For Faculty Senate Agenda Item 6

CONSENT AGENDA
Faculty Senate Meeting
26 Jan 2004

Instruction and Curriculum Policy Committee

CONSENT AGENDA ITEM

Item 1

Approval of the name change of the Department of Speech and Hearing Sciences to the Department of Speech, Language, and Hearing Sciences. Change the name of the major for the BS, MS, and Ph.D. degrees from Speech and Hearing Sciences to Speech, Language, and Hearing Sciences as detailed in the proposal dated 09/22/2003.

Projected effective date: Fall, 2004

Description: Name change of the Department of Speech and Hearing Sciences to the Department of Speech, Language, and Hearing Sciences.

Justification: The current name does not accurately reflect the discipline or curriculum offered in the department. The department trains individuals to be Speech-Language Pathologists and Audiologists or to be a speech scientist, language scientist, or hearing scientist. Students who are studying to become Speech-Language Pathologists must take our course in speech sciences and language science. The absence of "language" in the title is confusing and does not represent to undergraduates the breadth of curriculum or research in the department. The new name would be more transparent and undoubtedly attract more undergraduates to the field of speech-language pathology or to language science as careers.

Approvals:

Undergraduate Council: 10/28/2003
Graduate Council: 8/22/2003
Administrative Review: 11/24/2003
ICPC: 12/12/2003

Acceptable Use of Computers and Networks at the University of Arizona

(RPC-revised 12-22-03: Revisions are shown in this font)

I. Introduction

The University of Arizona provides a wide variety of computing and networking resources to all qualified members of the university community. Access to computers, computing systems and networks owned by The University of Arizona is a privilege which imposes certain responsibilities and obligations and which is granted subject to university policies and codes, and local, state and federal laws. All users of these resources must comply with specific policies and guidelines governing their use, and act responsibly while using shared computing and network resources including wireless. The purpose of this policy is to promote the efficient, ethical and lawful use of the University of Arizona's computer and network resources.

II. Scope

This policy applies to all users of University of Arizona computing and network resources, whether initiated from a computer and/or network device located on or off campus.

III. Policy Statement

Individuals using computer resources belonging to The University of Arizona must act in a responsible manner, in compliance with law and University policies, and with respect for the rights of others using a shared resource. The right of free expression and academic inquiry is tempered by the rights of others to privacy, freedom from intimidation or harassment, protection of intellectual property, ownership of data, and security of information.

IV. Acceptable Use Guidelines

The specific usage guidelines that follow are not intended to be comprehensive, but rather to establish and clarify the intent of this policy. Situations not enumerated here will inevitably arise, and they should be interpreted according to the spirit of this policy.

Each person using the University of Arizona's computer and network resources should:

1. Take no actions that violate the Codes of Conduct and Academic Integrity, Classified Staff Personnel Policy Manual, University Handbook for Appointed Personnel, or other applicable policy or law. This is not a comprehensive list of applicable University policies. In the event of a conflict between policies, the more restrictive use policy shall govern.

See the following related manuals/documents for more information:
Faculty and Staff Manuals {*http://www.hr.arizona.edu/09_rel/polpro.php*}
Student Code of Conduct {*http://info-center.ccit.arizona.edu/~studpubs/policies/studcofc.htm*}
Misuse of University Assets {*http://w3.arizoza.edu/~policy/misuse.shtml*}

2. Use security measures to protect the integrity of information, data, and systems. Users shall protect their computer systems and accounts by using strong passwords, installing anti-virus software consistent with management directives and keeping such software, as well as the operating system and application security patches, up to date. Users are responsible for safeguarding their identification codes and passwords, and for using them only as authorized. Examples of misuse include using a computer account and/or obtaining a password that you are not authorized to use, using the campus network to gain unauthorized access to any computer system, and using a "sniffer" or other methods in an attempt to "crack" passwords.

See the following related documents for more information:

UA Electronic Privacy Statement {*http://w3.arizona.edu/~security/uaelectprivstmt.htm*}
UA summary of FERPA {*http://www.registrar.arizona.edu/ferpa/*}
Guidelines for Collection, Use and Disclosure of Personal Information at the University of Arizona {*http://w.3.arizona.edu/~security/Guidelines.htm*}

3. **Clearly and accurately identify one's self in electronic communications.** Do not forge or misrepresent one's identity. Concealing or masking the identity of electronic communications such as altering the source of an email message by making it appear as if the message was sent by someone else is a violation of this policy.

See the following related polices for more information:
Electronic Mail Policy {*http://w3.arizona.edu/~records/efinal.htm*}
Official Student E-mail Policy {*http://www.registrar.arizona.edu/emailpolicy.htm*}

4. **Use computer and network resources efficiently.** Computing resources are finite and must be shared. Users may use the University's computer and network resources for incidental personal purposes, provided that such use does not (A) unreasonably interfere with the use of computing and network resources by other users, or with the University's operation of computing and network resources; (B) interfere with the user's employment or other obligations to the University; or (C) violate this policy or other applicable policy or law. The university retains the right to set priorities on use of the system, and to limit recreational or personal uses when such uses could reasonably be expected to cause, directly or indirectly, strain on any computing facilities, or to interfere with research, instructional or administrative computing requirements, or to violate applicable policies or laws. Examples of inappropriate use include *circumventing the editor or moderator to post messages to private (closed) listservs,,* sending "chain letters" or engaging in pyramid schemes, or engaging in unauthorized peer-to-peer file sharing. *Sending "spam," defined as unsolicited "junk" e-mail sent to large numbers of people to promote products or services or inappropriate promotional or commercial postings to discussion groups or bulletin boards, is not permitted.*

See the following related polices for more information:
Approved Use of University Computing and Communications Equipment
{*http://w3.arizona.edu/~policy/comp_equip.shtml*}

5. **Do not harass or intimidate or use computer and network resources for unlawful acts.** The University, in general, cannot and does not wish to be the arbiter of content maintained, distributed or displayed by users of the University's computing and network resources. For example, the University, in general, cannot protect users from receiving e-mail they may find offensive. Using the University's computer or network resources for illegal activities, however, is strictly prohibited. Unlawful use of University computer and network resources can expose the individual user and the University to damages claims, or potential criminal liability. Unlawful uses may include, but are not limited to: harassment and intimidation of individuals on the basis of race, sex, religion, ethnicity, sexual orientation or disability; obscenity; child pornography; threats; theft; attempting unauthorized access to data; attempting to breach security measures on any electronic communications software or system; attempting to intercept electronic communication transmissions without proper authority; and violation of intellectual property or defamation laws. Do not use computer systems to send, post, or display slanderous or defamatory messages, text, graphics, or images. By using the University's computer and network services, each user accepts the responsibility to become informed about, and to comply with, all applicable laws and policies.

6. **The use of university computer resources and networks is for legitimate academic or administrative purpose.** Incidental personal use is permissible to the extent that it does not violate other provisions of this policy, interfere with the performance of employee's duties, or interfere with the education of students at the university. Use of your computer account or the network for commercial activities that are not approved by appropriate supervisory University personnel consistent with applicable policy, or for personal financial gain

(except as permitted under applicable academic policies) is prohibited. Examples of prohibited uses include using your computer account for engaging in unauthorized consulting services, software development, advertising products/services, and/or other private commercial activity.

See the following related document for more information:
Acknowledgment and Advertising on University of Arizona Web Pages
{*http://uaweb.arizona.edu/council/advertising.shtml*}

7. **Respect copyright and intellectual-property rights.** Users must adhere to the U.S. Copyright Act, the University of Arizona Interim Intellectual Property Policy, and the terms and conditions of any and all software and database licensing agreements. Any form of original expression fixed in a tangible medium is subject to copyright, even if there is no copyright notice. Examples include music, movies, graphics, text, photographs, artwork and software, distributed in any media -- including online. The use of a copyrighted work (such as copying, downloading, file sharing, distribution, public performance, etc.) requires either (A) the copyright owner's permission, or (B) an exemption under the Copyright Act. The law also makes it unlawful to circumvent technological measures used by copyright owners to protect their works. Copyright infringement exposes the user, and possibly the University, to heavy fines and potential criminal liability. Therefore, without limitation of other possible sanctions, the University may refuse, suspend and/or terminate computer and network access, with respect to any user who violates the copyright law, or who uses the University's computer or network resources contrary to the terms of the University's software or database license agreements.

See the following related document for more information:
Copyright and the Web {*http://uaweb.arizona.edu/council/copyright.shtml*}
United States Copyright Office {*http://www.loc.gov/copyright*}
Copyright and Fair Use {http://fairuse.stanford.edu/}
Use of Peer to Peer File Sharing Programs {`http://www.arizona.edu/home/p2p-programs.shtml`}

8. **Respect University property.** Misuse of university property includes, but is not limited to, theft or damage of equipment or software, knowingly running or installing computer viruses or password cracking programs, attempting to circumvent installed data protection methods that are designed and constructed to provide secure data and information, or in any way attempting to interfere with the physical computer network/hardware, or attempting to degrade the performance or integrity of any campus network or computer system.

9. **Make only appropriate use of data to which you have access.** Authorized university personnel (e.g. system, network and database administrators, among others) may have access to data beyond what is generally available. Privileged access to data may only be used in a way consistent with applicable laws, University policies, and accepted standards of professional conduct. Those who have access to databases that include personal information shall respect individual privacy and confidentiality, consistent with applicable laws and University policies regarding the collection, use and disclosure of personal information. Users should be aware however that state laws and university policies, guidelines and regulations may prevent the protection of certain aspects of individual privacy. Both the nature of electronic communications, and the public character of the University's business make certain uses less private than users may anticipate. For example,, in certain circumstances, the University may permit the inspection, monitoring or disclosure of e-mail, consistent with applicable laws and with the University's Electronic Mail Policy.

See the following related polices/documents for more information:
UA Electronic Privacy Statement {*http://w3.arizona.edu/~security/uaelectprivstmt.htm*}
Electronic Mail Policy {*http://w3.arizona.edu/~records/efinal.htm*}
UA summary of FERPA {*http://www.registrar.arizona.edu/ferpa/*}

Guidelines for Collection, Use and Disclosure of Personal Information at the University of Arizona *{http://w3.arizona.edu/~security/guidelines.htm}*

10. Respect and adhere to other departmental/college/Internet Service Provider's acceptable use policies. When using a university computer system and/or network to connect to a non University of Arizona system or network, adhere to the prevailing policies governing that system or network. This does not in any way release your obligation to abide by the established policies governing the use of University of Arizona computer systems and networks.

V. Recourse for Misuse and/or Non-Compliance

Users who misuse University computing and network resources or who fail to comply with the University's written usage policies, regulations and guidelines are subject to one or more of the following consequences:

- Temporary deactivation of computer/network access
- Permanent deactivation of computer/network access
- Disciplinary actions taken by the department or Dean of Students Office up to and including expulsion from school or termination of employment
- Subpoena of data files
- Legal prosecution under applicable Federal and State laws
- Possible penalties under the law, including fines and imprisonment

Violations, complaints and questions should be reported to the University Information Security Office by email (**iso@arizona.edu**) or call 621-0100.

rpc/2003-04/acceptable use computers and networks 12-22-03

The University of Arizona

REVISED
1-23-04

Policy Title: Misuse of University Assets
Policy Number "P"
Contact: Joel D. Valdez
Effective Date:
Approved:

I. POLICY STATEMENT: The University of Arizona is responsible for the appropriate use of its assets. In substantiated cases of misuse of those assets, it is the policy of the University to obtain full restitution, to impose administrative sanctions, and refer to violations of criminal statutes for prosecution.

II. PURPOSE

This policy is adopted for the purpose of:

A. Defining, and delineating responsibilities relating to, the misuse of University assets.

B. Establishing protocols for reporting and handling of incidents involving alleged or actual misuse of University assets.

C. Providing guidelines for corrective actions when the investigations confirm that misuse has occurred, or is likely to occur.

D. Misuse of University assets is a violation of the Arizona Board of Regents (ABOR), University Handbook for Appointed Personnel (UHAP), Classified Staff Human Resources Policy (CSHP), the Student Code of Conduct, and other policies of the University. Therefore, policy is addition to, but does not substitute for other laws and policies governing employees and students at the University, whether currently in effect or whether established after the adoption of this policy. Employees are required to be familiar with all policies governing the appropriate use of University assets.

E. Disciplinary action against employees or students for misuse of University assets will be pursued under one or more of those policies, using the procedure applicable to that category of employees or students in connection with those policies.

III. DEFINITIONS

Unless otherwise stated, language in this policy is to be given its ordinary meaning consistent with the remedial purpose of this policy. Examples are given by way of illustration only, and specially defined terms are not limited to the examples given. As used in this policy:

A. "Employee," means an individual who is employed by the Arizona Board of Regents under classifications "faculty," "classified staff," or "academic," administrative or service," professional, as those terms are defined in the *University Handbook for Appointed Personnel, Arizona Board of Regents' Policy Manual, and Classified Staff Employee Handbook*, student employees who have authority to impose discipline on other students, graduate students with supervisory or teaching responsibilities, including instructors, whether the individual is paid or unpaid, or any individual who represents or acts on behalf of the University and whose actions may bind the University. For purposes of this policy, "employee" shall include all agents of the University."

B. "University assets" are items of tangible or intangible property owned by, leased to, licensed to, or in the possession of the University of Arizona. Examples include name, money, land, buildings, improvements, proprietary information, inventory, equipment, accounts receivable, supplies, library volumes, museum pieces, art objects, furniture, materials, intellectual property, campus electronic information resources or internet domain (arizona.edu) software, tools, vehicles, and paid employee time. University assets also include items, which should have rightfully become an asset of the University, but did not due to misuse by an employee.

C. Misuse is the illegal or unauthorized use (for example, a use not permitted by ABOR or University rules or the person having authority over the property or resource), which results in loss, damage or financial liability to the University or gain to the individual or a third party of no benefit to the University. Examples include but are not limited to using University assets for personal purposes, fraud, theft or embezzlement, which violate provisions of criminal law of the State of Arizona; acts (such as disclosure of confidential, proprietary or privileged information) that reduce the value of University assets or expose the University to legal or financial penalties, or are conflicts of interest that benefit only the employee or a third party.

D. "Corrective Action Plan" (CAP) means a written plan developed by the management of the affected unit following a determination of misuse (or risk of misuse) of University assets, in order to correct and protect the University from future losses or potential losses.

IV. RESPONSIBILITIES OF ALL EMPLOYEES AND STUDENTS

A. Employees and students may not misuse University assets.

B. Employees have a responsibility to report activities or significant incidents that appear to be inappropriate or illegal, and/or violate a University rule or policy such as conflict of interest or commitment, and/or create a benefit to an employee or a third party and no benefit to the UA. Employees may report such misuse to any manager or supervisor in the chain of authority (director, department/unit head, dean, or appropriate vice president) or may make a report directly to the Senior Vice President for Business Affairs, or Executive Vice President. Employees need not report misuse

to their direct supervisors, but may make a report of alleged misuse to any supervisor, vice president or Executive Vice President or to the Senior VP for Business Affairs. Good faith reports of misuse of University assets are subject to the protection of the ABOR policy against whistle blowing as outlined in ABOR Policy Manual, as amended. Reporters of violations of this policy should be aware that some misuses of University assets are *de minimus*, and do not rise to the level to which a University administrator, auditor or the University of Arizona Police Department (UAPD) would consider the use a violation of this policy. However, if, combined with other incidents of reported misuse, the incident is not *de minimus*, the University supervisor, auditor or UAPD may consider the incident a significant misuse of University assets, warranting an investigation.

C. Supervisors receiving alleged reports may take action to satisfy themselves that there is a reasonable basis to suspect that misuse has occurred prior to reporting to their immediate superior or supervisor in the chain of authority. However, before doing so, supervisors should consult with a representative from the Human Resources Department Employee Advising, the Chief of UAPD, the Chief Auditor or the Office of the General Counsel, whose expertise in these matters may provide helpful insights to confirm the appropriateness of an evaluation or indicate the need for additional assistance.

D. The UA respects the rights and prerogatives of any individual to report incidents or activities directly to the immediate supervisor or to an administrator up the chain of authority, including a vice president.

E. Employees involved in any aspect of a preliminary evaluation by the administrator, supervisor or manager, or an investigation under this policy, are responsible for keeping all information regarding the alleged misuse confidential.

V. RESPONSIBILITIES OF ADMINISTRATORS (Vice Presidents, Deans, Department/Unit Heads/Directors)

A. Receive reports of alleged misuse of University assets.

B. Exercise good judgment and carefully evaluate the alleged infraction to determine whether it is *de minimus* or that it does not rise to the level to which a University supervisor, dean, director or department head would consider reporting the infraction to the next level.

C. Consult with appropriate administrator(s) to determine who in the chain of authority should be advised of the reported misconduct. In the event that a report of significant misuse of University assets has occurred, the administrator to whom a report has been made shall report the misuse to the Senior Vice President of Business Affairs (SVPBA).

D. The responsibilities set forth in paragraph IV, above.

E. Ensure that matters pertaining to reports of investigation of misuse of University assets are treated as confidential, pending the completion of an audit or investigation.

F. Where an incident of misuse is confirmed following an investigation:

1. Administer appropriate disciplinary action in accordance with ABOR and University policies and procedures in effect at that time;.
2. Take steps to recover assets;
3. Take steps to prevent recurrence; and
4. Develop a Corrective Action Plan, which shall be reviewed and approved by an immediate supervisor, or as directed by a senior official (dean or vice president) in the chain of authority.

G. Ensure preparation and implementation of a corrective action plan when misuse of assets is confirmed.

H. When a person who is suspected or accused of misuse of University assets is the head of a department/unit/agency, consideration should be given to having all unit management responsibilities of that individual performed by the next higher authority.

I. Ensure compliance with the provisions of this policy.

J. The Senior Vice President for Business Affairs has overall staff responsibility for matters concerning known or suspected misuse of University assets. Attendant to this task is the responsibility for:

1. Notifying and updating the University President and General Counsel of confirmed misuse of assets;
2. Ensuring that an investigation is conducted;
3. Effecting appropriate reporting to ABOR; and
4. Coordinating the investigative process with the Executive VP and Provost and other senior University officials.

VI. The University and its administrators shall follow any other policies and procedures of the ABOR or University regarding misuse of assets. By way of example, but without limitation, the following policies may apply:

A. ABOR Policy regarding Protection of Employees from Reprisal for Whistleblowing and University policies addressing the same;

B. Conflict of Interest and Commitment Policy;

C. Classified Staff Policy and Procedures Manual (CSPM);

D. University Handbook for Appointed Personnel (UHAP);

E. Intellectual Property policy;

F. FRS Policy 9.18, Small Dollar/Direct Purchase Procedures;

G. FRS Policy 15, Security, theft Control, Lost and Damage; and

H. University of Arizona Acceptable Use of Computers and Network, if applicable;

I. University of Arizona Codes of Conduct;

J. Provisions of Arizona statutory law; and

K. Any other policies currently in effect or effected subsequent to the adoption of this policy, which address misuse of University assets.

VII. INVESTIGATIVE PROCESS

A. General
As set forth in paragraph IV (C) above, employees are required to report incidents involving significant misuse of University assets.

B. Confidentiality

1. Subject to applicable Arizona law, matter pertaining to reports and investigations of misuse of University assets shall be treated as confidential pending the completion of any audit or investigation. University employees responsible for conducting any phase of a confidential investigation shall inform individuals contacted that their identities, and the information they provide, will remain confidential to the extent permitted by law.

C. Preliminary Investigation

1. The Internal Audit Department may conduct an investigation of the available evident and related circumstances to determine whether a thorough or more extensive audit is necessary.

2. If, after consulting with General Counsel, it appears to the Senior Vice President for Business Affairs (SVPBA) or the Internal Audit Department that the matter may involve criminal misconduct, s/he shall request a preliminary investigation by UAPD.

3. The Senior Vice President for Business Affairs (SVPBA), UAPD Internal Audit Department, deans, directors and department heads have authority to take

immediate action as they determine necessary, to secure and protect from misuse, destruction or alteration of University assets and any pertinent accounting and administrative records.

4. An individual who is charged with misuse or misappropriation of University assets may, at his or her expense, employ and be accompanied by legal counsel during any interviews or meetings with UAPD, internal auditors or others charged by the University to investigate this matter. Should disciplinary action be initiated upon a finding of wrongdoing, the individual shall be entitled to the protections provided under applicable personnel rules of the University and ABOR policies.

5. If permitted by applicable policies and procedures of the University of Arizona, an individual who is subject to an investigation for misuse of University assets may be placed on administrative suspension with or without pay while an investigation into wrongdoing is pending. Leave with pay, if appropriate, may be imposed by any supervisor in the chain of authority, and shall be imposed in accordance with applicable University and ABOR policies, and following consultation with Human Resources Department, the Provost and the Senior Vice President for Business Affairs.

6. Upon being placed on leave with pay, the employee shall, if requested, deliver to the immediate supervisor or department head all university keys, credit cards, and other university property.

B. Post-Investigation Actions

1. The officials conducting the preliminary investigation shall make a written report to the SVPBA, subject to their right to expand the scope of their investigation to determine the extent of the misuse, to identify individuals responsible for the improprieties, or to include a review of internal controls of the area in which the misuse occurred.

2. If the individuals or offices conducting the investigation determine that no further investigation is required, then they shall complete their report to the SVPBA.

3. If, after consultation with the General Counsel, it appears from the investigation that the individual under investigation has committed a criminal act in violation of Arizona or federal law, the UAPD shall notify and coordinate further actions with the relevant prosecuting agency.

C. After receipt of a written final investigative report, the SVPBA will inform the Executive Vice President and Provost of the final disposition of the investigation.

D. The Executive Vice President, Provost and SVPBA shall inform appropriate subordinate supervisors, within their respective areas of responsibility, of the

investigative results which affect their units, and direct, if appropriate, that they initiate appropriate disciplinary action.

VIII. DISCIPLINARY ACTIONS

A. If the investigator(s) conclude that an employee or student is responsible for misuse of university assets, management or the Dean of Students shall initiate appropriate disciplinary action, in accordance with existing ABOR and University policies.

B. All other rules, regulations and statutes governing University business operations shall also apply to disciplinary action taken against an employee for violation of this policy.

IX. ACTIONS WHERE FINDINGS DO NOT SUPPORT CLAIM OF MISUSE

If, at the conclusion of the evaluation or investigation, either the supervisor conducting the evaluation of the allegation of misuse or the SVPBA finds insufficient evidence upon which to determine that misuse occurred, or if s/he disagrees with the Investigators' findings and recommendations, the University, including the SVPBA, a Department Head, Director, Dean or Supervisor, will undertake diligent efforts to restore the reputations of persons alleged to have engaged in misuse under this policy. They also will make diligent efforts to protect the positions and reputations of those persons who, in good faith, made those allegations. Unless the employee or student so requests, no records of the complaint, investigation or report shall be maintained by the University, except as required by law.

X. REFERENCES AND RELATED POLICIES (These policies, by way of example, but not limitation, also may apply to allegations of misuse of University assets)

A. ABOR Policy Manual:
http://www.abor.asu.edu/1_the_regents/policymanual/index.html

B. University Handbook for Appointed Personnel:
http://w3.arizona.edu/~uhap/

C. Classified Staff Human Resources Policy Manual:
http://www.hr.arizona.edu/09_rel/clsstaffmanual.php

D. Use of University property:
http://www.hr.arizona.edu/09_rel/policies/pp414.php

E. Department of Risk Management and Safety property loss claims procedures:
http://fp.arizona.edu/riskmgmt/property_claims.htm

F. Student Code of Conduct and Disciplinary Procedures:
http://w3.arizona.edu/~studpubs/policies/studcofc.htm

G. Campus Use Policy:
http://w3.arizona.edu/~policy/campus-use.shtml

H. Conflict of Interest Policy:
http://vpr2.admin.arizona.edu/rie/conflict_of_interest.htm

I. ABOR Policy regarding Protection of Employees from Reprisal for Whistleblowing:
http://www.abor.asu.edu/1_the_regents/policymanual/chap6/6-914.pdf

1/23/04

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Enrollment Management

The University of Arizona

Enrollment Management

The University of Arizona

Adapted from original slides by Noel Levitz

Enrollment Management

Enrollment management is the coordinated effort to influence the size and characteristics of the institution's student body.

Clagett (1992)

Enrollment Management

The processes of student college choice, transition to college, student attrition, student retention, and student outcomes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development and other academic areas that affect enrollments, student persistence, and student outcomes from college.

The recruiting context

Challenges of a changing marketplace

- **Operating in an increasingly competitive environment**
- **Changing demographics**
- **Far more aggressive marketing and recruiting by both public and private institutions**
- **More sophisticated marketplace with plans, systems, and advanced tools being developed**
- **Fewer students with the ability to pay for the ever rising costs of higher education**
- **Strong scholarship programs to "woo" students are becoming more prevalent**
- **Declining state support for higher education**

Challenges of a changing marketplace

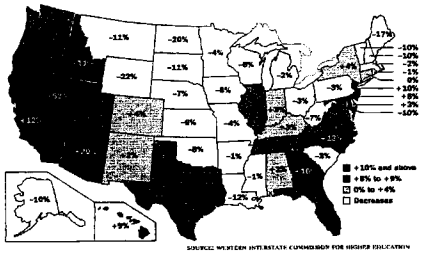
- College costs are increasing faster than increases in cost of living
- Most institutions want more and better students
  - 60% of all four-year institutions want larger freshman classes
  - 56% of all four-year colleges want better freshman classes
  - 52% want more diverse student bodies
  - Average annual institutional expenditures for admission and recruitment continue to rise

Source: Trends in College Admission, ACT et al. 2002, Noel-Levitz Enrollment Management Survey

A national perspective

- Between 1995 and 2015, 20% more students are projected to enroll in U.S. colleges and universities, reaching 16 million by 2015 (assuming today's college participation rate of about 66%)
- Students of color – traditionally a segment that underenrolls in college – will represent 80% of the increase in college-age students between 1995 and 2015

Projected Change in the Number of High-School Graduates, 2002-3 to 2011-12



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Demographic summary – neighboring states

New high school graduates

State	2002-03	2011-12
Arizona	44,738	53,683
California	328,821	366,887
Nevada	16,509	25,198
Utah	31,215	33,475
Colorado	45,352	47,298
New Mexico	19,053	19,371
Texas	218,365	232,765

Current student body by key geographical markets – headcount total fall 2002

State	Fall 2002
Arizona	26,282
California	2,992
Illinois	481
Texas	444
Washington	375
Colorado	285

Current student body by key geographical markets – headcount total fall 2002

State	Fall 2002
New York	267
New Mexico	246
New Jersey	219
Oregon	198

Top five competing institutions of the University of Arizona

- Arizona State University
- San Diego State University
- University of Colorado at Boulder
- University of Southern California
- University of Illinois

Need to know with whom we compete for students

- Need to conduct studies of non-matriculants and determine if they enrolled at:
  - Larger institutions
  - Public institutions
  - Private institutions
  - Four-year institutions
  - Two-year institutions
  - Higher-cost institutions
  - Lower-cost institutions
  - In-state
  - Out-of-state

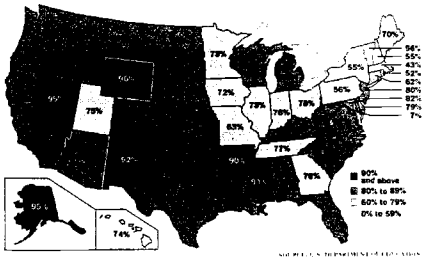
Among the challenges facing the University of Arizona

- The state of Arizona, like many other states, still has major budget problems
- The University of Arizona must find ways to overcome a declining percentage of state support
- Each of Arizona's three state universities is becoming even more strategic and competitive in its approach to attract students, as are other institutions with whom UA competes
- UA is seeking many of the same students whom other institutions want and are willing to "woo"

Among the challenges facing the University of Arizona

- The cost to attend UA has increased significantly – tuition is up 40% this year
- With the absence of increased state support, UA is becoming even more tuition driven
- Need to understand and appreciate possible conflicting agendas, e.g.
  - Limited student growth – less tuition revenue
  - Greater diversity – possible lower ACT/SAT profile
  - Higher academic profile – more scholarship dollars
  - More out-of-state students – possibly more financial aid dollars
  - Others?

Proportion of College Students Who Are Enrolled at Public Institutions, Fall 1999



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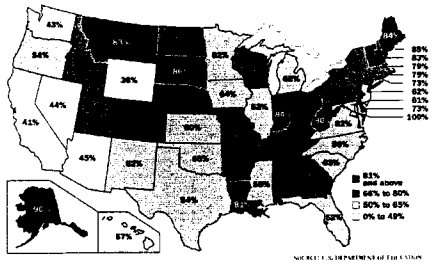
Proportion of College Students Who Are Enrolled at 4-Year Institutions, Fall 1999



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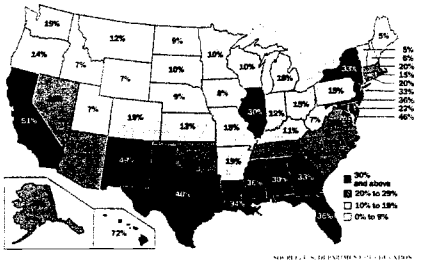
Proportion of College Students
Who Are Minority-Group Members, Fall 1999



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Undergraduate tuition - Fall 2002

- This year's average undergraduate sticker prices, based on the College Board's annual survey of 2,800 colleges, were:
  - $18,273 at four-year private colleges, an increase of $1,001, or 5.8 percent, over last year. The increase a year ago was 5.5 percent.
  - $4,081 at four-year public institutions, an increase of $356, or 5.8 percent, over last year. Last year's increase was 7.7 percent.
  - $9,890 at two-year private institutions, an increase of $690, or 7.5 percent, over last year. The increase in 2001-2002 was 5.5 percent.
  - $1,735 at two-year public institutions, an increase of $127, or 7.9 percent. Last year's increase was 5.8 percent.

The College Board, 2002

College costs jump!

Percentage increase in college tuition outpaced family income from 1981 - 2001

- 4-year private institutions +112%
- 4-year public institutions +106%
- Median family income +27%

Source: College Board, USA Today

Pell grant maximum award as a percentage of institutional cost of attendance

Year	Institution Type	
	Public 4-year	Private 4-year
1975-76	84%	38%
1985-86	57%	26%
1995-96	34%	13%
1999-00	39%	15%
2000-01	39%	15%

University of Arizona – cost of attendance

	In-state	Out-of-state
Tuition 2003-2004	$ 3,593	$12,363
Cost of Attendance	$14,044	$22,814

Financial aid perspective

- Need to monitor:
  - Average income of students
  - Average indebtedness
  - Average percent of need met
  - Average gap in assistance
  - Average need met with:
    - Gift assistance
    - Self-help
  - Need for emergency funds
  - Loan default percentages

Challenges of a changing marketplace...

- Dealing with a more sophisticated and demanding consumer
  - Students and parents know it is a "buyers market"– college shopping is pervasive
  - The search for the right college or university is starting earlier – junior year of high school (even sophomore year)
  - Students expect to be courted
- Students and parents are far more results oriented in their selection of a college
  - Want to know the outcomes and benefits
    - Graduate/professional schools
    - Potential employers
    - Alumni networks
  - Want to know the actual price/value ratio

Reasons noted as very important in selecting college attended

1. Good academic reputation	55.9%
2. Graduates get good jobs	50.9%
3. Size of the college	35%
4. Offered financial assistance	32%
5. Graduates gain admission to top graduate and professional schools	29.7%
6. Good reputation for social activities	27.9%

Sandy Astin, CIRP data

Extraordinary challenges...

Far more competitive marketplace

- Colleges and universities are more image and public relations conscious as well as more "customer oriented"
- Extensive marketing plans are in place
- Steady increases in promotion budgets to attract students
- Direct mail more sophisticated – buy names from various sources
- Well-conceived and developed Web sites more commonplace
- Extensive e-mail communications emerging rapidly
- New enrollment technologies have emerged helping institutions to be more strategic, effective, and efficient

Costs to recruit a student

	Mean	Median	25% spend *over*	25% spend *under*
4-year public	$545	$385	$695	$330
4-year private	$1,990	$1,755	$2,395	$1,310
2-year public	$465	$280	$545	$175

NOTE: Costs for admissions, recruiting, and marketing divided by all new undergraduates, full- and part-time.

Source: Noel-Levitz National Enrollment Management Survey, 2001

Among the ways we need to respond to demographic challenges:

- Identify each and every barrier to enrollment and eliminating negative policies and procedures
- Identify students who succeed and even excel at our institution – knowing the profile of the persister
- Spend time and effort cultivating current students
- Remind enrolled students and parents, where appropriate, that they made a good decision
- Identify and respond to the needs and interests of the marketplace and the students within the primary marketplace

Among the ways we need to respond to demographic challenges:

- Conduct research to know how capable the market is of meeting the immediate and future enrollment goals:
  - Price sensitivity
  - Academic profile
  - Ethnicity (students of color)
  - Extra-curricular contributions
  - Program distribution
- Clearly identify ways the UA is distinctive among top overlap institutions and communicate these differences

A strategic enrollment plan

- **Develop research-based strategic enrollment plans informed by the following information:**
  - **Market research of student demographics**
  - **New market development analyses**
  - **Competition analyses**
  - **Successful student analyses**
  - **Capacity studies by college and major**
  - **Student flow analyses to colleges, majors, and courses**
  - **Fiscal implications**
  - **Physical facilities implications**

A strategic enrollment plan

- **Clarify the desired enrollment**
  - **Undergraduate/graduate**
  - **New/returning**
  - **Freshman/transfer**
  - **College/major distribution**
  - **Traditional/non-traditional**
  - **Academic profile**
  - **Student "mix" – special populations**
  - **Residential/commuter**
  - **Geographic representation – new markets**
  - **Gender balance**

Building enrollment by undergraduate college

College	Fall 2002	Goal Fall 2007	Goal Fall 2012
Social & Behavioral Science	5,346		
Business & Public Administration	4,807		
University College	3,787		
Science	2,918		
Engineering & Mines	2,708		
Fine Arts	2,160		
Agriculture & Life Sciences	1,809		
Education	1,799		

Building enrollment by undergraduate college

College	Fall 2002	Goal Fall 2007	Goal Fall 2012
Humanities	966		
Health Professions	793		
Architecture	373		
Correspondence	276		
Nursing	245		
Arizona International Campus	190		
Public Health	101		

University of Arizona

Funnel overview – freshmen

	Fall 2002	Fall 2002 conv/ yield %	Fall 2001	Fall 2001 conv/ yield %	Fall 2000	Fall 2000 conv/ yield %
Prospects	90,000		110,000		110,000	
Inquiries	–		–		–	
Applications	19,982		19,735		18,729	
Accepts	17,075	85.4%	16,621	84.2%	15,816	84.4%
Enrolled	5,808	34%	5,949	35.7%	5,526	34.9%

National Enrollment Management Survey findings

Conversion and yield rates for freshman students

Private 4-year
10% conversion
43% yield

Public 4-year
29% conversion
48% yield

University of Arizona
84% conversion
34% yield

Source: Noel-Levitz National Enrollment Management Survey – 2001

University of Arizona

Funnel overview – transfer

	Fall 2002	Fall 2002 conv/yield %	Fall 2001	Fall 2001 conv/ yield %	Fall 2000	Fall 2000 conv/ yield %
Prospects	–		–		–	
Inquiries	–		–		–	
Applications	4,044		4,098		3,904	
Accepts	3,034	75%	2,954	72%	2,845	72.8%
Enrolled	1,959	64.5%	2,086	70.6%	1,925	67.6%

National Enrollment Management Survey findings

Conversion and yield rates for transfer students

Public 4-year
53% conversion
66% yield

University of Arizona
73% conversion
64% yield

Private 4-year
32% conversion
60% yield

Source: Noel-Levitz National Enrollment Management Survey, 2001

What we know about transfer student buying motives

1. **Transferability of courses – within the general education requirements and major field**
2. **Academic advising**
3. **Career counseling and placement – outcomes and value of the degree**

What we know about transfer student buying motives

Other buying motives include:

- **Major field of study is available**
- **Academic reputation**
- **Location**
- **Cost and financial assistance**
- **Learning environment and support for transfers**
- **Ease of transition from a two-year environment to a four-year environment**

Once they decide to transfer, transfer students make up their minds quickly-- personal attention and timing are critical with the transfer market.

The retention context – fulfilling the promise

Retention

National dropout rates

Freshman to Sophomore Year
By Admission Selectivity for Institutions Reporting Cut-off Scores

	Typical Test Scores				
Selectivity Level	ACT	SAT	N	SD	Mean %
Highly Selective	27-31	1220-1380	127	9.5	8.7
Selective	22-27	1030-1220	414	7.8	18.6
Traditional	20-23	950-1070	704	10.1	27.7
Liberal	18-21	870-990	386	14.1	35.5
Open	17-20	830-950	892	15.8	45.4
Number of Institutions			2,523		

Source: Compiled from ACT Institutional Data File, 2003.
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University of Arizona: 22%

National dropout rates

Freshman to Sophomore Year
By Type and Selectivity of Institution

PUBLIC

Self-Reported Admissions Selectivity		Associate	BA	MA	Ph.D.
Highly Selective	Mean % =		14.5	9.0	8.4
	N=	NA	4	3	21
	*SD=		5.9	3.0	4.0
Selective	Mean % =	NA	16.8	22.4	19.2
	N=		6	42	80
	*SD=		12.3	6.1	7.1
Traditional	Mean % =	36.0	27.5	28.1	27.0
	N=	3	37	109	83
	*SD=	16.4	9.6	5.2	6.4
Liberal	Mean % =	45.1	32.6	36.4	28.8
	N=	40	14	41	23
	*SD=	12.5	8.8	7.9	8.8
Open	Mean % =	47.4	45.3	41.3	37.5
	N=	683	23	32	6
	*SD=	14.6	10.2	12.3	9.3
Number of Institutions		726	84	227	213

*Standard Deviation
University of Arizona: 22%

Source: Compiled from ACT Institutional Data File, 2003.
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National graduation* rates

By Institution Type and Level of Selectivity

PUBLIC

Self-Reported Admissions Selectivity		Associate	BA	MA	Ph.D.
Highly Selective	Mean % =		74.0	78.0	72.8
	N=	NA	4	3	20
	**SD=		10.4	3.5	11.2
Selective	Mean % =		62.0	46.4	52.0
	N=	NA	6	40	78
	**SD=		15.6	16.7	14.1
Traditional	Mean % =	37.3	41.1	39.8	38.3
	N=	4	34	106	80
	**SD=	24.3	12.2	14.1	11.4
Liberal	Mean % =	36.8	27.6	28.0	32.0
	N=	44	7	33	23
	**SD=	23.7	7.6	10.6	18.1
Open	Mean % =	29.7	28.2	24.0	35.0
	N=	745	12	18	4
	**SD=	19.1	12.6	8.7	31.8
Number of Institutions		793	83	200	203

*Graduation in three years for Associate Degree; five years for B.A./B.S.
**Standard Deviation
University of Arizona: 50%

Source: Compiled from ACT Institutional Data File, 2003.
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The best retention programs:

- Are highly structured
- Rely on extended, intensive contact with students
- Are interlocked with other programs and services
- Are based on strategy of engagement
- Place special emphasis on staff quality
- Realize the critical role faculty play in retention and student success
- Focus on affective as well as the cognitive needs of students

What we know about early intervention

- There are few ways of assessing students' needs early in the year, and even fewer ways of identifying students who are at risk
- Intrusive, proactive strategies are essential if we want to prevent students from experiencing feelings of failure, disappointment, and confusion
- Students often can't articulate their needs and, therefore, are unable to seek help unless the institution intervenes
- Successful retention practices provide students with the tools they need to survive – before they know they need them

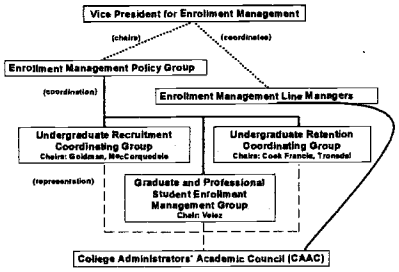
Toward improved retention

- Recruit graduates-to-be by profiling "stayers" and "leavers" – know the profile of the persister
- Enhance academic advising
- Create for each student an individual path to success
- Make retention a campuswide responsibility
- Cultivate a student-centered climate
- Monitor changes in student expectations
- Provide appropriate support for "killer courses"
- Identify and systematically eliminate procedural barriers
- Seek to be "customer friendly"

Summary of specific opportunities/requirements for the University of Arizona

- Develop a research-based strategic enrollment plan
  - Develop long- and short-term recruitment plans complete with goals, strategies, and tactics leading to immediate results
  - Further develop customized and personalized recruitment and financial aid/scholarship processes for targeted students who are most likely to enroll
  - Develop long- and short-term retentions plans
  - Organize to systematically address all enrollment management issues and to facilitate university-wide participation and communication

Enrollment management at the University of Arizona



Organization of enrollment management at the University of Arizona

Enrollment Management Policy Group

The EMPG was formed in fall 2002 to address fundamental enrollment management policy issues, working within the vision and mission of the University. The group is composed of the President, Provost, Vice Presidents for Campus Life and Enrollment Management, several deans, administrators with direct responsibility for enrollment management functions, and chair of SPBAC.

Enrollment Management at the University of Arizona

Enrollment Management Policy Group

EMPG Agenda:

- **Whom do we want to educate?**
- **Who is available?**
- **How can we influence the pipeline?**
- **What should be the maximum size of the student body?**
- **What is the desired mix of undergraduate/graduate students?**
- **What is the desired mix of resident/nonresident students?**
- **What is the desired mix of new freshmen/transfer students?**
- **What are our other demographic goals (college goals, HSI initiative, etc.)?**

Enrollment Management at the University of Arizona

Enrollment Management Policy Group

- **What quality measures do we want for our undergraduate and graduate students?**
- **What are the financial impact, costs, and benefits of our enrollment targets?**
- **How is the size of UA influenced by the relative roles of main campus, AHSC, and branch campuses (UA North; UA South)?**
- **What is the impact of our enrollment targets on residence life, space, faculty size, GTAs, course availability, etc.)?**
- **How can we be more strategic in our use of merit- and need-based financial aid to accomplish our enrollment goals?**

Enrollment Management at the University of Arizona

Undergraduate Recruitment Coordinating Group

- **Oversee the annual recruitment plans, goals, strategies, and tactics, guided by the enrollment and financial aid policies determined by EMPG**
- **Monitor progress and recommend changes in strategies and tactics as needed**
- **Report progress to EMPG**
- **Provide a forum for discussion of campus activities related to undergraduate recruitment**
- **Work closely with the Retention Coordinating Group to ensure linkage between recruitment and retention**
- **Assess the success of recruitment plans and efforts**

Enrollment Management at the University of Arizona

Undergraduate Retention Coordinating Group

- **Oversee the annual retention plans, goals, strategies, and tactics, guided by the enrollment policies determined by EMPG**
- **Monitor progress and recommend changes in strategies and tactics as needed**
- **Report progress to EMPG**
- **Provide a forum for discussion of campus activities related to student retention**
- **Work closely with the Undergraduate Recruiting Coordinating Group to ensure linkage between recruitment and retention**
- **Assess the success of retention plans and efforts**

Enrollment Management at the University of Arizona

Graduate and Professional Student Enrollment Management Group

- Oversee graduate and professional student enrollment management plans, goals, strategies, and tactics, guided by the enrollment policies determined by EMPG
- Monitor progress and recommend changes in strategies and tactics as needed
- Report progress to EMPG
- Provide a forum for discussion of campus activities related to enrollment management in the graduate and professional student domain.
- Assess the success of enrollment management plans and efforts

Enrollment Management

The University of Arizona