)
2. Select login (top left of screen)
3. Enter user id and password. These are the same as you use for university e-mail, registration, and Oncourse
4. The **Self-Service** tab should appear. If it doesn't, you can find it by using the *More* drop-down menu
5. Check your **My To Do List** to see if you have any steps to complete, especially for receiving any Financial Aid

### List of My Courses

1. Login to [OneStart.iu.edu](http://OneStart.iu.edu) with your user id and password (the same ones you use for university e-mail, registration, and Oncourse)
2. Select **My Class Schedule** option from the **Registration Services** area of the Self-Service tab.
3. You can get a list of classes or have them appear in a grid by day-and-time  
*OneStart may be very busy the first week of classes. Should you have trouble accessing OneStart, try logging into [Oncourse.iu.edu](http://Oncourse.iu.edu). Oncourse also displays a list of courses for which you are enrolled*

*Questions about your registration? Visit [registrar.iupui.edu](http://registrar.iupui.edu), call 274-1508, write [iupuireg@iupui.edu](mailto:iupuireg@iupui.edu), or visit us in Cavanaugh Hall. Be sure to write from your university e-mail address and include your university ten digit id number. Copy yourself on the note.*

### Check My Financial Aid

1. Log into [OneStart.iu.edu](http://OneStart.iu.edu) with your user id and password (the same ones you use for university e-mail, registration, and Oncourse)
2. Select **My Financial Aid Account Summary** from the **Financial Aid** area of the Self-Service tab. Details of your account will appear

**Aid if received for the Spring semester will start to appear on some students' accounts January 5<sup>th</sup> for students who have completed the required steps. Our goal is to have aid for all students processed by January 10<sup>th</sup>.** If the amount of your aid, including any loans, is more than is owed to the university, you will be given the remainder (commonly known as a *refund*). Allow 4 to 5 days for distribution of aid if you use direct deposit and 5 to 7 days for a check sent through the mail.

*Questions about your financial aid? Visit [www.iupui.edu/finaid](http://www.iupui.edu/finaid), call 274-4162, write [finaid@iupui.edu](mailto:finaid@iupui.edu), or visit us in Cavanaugh Hall. Be sure to write from your university e-mail address and include your university ten digit id number. Copy yourself on the note.*

### I am Supposed to Complete a Master Promissory Note or Sign up for Title IV Funding

Go into Cavanaugh 136-147 for assistance in completing this process.

### Check My Bursar Account

1. Log into [OneStart.iu.edu](http://OneStart.iu.edu) with your user id and password (the same ones you use for university e-mail, registration, and Oncourse)
2. Select **My Bursar Account** from the **Bursar** area of the Self-Service tab. Details of your account will appear

*Questions about your bursar account? Visit [bursar.iupui.edu](http://bursar.iupui.edu), call 274-2451, or write [bursar@iupui.edu](mailto:bursar@iupui.edu). Be sure to write from your university e-mail address and include your university ten digit id number. Copy yourself on the note.*

## Make a Payment

1. Log into OneStart.iu.edu with your user id and password (the same ones you use for university e-mail, registration, and Oncourse)
2. Select **Make a Payment** from the **Bursar** area of the Self-Service tab. Follow the instructions on subsequent screens

In-person payments may be made by using the drop-box immediately outside of the Financial Aid office. Be sure the student's university id number and name are on the check. *Do not use the drop box for cash.*

Questions about making a payment? Visit [bursar.iupui.edu](http://bursar.iupui.edu), call 2742451 or write [bursar@iupui.edu](mailto:bursar@iupui.edu)

## How Will I Get My Refund?

Visit the **Bursar** and **Financial Aid** areas in OneStart for information on the status of your account (see above). **Aid if received for the Spring semester will start to appear on some students' accounts on January 5<sup>th</sup> for students who have completed the required steps. Our goal is to have aid for all students processed by January 10<sup>th</sup>.** If the amount of your aid, including any loans, is more than is owed to the university, you will be given the remainder (commonly known as a *refund*). Allow 4 to 5 days for distribution of aid if you use Direct Deposit and 5 to 7 days for a check sent through the mail.

If you are receiving your check through the mail, be sure to verify or update your address in the *Personal Info* area of the Self-Service tab of OneStart. **To sign up for Direct Deposit**, please visit OneStart and click on "Sign up for direct deposit."

## I Need a Loan to Buy my Books or Other Expenses

Financial Aid Loans are available only to students for whom aid is expected but for whom none has yet been distributed to the student. Eligible students can request an IUPUI Financial Aid loan by completing an application. Visit Cavanaugh 136-147 and turn in the completed form to the staff person on-duty in the room. No loans will be processed before January 10<sup>th</sup> and will be distributed through Direct Deposit (if you have selected Direct Deposit) or sent through the mail. Allow 4 to 5 days for distribution of the loan if you use Direct Deposit and 5 to 7 days for a check sent through the mail.

The deadline to apply for book vouchers was December 24<sup>th</sup>. After this date the option for eligible students is an IUPUI Financial Aid loan.

## I Need to File for Fee Courtesy for Myself, Spouse/Partner, or Child

This IU employee benefit is managed by IUPUI's Human Resources Administration. Complete details and an on-line application may be found by visiting [hra.iupui.edu](http://hra.iupui.edu).

## I Need to Find my University ID Number

1. Log into Onestart.iu.edu
2. Select **My Current Information** from the **Personal Info** area of the Self-Service tab
3. At the next screen select **View my current information**

The university id number will appear at the top of that window. Please make a note of this number for any future use, such as on drop/add forms used after the first week of classes.

## University E-mail

The university regularly communicates with students by using the university e-mail system. E-mail is considered an official form of communication by the university. You may have your university e-mail forwarded to your preferred account such as hotmail or AOL. For purposes of student confidentiality, however, it is important that you send any messages to the university from your university e-mail account. Please include your university ID number. For instructions on setting up your university account or to forward your e-mail, visit [itaccounts.iu.edu](http://itaccounts.iu.edu). If you have any problems, contact the Support Center, available 24 hours a day, by calling 274-HELP.

### Verify or Update Postal Address and/or Phone Number

1. Login to OneStart.iu.edu with your user id and password (the same ones you use for university e-mail, registration, and Oncourse)
2. Select **My Personal Addresses/My Phone Numbers** from the **Personal Info** area of the Self-Service tab
3. Update information as appropriate

### Buy My Books

1. Login to OneStart.iu.edu with your user id and password (the same ones you use for university e-mail, registration, and Oncourse).
2. Select **My Class Schedule** option from the **Registration Services** area of the Self-Service tab.
3. Select the **list** option. Print the page or copy the *subject, course number, and class number (Cls #)*.

The bookstore has books on its shelves sorted by *subject* and *course number*. If the same course is being taught by multiple instructors, use the *class number* to find your specific books. In some cases all offerings of a course use the same books.

Instructors may have additional information on their books on Oncourse (see below).

### Parking Permit

Parking permits may be purchased on-line by visiting [parking.iupui.edu](http://parking.iupui.edu) or going to Parking Services in the Vermont Street garage.

### Oncourse

Many instructors use an on-line tool called Oncourse in teaching their class. Course details, such as a syllabus, booklist, and other information may appear if your instructor is using Oncourse. Your instructor may also use Oncourse mail to communicate with students enrolled in the course. For this reason it is important to regularly check your Oncourse mail as well as your university e-mail

1. Visit [Oncourse.iu.edu](http://Oncourse.iu.edu)
2. Login with your user id and password.
3. A list of courses for which you are registered should appear on the left side of the screen. Select the desired course and review information that may appear there by visiting the different tabs along the top.

If you have any problems, contact the Support Center, available 24 hours a day, by calling 274-HELP.

### Drop/Add & Refunds

You can make changes to your schedule by using OneStart through 6:00 p.m. on Tuesday, January 18<sup>th</sup>. Any classes dropped before this deadline will not appear on the transcript and are given a 100% refund. Classes dropped after this date require forms and signatures and are subject to a reduced amount of refund. For details visit [registrar.iupui.edu](http://registrar.iupui.edu).

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