Transfer Students and Success Rates: Two Keys for Successful Enrollment Management

Presented by:
Alan Byrd, University of Missouri-St. Louis
Rachel Morris, Missouri University of Science & Technology
Brad Starbuck, Missouri University of Science & Technology

AACRAO SEM Conference | Nashville, TN | November 2010
Transfer Students and Success Rates: Keys for Successful SEM

Learn to look past the stereotypes of community college students and traditional bachelor articulation programs to build a student profile that your faculty and employers would love to have.

The 2020 goals for increasing student access and college completion rates present many opportunities for most colleges and universities.

This panel and case study-driven workshop will demonstrate how appropriate SEM assessments and creative programming can help meet enrollment goals, budget restrictions, and student profile expectations.
Workshop Overview

- Who are we?
- Environmental Scan
- Transfer Student Recruitment

---BREAK---

- Assessing the Transfer Student Experience
- Transfer Student Retention
- Planning for the Future
- Open Discussion
Workshop Outcomes

You’ll learn how to...

• Prioritize key partner schools
• Develop model programs
• Effectively advise transfer students
• Improve transfer student transition programs (orientation)
• Write a transfer student recruitment plan
• Enrich transfer student retention programming
Who Are We?

**Missouri S&T:** high-ability transfer students, students willing to travel, rural location, STEM-dominant research institution

**UMSL:** traditional transfer students, predominantly local students, metropolitan location, comprehensive research institution
University of Missouri-St Louis

Saint Louis, Missouri  |  Founded 1963
Who is UMSL?

- Metropolitan Research Institution
- Founded in 1963
- Located in North County St. Louis
- Largest university in the St. Louis Region
- 16,500 students
- 1,400 faculty members

- 54 undergraduate, 37 Masters, 15 Doctoral
- 75% of students are transfers
UMSL’s Enrollment Patterns

- **60's**: 1350 (1300 transfers, 50 freshmen)
- **70's**: 1400 (1250 transfers, 150 freshmen)
- **80's**: 1650 (1150 transfers, 500 freshmen)
- **90's**: 1780 (720 transfers, 1060 freshmen)
- **00's**: 1860 (550 transfers, 1310 freshmen)
Who is Missouri S&T?

1. Top 5 specialized STEM research university.

2. Top 5 public university for highest starting salaries for graduates.

3. Top 5 among national universities for supporting students with high financial need.

4. Top 5 “best values” among national public universities.

5. No. 12 public university as rated by the guidance counselors at America’s top 800 high schools.
Who is Missouri S&T?

- 7,200 students
- Nearly 1/3 of graduates were transfer students
- Average student ACT/SAT: upper 10% in nation
- +70% of freshmen from upper 20% of HS class
- 23% out-of-state enrollment
- +90% 5-year average placement rate at graduation
- 5-year average starting salary: $57,475
- #3 among U.S. public universities for highest starting salaries

Current Undergraduate Students
- Average parent income: $ 78,250
- Family incomes below $50,000: +35%
- First generation college students: 29%
- Pell Grant eligible students: 22%

Graduation Statistics
- Approximate indebtedness: $ 23,000
- Average 2009 starting salary: $ 57,521
Total Enrollment

- 48 states & 51 nations
- 70% Missouri residents
- 10% minority students
- 9% international students

Unofficial data until after 4th week census
Missouri S&T: 90% engineering, science and computing majors

19th in nation for largest undergraduate engineering enrollment (Prism 2010)
19th in nation for number of BS engineering degrees granted (Prism 2010)

- 76% Engineering
- 13% Business & IST
- 5% Science & Computing
- 3% Arts & Social Sciences
- 3% Non-Degree & Undecided
Enrollment Growth

2000: dramatically changed the university’s SEM and strategic plans

38% Total Enrollment Growth: 2000: 4,626  2010: 7,206

Since 2004: 60% of growth due to increased retention
Overview & Environmental Scan
Challenge: Changes in the College-Bound Student Markets

- The Midwest and Northeast will experience a 4% to 10% decline in high school graduates between 2009 – 2014 (WICHE)

- The profile of college-bound students is rapidly becoming more ethnically diverse and female dominant (NCES, WICHE, ACT, College Board)

- The number of students interested in engineering, computer science, and natural science degrees has declined to record lows (ACT, CIRP)

- More full-time college freshmen are choosing to start at two-year colleges (NCHEMS, MODHE)

- More students are enrolling in more than one college at a time (National Student Clearinghouse)

- Future student market growth will include more students requiring financial aid and loans to complete a degree (WICHE)
Impact of Community Colleges

- Globalization is driving change in our economy and the demand for educated workers is growing
- Community college will be the access point to education for millions of students and adult learners to prepare them for the new job market
- Community colleges enroll almost half of the undergraduate students in the U.S. with more than 8 million students and growing rapidly
“Now is the time to build a firmer, stronger foundation for growth that will not only withstand future economic storms, but one that helps us thrive and compete in a global economy.

It’s time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future.”

President Barack Obama, October 5, 2010
President Obama’s Goals

1. By 2020, America will once again have the highest proportion of college graduates in the world.

2. Community colleges are expected to produce an additional 5 million graduates.
Financial Commitment

- On March 30, 2010, President Barack Obama signed the Health Care and Education Reconciliation Act, which provided $2 billion over four years to fund the Community College and Career Training initiative.

- The Department of Labor will soon open the competition and award approximately $500 million to community colleges over the coming year to help increase completion of degrees, certificates, and other industry-recognized credentials.
Completion by Design

October 5, 2010

- Bill & Melinda Gates Foundation announced “Completion by Design “a competitive grant program
- $35 million investment over five years to 3-5 multi-campus groups of community colleges in nine states serving the largest populations of low-income students (Arizona, California, Florida, Georgia, Ohio, New York, North Carolina, Texas, and Washington).
Transfer Market Trends

- There are 1,310 community colleges in the U.S. and 1,127 are public institutions.  
  (U.S. Department of Education, 2009)

- Almost 20% of new students entering four-year colleges are transfers.  
  (Berkner & Choy, 2008)

- Approximately 5 million new students entering community colleges each year plan to transfer to earn a bachelor’s degree.  
  (Provasnik & Planty, 2008)
Fast Facts – Transfer Students

- Transfer students constitute the largest single special population of students on campuses today.

- Nearly 60% of all students are transfers, and nearly 75% of all who graduate each year have some transfer credit.

(Adelman, 2006)
Effects of the Economy

- A larger portion of traditional students are starting at community colleges for financial reasons.

- 46% of students claimed the current economic crisis caused them to reconsider the schools they would apply to or attend—an increase from 34% just last year.

(Noel-Levitz 2010 e-expectations report)
# MO New Student Headcount Distribution

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
<td>31%</td>
<td>24%</td>
<td>31%</td>
<td>30%</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td>Public 4-year</td>
<td>51%</td>
<td>55%</td>
<td>47%</td>
<td>46%</td>
<td>42%</td>
<td>39%</td>
</tr>
<tr>
<td>Private 4-year</td>
<td>18%</td>
<td>21%</td>
<td>22%</td>
<td>24%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Total Freshmen</td>
<td>39,505</td>
<td>33,560</td>
<td>35,034</td>
<td>35,184</td>
<td>41,135</td>
<td>48,181</td>
</tr>
</tbody>
</table>

Freshmen Headcount Distribution at Missouri Colleges & Universities (MODHE 2009)
Environmental Scan
Education Level of Individuals Ages 25 to 34, 1940–2009

Sources: The College Board, *Education Pays 2010*, Figure 2.7; U.S. Census Bureau, 2009b, Table A-1.
## College Progression Rates

<table>
<thead>
<tr>
<th>NCHEMS 2006</th>
<th>For every 100 Ninth Graders</th>
<th># Graduate from High School</th>
<th># Enter College</th>
<th># Are Still Enrolled Their Sophomore Year</th>
<th>% of 9th graders who graduate from HS on time, go directly to college, return for their second year, and graduate within 150% of program time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri</td>
<td>100</td>
<td>77.2</td>
<td>44.1</td>
<td>28.8</td>
<td>20.9</td>
</tr>
<tr>
<td>Nation</td>
<td>100</td>
<td>68.6</td>
<td>42.3</td>
<td>28.4</td>
<td>19.7</td>
</tr>
</tbody>
</table>
Heavy Competition for Students
Number of Colleges and Universities

The Trends are Diverse: Regions within Regions
Figure 1. Percent Change in Graduates from Public and Nonpublic High Schools Between 2004-05 and 2014-15

SOURCE: WICHE, 2008
## Anticipated Changes by State

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>Stable Production</td>
</tr>
<tr>
<td>Slowing Production</td>
</tr>
<tr>
<td>Dwindling Production</td>
</tr>
<tr>
<td>Manageable Expansion</td>
</tr>
<tr>
<td>Rapid Expansion</td>
</tr>
<tr>
<td>Explosive Growth</td>
</tr>
</tbody>
</table>

**SOURCE:** College Board 2008 “Achieving the Dream of America”
Changes in Race/Ethnicity: US

Figure 3.4. Cumulative Percent Change in U.S. Public High School Graduates Relative to 2004-05 by Race/Ethnicity
Change in Public High School Graduates by Ethnicity 2005-2015

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>Cumulative Growth over Ten Years</th>
<th>Percentage Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>+ 12,000</td>
<td>+ 3%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>+ 2,000</td>
<td>+ 7%</td>
</tr>
<tr>
<td>Asian-American/Pacific Islander</td>
<td>+ 46,000</td>
<td>+ 32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>+ 207,000</td>
<td>+ 54%</td>
</tr>
<tr>
<td>White</td>
<td>- 197,000</td>
<td>- 11%</td>
</tr>
</tbody>
</table>

SOURCE: College Board 2008 “Achieving the Dream of America”
Understanding the Impact of a New Generation of Students: Millennial Enrollments

- Majority of students take nomadic paths to degree completion:
  - almost 60% of students graduating from college attend more than one institution, a number that has steadily risen
  - 35% of students attend three or more colleges/universities before they graduate

Isn't that your son roaring out in that brand-new sports car?!

Yep... we were going to enroll him in community college... the car was cheaper.
Noel-Levitz 2010 e-expectations report

- 46% claimed the current economic crisis caused them to reconsider the schools they would apply to or attend — an increase from 34 percent just last year.
76% indicated they would be “somewhat” or “very likely” to consider a more expensive institution if it could deliver **greater value**.

**Likelihood of Reconsidering a College Initially Perceived As Too Expensive**

<table>
<thead>
<tr>
<th></th>
<th>Nationally</th>
<th>Middle States</th>
<th>Midwest</th>
<th>New England</th>
<th>South</th>
<th>Southwest</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very likely</strong></td>
<td>33%</td>
<td>31%</td>
<td>32%</td>
<td>16%</td>
<td>38%</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Somewhat likely</strong></td>
<td>43%</td>
<td>44%</td>
<td>45%</td>
<td>48%</td>
<td>41%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Not very likely</strong></td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>29%</td>
<td>19%</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Not at all likely</strong></td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**SOURCE:** Longmire & Company, Inc. 2009 “Study of the Impact of the Economy on Enrollment”
2007-2008 percentage of high school graduates (ages 18 to 24) enrolled in community college: increased from 10.9% to 11.8%.
Need for Baccalaureate Degrees

Assuming current rates of college attendance, persistence and “off-shoring” do not change, analyst Anthony P. Carnevale concludes that by 2012, the U.S. will face a cumulative 10-year shortage of:

- 850,000 associate degrees
- 3.2 million bachelor’s degrees
- 2.9 million graduate degrees

The National Center for Higher Education Management Systems estimates:

- 55% of the population will need college degrees by 2025 in order to equal degree attainment in top-performing countries, a potential “degree gap” of 15.6 million

SOURCE: College Board 2008 “Achieving the Dream of America”
Fastest-Growing Occupations
2006-2016

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job growth in decade</th>
<th>% Increase over decade</th>
<th>Education required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network systems/data analysts</td>
<td>140,000</td>
<td>53.4</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Computer software engineers/applications</td>
<td>226,000</td>
<td>44.6</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Personal financial advisors</td>
<td>72,000</td>
<td>41.0</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Veterinarians</td>
<td>22,000</td>
<td>35.0</td>
<td>First Professional</td>
</tr>
<tr>
<td>Financial analysts</td>
<td>75,000</td>
<td>33.8</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Computer systems analysts</td>
<td>146,000</td>
<td>29.0</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Database administrators</td>
<td>34,000</td>
<td>28.6</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Computer software engineers/software</td>
<td>99,000</td>
<td>28.2</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Physical therapists</td>
<td>47,000</td>
<td>27.1</td>
<td>Master's</td>
</tr>
<tr>
<td>Physician assistants</td>
<td>18,000</td>
<td>27.0</td>
<td>Bachelor's</td>
</tr>
<tr>
<td><strong>Total Job Growth in 10 years</strong></td>
<td><strong>879,000</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Bureau of Labor Statistics
Change in Intended Major 1976-77 to 2006-07

College Board, 2007

Source: CIRP
### Education and Labor Market Status of Young Adults

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in college (18 to 24)</td>
<td>24.0</td>
<td>38.8</td>
<td>39.6</td>
<td>15.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Enrolled in 2-year college (18 to 24)</td>
<td>6.9</td>
<td>10.9</td>
<td>11.8</td>
<td>4.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Enrolled in 4-year college (18 to 24)</td>
<td>17.1</td>
<td>27.9</td>
<td>27.8</td>
<td>10.7</td>
<td>-0.1</td>
</tr>
<tr>
<td>Labor force participant (16 to 24)</td>
<td>64.3</td>
<td>59.0</td>
<td>58.4</td>
<td>-5.9</td>
<td>-0.6</td>
</tr>
<tr>
<td>Employed (16 to 24)</td>
<td>57.9</td>
<td>52.7</td>
<td>50.4</td>
<td>-7.5</td>
<td>-2.3</td>
</tr>
<tr>
<td>Completed high school (18 to 24)</td>
<td>80.7</td>
<td>83.9</td>
<td>84.9</td>
<td>4.2</td>
<td>1.0</td>
</tr>
<tr>
<td>High school dropout (18 to 24)</td>
<td>15.7</td>
<td>10.2</td>
<td>9.3</td>
<td>-6.4</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

More than 30% of College Freshmen Need Remedial Courses

PARTICIPATION IN REMEDIAL EDUCATION: Percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area: Fall 2000

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Any</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>28</td>
<td>11</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>42</td>
<td>20</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Private 2-year</td>
<td>35</td>
<td>9</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Public 4-year</td>
<td>24</td>
<td>6</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Private 4-year</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. The categories used for analyzing these data include public 2-year, private 2-year, public 4-year, and private 4-year institutions. Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately. The estimates in this indicator differ from those in indicator 18 because the populations differ. This indicator deals with entering freshmen of all ages in 2000 while indicator 18 examines a cohort (1992 12th-graders who enrolled in postsecondary education).

The High Price that Colleges, Students, Families, and Taxpayers Pay to get Students “Up to Speed” for Postsecondary Education

$3.7 Billion Cost of Remediation

Government Costs $978 Million
Tuition Cost $283 Million
Lost Wages $2.3 Billion
Other Costs $156 Million

SOURCE: Alliance for Excellent Education, 2006
ACT’s Reading Between the Lines: 2005 ACT-tested High School Graduates Meeting College Readiness Benchmark for Reading

Retention Trends  1983-2009
Freshman to Sophomore Year

<table>
<thead>
<tr>
<th></th>
<th>Highest (%</th>
<th>Lowest (%</th>
<th>Current (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>53.7 ('08)</td>
<td>51.3 ('04)</td>
<td>53.7</td>
</tr>
<tr>
<td>BA/BS public</td>
<td>70.0 ('04)</td>
<td>66.4 ('96, '05)</td>
<td>67.6</td>
</tr>
<tr>
<td>MA public</td>
<td>71.6 ('06)</td>
<td>68.1 ('89)</td>
<td>69.8</td>
</tr>
<tr>
<td>PhD public</td>
<td>78.1 ('04)</td>
<td>72.9 ('08)</td>
<td>74.4</td>
</tr>
<tr>
<td>Two-year private</td>
<td>72.6 ('92)</td>
<td>55.5 ('08, '09)</td>
<td>55.5</td>
</tr>
<tr>
<td>BA/BS private</td>
<td>74.0 ('89)</td>
<td>69.6 ('08)</td>
<td>69.9</td>
</tr>
<tr>
<td>MA private</td>
<td>78.0 ('85)</td>
<td>72.3 ('08)</td>
<td>72.0</td>
</tr>
<tr>
<td>PhD private</td>
<td>85.0 ('85)</td>
<td>80.4 ('08)</td>
<td>80.6</td>
</tr>
<tr>
<td>National</td>
<td>68.7 ('07)</td>
<td>65.7 ('08)</td>
<td>65.9</td>
</tr>
</tbody>
</table>

SOURCE: ACT, 2009
Completion Rates  1983-2009
Two-Year College (Associates Degree in 3 years or less)

<table>
<thead>
<tr>
<th></th>
<th>Highest %</th>
<th>Lowest %</th>
<th>Current %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>38.8 (’89)</td>
<td>27.1 (’07)</td>
<td>28.3</td>
</tr>
<tr>
<td>Private</td>
<td>66.4 (’90)</td>
<td>50.2 (’08)</td>
<td>51.6</td>
</tr>
<tr>
<td>All</td>
<td>44.0 (’89)</td>
<td>28.9 (’07)</td>
<td>30.8</td>
</tr>
</tbody>
</table>

* Completion of associate’s degree in 3 years or less

SOURCE: ACT, 2009
## Completion Rates 1983-2009

### Four-Year Colleges

<table>
<thead>
<tr>
<th></th>
<th>Highest</th>
<th>Lowest</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>BA/BS public</td>
<td>52.8 (’86)</td>
<td>39.6 (’06)</td>
<td>43.0</td>
</tr>
<tr>
<td>MA/MS public</td>
<td>46.7 (’86)</td>
<td>37.0 (’00)</td>
<td>38.4</td>
</tr>
<tr>
<td>PhD public</td>
<td>50.6 (’89, ’90)</td>
<td>45.0 (’01)</td>
<td>48.7</td>
</tr>
<tr>
<td>BA/BS private</td>
<td>57.5 (’06)</td>
<td>53.3 (’01)</td>
<td>55.9</td>
</tr>
<tr>
<td>MA/MS private</td>
<td>58.4 (’88)</td>
<td>53.5 (’01)</td>
<td>54.8</td>
</tr>
<tr>
<td>PhD private</td>
<td>68.8 (’86)</td>
<td>63.1 (’05)</td>
<td>65.1</td>
</tr>
<tr>
<td>National</td>
<td>54.6 (’90)</td>
<td>50.9 (’01)</td>
<td>52.6</td>
</tr>
</tbody>
</table>

*Completion of bachelor’s degree in 5 years or less

SOURCE: ACT, 2009
Financial Considerations the Most Common Reason for Leaving College

Reasons for discontinuing postsecondary education

- Financial reasons
- Other
- Family responsibilities
- Class not available / scheduling inconvenient
- Dissatisfaction with program / school / campus / faculty
- Completion of degree / certificate
- Academic problems
- Finished taking desired classes
- Personal health reasons
- Traumatic experience
- Military service

U.S: 3rd Out of 30 OECD Countries in Overall Postsecondary Education

Percent of Adults Ages 25-64 with Associates Degree or Higher

United States (38%)

U.S. Tied for 17th Out of 22 OECD Nations in HS Graduation Rates

As college prices have escalated while family income growth has stalled, student debt has increased dramatically in recent years.

SOURCE: College Board 2008 “Achieving the Dream of America”
Transfer Student Recruitment

- Identify the right students
- Move them through the enrollment funnel
- Implement effective programming
“If you don’t know where you’re going, any path will take you there.”

Sioux proverb
Keys to Attracting and Enrolling Students

- Sending the right message to the right students, at the right time, in the right format.

- The development and management of a multi-level prospective student communication plans.

- Consistently sending our messages through well-trained, committed, caring individuals across the campus.

- Having the appropriate resources to implement the plans.
Addressing Barriers
Addressing Recruitment Barriers

- University vs. community college
- Recruiting access
- Credit transferability
- Financial aid and scholarships
- Student support services
“Transfer-Friendly” Characteristics

- Specialized information
- Flexible advising
- Transfer orientation program
- Transfer credit policies
- Transfer scholarship and financial aid information
Transfer Website

At Missouri University of Science and Technology, you'll go beyond books and lectures to put your learning to work. You'll collaborate with great researchers and other talented students to solve some of the toughest challenges facing our rapidly changing world.

We have the campus size, environment, career services, research opportunities, distance learning options and student activities you expect from one of America's premier technological research universities.

Whether you choose to study science, engineering, education, business or humanities — Missouri S&T can help you achieve your career goals and change the world as we know it.
Course Equivalency Database

Transferring Credit to Missouri S&T

All college-level credits and grades (excluding remedial and tech coursework) from regionally-accredited institutions will transfer to Missouri S&T.

Course Equivalencies

Missouri S&T welcomes college-level coursework taken at other institutions. This credit will be transferred to Missouri S&T and applied towards degree programs as determined by the Registrar’s Office.

- Course Equivalency Database
- High School Dual-Enrollment Credit
- Course Guides for transferring from S&T’s Partner Schools

Use our online course equivalency database to determine if a particular course has an already established Missouri S&T course equivalency. If the class is not listed, it does not mean that the class will not transfer to Missouri S&T; it simply means that the course has not yet been evaluated. For questions about Course Equivalencies, please contact the Registrar’s Office.

New students can access a Credit Transfer Evaluation online using JotSS to see what courses from previous institutions have been applied to their S&T transcripts and verify accuracy of particular course transfers.

Credit-by-Examination

In an effort to make the most of their college experience, many Missouri S&T students opt for credit-by-examination. Credits earned through these programs count toward degree requirements and allow qualified students to take advanced courses earlier in their college careers. To be considered for credit under any of these programs, or to request more information on examination options and instructions, please contact the Testing Center. Students are encouraged to discuss credit-by-examination options with an academic advisor.
Track Web Stats for Transfer Information

Country/Territory Detail:

This country/territory sent 5,181 visits via 5,300 cities in the “Transfer” segment

Location

235 pages were viewed a total of 42,483 times in the “Transfer” segment

Page Views

Dashboard

Search sent 3,921 total visits via 5,416 keywords in the “Transfer” segment

Search Words

Volume
Know Your Market
Know Your Market

- Community colleges are diverse institutions that serve a wide variety of needs. These include the students who come to upgrade their skills for a particular job, students who are pursuing an associate degree to transfer to a 4-year institution and students who come to pursue a hobby (such as learning a language).

- The educational outcomes of community college students reflect this diversity.
Missouri Community College Enrollment

Enrollment by Gender

- Female: 40
- Male: 60

Enrollment by Attendance Status

- Full-time: 54
- Part-time: 46

SOURCE: American Association of Community Colleges, 2009
Degree Attainment of Community College Students

SOURCE: American Association of Community Colleges, 2009
Pipeline Development

• Missouri’s “A+” program
• Recruitment activities
Missouri’s A+ Program

- Created in 1993 by state law as an incentive for improving Missouri’s high schools.
  - Primary goal: ensure that all students who graduate from Missouri high schools are well prepared to pursue advanced education and/or employment.

- Allows qualified students to receive free tuition and fees at public two-year colleges

- Students must remain enrolled fulltime at STLCC and maintain a 2.5 GPA to retain the A+ Grant
Missouri’s A+ Program

 “The A+ Schools Program will mobilize an intensive partnership among high schools, community colleges, students, teachers, parents, labor, businesses, and communities to give these students the motivation, skills, and knowledge to graduate from high school. It will create an innovative and well-designed path from high school to high skill, high wage jobs.”

 274 designated A+ high schools have graduated over 106,500 A+ eligible students.
 44,100 students have utilized A+ funding at Missouri two-year colleges

 There has been a reduction in the drop out rate and an increase in the graduation rate in designated A+ schools as compared to the state as a whole.

 “A+ high schools are providing more rigorous coursework as a result of the A+ program and students are rising to the challenge.”
UMSL’s Early Pipeline Development

- On- and off-campus recruitment activities
- Community College based Transfer Coordinators (pre-advising and recruiting)
- Transfer Curriculum Models (2+2 and 3+1)
- Dual Admission Programs
STLCC-UMSL Dual Admissions Program

The University of Missouri-St. Louis and St. Louis Community College have a strong tradition of working together. This relationship has resulted in benefits for many students, the community and both institutions. The newest endeavor is the Dual Admission program (DAP), which makes it possible to be jointly admitted and enrolled at both St. Louis Community College and the University of Missouri-St. Louis. It provides students with opportunities to complete a baccalaureate degree more easily with access to resources at both STLCC and UMSL.

Students who participate in the DAP will maximize credit transfer, enjoy access to resources at both institutions throughout both degree programs, and receive advising and support at UMSL or on STLCC’s campuses as they pursue the associate and baccalaureate degrees.

STLCC students who fulfill the DAP requirements and meet certain departmental requirements for specific majors are guaranteed acceptance into UMSL with full junior status.

UMSL will host a Dual Admission Information session for all new DAP participants on the STLCC campuses each semester.
S&T’s Model Program Development

- Established transfer partnerships with 53 strategic two- and four-year institutions

- Clearly defined course articulations that lead to degree completion

- Academic advisors at partner schools are well versed in S&T course articulation, S&T course equivalencies and student advising
# Sample Model Program for Computer Science

## Missouri S & T — St. Louis Community College

### STCC General Transfer Studies AA to Missouri S&T Computer Science BS Transfer Guide

The following St. Louis Community College course work will apply to Missouri S&T Computer Science B.S. degree requirements as outlined below. Students are recommended to complete all course work before transferring to Missouri S&T. Possible
due to changes in Missouri S&T curriculum or Missouri S&T residency requirements. The last 30 credits of the 128 credits required for the Computer Science BS degree must be completed at Missouri S&T. Consult your transfer school advisor to take more transfer credits than recommended on this guide. Students are not required to complete all course work before transferring to Missouri S&T.

<table>
<thead>
<tr>
<th>STCC #</th>
<th>Title</th>
<th>Hours</th>
<th>S&amp;T #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>College Composition</td>
<td>3</td>
<td>ENGL 101</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>College Composition II</td>
<td>3</td>
<td>ENGL 102</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SPH 126</td>
<td>Oral Communications</td>
<td>3</td>
<td>SPH 126</td>
<td>Oral Communications</td>
<td>3</td>
</tr>
<tr>
<td>TFD 102</td>
<td>Research Writing</td>
<td>1</td>
<td>TFD 102</td>
<td>Research Writing</td>
<td>1</td>
</tr>
</tbody>
</table>

**Communication Skills (take all courses)**

<table>
<thead>
<tr>
<th>S&amp;T #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>COM 102</td>
<td>Speech Communication</td>
<td>1</td>
</tr>
<tr>
<td>COM 103</td>
<td>Public Speaking</td>
<td>1</td>
</tr>
</tbody>
</table>

**Mathematics and Science (take all courses)**

<table>
<thead>
<tr>
<th>S&amp;T #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>Calculus with Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus with Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 113</td>
<td>Calculus with Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Engineering Physics II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Social Sciences (Select 2 credit hours to include one course to satisfy state requirement)**

<table>
<thead>
<tr>
<th>S&amp;T #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103</td>
<td>American History since 1877</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities (Select 2 credit hours to include at least one literature course)**

<table>
<thead>
<tr>
<th>S&amp;T #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 201</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 202</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 204</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Degree Requirements (Take all or 21 hours)**

<table>
<thead>
<tr>
<th>S&amp;T #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>SCI 100</td>
<td>Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>SCI 101</td>
<td>Computer Programming II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

88
Strategic Plan Diversity Initiative: HBCU/HSI Partnerships

- Meet strategic plan enrollment goals
- National prominence
- Expensive to develop and maintain
- Labor intensive for transfer recruitment staff
- Extensive travel required
Communication Plans

- Generating prospective students
- Keeping prospective students connected
Identify Existing Barriers and Support Along the Student Pipeline

<table>
<thead>
<tr>
<th>Student Lifecycle</th>
<th>Barriers / Problems</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
<th>College/University - Undergraduate</th>
<th>University – Graduate/Professional School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Type of Support</td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12 - HS Diploma</td>
<td>13 - Certificate</td>
<td>14 - AA/AS</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 - BS/BA</td>
<td>17 - Grad</td>
<td>18 - MS/MA/MA F/PhD/MD</td>
<td>19 - MBA/JD</td>
<td>20 - PhD/M D</td>
</tr>
</tbody>
</table>
Basic Enrollment Funnel

Transfer students move through the funnel at different rates than first-time freshmen, but they still follow much the same path.
How We Use the Funnel

- Goal setting tool based on previous performance and benchmarks
- Tool for building enrollment budgets
- Primary dashboard indicators for In-cycle assessments of recruitment progress and projecting enrollments
- Tool to measure effectiveness of activities along the matriculation path
- Ability to determine market share
- Tool to better focusing communications and messaging
Our Multiple Enrollment Funnels

Managing multiple funnels simultaneously in a systemic fashion

Enroll → Retain → Graduate
Enrollment Activities

EARLY FUNNEL: Direct mail, travel, publications, on-campus programs, advertising

MID FUNNEL: on- and off-campus programs, direct mail, affordability, travel, telecounseling, publications

MID FUNNEL: on- and off-campus programs, direct mail, scholarships/financial aid, travel, telecounseling, publications

Inquire → Apply → Enroll
Transfer Enrollment Activity

Travel Colleges, Math and Science Nights, Engineering Nights, etc

Programs and Travel

Transfer Conference
Group Visits
Transfer Days
Transfer Advising Days

Visit
Apply
Enroll

Direct Mail
PTK Search
Visit Invitations
Viewbook

Electronic
Search Reply
Application Reminders
Visit invitations
Advising reminder

Application reminders
Reception invitations
Campus employment email

Visiting invitations
Housing email

Does not Include Admitted Student Activities
The goal during the EARLY FUNNEL is to identify students who are likely to apply for admission. Students who indicate an interest are sent information about the variety of programs and visit opportunities available.

Generate Inquiries

**Search**
- Name Purchases

**Person-to-Person Contact**
- College Fairs
- Telephone Inquiries

**Electronic Contact**
- Online Inquiry Form
- E-mail Requests for Information
- Social Networks
- Web

**Campus Visits**
- Individual Visits
- Group Visits
- Open Houses
- Special Recruitment Programs

**Other**
- Off-Campus Receptions
- Athletic Referrals
- Individual Referrals
- S&T Magazine
- Admission Applications
Generate Applications

Marketing
- “Missouri S&T” Poster at Partner Schools
- Visit S&T Telecounseling Phone Calls
- Apply to S&T Telecounseling Phone Calls

Recruitment Programs
- Individual Campus Tours and Visits
- College Visits
- College Fairs
- Open Houses/Miner Days
- Fly-In Weekends
- Off-Campus Receptions

General Mailings
- Invitations to visit campus & receptions/email
- High School /College Visit Postcard
- Viewbook/Application Mailing
- Scholarship Application/Reminder/email
- Reminder to Apply Letter/e-mail

Targeted Mailings
- Minority Showcase Visit Day Mailer/email
- Misc. Departmental Letters
- Off-Campus Receptions invitations/email
Generate Enrollments

**Recruitment Programs**
- Receptions
- Transfer Advising Days

**Person-to-Person Communication**
- Admissions Counselor Phone Calls
- Telecounseling Phone Calls (STAR Student Callers)
- Faculty Phone Calls

**Electronic/Written Communication**
- Admit Letter and Packet
- Admitted Student E-mail/Joess Account
- Scholarship Award Letter
- Campus visit mailing
- Email Visit Program Invitations
- Student Life/Activities Brochure
- Financial Aid Brochure & Request to Submit FAFSA
- Financial Aid Award Letter
- Rolla Mayor’s Welcome Letter
- Transfer Transitions Registrations Reminder Postcards/E-Mails
- Campus Housing Letter & Request to Complete Interest Form
- Letters/emails to Minority Admits
- Letters/emails to Female Admits
- First Billing (June 15)
Prospect Name Purchases

- Not just for traditional freshmen...
  - Phi Theta Kappa honor society
  - Purchase ACT/SAT test takers that indicated they intend to enroll at 2-year schools and start communicating with them about future transfer
Applicant-not-enrolled Communications

Isabel:

Thank you for considering Missouri S&T for the Fall 2010 semester. I hope you are having a very successful semester at your chosen college or university.

Many students choose a transfer path to a Missouri S&T degree by attending one of our partner schools to begin a degree program and then transfer to Missouri S&T to complete that degree.

If you have chosen this transfer path, we want to keep in touch with you and make sure you have all the information you need about the Missouri S&T Transfer Assistance Program and transfer scholarships.

If you are interested in a future transfer to Missouri S&T, please sign-up online for our Transfer Assistance Program (TAP) or contact us by phone or email:

- Transfer Assistance Program Online Sign-Up
- transfer@mst.edu
- 1-800-522-0938

If you are not interested in S&T’s transfer options, then we thank you again for considering Missouri S&T. We wish you the very greatest success in your future plans!

Sincerely,
Debra K. Schatz
Asst. Director of Admissions
transfer@mst.edu

Missouri University of Science and Technology | Rolla, Missouri
Paths to Degree Completion for Denied Students

- Telecounseling to students that don’t meet admission requirements
  - Call the students you denied and make your message “you CAN enroll here and be successful, here’s how…”
  - Link them with the community college in their area with which you have a model program or partnership
  - Send them a transfer course guide to show them what courses to take, and when to transfer to your institution
Things Institutions Forget About Transfer Students...

**Questions to consider:**

- Can students find application deadlines on your website?
- Can transfer students easily figure out how to defer their enrollment if their plans change?
- Can transfer students easily find dates:
  - When do classes start?
  - When is transfer orientation?
  - When does add/drop period end?
  - When are bills due?
  - When is course registration?
Self-Service Transfer Support Website

Transfer Admission

Admitted Student Information

To ensure a smooth transition to Missouri S&T, be sure to complete the following items:

Activate your Computer Account

Activate your JoeSS computer account when you receive your single sign on (SSO) email after being admitted. Questions? Email applyss@mst.edu.

Receive Your Admissions Packet

Once you have been admitted to Missouri S&T, you will receive an Admissions Packet in the mail that contains advising, housing, health services, and other registration information. Helpful Hint: your Admissions Packet comes in a big, green folder!

Housing

Complete and submit your University Residence Hall Application and Agreement included in the Admissions Packet.

Health

Complete and submit the Health History Forms included in your Admissions Packet.

Register for and Attend Advising Day

Register for Advising Day by returning the materials included in your Admissions Packet or register online.

Meet with your academic advisor to schedule and register for classes for your first semester at Missouri S&T. Reserve textbooks and get your Missouri S&T student ID card. Take your math placement test if required. If you can’t attend an Advising Day, email transfer@mst.edu to schedule an individual Advising Appointment.

Financial Assistance

Complete your FAFSA by Missouri S&T’s priority deadline of March 1. Missouri S&T’s FAFSA CODE: 002517

Monitor deadlines for specific transfer scholarships. Keep in mind that TAP Missouri S&T Scholarships are automatically awarded upon admission for qualified students.
Transfer Scholarships
MOVE BACK HOME?!... KIDS TODAY ARE SO LAZY AND IRRESPONSIBLE! YOUR MOTHER AND I STARTED OUT WITH NOTHING!...

FIVE-FIGURE STUDENT LOAN DEBT

TRUST ME, I WOULDN'T'VE LOVED STARTING OUT WITH NOTHING!...
Developing Scholarship Policy

- Questions to consider:
  - Offer merit-based (aka GPA-based) assistance to new transfer students?
  - Are the application deadlines for endowed scholarships (i.e. scholarships coordinated by academic departments, etc) creating a barrier for new transfer students?

- More difficult to budget... (end of budget year)
- Rolling deadlines
- Greater risk for budgeting
- Don’t overshadow freshman awards
Data Needs & Reporting

• Dashboard reporting
• Enrollment funnels
• Enrollment projections
Dashboard Reporting
Transfer Enrollment Yield Funnel FS2010

- Inquiries: 1,247
- Applicants: 675
- Admits: 535
- Enrollees: 388

- 72.5% Admits Enrolled
- 31.1% Inquiries Enrolled
Transfer Engineering & Materials Science
Enrollment Yield Funnel FS2010

- Inquiries: 826
- Applicants: 456
- Admits: 371
- Enrollees: 271

- 73% Admits Enrolled
- 33% Inquiries Enrolled
Transfer Business & IST Enrollment Yield Funnel FS2010

- Inquiries: 61
- Applicants: 59
- Admits: 45
- Enrollees: 23

- 51% Admits Enrolled
- 38% Inquiries Enrolled
Track Transfer Student Data Regularly

- Track transfer students alongside freshmen and graduate cohorts
- Track students’ progress through recruitment funnel
- Benchmark against strategic plan years
Enrollment Projections

- S&T has been able to predict its freshman enrollments March 1 for the upcoming fall semester with 98% accuracy for 5+ years, but transfer enrollments are near impossible project in a timely manner.
BREAK!!!
Retaining Transfer Students

- Focus on early and active engagement
Degree Completion
Fundamental Student Retention

Conclusions

- Studies indicate that financial aid helps increase persistence for students who need and receive financial aid.

- Studies indicate that certain student populations...
  - older students,
  - African Americans & Hispanics,
  - students who work more than 30 hours weekly, and
  - first generation college students have persistence problems.

- Schools can improve retention rates by:
  - accurately determining when and why students withdraw
  - Up-to-date information helps administrators determine better strategies for increasing retention rates

SOURCE: DANA Center Retention Report, 1998
Fundamentals of Effective Retention Programs:

- Designate a visible individual to coordinate a campus-wide planning team.
- Conduct a systematic analysis of the characteristics of your transfer students.
- Carefully review the high impact strategies identified in through the survey.

- Focus on the nexus of student characteristics and institutional engagement opportunities starting with admissions and orientation processes.
Academic Advising

- **Questions to consider:**
  - Dedicated academic advisors for new transfer students?
  - “Open/walk-in” advising vs. specific days/events to register new transfer students?
  - Professional advisors vs. faculty advisors?
  - Do advisors understand the challenges new transfer students face?
  - Are placement policies clearly defined?
Math Placement

- Questions to consider:
  - Are new transfer students starting out in the math course that’s best for their academic level?
Math Placement

Testing Guidelines for Engineering, Math, Science, and Computer Science Majors

- Follow these guidelines for any major that requires Math 008 or 014.

- Students who have completed the equivalent of Calculus II with a grade of C or better ARE NOT REQUIRED TO TEST.

- Students who will have completed the equivalent of Calculus I with a grade of C or better by the time they transfer to S&T and DO NOT have AP or college credit for trig ARE REQUIRED TO TAKE THE TRIG PLACEMENT TEST ONLY.

- Other students must take both the algebra and trigonometry placement tests. (Note: Low grades in Calculus I or II may indicate problems with algebra or trig skills. Math placement scores can help the advisor to better advise the student.)

- If a student who requires math testing has never taken a trigonometry class and has no trig background, the student MAY CHOOSE to not take the trigonometry test and, consequently, will be required to take trig (Math 6) at Missouri S&T. The student must still take the algebra test.
Math Placement

Testing Guidelines for IST, Business, Economics Majors

- Students who have completed the equivalent of Business Calculus (Math 012) ARE NOT REQUIRED TO TEST.
- Other students must take ONLY THE ALGEBRA TEST.

Testing Guidelines for Other Majors

- Follow these guidelines for any major that does not require calculus or business calculus.
- History, English, psychology, majors do not need placement testing as new students.
- Students who have completed the equivalent of College Algebra (Math 004) or a higher math course with a grade of C or better ARE NOT REQUIRED TO TEST.
- Others must take ONLY THE ALGEBRA TEST.

Again, when advising “exploratory” students, be careful to keep their options open by choosing a math sequence that could lead to Calculus 1.
Credit Transfer/Evaluation Policies

- Transfer all courses as credit vs. elective credit
- Evaluate new courses in a timely manner
- Grades are calculated into GPA
- Those not satisfying a specific degree requirement are considered general credit
New Student Orientation

“Transfer Transitions”

- One-day format
- Clear learning objectives
- Group projects are important for making friends
- Expose students to university resources (academic support, student life, activities, athletics, intramurals, etc.)
S&T’s Transfer Conference

- Invite the key staff from your community college partners and/or transfer sending institutions to your campus to learn about:
  - Changes in articulation/equivalencies
  - New degree programs
  - Transfer student successes
  - Career placement and student involvement for transfer students

- Open discussion on issues!!
Housing for Transfer Students

- Questions to consider:
  - Are new transfer students required to live in on-campus housing?
  - Is on-campus housing even available for transfer students?
  - Do your on-campus housing properties meet the needs of transfer students?
  - How do new transfer students that plan to live off-campus find a place to live in your community?
Assessing the Transfer Student Experience

• New transfer student surveys
• Graduating seniors surveys

(Slides reflect sample questions)
2010 New Transfer Students

- 496 in 2010 (108 Spring, 388 Fall)
- 27% female, 73% male
- 12% Under-represented minority
- 11% International
- 66% engineering, 34% other majors
2010 S&T Transfer Students
All Currently Enrolled Transfers

- 1168 Enrolled (1053 undergrad, 114 grad)
- 59 average transfer credits
- 3.18 average transfer GPA
- 3.16 average Cumulative GPA after 1 or more S&T semesters
- 27 female, 73% male
- 11% under-represented minority
## Enrolled Students by School

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Central College</td>
<td>98</td>
</tr>
<tr>
<td>St. Louis CC</td>
<td>114</td>
</tr>
<tr>
<td>Metropolitan CC</td>
<td>59</td>
</tr>
<tr>
<td>Jefferson College</td>
<td>51</td>
</tr>
<tr>
<td>Ozarks Technical CC</td>
<td>43</td>
</tr>
<tr>
<td>St. Charles CC</td>
<td>37</td>
</tr>
<tr>
<td>Mineral Area College</td>
<td>35</td>
</tr>
<tr>
<td>AUC DDEP</td>
<td>24</td>
</tr>
<tr>
<td>SWIC</td>
<td>21</td>
</tr>
<tr>
<td>SEMO</td>
<td>18</td>
</tr>
<tr>
<td>Three Rivers CC</td>
<td>18</td>
</tr>
<tr>
<td>State Fair CC</td>
<td>13</td>
</tr>
<tr>
<td>MO Southern</td>
<td>12</td>
</tr>
<tr>
<td>Univ of Central MO</td>
<td>11</td>
</tr>
<tr>
<td>Southwest Baptist</td>
<td>10</td>
</tr>
</tbody>
</table>
Transfer Student Survey

- Survey completion 81/387 (21%)
- Age 18-24 (82%)
  22 Average Age
- Age 25+ (18%)
- Missouri Resident (74%)
- Non-Missouri Resident (26%)
Transfer School

- From how many institutions did you transfer credit?
  - One (46%)
  - Two (38%)
  - 3+ (16%)

What best describes your transfer school?

- Community College (59%)
- 4-Year Public (20%)
- 4-Year Private (11%)
- Vocation/Technical (7%)
- Two or More (2%)
Academic Preparation

Were you satisfied with the academic preparation you received at your transfer school?

- Yes
- No

As a result of your transfer school experience, do you feel prepared to be successful at S&T?

- Yes
- No
Before transferring to Missouri S&T, I . . .

- Visited Campus:
  - Yes
  - No

- Met a Staff Admissions Rep:
  - Yes
  - No
Information About Missouri S&T

- Before transferring, I received information from the following sources
  - My transfer school advisor (33%)
  - Printed information at my transfer school (25%)
  - Website and emails from Missouri S&T (72%)
  - Mail (48%)
  - Visits to my transfer school by Missouri S&T representatives/faculty (40%)
  - Friends, family, and/or fellow students (54%)
  - Other (16%)

- Before transferring, I had access to the following types of information
  - Transfer course equivalencies (69%)
  - Degree Requirements (82%)
  - Transfer scholarship information (90%)
  - Admission applications and procedures (87%)
  - Housing in Rolla (63%)
  - Other (7%)
Coordinated Transfer Program

- My transfer school has a coordinated transfer program for students transferring to Missouri S&T:
  - Yes (53%)
  - No (21%)
  - Do not know (25%)
  - Did not respond (15%)

- I had access to a transfer guide to help me select classes at my transfer school:
  - Yes (58%)
  - No (25%)
  - Do not know (15%)

- My transfer school advisor was able to advise me on classes that would transfer to Missouri S&T:
  - Yes (53%)
  - No (27%)
  - Do not know (19%)

- I am satisfied with the advising services I received at my transfer school:
  - Yes (54%)
  - No (31%)
  - Do not know (14%)
Academics

- **Area of Study**
  - Business/Management (2%)
  - Computer/Technical (11%)
  - Engineering (65%)
  - Liberal Arts (0%)
  - Science and Mathematics (17%)
  - Medical Fields (4%)
  - Undecided (0%)

- **A+ Program**
  - Eligible (23%)
  - Not eligible (37%)
  - Do not know (40%)

- **Major Changes Before Transferring**
  - Zero (53%)
  - Once (27%)
  - Twice (16%)
  - Three times (3%)  
  - Four or more (1%)

---

**Degree completed before transferring**

- None (52%)
- AA (20%)
- AS (12%)
- AAS (7%)
- BS/BA (5%)
- Other (2%)
Credits Completed Before Transfer

- 0-23: 4%
- 24-35: 10%
- 36-47: 7%
- 48-59: 14%
- 60-70: 21%
- 71+: 43%
Cumulative GPA of Transfer Credits

- < 1.99: 0%
- 2.00 - 2.49: 6%
- 2.50 - 2.99: 19%
- 3.00 - 3.49: 37%
- 3.50 - 4.00: 38%
After transferring to Missouri S&T, I expect my GPA to...

- Go up: 48%
- Stay the same: 40%
- Go down: 12%
On average, how many hours per week did you work while at your transfer school? ...expect to work at Missouri S&T?

- 0 - 4 hours: 33%
- 5 - 9 hours: 9%
- 10 - 14 hours: 6%
- 15+ hours: 51%

Transfer School
Missouri S&T
Number of hours per week you studied outside of class at transfer school? ...expect to study at Missouri S&T?

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Transfer School</th>
<th>Missouri S&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4 hours</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>5 - 9 hours</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>10 - 14 hours</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>15+ hours</td>
<td>21%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Housing Choices

- Residence Hall: 11%
- Fraternity/Sorority: 2%
- Off-Campus: 80%
- Other: 1%

39% lived with parents before transferring

- Transfer School
- Missouri S&T
Number of miles round-trip you commuted while attending your transfer school? ...plan to commute at Missouri S&T?
Satisfaction with Transition

- Decision to transfer to S&T:
  - Satisfied
  - Dissatisfied
- Application process:
  - Satisfied
  - Dissatisfied
- Meeting with advisor:
  - Satisfied
  - Dissatisfied
  - Doesn't Apply
- Class registration:
  - Satisfied
  - Dissatisfied
Satisfaction with Transition

Math Placement Testing
- Satisfied
- Dissatisfied
- Doesn't Apply

Residential Life Options
- Satisfied
- Dissatisfied
- Doesn't Apply

S&T Bookstore
- Satisfied
- Dissatisfied
- Doesn't Apply

Financial Aid Office
- Satisfied
- Dissatisfied
- Doesn't Apply
Transferring Credit

**Received report of transfer credit in a timely manner?**
- Yes
- No
- Doesn't Apply

**Satisfied with applying transfer credits?**
- Yes
- No
- Doesn't Apply

**Received prompt answers to transfer credit questions?**
- Yes
- No
- Doesn't Apply

**Some of my credits did not transfer...**
- Yes
- No
- Doesn't Apply
Reasons given for credits not transferring

- Limit on the total number or credits I can transfer (2%)
- Course grade was not high enough (5%)
- Missouri S&T doesn’t accept any transfers of credits from my old institution (2%)
- Missouri S&T doesn’t accept career and technical education course for credit (6%)
- Course not considered to be at college level (1%)
- Missouri S&T 40%)
- I do not know why my credits did not transfer (15%)
- Other (44%)
- Did not respond (20%)

**Did you have to repeat courses at S&T?**

- Yes
- No
- Don't Know

**Did you have to take extra courses at S&T?**

- Yes
- No
- Don't Know
Orientation & Advising

- **How were you advised at Missouri S&T?**
  - 74% Transfer Advising Day Event
  - 12% Individual Advising Appointment
  - 7% Email
  - 4% Phone
  - 1% Other
  - 2% Did not respond

---

Was transfer orientation (i.e. "Transfer Transitions") worthwhile?

- Yes
- No
- Didn't Participate
Keys to Success
Emerging Trends

- Designated staff to support transfer students and support programming
- Advising staff training to properly place students with increasing amounts of transfer credit
- Moving beyond program to program articulation: creation of sets of associate degrees designed for transfer in different fields. These would include general education and defined courses to meet major requirements.
- Statewide general education curriculum for early transfer to a university
“The public does not believe that colleges need to choose among maintaining quality, expanding access, and holding down costs”


“Governing boards and institutional leaders must move beyond the ‘iron triangle’ of seemingly conflicting choices – improving quality, increasing access, and yet constraining costs – toward a ‘culture of accountability.’”

What Does the Public Think?

- 2007 National Center for Higher Education and Public Policy Study found:
  - 87% believe higher education improves job prospects
  - 67% believe higher education is worth the investment
  - 78% believe students have to borrow too much to attend
  - 62% believe many qualified and motivated students don’t get the opportunity to attend
  - 86% believe those who really want a college education can obtain one if they’re willing to make sacrifices
  - 71% believe students at two-year community colleges can learn as much as during their 1st two years at a four-year college or university
  - 76% of high school student parents are worried about how to pay for their children’s higher education
  - 52% agree “colleges are like a business” and care more about the bottom line than educational values
  - 44% say waste and mismanagement are “very important” factors in driving up costs (an additional 37% say they are “somewhat important” factors in cost)
What Does the Public Think?

- 2007 National Center for Higher Education and Public Policy Study found (continued):
  - 48% believe their state’s public college and university systems need to be fundamentally overhauled
  - 56% say colleges could spend a lot less and still maintain excellence
  - 68% believe community colleges should be used to hold down college costs
  - 67% believe college facilities should be used nights and weekends and more Internet courses should be used to increase efficiency
  - 30% support reducing the number of courses required for a degree so people can graduate in fewer than four years
  - 31% support consolidating programs even though students may need to travel further to study in their chosen field

Factors Most Noted in Choosing a College

- Majors & Career Programs Offered
- Location/Campus Characteristics
- Cost/Affordability
- Campus Size/Safety
- Characteristics of Enrolled Students
- Selectivity
Affordability
Education, Earnings, and Tax Payments

**Figure 1.1:** Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Earnings and Tax Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Degree</td>
<td>$74,500, $25,500, $100,000</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>$59,500, $19,900, $79,400</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>$46,600, $14,700, $61,300</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>$39,000, $11,900, $50,900</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>$31,500, $9,100, $40,600</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>$29,000, $8,100, $37,100</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>$24,900, $6,600, $31,500</td>
</tr>
<tr>
<td>Not a High School Graduate</td>
<td>$18,800, $4,600, $23,400</td>
</tr>
</tbody>
</table>

**Note:** Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.

**Sources:** U.S. Census Bureau, 2006, PINC-03; Internal Revenue Service, 2006; McIntyre et al., 2003; calculations by the authors.

The bars in this graph show median earnings at each education level. The lighter segments represent the average federal, state, and local taxes paid at these income levels. The darker segments show after-tax income.
Career Success for Grads

4-year averages

**Midwest’s largest career fair**

- Over 670 companies recruit on campus:
  - +4,250 on-campus interviews

- Average starting salary for graduates at commencement:
  - over $57,300

- Over 550 students completed a co-op or internship for +160 companies around the world
  - $2,725 average monthly co-op salary
  - $2,910 average monthly internship salary

- 90% of grads have secured firm plans at graduation

- Mid-career average salary for all graduates:
  - $93,200 (Payscale.com, August 2010)

- Many top corporations, such as Shell Oil, Caterpillar, Toyota and Boeing list Missouri S&T as a “top 20 key school” for finding their future leaders
Available Online

American Association of Community Colleges
www.aacc.nche.edu

- Extensive financial aid charts for community college enrollments
Net Tuition and Fees, Net Room and Board and Other Costs, and Total Grants in Constant 2007 Dollars by Income Group, Full-Time Dependent Students at Public Institutions

Financial considerations the most common reason for leaving college

Income Disparities: Median Family Income by Race/Ethnicity 2003

Source: US Census Data
Income and Attainment

Estimated Baccalaureate Degree Attainment by Age 24 by Family Income Quartile
2005

Postsecondary Educational Opportunity, 2006
6% Increase in Total FAFSA Applications Over AY 2008-09

- 74% of schools saw an increase in their FAFSA applications

- Large differences among the various school types:
  - 7% of private colleges and 13% of public colleges saw their FAFSA filings rise by over 20%,
  - over 1/3 of proprietary schools saw a similar increase. One other point here is that overall,

Chart 4. Percentage of All Undergraduates Receiving Private Student Loans

College Access
The Achievement Gap Remains a Challenge

**National Assessment of Educational Progress (NAEP) Reading Scores for Missouri Eighth Graders**

- **Nation**: 27% Below Basic, 43% Basic, 27% Proficient, 2% Advanced
- **State**: 25% Below Basic, 44% Basic, 29% Proficient, 3% Advanced
- **White**: 18% Below Basic, 45% Basic, 34% Proficient, 3% Advanced
- **Black**: 49% Below Basic, 40% Basic, 10% Proficient, <1% Advanced
- **Hispanic**: 42% Below Basic, 46% Basic, 11% Proficient, 1% Advanced
- **Low Income**: 37% Below Basic, 45% Basic, 17% Proficient, 1% Advanced

**SOURCE**: AEE, 2008
### Missouri High School Graduation Rates (Class of 2005)

<table>
<thead>
<tr>
<th></th>
<th>State-Reported</th>
<th>U.S. Department of Education-Reported</th>
<th>Independently Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86%</td>
<td>81%</td>
<td>77%</td>
</tr>
</tbody>
</table>

### Missouri High School Graduation Rates by Race (Class of 2005)

<table>
<thead>
<tr>
<th>Race</th>
<th>Missouri</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>77%</td>
<td>71%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>Black</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>Asian</td>
<td>81%</td>
<td>81%</td>
</tr>
</tbody>
</table>
### Missouri College Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>Four-Year Institution*</th>
<th>National Average*</th>
<th>Two-Year Institution**</th>
<th>National Average**</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>57%</td>
<td>56%</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>59%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Black</td>
<td>38%</td>
<td>41%</td>
<td>34%</td>
<td>27%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52%</td>
<td>48%</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Asian</td>
<td>67%</td>
<td>66%</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>Native American</td>
<td>38%</td>
<td>39%</td>
<td>30%</td>
<td>29%</td>
</tr>
</tbody>
</table>

*Graduation within six years of entrance (Cohort from 2000–2006)

**Graduation within three years of entrance (Cohort from 2003–2006)
Planning for the Future

• Writing a Transfer Recruitment Plan
• Strategic Partnerships
Identify Partner Schools That Help You Meet Strategic Goals

- Maximize return on investment
- Identify “feeder” schools
- Most research would suggest transfer students will transfer less than 40 miles
International Partnerships

Transfer Admission

ANC University College in Sri Lanka

Missouri S&T is committed to preparing students for success in our global society, and our partnership with ANC University College is an important part of that commitment. Students who study at ANC will complete coursework through Pavitra University and Northwood University before beginning their Missouri S&T coursework. Students interested in these programs should contact the Missouri S&T/ANC on-site coordinator at right and consult the transfer guides below.

Three options for Sri Lankan students:

Degree completion in Sri Lanka. Missouri S&T offers degrees in psychology, information science and technology, and pre-medicine psychology at ANC University College in Sri Lanka.

Year of specialization. Students studying at ANC have the option of going to the USA to complete a year of specialization on Missouri S&T's home campus. Typically you'll complete three years of studies at ANC and then study in the USA at Missouri S&T for your final year of studies toward your degree.

Study in the USA. Missouri S&T welcomes talented students from all over the globe. If your goal is to study in the USA, you may want to consider transferring to Missouri S&T. You'll complete the first two years of your degree in Sri Lanka at ANC, then transition to...
### Set Realistic Enrollment Goals

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL UNDERGRADUATE ENROLLMENT</th>
<th>AMERICAN-INDIAN / ALASKAN NATIVE STUDENTS</th>
<th>ASIAN / NATIVE HAWAIIAN/PACIFIC ISLANDER STUDENTS</th>
<th>AFRICAN-AMERICAN STUDENTS</th>
<th>HISPANIC / LATINO STUDENTS</th>
<th>MULTIRACIAL STUDENTS</th>
<th>NON-RESIDENT ALIEN</th>
<th>ETHNICITY UNKNOWN</th>
<th>CAUCASIAN STUDENTS</th>
<th>MINORITY STUDENTS</th>
<th>UNDERREPRESENTED MINORITY STUDENTS</th>
<th>INTERNATIONAL STUDENTS</th>
<th>FEMALE STUDENTS</th>
<th>MALE STUDENTS</th>
<th>PELL GRANT ELIGIBLE STUDENTS</th>
<th>MISSOURI RESIDENTS</th>
<th>OUT-OF-STATE RESIDENTS</th>
<th>MATH, SCIENCE, &amp; COMPUTING (w/ GEOLOGY AND E&amp;T)</th>
<th>ENGINEERING</th>
<th>BUSINESS, ECON &amp; PSYCHOLOGY</th>
<th>HUMANITIES &amp; LIBERAL ARTS</th>
<th>UNDECODED/ NON-DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3,698</td>
<td>2,376</td>
<td>3,849</td>
<td>4,089</td>
<td>4,120</td>
<td>4,133</td>
<td>4,555</td>
<td>4,753</td>
<td>4,912</td>
<td>5,206</td>
<td>41%</td>
<td>5,452</td>
<td>5,454</td>
<td>5,433</td>
<td>5,375</td>
<td>5,334</td>
<td>5,234</td>
<td>43%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>22</td>
<td>64%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>63</td>
<td>78%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>24%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>149</td>
<td>91%</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>16%</td>
<td>17%</td>
<td>19%</td>
<td>17%</td>
<td>17%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>26%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>94</td>
<td>128%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>26%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>63</td>
<td>78%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>24%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>149</td>
<td>91%</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>16%</td>
<td>17%</td>
<td>19%</td>
<td>17%</td>
<td>17%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>26%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>94</td>
<td>128%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>26%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>63</td>
<td>78%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>24%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ENROLLMENT**

- **Percentages** represent the percentage of the total enrollment for each category.
- **Change** indicates the percentage change from the previous year.

### Pell Grant Eligibility

- **Pell Grant Eligible Students** represent the percentage of Pell Grant eligible students.
- **Percentages** range from 32% to 62%.

### Math, Science, & Computing (w/ Geology and E&T)

- **Percentages** range from 5% to 8%.

### Engineering

- **Percentages** range from 5% to 8%.

### Business, Econ, & Psychology

- **Percentages** range from 3% to 5%.

### Humanities & Liberal Arts

- **Percentages** range from 0% to 1%.

### Undecoded / Non-Degree

- **Percentages** range from 0% to 2%.
“Outside-In” Perspective

- Can your institution partner with community colleges in your region to better meet workforce needs?

- Does your institution offer the degree programs (and academic support programs) necessary to meet the needs of community college transfer students?
What’s in a Recruitment Plan

I. Introduction and Objectives
   - Institutional Mission, Vision and Goals
   - Institutional Desired Student Profile & Capacity
   - Strategic Plan/Overall Institutional Enrollment Goals
   - Recruitment Leadership and Organization

II. Environment Scan and Market Analysis
   - Recruitment Data of last Five Cohorts
   - Yield Data by Effort, Student Type, Region and Degree Program
   - Situation Analysis
   - Competition and Market Data
   - Demographic and Psychographic Trends

III. Tactics and Action Plans
   - Technology Use & Media Strategy by Target Market
   - Inquiry Management
   - Territory Management
   - Financial Aid and Scholarship Distribution
   - Communication Plans and Relationship Management
   - Campus Events, Tours and Activities
   - Faculty and Campus Involvement Plan
   - Alumni and Volunteer Involvement Plan
   - Yield Strategies & Orientation Services
   - Resource Requirements

IV. Assessment and Evaluation
   - New Student Enrollment Comparison Reports
   - Annual Enrollment Yield Studies (inquiries to enroll, admit to enroll, also by market, recruitment activity, degree program, etc)
   - New Student and Graduating Student Surveys
   - Enrollment Compared to Competition
What’s in a Retention Plan?

I. Introduction and Objectives
   - Institutional Mission, Vision and Goals
   - Institutional Commitment to Student Success
   - Institutional Desired Student Profile & Capacity
   - Retention Committee Charge
   - Philosophy of Student Success
   - Persistence Data of last Five Cohorts
   - Campus Assessment Data

II. Goals
   - Institutional Enrollment Goals (size, profile, financial aid/revenue, etc)
   - Recruitment Goals
   - Student Retention Goals (1st-2nd year, 2-3rd year, 3 or 6 year graduation rate)
   - Course Goals (% of students passing)
   - Student Outcomes Goals (% employed or continuing education w/in 6 months)
   - Student Satisfaction Goals

III. Tactics and Action Plans
   - Messaging and Communicating Expectation in Recruitment Phase
   - Orientation Services
   - Financial Aid and Scholarship Distribution
   - Academic Advising and Academic Support Programs
   - First and Second-year Support Programs
   - Early Warning System and Mid-Term Grade Policy
   - Interventions for Classes & Majors will high failure levels
   - Student Activities & Campus Life
   - Engagement and Community Building Programs
   - Resource Requirements

IV. Assessment and Evaluation
   - Annual Retention/Attrition Studies
   - New Student and Graduating Student Studies
   - Student Satisfaction Studies
   - Institutional Priorities Studies
   - Exit Interviews and Non Re-enrollee Studies
   - Program Audits and Reviews
   - Academic Standards Review

ADAPTED FROM: Successful Retention Planning, Lana Low, June 28, 1999, noellevitz.com
Open Discussion