Faculty Senate Meeting
Enrollment Management Report
October 17, 2013

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Vice Chancellor for Enrollment Management & Student Affairs
Indiana University Southeast
Strategic Approach to Student Services

Student-Centered Campus Life

Robust Leadership Opportunities

Global Perspective

Enhance the Academic Experience

Living, Learning & Teaching

Student Experience

Meriwether, 2013
### Who Earns a Degree in Six Years after beginning college?

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Afr. Am.</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>57.7</td>
<td>41</td>
<td>49</td>
</tr>
<tr>
<td>IU Total</td>
<td>57</td>
<td>34.2</td>
<td>46</td>
</tr>
<tr>
<td>IUB</td>
<td>75.3</td>
<td>51.3</td>
<td>72.2</td>
</tr>
<tr>
<td>IUPUI</td>
<td>38.6</td>
<td>29.1</td>
<td>38</td>
</tr>
<tr>
<td>East</td>
<td>27.1</td>
<td>12.5</td>
<td>*</td>
</tr>
<tr>
<td>Kokomo</td>
<td>22.2</td>
<td>25.0</td>
<td>0</td>
</tr>
<tr>
<td>Northwest</td>
<td>22.3</td>
<td>11.3</td>
<td>18</td>
</tr>
<tr>
<td>South Bend</td>
<td>23.1</td>
<td>12.8</td>
<td>22.7</td>
</tr>
<tr>
<td>Southeast</td>
<td>27.5</td>
<td>3.7</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Sources: Indiana University Institutional Research & Reporting, The Integrated Postsecondary Education Data System (IPEDS)
Enrollment Management Risks

- Cost
- Competition
- Competencies
- Completion Culture
"Retention is about developing a climate that is conducive to students as well as helping students to make appropriate choices that make them successful (Braxton, 2004 p. XI).”

Managing enrollment should also utilize Tinto’s (1993) third principle, which is encourage individual connections between students and faculty, administrators, or staff of the college or university.

Clauss-Ehlers & Wibrowski (2007) suggest that more knowledge and familiarity with how sense of identity and coping in spite of economic, cultural, or social factors are all indicators in successful transition to college among first-year students.

Tinto (1993) notes that a university “must espouse an enduring commitment to students served by the institution (p. 146)” which means that universities can no longer blame students for their inability to succeed in college, but must embrace them to assist them with success.

Tinto (1993) notes that “the higher the degree of integration of the individual into the college system, the greater will be the commitment to the specific institution and to the goal of college completion leading to persistence (p. 28).”
Institutional Connectedness & Student Development

Tinto (1996) also addresses the value of first-year support programs that focus on academics and enhancing the structure for academic development.

Many scholars also suggest having inclusive spaces or groups on campus to ensure students’ comfort and growth in identity development (Garbarini-Philippe, 2010; Renn, 2003; Banks, 2008; Sands et al., 2003).

Some students may even have feelings of isolation, apathy, frustration, despair & depression when their needs are not addressed on college campuses (Museus, Yee and Lambe, 2011).

Studies by Berger & Milem, (1999) and Berger, (1997) have focused on the role of extracurricular involvement in a student’s decision to remain at an institution.
Strategies to Mitigate Enrollment Management Risks Include:

- Strategic Persistence & Retention Planning
- Faculty Collaboration
- Institutional Connectedness Targeting Demographic Groups
- Identifying the Campus Dynamic
- Utilize Degree Mapping
- Inclusive Financial Aid & Advising Structure
- Early Capture of All Available Academic Support Resources using Predictive Data
- Leveraging Technology and Automated Reporting
- Creative Student Athlete Support
IU Southeast EM Structure

Enrollment Management Team

Retention

- Team Members
  - Annette Wyandotte
  - Brittany Hubbard
  - Ryan Norwood
  - Chris Cox
  - Tanlee Wesson
  - Jason Meriwether
  - Shane Thomas
  - Nick Ray
  - Trey Lewis
  - Amanda Stonecipher

Registration

- Team Members
  - Patrick Fawcett
  - Rebecca Turner
  - Nick Ray
  - Ashley McKay
  - Rachel Delbridge
  - Greg Roberts
  - Faculty Representative
  - Michelle Kummer

Orientation

EM Central Team – Last Wednesday of Month

Recruitment

- Team Members
  - Chris Crews
  - Jenny Wolf
  - Kris Bloos
  - Amanda Stonecipher
  - Lindsey Goss
  - Sarah Wooden
  - Faculty Representative
## Sample EM Planning Tool

### Summary of Cohort’s Academic Performance and Persistence by High School GPA

<table>
<thead>
<tr>
<th>HS GPA (among enrolled students)</th>
<th>HS GPA</th>
<th>Mean 1&lt;sup&gt;st&lt;/sup&gt; Sem GPA</th>
<th>Pct Return 2&lt;sup&gt;nd&lt;/sup&gt; Fall</th>
<th>Pct Return 3&lt;sup&gt;rd&lt;/sup&gt; Fall</th>
<th>Pct Return 4&lt;sup&gt;th&lt;/sup&gt; Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Quartile</td>
<td>&gt; 3.37</td>
<td>3.11</td>
<td>75.5%</td>
<td>63.2%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Second Quartile</td>
<td>2.99 to 3.37</td>
<td>2.33</td>
<td>62.0%</td>
<td>50.0%</td>
<td>40.8%</td>
</tr>
<tr>
<td>Third Quartile</td>
<td>2.59 to 2.98</td>
<td>2.01</td>
<td>51.8%</td>
<td>43.1%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Bottom Quartile</td>
<td>&lt; 2.59</td>
<td>1.83</td>
<td>48.9%</td>
<td>32.4%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Bottom Decile</td>
<td>&lt; 2.26</td>
<td>1.84</td>
<td>50.4%</td>
<td>29.8%</td>
<td>23.0%</td>
</tr>
</tbody>
</table>
First Year Student Strategies

- SSAT Predictive Indicators
- Current Initiatives
- Data Driven
- Collaborative Approach
- Focus on the Middle 50%
- Measurement of Outcomes
JUST A FEW QUESTIONS?

• Do we identify who's struggling through early intervention & QUICKLY allocate resources?
• Are we including faculty in our planning, implementation & data pools?
• What are our academic support options?
• WHEN are our academic support options?
• Do we make campus life, campus services and academic support seamless?
• Do we assess student withdrawals?
• Do we reallocate financial aid for top performing students?
• Are we taking advantage of infrastructure to automate our system?
REFERENCES


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