Student Recruitment and Enrollment

Naron Remillard and Dr. Rodney Pearson
#StateStrong15
Student Recruitment

• Our Recruitment Team

• Recruitment Process
  • Funnel stages
  • Fall- applications and admits
  • Spring- yield
## Fall 2014 Enrollment

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Enrollment Fall 2014</th>
<th>Change from 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>20,138</td>
<td>-23</td>
</tr>
<tr>
<td>New Transfer</td>
<td>1,632</td>
<td>+98</td>
</tr>
<tr>
<td>First Time Freshman</td>
<td>2,974</td>
<td>-182</td>
</tr>
</tbody>
</table>
2014 Enrollment Highlights

- Second largest Freshman class in the History of MSU
- Increased academic quality  24.4 ACT
- Enrolled 35 National Merit Finalists
Graduating Our Students: Retention and Persistence

Dr. Rodney Pearson
Coordinator of Student Success
Professor, Business Information Systems

rodney.pearson@msstate.edu
## GPS absence analyzer
analyze the relationship between absences and grades for an individual course, course code, or course level (or all courses university-wide).

## GPS retake analyzer
analyze how students have done when they have re-taken a class in which they originally made a grade of C or lower.

## GPS grade projector
project grades in future classes based on grades in prior classes.

## GPS graduation analyzer
generate 4-, 5-, and 6-year graduation statistics for students with specified characteristics (ACT score, high school GPA, etc).

## GPS major tracker
track students' major changes from their first major to their graduation major.

## GPS graduation projector
calculate 4-, 5-, and 6-year graduation rates for prior students who have made specified grades in selected classes.

## GPS group comparator (under development)
compare characteristics of selected variables (ACT, term 1 GPA, term 1 absences, etc) among different groups of students (such as students who graduate in 4 years vs those who do not).

## GPS trend analyzer
generate multi-year reports showing trends in retention and graduation rates.

## GPS absence reporting analyzer (under development)
Class-by-class absence reporting.
Where are we now?

<table>
<thead>
<tr>
<th>Retention Rates and Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall 2007</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>fall first-time freshmen</td>
</tr>
<tr>
<td>term 1-&gt;term 2 retention</td>
</tr>
<tr>
<td>term 1-&gt;term 3 retention</td>
</tr>
<tr>
<td>term 1-&gt;term 5 retention</td>
</tr>
<tr>
<td>term 1-&gt;term 7 retention</td>
</tr>
<tr>
<td>4-year graduation rates</td>
</tr>
<tr>
<td>5-year graduation rates</td>
</tr>
<tr>
<td>6-year graduation rates</td>
</tr>
</tbody>
</table>
Who doesn’t persist?

- Male 301, Female 328
- White 367, Black 224, Other 38
- HS rank 1-881
- HS size 12-1507
- HS GPA 1.34-4.00
- ACT 13-35
- Miles from home 0-1685
- Fall GPA 0.00-4.00
- Major in ACC -> WFA
# Importance of first semester

<table>
<thead>
<tr>
<th>Term 1 GPA</th>
<th>Spring Ret</th>
<th>Soph Ret</th>
<th>4 year Grad</th>
<th>6 year Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-3.99</td>
<td>98%</td>
<td>93%</td>
<td>48%</td>
<td>77%</td>
</tr>
<tr>
<td>2-2.99</td>
<td>95%</td>
<td>84%</td>
<td>21%</td>
<td>56%</td>
</tr>
<tr>
<td>1-1.99</td>
<td>89%</td>
<td>60%</td>
<td>6%</td>
<td>23%</td>
</tr>
<tr>
<td>0-0.99</td>
<td>62%</td>
<td>32%</td>
<td>2%</td>
<td>7%</td>
</tr>
</tbody>
</table>
## Absences and Grades

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Delivery Method</th>
<th>Grade Mode</th>
<th>Credits</th>
<th>Mid Grade</th>
<th>Final Grade</th>
<th>Abs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Bus Info Sys</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>2</td>
<td>B</td>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>First Year Seminar - &quot;Brighter Future in Fashion or Anything Else.&quot;</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>1</td>
<td>N/A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Visual Dsgn &amp; Dress</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>A</td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>American Government</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>N/A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Gen Psychology</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>A</td>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>12.0</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Delivery Method</th>
<th>Grade Mode</th>
<th>Credits</th>
<th>Mid Grade</th>
<th>Final Grade</th>
<th>Abs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invst In Chemistry I</td>
<td>L</td>
<td>F</td>
<td>N</td>
<td>1</td>
<td>N/A</td>
<td>F</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>B</td>
<td>F</td>
<td>20</td>
</tr>
<tr>
<td>Special Topic In CHE - Introduction to Chemical Engineering</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>1</td>
<td>N/A</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>En Composition I</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>F</td>
<td>F</td>
<td>16</td>
</tr>
<tr>
<td>Calculus I</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>F</td>
<td>F</td>
<td>19</td>
</tr>
<tr>
<td>Intro To Sociology</td>
<td>C</td>
<td>F</td>
<td>N</td>
<td>3</td>
<td>F</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>14.0</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reporting Absences

With the exception of freshmen, whose absences must be reported, instructors may choose to record and report the absences of all students on both the midterm (where applicable) and final grade reports submitted to the Registrar. It is necessary to report freshman absences to better assess behavior related to retention.
<table>
<thead>
<tr>
<th>absences</th>
<th>Fs</th>
<th>Ds</th>
<th>Cs</th>
<th>Bs</th>
<th>As</th>
<th>student/courses</th>
<th>course GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3,293</td>
<td>6,405</td>
<td>20,557</td>
<td>45,826</td>
<td>87,922</td>
<td>164,003</td>
<td>3.27</td>
</tr>
<tr>
<td>1</td>
<td>2,700</td>
<td>5,064</td>
<td>15,343</td>
<td>31,146</td>
<td>43,929</td>
<td>98,182</td>
<td>3.11</td>
</tr>
<tr>
<td>2</td>
<td>2,716</td>
<td>4,459</td>
<td>12,580</td>
<td>22,581</td>
<td>23,637</td>
<td>65,973</td>
<td>2.91</td>
</tr>
<tr>
<td>3</td>
<td>2,339</td>
<td>3,598</td>
<td>9,437</td>
<td>14,696</td>
<td>11,482</td>
<td>41,552</td>
<td>2.71</td>
</tr>
<tr>
<td>4</td>
<td>2,150</td>
<td>2,856</td>
<td>6,910</td>
<td>9,109</td>
<td>5,948</td>
<td>26,973</td>
<td>2.51</td>
</tr>
<tr>
<td>5</td>
<td>1,973</td>
<td>2,233</td>
<td>5,022</td>
<td>5,664</td>
<td>3,075</td>
<td>17,967</td>
<td>2.31</td>
</tr>
<tr>
<td>6</td>
<td>1,906</td>
<td>1,739</td>
<td>3,738</td>
<td>3,649</td>
<td>1,782</td>
<td>12,814</td>
<td>2.13</td>
</tr>
<tr>
<td>7</td>
<td>1,655</td>
<td>1,406</td>
<td>2,716</td>
<td>2,390</td>
<td>919</td>
<td>9,086</td>
<td>1.95</td>
</tr>
<tr>
<td>8</td>
<td>1,544</td>
<td>1,178</td>
<td>2,055</td>
<td>1,646</td>
<td>652</td>
<td>7,075</td>
<td>1.81</td>
</tr>
<tr>
<td>9</td>
<td>1,361</td>
<td>927</td>
<td>1,450</td>
<td>1,113</td>
<td>422</td>
<td>5,273</td>
<td>1.68</td>
</tr>
<tr>
<td>10</td>
<td>1,475</td>
<td>761</td>
<td>1,154</td>
<td>865</td>
<td>317</td>
<td>4,572</td>
<td>1.52</td>
</tr>
</tbody>
</table>
## Students with 26+ on ACT

<table>
<thead>
<tr>
<th>Term 1 Absences</th>
<th>Soph Ret</th>
<th>4 year Grad</th>
<th>6 year Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>94%</td>
<td>52%</td>
<td>82%</td>
</tr>
<tr>
<td>2-3</td>
<td>87%</td>
<td>39%</td>
<td>68%</td>
</tr>
<tr>
<td>4-5</td>
<td>76%</td>
<td>26%</td>
<td>51%</td>
</tr>
<tr>
<td>6-7</td>
<td>66%</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>8+</td>
<td>38%</td>
<td>10%</td>
<td>17%</td>
</tr>
</tbody>
</table>
# Avg Absences per 3hr Class

<table>
<thead>
<tr>
<th>Term 1 GPA</th>
<th>Fall 2007</th>
<th>Fall 2010</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00-3.99</td>
<td>1.2</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>2.00-2.99</td>
<td>2.4</td>
<td>1.9</td>
<td>1.6</td>
</tr>
<tr>
<td>1.00-1.99</td>
<td>4.0</td>
<td>3.2</td>
<td>2.9</td>
</tr>
<tr>
<td>0.00-0.99</td>
<td>7.2</td>
<td>6.4</td>
<td>5.3</td>
</tr>
</tbody>
</table>
## Retake analysis for PSY 1013

<table>
<thead>
<tr>
<th>Students' course GPA</th>
<th>1st time taken</th>
<th>Best retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>483</td>
<td>483</td>
</tr>
<tr>
<td>Students' course GPA</td>
<td>0.14</td>
<td>1.31 on average, 1.17 letter grades higher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>avg absences</th>
<th>Students</th>
<th>avg absences</th>
<th># of retakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fs</td>
<td>415</td>
<td>199</td>
<td>41.2%</td>
<td>1.1</td>
</tr>
<tr>
<td>Ds</td>
<td>85</td>
<td>85</td>
<td>17.6%</td>
<td>1.1</td>
</tr>
<tr>
<td>Cs</td>
<td>81</td>
<td>81</td>
<td>16.8%</td>
<td>1.0</td>
</tr>
<tr>
<td>Bs</td>
<td>87</td>
<td>87</td>
<td>18.0%</td>
<td>1.0</td>
</tr>
<tr>
<td>As</td>
<td>-</td>
<td>31</td>
<td>6.4%</td>
<td>1.0</td>
</tr>
</tbody>
</table>

- **As**: Absent Grade
- **Bs**: Basic Grade
- **Cs**: Competent Grade
- **Ds**: Developing Grade
- **Fs**: Full Score
What are we doing?

- Pathfinders
- Freshman Year Navigators
- True Maroon classes
- id card scanners
- Supplemental Instruction

Intervention methods depend on early warning alerts.
How can I help?

• Report absences in Banner.
• Report absences in Banner frequently.
• Report midterm grades.
## 2015 Freshmen Numbers

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Number</th>
<th>Last year comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>11,153</td>
<td>+16%</td>
</tr>
<tr>
<td>Admits</td>
<td>7,790</td>
<td>+20%</td>
</tr>
<tr>
<td>App to Admit yield</td>
<td>69%</td>
<td>+2%</td>
</tr>
</tbody>
</table>
Challenges and Opportunities

• Challenges
  • Declining High School graduates across the South
  • Highly competitive market

• Strategies
  • Implement new scholarship program
  • Expand market reach
  • Aggressive engagement of admitted students
2015 Scholarship Program

- Reevaluated the scholarship program
  - Expand the scholarship range
  - Change from percentages to dollar amounts
  - Print scholarship matrices
  - Study abroad scholarships
  - Award Earlier
    - Departments
    - Alumni
Engagement of Admitted Students

- Communication with admitted students
  - Congratulations correspondence on admission to college, departments, programs
  - Student to Student Tele-counseling program

- Admitted Student Events
  - Academic Insight Events
  - Alumni Engagement Events
Student Recruitment

Naron Remillard
Director of Student Recruitment
#StateStrong15