

Office of Undergraduate Admission Program Review

Table of Contents

Executive Summary2

Undergraduate Admission Office Self-Study

Introduction5

Mission6

Purview6

Collaboration across University6

Organization10

 Admission Operations11

 Freshman Admission11

 Transfer Admission12

 Multicultural Recruitment and Retention12

Goals13

Assessment and Benchmarking15

 External Reviewers17

 Admission Advisory Board19

 Strategic Benchmarks20

 Operational Benchmarks28

Future and Planning32

Financial Profile41

Appendix i-xxxviii

Executive Summary

Since 2002/2003, the Office of Undergraduate Admission has sought resources both within and without the University to evaluate, support and advise our best efforts. These resources have included nationally recognized education and admission-focused organizations. (Maguire Associates Higher Education Consultants and the College Board are two examples.), as well as colleagues at USF and from high schools, two-year and four-year colleges, and professional organizations, who serve as members of our Admission Advisory Board. Most recently, we prepared a self-study and invited admission professionals from the University of Notre Dame, the University of Illinois, Chicago and the State University of New York, Buffalo, to serve as our external review team for this program review.

The reviewers met with the Undergraduate Admission staff, colleagues throughout Academic and Enrollment Services, Academic Affairs, Athletics, and University Life.

1. How did the reviewers rate the quality and reputation of the Office of Undergraduate Admission? Overall the office was rated very good with individual functions rated from good to excellent. A substantial number of best practices were noted as being in place. The areas of strength identified included:

- Knowledgeable, dedicated, professional team leaders and members
- Provide very good student-centered services and programs
- Enjoy confidence and support at the University Leadership level
- Strategic Enrollment Council outstanding for collaboration and engagement
- Admission Operations “compares favorably to other high quality operations nationally”
- Team members “juggle” multiple priorities very well
- Quality and performance of the department is very good
- General office structure rated good, in terms of teams, shared leadership, and shared functions across teams
- Diversity of admission team rated “excellent.”
- Progress with application generation very good
- Results from prospect base rated very good
- Focus on multicultural recruitment and outreach is very good
- Student diversity is enviable
- Strong mission statement

2. What are the most important issues that emerged from the external review process? The issues identified by the external reviewers included:

- Successful ERP transition is essential, since loading applications and data directly into Banner is critical for efficiencies
- Sufficient human and fiscal resources essential in to continue applicant pool growth; resources are still lacking; reliance on temporary workers rated “weak”

- International student recruiting and operational responsibilities by both Undergraduate Admission and the Office of International Relations not clear; reviewers thought the efforts appeared “disjointed” ... resources dedicated to recruiting international students relative to resources dedicated on recruiting domestic students questioned
- Continue to improve use of “search” process ... consider use of an outside vendor in order to increase response rate and generate many more applications
- Improve relationship with Athletics to improve overall recruitment efforts

3. **What specific recommendations were made by the external reviewers and the Admission Advisory Board members?** The recommendations made by the external reviewers included:

- Consider possibility of offering some academic merit aid to international students
- Consider implementation of several refinements in recruitment and communication efforts (e.g., ensure prospective students are able to request information by phone 24/7, personalize group information sessions more ... make tours smaller, create longer “shadow” visits for prospective students, examine whether streamlining the application process might mean more male applicants, expand alumni assistance in tertiary markets, highlight visit programs more in marketing collateral, continue innovation with unique programs to enhance the appeal of specific programs/colleges and continue to invite faculty to participate in prospect visits/programs)
- Establish assigned liaisons between the Office of Undergraduate Admission and each school and college
- Assess admission programs more regularly (e.g., prospective students and families perceptions of visit program ... adapt program based on assessment results)

The recommendations made by the members of Admission Advisory Board included:

- Personal notification of fall high school or community college visits to prospects in database and to high school counselors via email
- Send regular update information bulletins to high school counselors (e.g., on new programs)
- Formalize and regularize parent-to-parent communication
- Formalization and share with the USF community of the annual recruiting plan
- Focus some need-based aid based on criteria related to fulfilling the University’s mission
- Improve communication with local high schools (backyard schools) regarding their alumni who are now at USF
- Enhance efforts to work with Alumni Relations
- Outreach to faculty asking them to identify key alumni
- Create an Alumni Advocate micro-website

4. **In the opinion of the external reviewers does the Undergraduate Admission Office reflect an understanding of and commitment to the University's Vision, Mission and Values?** The external reviewers recognized Undergraduate Admission colleagues' understanding of, dedication to and obvious efforts to realize the University's Vision, Mission and Values as one of their outstanding strengths and defining characteristics. They daily provide very good service and programs for the varied audiences whom they serve.
5. **In what way does the University Admission Office contribute to achieving the goals of the University?**
- The Undergraduate Admission Office colleagues are dedicated to helping students and their families find the best higher education "fit" for them
 - The Undergraduate Admission Office has improved the academic quality and quantity of succeeding entering classes and consistently met the new student enrollment goals over the last 5 years
 - The Undergraduate Admission Office dedication to and effectiveness in achieving diversity in all its many forms is enviable
6. **What is the timetable to respond to the recommendations of the external reviewers and the Admission Advisory Board members?**
- The Office of Undergraduate Admission Office contributed to the AES FY09 request for additional resources for Banner support and international admission application processing.
 - The Office of Undergraduate Admission will consider all recommendations for enhanced outreach and recruitment efforts. Those that can be implemented with current resources will be developed for the 2008-09 recruitment cycle. Those requiring additional resources will be addressed through the FY09 or FY10 planning initiative process and/or re-allocation of current resources.
7. **What general issues are crucial to understanding the reviewers' feedback?** The reviewers all agreed that the Undergraduate Admission Office will continue to be challenged to meet the needs of the annually increasing applicant pool, technology implementation demands, and the effective use of new and evolving outreach tools and strategies ... particularly those that involve the use of technology tools.

Crucial to addressing the reviewers' recommendations will be securing the human and fiscal resources necessary to continue to grow our applicant pool and to make timely admission decisions. In the future, when demographics indicate that there will be increased competition for fewer students, the critical inquiry-to-applicant stage of the process will be even more important to building a competitive applicant pool.

Responsiveness at all stages of the admission cycle, but particularly at the applicant stage, translates to a more competitive position in winning both highly qualified students, international students, and students who will fulfill, in holistic ways, the

University's mission. Continuing to build on the successful relationships with our faculty and alumni will bolster our efforts as well.

Office of Undergraduate Admission Self-Study

Introduction

Since academic year 2002/2003, the USF Office of Undergraduate Admission has increased applications over 100%, enrollment for freshmen from 844 to 1,079 and new transfer students by 51 students in fall 2006, while also increasing applications from and enrollment of multi-cultural students, first-generation students and international students. Approximately \$31.5 million in net tuition revenue was generated by the entering class of 2006. The strength of our applicant pool has allowed us to increase selectivity, while being mindful of the Jesuit, Catholic identity of the University and its mission as we strive to meet our goals. We continue to reach across all demographics to enroll students from diverse backgrounds who are prepared to succeed at USF and beyond, and who will ultimately make a positive difference in the world.

The growth we have experienced is in the context of demographic changes in population, in college-bound students in the United States and in California, and in a changing global socio-political environment. Our progress is also made at a time of rapidly changing technology, not only as one of the means by which we communicate and manage "customer" relations with prospective students, but also as a shaper of prospective students' responses to our messaging. For example, as "millennials" give way to "gamers," our outreach must adjust in order to have the greatest impact.

As we continue to improve our efforts and outcomes, we do so in an environment characterized by universities' and colleges' rapidly escalating efforts to attract, enroll, and in many cases, deny students, since selectivity is one of the major criteria used to rank higher education institutions. Students and families who are interested in, and apply to USF, fall into two major groups ... one is extremely sophisticated about making college choices, while the second, at the other extreme, as in the cases of many first generation students, have little knowledge of the college application process. All are inundated with information on college choices, as well as confronted by the ever-increasing cost of a college education. Sophisticated or not, our applicants apply for admission and financial aid at both public and private two-year and four-year institutions, and the institutions competing for these students make for a quickly evolving college admission environment.

We also recruiting and enrolling new students at a time when retention is recognized as a key component of enrollment management, since it has an impact on overall enrollment and is a measure by which the recruitment and decision-making of new students is based.

Over the last 5 years, the Office of Undergraduate Admission has sought resources both within and without the University to evaluate, support and advise our best efforts. These resources have included nationally recognized education and admission-focused organizations such as Maguire Associates Higher Education Consultants and the College

Board. We have also solicited input from professional colleagues at USF, at high schools, two-year and four-year colleges, and from professional organizations, who serve as members of our Admission Advisory Board. Most recently we invited 3 admission professionals from other universities to serve as our external reviewers for this program review.

Mission of the Office of Undergraduate Admission

The Office of Undergraduate Admission provides excellent service to the University of San Francisco and to the global community by identifying, educating, recruiting and enrolling qualified, culturally and socio-economically diverse students. We recognize the strengths and qualities of the whole person as we cultivate students who demonstrate high academic achievement, potential, motivation and leadership

We strive for the highest level of efficiency and effectiveness by the inventive use of resources: human, technological, information and communication, community and physical. We accomplish this through collaboration, respect, advocacy, accountability, and cultural competence. By creating clear equitable pathways to USF, we meet University goals and also educate the world about our distinct institutional identity and mission.

Purview

In the broadest terms, the Office of Undergraduate Admission is responsible for

- outreach, recruitment, admission and enrollment of traditional undergraduate students
- development and deployment of outreach and recruitment publications and materials (paper and electronic)
- admission processing for prospects, applicants and admitted students
- evaluation of transfer credit; development of articulation agreements
- budgets for Admission Marketing materials for Undergraduates, for Graduate programs and programs offered at Regional Campuses
- with University Life, providing support to underrepresented students of color through group support networks and individual counseling and advocacy

Collaboration across the University

An area of particular interest for our external reviewers and us was the working relationship between the Office of Undergraduate Admission and the University Community.

Academic and Enrollment Services

Within our own division of Academic and Enrollment Services (AES), Undergraduate Admission works closely with Academic Support Services during the application

evaluation process and as admitted students matriculate. We refer to our colleagues in Student Disability Services about students with learning differences and other disabilities. We also support New Student Orientation. We support the Regional Campuses by processing and evaluating undergraduate College of Professional Studies applications and supporting documents, and by collaborating on outreach to non-traditional transfer students. We collaborate with Graduate Admission on technology and operational support. We work with the University Registrar as our admitted students enroll, and evaluate transfer credit for degree audit. We are supported by, and exchange data and information with One Stop Enrollment and Financial Services as admitted students go through the deposit and enrollment process.

We depend on Information and Data Services to prepare reports that allow us to analyze and compare longitudinal data, for support of the Admission module of our student system, for technology support and for data used to communicate with prospective and admitted students. Likewise, Web Services manages our prospect database, and supports and facilitates customer relationship management via electronic and more traditional paper and phone communications.

Office of Financial Aid

Financial Aid is an integral component to the admission and enrollment process and the formation of a comprehensive enrollment strategy. Financial aid is essential for maintaining equitable access to USF, allowing the University to enroll, support and graduate a highly qualified and diverse student body. Each year approximately two out of three of our traditional undergraduates receive some form of financial aid.

For the graduating class of 2005 approximately three out of five students graduated with debt. The average debt amount incurred was \$26,780 – which returned USF in 2006 to *U.S. News and World Report's* list of universities whose students have the highest debt load. During 2004-2005, 13% of USF's undergraduate dependent financial aid applicants came from families with an income below \$30K. For AJCU schools, 9.1% of undergraduate dependent financial aid applicants came from families with an income below \$30K.

USF supports the education of low-income students and values the contributions of a socio-economically diverse student body. Approximately 22.5% of USF undergraduate students received Pell grants during AY 2005-2006, a percentage that is higher than that of the other California Jesuit universities. In 2006, USF parents borrowed \$16,588,090 through the federal Parent Loan program. Indeed, USF is ranked 8th among the 28 Jesuit universities in the proportion of undergraduate students who received a Pell grant in AY 2005-2006. (*Capacity and Preparatory Review Self-Study* Presented by the University of San Francisco to the Western Association of Schools and Colleges.)

As part of its operating budget the University has funded increasing amounts of financial aid. Over the last decade the tuition and fee revenue earned by the University has increased by almost 70% while the amount of University-funded financial aid has

increased about 120%. In addition there are other non-USF operating budget funded financial sources for financial aid available to our students. In FY06 USF also contributed \$1,084,335 in financial aid to displaced students from New Orleans. (Source: AES to USF Board of Trustees Orientation 2006, August 18, 2006)

USF has been using College Board's Financial Aid Strategy Tool (FAST) tool since 2002 to help us analyze the effects of our financial aid awarding policies and to balance mission-critical principles of access and diversity while striving to achieve special enrollment and fiscal goals. A summary of the FAST model results points to our progress in applicant pool numbers, diversity, and achievement of the University Admission goals.

International Relations

The Office of International Relations shares responsibility for recruiting, admitting and enrolling international undergraduate students with the Office of Undergraduate Admission. With an International Relations team operating an Asia-based headquarters and an on-campus office in San Francisco, a USF-in-Asia web site, www.usfasia.net, that supports a self-service web portal and customer relations management tool, the Office of International Relations has worked to increase our international enrollments and to raise our brand profile in Asia. Recruiting primarily in China, Southeast Asia and in India, the Office of International Relations shares responsibility for admission marketing, outreach, and processing and evaluation of applications with the Office of Undergraduate Admission.

Schools and Colleges

Undergraduate Admission collaborates with the University Schools and Colleges, Deans, Associate Deans, faculty and administrators on publications, recruitment and yield functions, matriculation of admitted students, and in strategic management of enrollment goals. We have targeted specific academic programs by working closely with department chairs and co-chairs on yield and recruiting events and publications. We have also worked with Student Academic Service deans and colleagues on individual students' needs, including athletes and transitional admits. Members of each school and college have served as council members on the Strategic Enrollment Council. Collaboration has resulted in focused use of technology (optimizing USF presence through search engines, streaming video), special events and publications.

University Life

University Life has supported the Office of Admission by consistent participation in both recruiting and yield events. International Student Services has asked Undergraduate Admission to serve on the International Support Services Team, as has the Office of Judicial Affairs (Digital Literacy Task Force). Counseling Services continues to advise us on evaluating applicants in terms of the support that USF will be able to provide. We have enrolled increasing numbers of students who are either required, or have requested on-campus accommodations, or who are looking for off-campus housing. We have

cooperated with the Office of Residence Life in confirming and updating the status of admitted students who have or have not submitted license agreements to ORL. We also collaborate with the Office of Residence Life on the message to prospective and admitted students on the benefits of Residence Life, and the mechanics of making necessary arrangements. We currently serve on a committee studying the housing requirement for freshmen and sophomores. We have coordinated with different University Life offices (Health Promotion Services, Recreational Sports, Student Health Insurance, International Student Services) for marketing materials, and in developing consistent information in materials sent to admitted students in preparation for enrollment.

The importance of retention mentioned earlier means collaboration across campus agencies for the actual retention efforts, and for assessment. “In the field of enrollment management, student retention has rapidly emerged as a major player, taking its place alongside institutional admissions and recruitment as an essential component of any enrollment management plan. In part, its ascendance is in recognition of the impact that the outflow of students before graduation has on overall institutional enrollment. More important, however, is the recognition that student retention is a barometer of student satisfaction with life and learning on a college campus—the underpinning on which all future student recruitment efforts must be built.” (Noel Levitz)

Publications

With the Office of Publications, we produce award-winning marketing collateral and outreach materials. This meets WASC Self-Accreditation Criteria: “The institution truthfully represents its academic goals, programs, and services to students and to the larger public... Evidence: University truthfully represents its goals and programs through catalog and other publications.” We publish, in collaboration with Schools and Colleges, International Publications, Web Services and Publications, catalogs (paper and on-line), view books and marketing materials updated to include accurate information designed for maximum effect.

WASC Self-Accreditation Criteria also states that, “The institution’s expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution’s curricula; admission and graduation policies: Evidence/Evaluation: Admission and graduation policies are widely known.” More from the WASC document: “Recruiting and admission practices... are readily available to support student needs. Publications accurately describe requirements and procedures and are readily available in print, and on the web.” Admission policies are published traditionally and electronically, and are articulated to visitors to campus, during high school and community college visits, to college and to high school counselors at every available opportunity.

Strategic Enrollment Council

Since 2006, the Offices of Undergraduate Admission and Financial Aid have co-chaired a Strategic Enrollment Council, whose members are from both academic and administrative

departments, university-wide. The charge of the Strategic Enrollment Council is to advise and unify the university community on enrollment plans, review and assess progress towards the University's stated enrollment goals, to draw data and information from resources within and without the University in order to make recommendations to University leadership on strategic enrollment management.

Information Technology Services

Information Technology Services (ITS) not only provides basic support for our operations, but produces initial communication with applicants, sets up passwords and USFconnect accounts, provides programming for the Admission component of the current SIS+ student system, which includes mapping applicant data from on-line applications, and has supported and expedited the current ERP conversion.

University Athletics

We collaborate with University Athletics on admission of student athletes. We have collaborated on recruiting efforts for both student athletes, and students who are not athletes. An Associate Admission Director serves as a liaison with coaches and with Athletics colleagues who work with compliance and academic support. We have worked cooperatively with Athletics in previewing student-athlete's academic records as they are recruited, enter the admission process, and sign letters of intent.

University Advancement and Alumni Relations

We work with University Advancement for alumni/admission programs for admitted students and an Alumni Advocate program for outreach. We confer with colleagues in University Advancement on admission. We would like to work further with Alumni Relations on utilization of alumni during all stages of the admission cycle.

Business and Finance, Events Scheduling, Human Resources

With a current (FY08) annual operating budget of approximately \$2.75M and an Admission Marketing budget of \$424K (of which approximately \$225K is dedicated to undergraduate admission and \$200K to graduate admission), we work often with the Office of Business and Finance, Purchasing and Purchase Card Services. For the staging of Admission Events, we work with Events Scheduling and Services, Campus Dining (Catering) and Facilities Management. We consistently consult with Human Resources for both as-needed coaching and consultation for team-building, team management, and for on-going professional development and coaching opportunities.

Organization/Functions

In 2007, the Office of Undergraduate Admission received Planning Initiative funding to add two new positions: one Admission Counselor, and one Admission Operation Coordinator/Advisor. As we increased the numbers of applications and supporting

documents, we added efficiencies (scanning documents, on-line applications), asked for and received assistance from Academic and Enrollment Services colleagues and hired part-time freshmen application evaluators, we were still challenged to meet our goals for timely, accurate, excellent service. We concluded that the new positions were essential to our continued success. This need was reflected in the External Evaluators feedback reviewed later in this report. A WASC Self-Evaluation Criterion also addresses this need: "Institution employs personnel sufficient in number and professional qualifications to maintain its operations." NACAC (National Association of College Admission Counselors) reports the average ratio of applications to admission officers at private schools is 279:1. At USF, the average for 2007 was 699 applications per evaluator. Following is a brief summary of the responsibilities of each unit in the office.

Undergraduate Admission Operations

- Reception
- Applicant Services
 - Processes applications/documents
 - Prints and mails decision letters and Admit packets
 - I-20 and Sevis reporting
 - Records Deposits
- Budget
- Event Planning
- Coordinate individual and group visits
- Manage e-mail correspondence
- Generate I-20s via SEVIS
- Coordinate Events
- Inquiries/Prospect Data
- Coordinate communication flow with direct mail service
- Lead ERP Banner conversion for Admission

Freshman Admission

- Prospect Management and Outreach
- Applicant Evaluation
- Admit-to-Enroll Outreach
- Parent and High School Counselor Outreach
- Electronic Outreach
 - Chat Sessions
 - Student Blogs
 - Microsites
- Special group tours (4,000 visitors annually)
- Advisors to student and University committees, task forces, working groups
- First Generation and Multicultural outreach
- International Admission
- International recruitment, travel, tours
- International yield receptions
- Electronic communication and outreach

- Dedicated Web pages and Microsites
- Electronic Outreach
- Chat Sessions
- Student Blogs
- Application evaluation
- Process decisions
- International yield receptions

Transfer Admission

- Traditional Transfer Admission
- Outreach
- Transfer Credit Evaluation
 - Articulation Agreements
 - Transfer Admission Agreements
- Electronic Outreach/Communication
 - Transfer Connect (virtual Transfer Center)
 - Blogs
 - Chat sessions
- Regional Campuses
 - Non-traditional Undergraduate Application Evaluation
 - Transfer Credit Evaluation

Multicultural Recruitment and Retention

- Prospective Student Outreach
 - Targeted Student Search
 - Coordinated communication plan
 - Regional, national advertising
 - Geographically targeted outreach (CA, TX, FL, NY, GA)
 - College Fairs
 - Traditional (CA, TX, FL, GA, NY)
 - NSSFNS & National Hispanic College Fairs (TX, GA, FL, NY)
 - Local High School College Preparation program
 - Campus group visits for first generation, multicultural students (AVID, Upward Bound, Talent Search, Puente Projects, Community and Church groups)
- Outreach to admitted students
 - Overnight programs
 - High touch: student phon-a-thon; individual counseling
- Electronic communication
 - Microsite
 - Chat sessions
 - Blog
- Retention
 - Advise student groups
 - Individual mentoring
 - Multicultural Recruitment and Retention program leadership

- Foreward Program (bridge program for admitted students)

Goals

The Office of Undergraduate Admission sets enrollment goals annually based on budgeted enrollment projections. (See Appendix.) We also set goals based on the *Office of the President Strategic Goals, University Goals, and Academic and Enrollment Service Major Strategic Priorities* (also relative to University Goals). Additional annual goals are set forth by the *Dean of Academic and Enrollment Services*. Goals from these sources *that apply to the Office of Undergraduate Admission* are specified below.

Office of the President Strategic Goals, 2005 – 10

“Recruit and graduate a diverse student body of individuals who are academically talented and who embrace and manifest USF’s values in their personal and professional lives.”

President’s Goals 2007 – 2008

Goal: complete strategic enrollment planning

Primary responsibility: (1) Provost & Dean Academic and Enrollment Services

Outcome: plans completed and endorsed by Trustees

Goal: institutionalize Jesuit Catholic identity in University structures

Primary responsibility: Deans and VPs

Outcomes: specific procedures and programs developed

University Goals 2007 – 2008

Institutionalize USF’s distinctive qualities -- Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for justice -- in structures [e.g., hiring, rank and tenure, *admissions*, etc.] and programs [e.g., majors, minors, degrees, student and faculty/staff orientation, etc.]

Academic and Enrollment Services Major Strategic Priorities 2007 – 2008

University Goal #1: Institutionalize USF’s distinctive qualities (e.g., Admissions)

AES Goal #1: Meet FY 08 enrollment and financial aid goals; facilitate development of short-term and long-term (2028) enrollment plan including academic quality, resources, retention and net revenue goals.

Responsibility: AES Team Leaders, Provost Council, Strategic Enrollment Council, Leadership Team

Measurement: FY08 Enrollment and financial aid budgets met; fall 2008 new traditional undergraduate underrepresented students increased by 1%; mean SAT score increased 5

points; mean high school GPA increased by .1; FY09/FY10 and 2028 enrollment plans developed

Academic and Enrollment Services Major Strategic Priorities 2007-2008 (cont'd.)
University Goals 2007-2008 #6 and #7

Advance technology and facility capital projects; implement planning/action goals, create new revenue streams, eliminate redundancies and increase efficiencies

AES Goal #2: Continue enhanced use of technology (e.g. Banner, EMT, pod-casts, DVDs) and business process analyses; complete Banner student and financial aid implementation

Responsibility: AES Team Leaders, ITS, Graduate Outreach, Academic Affairs, Business and Finance and University Life colleagues

Measurement: Admission and Financial Aid business process improvements implemented; catalog CD completed; pod-casts, created;

2007 – 2008 Goals for Undergraduate Admission set by the Dean of Academic and Enrollment Services

- Complete planning for and implementation of ERP (Banner)
- Increase enrollments of African American students
- Build on improved communication with the University community at large, working directly with department chairs and co-chairs
- Benchmark use of technology in the recruiting and admission process

In addition to the goals stated above, since 2002, the Office of Undergraduate Admission has focused on meeting budgeted enrollment projections, integrating qualities distinct to USF (Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world) in our recruiting and enrollment management efforts, to promote collaboration across the University in order to offer students academic rigor and social engagement, education of minds and hearts, and the promotion of competence and compassion. In addition, we have focused on long term planning to enhance quality, improve efficiency, increase revenues and reduce costs.

Specifically, since 2002, we have set goals annually to incrementally increase the size and quality (grade point average and standardized test scores) of both the applicant pool and the number of new students, simultaneously increasing selectivity. We have set goals annually and incrementally to increase the number of applicants and enrollments for international students and multicultural students. As we move forward, we seek to improve the number and quality of the freshman and transfer applicant pool, but to maintain current targets for new students. In doing so, we continue to set goals for increased selectivity, as well as goals for increased numbers of international and multicultural students. A priority is increasing our numbers of African American

students, and male African American students. Since 2002 we have also set goals for improving the gender balance, and students who come to USF from Jesuit High Schools. In 2007 we increased our goals for University Scholars.

Strategic Enrollment Goals established in 2006 for Traditional Undergraduate Students Enrolled Fall 2010

- Total enrollments 8,900 – 9,100
- Traditional Undergraduates 4,200 – 4,400 (*exceeded goal 2007*)

- 75% freshmen; 25% transfers (72% freshmen; 28% transfers F 07)

- 53%-55% domestic students of color, 35% domestic white students, 10%-12% international students (51% students of color, 39% white students, 7% international students and 3% un-reported in FY05)

- predominantly from California, then Hawaii and the Western Region with some increase of students from major urban areas in the Northeast, Midwest and South, as well as increasing the number of students enrolling from Jesuit high schools

- Mean high school GPA 3.50 (3.50 F 07)
- Mean combined SAT scores 1150 (1120 F 07)
- Mean college GPA (for transfers) 3.20 (3.10 F 07)

Assessment and Benchmarking

Areas of Undergraduate Admission to be assessed and benchmarked are based on the following:

- Interest to University Leadership
- Progress in Achieving USF Strategic Priorities
- On-going needs for strategic planning
- WASC Criteria for Review Standards

Measurements will focus on outcomes and efficiencies and are based on the goals cited earlier in the review, as recommended by NACUBO *Performance Measurement Toolkit Goal and Metric Outline*. Multiple areas will be reviewed with longitudinal analysis, and institutional longitudinal data. NACUBO suggests identifying “no more than five goals for each broad category, with no more than five metrics for each goal.” NACUBO also recommends consideration of Strategic Benchmarks and Strategic Operational Benchmarks.

Strategic Benchmarks

1. Enrollment goals
 - Relative to budget/net revenue

- Relative to strategic enrollment
 - Multi-cultural
 - International
 - Freshmen and transfers as proportion of new student enrollments
 - Gender balance
- 2. Strength of Applicant Pool
 - Number of applications
 - Academic quality of applicants (grades and standardized test scores)
 - Diversity (first generation, cultural, citizenship, religion, socio-economic status, as well as ethnic and racial)
 - Acceptance rates (compare to AJCU and IPEDS)
 - University Scholars
- 3. Financial Aid strategy
 - Net tuition ratio – discount rate

Operational Benchmarks

- 4. Cost to enroll a student
 - Efficiencies as Measures of Resources used
- 5. Technology

Sources for assessment, data and benchmarking will include:

- College Board (FAST Model and Accepted Student Questionnaire)
- USF Office of Institutional Research
- ACE American Council on Education
- AJCU
- UCLA/HERI Higher Education Research Institute
- NACUBO Tuition Discounting Survey
- NACAC National Association for College Admission Counseling

External Reviewers

The Office of Undergraduate Admission invited external reviewers to campus in August 2006 to review and assess all aspects of the Office of Undergraduate Admission. Reviewers were chosen for their areas of expertise, and for their institutions' priorities that parallel those of USF: Dr. Thomas Glenn, Admission Director, University of Illinois at Chicago, Steven L. Shaw, Director, International Admissions, State University of New York at Buffalo, and Robert Blust, Dean of Undergraduate Admission, Marquette University.

Dr. Glenn, at the University of Illinois, Chicago, had recently implemented Banner/ERP, Mr. Shaw leads recruitment and enrollment efforts for international students at SUNY

Buffalo, which ranks 11th in the country in international enrollment. Dean Blust leads undergraduate admission at Marquette University, a Jesuit Catholic university ranked 81st, in the top tier, of U.S. News and World Reports, with almost 7,800 undergraduates and nearly 1,900 new freshmen in 2007.

Reviewers met over August 17 and 18, 2006, with:

- B.J. Johnson, Associate Provost, Dean of Academic and Enrollment Services
- Mike Hughes, Director of Undergraduate Admission, Assistant Dean of AES
- Admission Operations and Application Services Team
- Freshmen Admission Team
- Transfer Admission Team
- Multicultural Recruitment and Retention Team
- Web Services Colleagues
- Strategic Enrollment Council
- International Admission Colleagues
- International Relations Colleagues
- University Life Colleagues from:
 - Residence Life
 - Multicultural Student Services
 - University Ministry

Our external reviewers found commitment from Undergraduate Admission team leaders, a sound mission for our office, consensus among the University that the office was providing very good services and programs and strong support at the University Leadership level. Our Strategic Enrollment Council was seen as an outstanding means to develop collaboration and engagement and we were encouraged to build on the interest it has generated.

Next steps might include working together with the schools and colleges to continue innovation with unique programs designed to showcase and enhance their appeal. We were encouraged to get schools and colleges more involved in the recruiting process, with direct liaisons identified between the Office of Undergraduate Admission and each school and college to develop a year-long recruitment/outreach strategy for prospects, applicants, and deposited students. It was recommended that we consider asking more faculty colleagues to update their web presence and to be available for prospect visits rather than outreach through telephone calls.

Regarding operations, our reviewers commented on the importance of a successful ERP/Banner implementation and transition, since loading applications and data directly into Banner is critical for efficiency and effectiveness. The reviewers noted that our Admission Operations team “compares favorably to other high quality operations nationally,” and that as team members, we “juggle” multiple priorities very well.”

However, they made it clear that it is also critical that we have sufficient human and fiscal resources if we want to continue to grow our applicant pool. “Your office is responsible

for over 80% of USF's revenue, and you need to be staffed appropriately – which you currently are not.” (Since the review we received planning initiative funding to hire two team members in FY08.) While the quality and performance of the department is good, resources are still lacking. Our reliance on temporary workers was rated “weak.” The general office structure was rated as good, with the development of teams and shared leadership, and shared functions across teams.

The structure of our operations as well as joint recruiting efforts by both the Office of Undergraduate Admission and the Office of International Relations was cause for concern. Reviewers felt that the international admission operation overall was not optimal in structure; in fact, reviewers felt it was “disjointed.” The resources dedicated to recruiting international students relative to resources spent on recruiting domestic students was brought into question, and it was suggested that the number of individuals doing international recruiting was disproportionately high relative to those recruiting domestic students. At the same time, a recommendation was made to consider offering some academic scholarships and possibly need-based grants to international students as a positive addition to our overall program.

The diversity of our colleagues was rated “excellent.”

As for our recruiting, or strategic, efforts, it was suggested that our new admission reception area be made more welcoming (this has since been done), with more space for counselors to meet privately with prospective students and families. One Stop Enrollment and Financial Services might also be made more welcoming (this too has been addressed). It was pointed out that we need to ensure that prospective students are able to request information around the clock. We must also find a means to personalize group information sessions and visits more, and have smaller tours, since we advertise personal attention. “Fuller” campus visits, and “shadow” visits for longer period of times in the spring were also suggested. More regular assessment was recommended on how campus visits are perceived by visitors.

The reviewers suggested that our process of initial outreach to College Board “Search” prospective students and follow-up to respondents could likely generate more applications if an outside vendor were hired to manage it for us. Our progress with application generation has been very good, with very good results from our prospect base. Additional resources put towards an improved search effort were recommended because the reviewers judged the result would be larger numbers of strong applicants.

Focus on multicultural recruitment and outreach is good, but we must ensure it is a consistent office-wide effort, and that we continue to recruit students at an earlier age. Broader collaboration with the Office of Multicultural Student Services was also suggested. Our students' diversity is enviable, except for our gender balance, which needs improvement. The reviewers recommended examining the application process to consider what prevents males from applying, and suggested that streamlining the application process might result in more male applicants.

Our “On-site” admission process (where we meet with students at select institutions, many of them Jesuit high schools and offer them admission on the spot) was questioned by one reviewer who suggested we consider doing interviews instead. Continued assessment of results was recommended (which has been done).

Consideration of establishing merit scholarship programs were suggested for leadership and service, with a substantial process that would require a substantial time commitment on the part of each applicant and thus increase their likelihood of enrolling if they did receive a scholarship.

Developing an improved relationship with Athletics was also seen as a means to improving recruitment efforts. If coaches have consistent follow-up with prospects, they can help recruit students who don’t become varsity athletes.

Other suggestions included alumni assistance in tertiary markets, highlighting visit programs in marketing collateral, and engaging local high school counselors.

Admission Advisory Board

The Office of Undergraduate Admission inaugurated an Admission Advisory Board two years ago, with members from peer institutions, a national university, Jesuit and public high schools (both in California and across the United States), community colleges, experts on multicultural issues, an alumnus, and members of the USF faculty and the Jesuit community. The board, which meets twice annually, evaluates and makes recommendations to the Office of Undergraduate Admission on both strategy and operations.

At the suggestion of the Advisory Board, the Office of Undergraduate Admission extended hours to include Saturdays; now, Saturday visitors consistently number between 30 and 50. We have improved our mission statement; new Fall 08/09 publications include a visit brochure with detailed map. We have been asked to consider a need-based Jesuit Scholarship and merit aid for international students. Technology initiatives during 07/08 will include improved blogs, chat rooms (the most recent chat room had 132 prospective student participants), podcasts, and assessment of text messaging usage.

We also received invaluable input on the ERP implementation as a result of the Advisory Board input, including a consulting visit by a Banner expert who played a significant role in the system implementation at the University of Notre Dame.

Other recommendations of the Advisory Board include:

- personal notification of fall high school or community college visits
- information bulletins to high schools
- improved web announcements to high school regarding visits
- formalized parent-to-parent communication
- formalization and sharing with the community of an annual recruiting plan
- a model for Admission Operations to notify prospects via e-mail of pending visits

- need-based aid specifically related to fulfilling the University's mission
- improve communication with local high schools (backyard schools) regarding their alumni who are now at USF
- one point person who works with Alumni Relations
- use faculty to identify key alumni
- Alumni Advocate microsite

Strategic Benchmarks

Enrollment Goals

Undergraduate Admission, since the entering Fall class of 2002, has met targeted enrollment goals for new freshmen and transfer students, remaining within our budget, while retaining a discount rate of approximately 25% each year at the traditional undergraduate level. The number of entering freshman increased from 844 in Fall 2002 to 1,079 in Fall 2006, an increase of 27.8%. The number of entering transfer students increased from 349 in Fall 2002 to 400 in Fall 2006, an increase of nearly 15%. At the same time, transfer students as a percentage of the incoming class has decreased. For Fall 2007, 27.9% of new students were transfer students, as opposed to 29.3% in 2002. Total new students (freshmen and transfers combined) went from 1,193 in Fall 2002 to 1,479 in 2006, an increase of 19.4%.

For the class entering in Fall 2007, we enrolled 1,055 new freshmen and 405 new transfer students, for a total of 1,460 new students. In 2007, and for 2008, budgeted and projected numbers of new students have been limited to meet constraints on residential housing, classroom space, and faculty resources. Since Fall 2002, total traditional undergraduate enrollment grew from 3,870 to 4,793 (at the end of the Fall 2006 term).

To put these increases into national perspective, more than 3 million students graduated from high school in 2005 and slightly more than 60% enrolled in either two- or four-year institutions, according to the National Association of College Admission Counseling (NACAC). NACAC reports that for 2006, "A population wave of students has fueled record numbers of high school graduates and students enrolled in postsecondary education." Seventy-three per cent of colleges reported increases in applications and "women submitted on average 68 per cent of applications in 2004, men 42 per cent." To compare USF with other Jesuit universities, undergraduate enrollment at USF increased an average of 5% per year between 2002 and 2005, while enrollment for AJCU schools increased 2% per year during that time.

Nationally Today

- 17.6M students enrolled in 4,216 colleges and universities in the U.S.
- 1.5M in graduate programs
- About 58% of students are women
- 30% of undergraduates are students of color
- 38% of undergraduates are 25 or older

- 54% of freshmen graduate in six years

Most popular undergraduate majors

- Business
- Social sciences
- Education
- Psychology
- Engineering
- Computer Science, Business, Law down
- Health Sciences, Public Administration, Social Sciences, Humanities up

Nationally, colleges received 49% of their applications online. USF received over 80% of our undergraduate applications on-line. “Higher Education Research Institute’s American Freshman survey indicated that students submitting more than three applications rose from 60 to more than 70 per cent in the last 10 years.” (College Board surmises that “Applications to college are increasing due to a population increase, on-line applications, and students submitting larger numbers of applications. This has created speculation that admission is becoming increasingly competitive.”) The Admitted Student Questionnaire, facilitated through the College Board, surveyed students who were admitted to USF and who either enrolled, or chose to enroll elsewhere. Students admitted to USF for Fall 2007, on average, applied to 7.9 universities; enrolled students applied to 6.3. Non-enrolled applied to 8.3. Students who enrolled were admitted to at least 4 other universities, non-enrolled were admitted to 6.

Academic Strength

High School grade point averages and standardized test scores for students who apply to USF show an increasingly academically competitive admitted pool and entering class. In 2007, the accept rate for freshman applicants was 66.8%, down from 82% in 2002. The average selectivity rate at four-year colleges is 70 per cent, according to NACAC. The average accept rate for Jesuit Universities was 67% in 2005-2006. At USF, by Fall 2007, almost two-thirds of admitted freshmen had a GPA of 3.3 or higher, compared to 45% for Fall 2002. For transfer applicants, the accept rate has gone from 80.2% in 2003 to 61.6% in 2007. The average enrolled transfer GPA in 2007 is 3.09. Comparing ourselves to other Jesuit universities, 92.5% of USF’s entering freshmen in Fall 2005 had a GPA of 3.0 or higher, while 25 AJCU universities reported an average of 85%. AJCU schools accept on average about 51% of transfer applicants, and 52% of those accepted enroll. (USF Office of Institutional Research). At USF 47% of transfer applicants who were accepted enrolled.

The average SAT for enrolling freshman has increased from 1079 in Fall 2002 to 1120 in Fall 2007. This growth is much greater than national trends in which the mean total (verbal and math) score increased by only one point during the same period. In 2007, the mean verbal score for applicants was 556; math score 562, both down slightly from 2006, but the mean math score for enrolled students is up, to 557 verbal and 563 math. In 2007, according to the College Board, overall, critical reading scores dropped by one point to

502 compared to 2006, males dropped by one point to 504 and females' scores held steady at 502. Math scores in 2007 dropped three points to 515.

The number of students applying to USF through Early Action Admission has fluctuated over the last five years, with a high of 24% of students applying early in 2006 and 23% applying Early Action in 2007. While NACAC reports that "a minority of institutions use Early Decision, Early Action and Wait Lists, among colleges that offer Early Action, 80 per cent reported an increase in Early Action applications. The likelihood of being admitted from the wait list was about 36 per cent." USF began using a wait list for applicants for Fall 2004. The number of students on the wait list has gone from 290 in Fall 2004 to a high of 453 in 2006, when we admitted 32 students from the wait list. Of those, 12 deposited, a 37% yield on the wait list. In 2007, we placed 435 students on the wait list, and admitted fewer than 10.

As the academic strength of our applicant pool grew, in 2003 we stopped admitted students "conditionally," with rare exceptions. Conditional students are students with minimum g.p.a. and standardized test scores who are limited in the number of classes for which they can register. In 2006, we admitted 14.5% of the freshman class "transitionally," i.e., students identified as having potential risk factors (typically other than academic qualifications) who were encouraged to limit the number of units they took, enroll in a College Success course, and to join our summer "bridge" Foreword Program.

University Scholars

We enrolled 74 University Scholars in 2007, which is almost twice the number we enrolled in 2002. The number of University Scholars declined in 2005 and 2006 from a high of 50 scholars in 2004 to 35 in 2006. Prior to 2003, the institutional grant award was a percentage of annual tuition (75%). In 2003 the award was set at \$16,500, applied to tuition, annually. In 2007, the award was increased to \$19,500 annually.

Transfer Admission

The transfer team in the Office of Undergraduate admission has continued to increase numbers of transfer applicants and enrolled students in a competitive environment where public institutions' offer lower tuition rates and articulation arrangements geared for transfer of the exact courses taken at community colleges. USF calculates and sends degree audits and credit evaluation to all transfer *applicants*. We continue to create articulation agreements, to make specific arrangements for transfer from two-year institutions, to publish articulation agreements on-line, and have created a Transfer Connect on-line resource via USFconnect.

From the WASC Self-evaluation Criteria: "Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements ... Evidence/Evaluation: Articulation agreements help prospective transfers plan their academic programs and prevent disadvantaged status. Institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements."

This is also the case with our transfer evaluation of applications and credit for students applying to the undergraduate programs at our regional campuses, offered by the College of Professional Studies. Since 2002, we have evaluated applications and credit for 1,712 applicants to the undergraduate programs offered at the regional campuses and in San Francisco by CPS.

Tuition as an Admission Factor

For 2007-2008, tuition at USF for a full-time undergraduate student is \$30,840; with fees and room and board, the total is \$41,730. Our tuition increased 6.6% from 2005/2006 to 2006/2007, compared to an average of 6.4% for AJCU universities. From 2006/2007 to 2007/2008, we increased 8.5%, the highest among Jesuit institutions for that year. Nationally, only 5% of full-time undergraduates attend four-year institutions where tuition is over \$33,000 and 71% attend four-year institutions with tuition less than \$11,999. The market for private colleges is 33% and capacity is 10 to 20% of families in the economy. (From Salvador Aceves's presentation to College Board Regional Forum 2007.)

The "discount rate" is the rate by which institutional resources are used to award financial aid, thereby lowering the cost of attendance for selected students via institutional financial aid. "The discount rate for the entering freshman class has held steady at 25%, well below the national average of 32% for institutions similar to the University of San Francisco, according to recent NACUBO surveys for large colleges and Universities. In 2005-2006 USF's undergraduate discount rate was 25.3%, while the average for Jesuit Universities, reported by AJCU was 35.5%. Approximately \$31.5 million in net tuition revenue was generated from the entering 2006 class." (Financial Aid Strategy Tool FAST 2006 Model Results, 1/27/2007).

Yield

"Yield," a term much discussed by savvy parents during the college selection process, means students who enroll relative to the number accepted. At USF, our yield for 2007 was approximately 21% for freshmen, and 47% for transfer students. Typically, as applicants grow, yield declines. In 2002, our yield was 29% for freshmen and 48.5% for transfers. In 2003 our number of applications grew significantly. Yield went to 24% in 2003 and 2004, then remained steady at 21% for the next three years, an exception to the rule since our applicant pool has continued to grow in number and academic quality. Nationally, yield rates declined between fall 2005 and 2006, continuing a trend since 2001, according to Noel-Levitz, so the fact that we have maintained yield for the last several years is significant.

Our yield has been higher for regular and transitional admits, and for students applying through Early Action, but not as high for honors admits (GPA >3.7; test scores > 1100 combined critical reading and math SAT or 24 ACT combined score). Honors students have more college options because they also may be admitted to universities where financial aid is leveraged based on merit, not need. Our practice at USF is to distribute aid to attract academically qualified students, but also to meet the USF mission. In other

words, we do not award aid to students without need, except in the case of University Scholars.

“In 2006, there was a linear relationship between need and yield. The higher the need, the more likely a student was to enroll. From 2005 to 2006, the most significant drop in the yield rate was among applicants who applied for financial aid but did not exhibit need. The next largest decline was for admits with need in the range of \$10K to \$20K. Yield improved for the lowest and highest need groups (\$10K or less and \$35K or higher).” (Source: College Board FAST Model)

Multicultural Students

The Office of Undergraduate Admission is charged with increasing the number of underrepresented students, especially first generation, African American and Latino students. The relevant WASC Self-Review Criteria for review is, “Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through the policies, its educational and co-curricular programs, and its administrative and organization practices. USF is recognized as one of the most diverse universities in the country. There is a need to address under-represented faculty/student/staff recruitment and retention.” The Office of Undergraduate Admission and its Office of Multi-cultural Recruitment and Retention focus on these goals at each step of the recruitment-to-enrollment process, and continue to work with multicultural students as they move through USF and ultimately graduate.

NACAC reports “that while the number of racial and ethnic minority students who transition to college continues to improve, they are disproportionately few compared to their representation in the American population.” The report continues, “Black and Hispanic” students are less likely than average to graduate from high school and enroll in college compared to white students. This is most pronounced at four-year colleges, where “blacks and Hispanics” are only 18% of the undergraduate population even though they constitute 32% of the national college age population.

At USF, the numbers of applications from these student groups have risen steadily since 2002. In the five year period between 2002 and 2007, freshman and transfer applications from African American students have risen 115% and 74% respectively. Freshman and transfer applications from Latino/a students have risen 137 % and 62% respectively during the same time period. The numbers of African American freshman applicants admitted for Fall 2007 represent an increase of 69.5% since 2002; the number of African American transfer admits increased by 11%. Latino/a freshman acceptances rose by 77% from 2002 to 2007; transfer accepts rose by 25% during the same period. Enrolled freshmen African American students have increased by 15% since 2002; enrolled African American transfer numbers have remained steady. Enrolled Latino/a freshmen have increased by 27.5%; enrolled transfers 1%. Our overall selectivity has increased, which includes African American and Latino students. However, the accept rates for African American and Latino students are lower than those for the total applicant pool. The College Board FAST model shows that African American and Hispanic admits are 6%

and 4% (respectively) *less* likely to enroll. African American students are slightly more sensitive to small changes in grant awards, which are based on both need and merit.

First Generation Students

The number of first generation entering students for Fall 2007 make up approximately 35% of the class, a figure that has remained consistent for the last three years, when we began to accurately track data by adding a supplemental question to the Common Application, used by the majority of our applicants. “Those who are the first in their families to go to college are more likely than other students to be poor, Latino, foreign-born, from rural areas, and to have less than optimal high school preparation or test scores (Cooperative Institutional Research Program Freshman Survey, administered yearly and nationally by the University of California at Los Angeles's Higher Education Research Institute.) But UCLA/HERI finds that “First-generation students at private colleges also tend to come from families with higher incomes than those at their public counterparts; on average, those at private colleges earn better grades and have a higher likelihood of coming from private high schools.

”Within the group of first-generation students, the ethnic and racial composition has also been changing over the years. While Hispanics remain the largest percentage of students coming from families with no post-secondary educational background, African Americans have lost the most ground since 1975. The proportion of African-American first-generation students has declined faster than the corresponding decrease among adults in that racial group without a college education would predict.

’In other words, it is very probable that first-generation African-American students are having more difficulty gaining access to four-year institutions, a supposition which can also be made for Hispanic first-generation students,’ the authors wrote.”

Geographic Origin

There has been a gradual rise in the number of admits from regions outside of California and the West since 2003. Students from California have consistently composed between 62 and 67 % of our entering classes. The next largest population is from Hawaii, and then western states: Washington, Oregon, Arizona and Colorado. As we have done more outreach through national college fairs, Jesuit group recruiting, Hispanic National College Fairs, National Scholarship Service (NSSFNS) fairs, we have seen increases in the numbers of students from Florida, Texas, Massachusetts and New Jersey.

USF continues to attract students representing a variety of faith (or no-faith) backgrounds, with Roman Catholics representing approximately 43.2% of traditional undergraduate students. At Jesuit Universities, the percentage of the freshman class coming from Jesuit high schools has been 7 to 8 per cent for the past five years. At USF, 5% were from Jesuit high schools in Fall 2006, up from only 3% in 2004. Many Jesuit universities award scholarships specifically to students from Jesuit High Schools, although there is movement away from this practice and towards the USF model. (USF continues to

distribute aid based on need, rather than to award non-need based aid to students who graduate from Jesuit high schools.)

Gender Balance

The ratio of males to females hit a high mark in Fall 2007, with males making up almost 40% of the incoming class. From Fall 2002 to Fall 2007, the percentage of entering freshman males increased from 30% to 36%; transfer males went from 43 to 49%. Males have always been of greater proportion among transfers than among new freshmen. Males have been slightly less responsive to changes in institutional grant aid and yield is slightly higher for males, so a large increase in male applications, and a jump in male admits in 2006 has contributed to success with improving gender balance.

Nationally, females outnumber males in college with a more pronounced shift in majority at private colleges and universities. (National Center for Education Statistics) “At the undergraduate level, the percentage of students who are male has dropped from 44 percent in 1995–96 to 42 percent in 2003–04,” according to the American Council on Education. “Males represent a shrinking share (and females a growing share) of bachelor’s degrees awarded in every major field of college study,” according to Tom Mortenson, a Senior Scholar with the Pell Institute for the Study of Opportunity in Higher Education, in a 2003 report. “The gains by females have been least in mathematics, engineering, computer/information sciences.” (National Center for Education Statistics) Among Jesuit Universities, the undergraduate female to male ratio for AJCU schools was 58:42. As of the fall 2006 census date at USF, women made up 65.6 percent of the traditional undergraduate population, and 68.2 percent of the first-time freshman cohort. In 2007, women make up 64.2 percent of the traditional undergraduate population, and 61.4 percent of the first-time freshman cohort.

International Admission

International students make up 7.5% of the total undergraduate student population at USF. International applications and enrollments since 2001 have been affected by factors within, and without, the University. U.S. federal immigration policy and the establishment of SEVIS (Student and Exchange Visitor Information System) coincided with increased competition from other international markets such as Australia and Europe (where issuance of student visas was perceived as less complex than in the United States in the wake of September 11). New post secondary institutions in China have meant more educational options for students in Asia. With the establishment of the USF Office of International Relations in Bangkok, USF has increased recruiting and marketing, and established more relationships with high schools and with colleges in Asia.

It is projected that there will be 7.2 million international students by 2025. (American Council on Education Issue Brief, October 2006) International student enrollment peaked in the U.S. in 2002-2003, and then declined the following two years, the decline mostly in undergraduate enrollments. The U.S. had the weakest growth in international student enrollment from 2000 to 2005, outdistanced by the U.K., Germany, France, Australia and

Japan. From 1999 to 2004, numbers of international students in the U.S. grew by 17%, yet the U.S. market share of enrolled international students declined from 25.3% to 21.6% between 2000 and 2004. In 2004, China was the largest sending country, and in the U.S., students from India and China made up 25.3% of all international students in 2004-05. Evidence exists that students from the Middle Eastern Gulf States are choosing international study destinations other than the United States, although recent scholarship programs for study in the U.S. has accounted for small growth. The most popular degrees with international students are business, math, computer sciences and engineering. (American Council on Education)

Since 2002, the number of freshman international applications to the university has grown by 217%; international transfer applications have grown by 77.5%. In the same time period, the number of freshman international applications accepted to the university has grown by 167.9%; international transfer accepts have increased by 50.6%. New international freshmen enrollments have increased by 66.7% since Fall 2002; transfer enrollments 54.5%.

Competing in the Market Place

The Admitted Student Questionnaire referenced earlier indicated that USF 2007 applicants applied on average to 7.9 colleges. The top five colleges where our admitted students also applied, in order, were Santa Clara, UC Davis, UC Berkeley, UC Santa Barbara, and UCLA. The top five colleges where our admitted students were also accepted were Santa Clara, UC Santa Cruz, San Francisco State, UC Davis and Loyola Marymount. The top five colleges who enrolled the largest number of our non-enrolling admitted students were Santa Clara, UC Berkeley, UC Davis, UC Santa Cruz, and Cal Poly San Luis Obispo.

Eighty-four per cent of those surveyed via the ASQ who enrolled said that USF was their top choice, and 96% said USF was among the top three. The top five colleges who enrolled a larger percentage of students admitted to both colleges (the “win” per cent) were UC Berkeley, Boston University, Cal Poly San Luis Obispo, UC Irvine and Loyola Marymount. Significantly, USF “won” (applicants who applied to both schools chose USF more than 50% of the time) enrollees over UC Davis, UC Santa Cruz, UC San Diego, and Seattle University.

Characteristics rated most often “very good” or “excellent” by applicants to USF included off-campus opportunities, student diversity, surroundings, personal attention, extra-curricular activities, religious affiliation, environment of academic excellence, special academic programs. (See appendix.) Characteristics considered very important by all admitted students, where USF rated higher, were surroundings and personal attention.

USF rated lower on the following characteristics considered very important: cost of attendance, academic reputation, availability of majors, quality of on-campus housing and academic facilities, environment of academic excellence, attractiveness of campus, quality of social life, and availability of recreational facilities. Religious affiliation, access to off-

campus activities and student diversity were rated higher, but considered less important. Images most frequently associated with USF were “expensive, diverse, friendly, supportive and intellectual.”

Among high achieving students completing the ASQ, our surroundings and personal attention were considered important and rated higher. Very important, but rated lower among the same group were academic reputation, environment of academic excellence, availability of majors, quality of academic facilities and cost of attendance. Less important but rated higher were religious affiliation, access of off-campus facilities and student diversity. Images most frequently associated with USF by high achieving students were: “diverse, friendly, expensive, personal and supportive.

Against Santa Clara, USF rated higher in student diversity, off-campus activities, surroundings, cost of attendance and special academic programs, but rated lower on campus attractiveness, academic reputation, environment of academic excellence, on-campus housing and academic facilities.

Against Loyola Marymount, USF rated higher for off-campus activities, student diversity, cost, and major ability, but rated lower for campus attractiveness, extracurricular activities, on-campus housing, academic reputation and special academic programs.

USF rated higher than the University of San Diego for diversity, off-campus activities, majors and cost, but lower for campus attractiveness, on-campus housing, environment of academic excellence, special academic programs and academic facilities.

Operational Benchmarks

Cost to Enroll a Student

In 2006, the Office of Undergraduate Admission spent approximately \$1,560 to recruit each new undergraduate student at USF. The most recent Cost of Recruiting Report by Noel-Levitz is for 2005, when four-year private institutions spent about \$2,073 to recruit each new student. The median amount per student for four-year public colleges decreased by about \$60 from 2004 to 2005 (from \$516 to \$455), while the amount four-year private institutions spent went up about \$170 per student (from \$1,901 to \$2,073), the report said. USF came in slightly above the 25th percentile for private schools (\$1,145) but well below the 75th percentile (\$2,511).

Efficiencies as Measures of Resources Used

2002 – 2007 Efficiencies

- Expanded use of electronic Student Search and other electronic communications to prospective students that resulted in re-allocation of some admissions marketing and operations funds to increase our fall 2006 Student Search outreach program – so far our response rate to 2007 Search increased over 50% since 2005.

- Increased the Fall 2007 freshmen and transfer applicant pools by over 60% in 4 years – from 5,633 in 2003 to 9,092 in 2007. We managed the increase with no additional new funds. We managed the increase by streamlining and introducing timesaving processing changes in Admissions Operations and training professional colleagues throughout Academic and Enrollment Services to help read over 3,400 additional admission files.
- Scanning of all undergraduate (traditional and non-traditional) student applications beginning fall 2005. We purchased hardware and software needed for these projects, identified and trained colleagues to do the scanning, and began training for use of scanned applications with colleagues in the regions through the re-allocation of existing operational funds and colleague workload.
- Worked with Publications to re-design all our outreach materials within existing budget.
- Funded the use of chat rooms, electronic email, and other expanded web tools through re-allocation of existing budget.
- With Web Services, created a special groups database that allows for the input of all contact and group information and automatically sends out tour guide requests and confirmations, thus reducing the amount of manual input and individual email confirmations.
- Utilize online rsvps for all events. This alleviates manual entry of each guest and reduces errors. The online rsvps allow for a quick downloading of excel spreadsheets, allows merge of documents to create nametags, labels,etc.
- Creation of an Admission Counselor Training Manual. Sets expectations, provides opportunities for mentoring and interactive exercises and centralizes information about the admission cycle, file reading, event planning and summer assessment
- Creation of a two-day University Ambassador training instead of individual training and tour shadowing, training approximately 25 ambassadors in two days.
- On-line catalog has meant fewer printed catalogs and lowered costs.
- Web portal has allowed self-service inquiries, cutting manual data entry
- Have created an on-line resource for prospective, entering and returning transfer students
- Elimination of paper applications for undergraduates (except for International Student applicants, for whom we continue to print applications) decreases data entry

- Cross-training counselors and evaluators in Transfer Admission for counseling and advising, evaluating transcripts, international transcript evaluation and recruiting, articulation, petitions, knowledge of non-traditional credits, AP Equivalencies, graduate applicants' degree equivalencies, some high-school file evaluations, and some work with the athletic department on credit evaluations.

Technology

In 2001, a report from Maguire Associates highlighted the need to make better use of technology in recruiting and outreach efforts. Since those recommendations, the Office of Undergraduate Admission has embraced technology and is currently using the Web and electronic communications to enhance the traditional recruitment efforts employed by USF.

An electronic delivery system, part of a Customer Relations Management tool designed for higher education by Hobson's, called EMT, Enrollment Management Technology, allows USF to combine an annual traditional "search" direct mail campaign to pre-qualified high school sophomores, juniors and seniors with a follow-up electronic search to increase our response rate from less than 5% to almost 8% in three years, with very low direct costs for the technology upgrade.

The Hobson's product, has also allowed for us to provide prospective students a self-service portal, or V.I.P. page, a "virtual advisor," a web-based question and answer tool, as well as the prospect management data base through which we communicate with, and measure the strength and demographics of, our prospective students.

Other technology advances have included:

- Making Greater Use of On-line Chats
- Electronic Invitations and Reminders
- PowerPoint-guided Admission Information Sessions
- On-line Electronic Forms
- Making Greater Use of Shared Drives and Shared Files
- Making Better Use of E-mail
- Building Micro Sites
- Hobson's Enrollment Management Technology (EMT) and Personalized 'VIP' Pages (CRM)
- Self-service applications and status check
- Better ability to assess results

"Automated" Communication includes:

- Website
- Printed Collateral
- Email Campaigns
- Multimedia Pres. / CD-ROM
- EMT Answer, VIP Page

“Interactive” Communication

- Student Blogs
- Chat Sessions
- Online Surveys
- Printed and Electronic Admit Letters

One of the great advantages of making more and better use of electronic communication is that success is measurable. Traditional paper communication success can be measured only in the final analysis. In the case of electronic communication we can measure how many messages are opened, even if the person receiving the message does not respond to our request to provide more information. We can also see if the recipient clicks on links provided in the initial communication and exactly when they opened the message. Being able to pinpoint the day and time a message is opened tells us the best time to send additional information.

We are also able to send electronic surveys, or include ‘mini-surveys’ in the body of newsletters or other electronic communications. From these surveys we can find out information such as the best day and time to host chat sessions, or what prospects would like to see addressed in future electronic communications.

Future and Planning

As we anticipate shifting demographics and a slight decline in students graduating from high school over the next several years, it is important to assess and implement improved, efficient and proven means to continue the growth in our applicant pool. One example of our efforts to continue growth and improved strength of applications is a new initiative for cultivating students found through various “search” mechanisms, including but not only, traditional College Board test takers, through a researched communication process.

Following are projections on education, demographic changes, strategies, and specific areas for growth.

2015 Education Projections

- Total enrollment growth 15% to 19.9 million students
- Undergraduate enrollment growth 14%
- Graduate enrollment growth 19%
- First Professional degrees (e.g., MD, MBA, JD) growth 31%
- Public institutions +15%; private institutions +14%
- Women enrollment growth 18%; men enrollment growth 10%
- Latino enrollment growth 42% from 1.8M to 2.6M
- Native American enrollment growth 30%
- Asian/Pacific Islander enrollment growth 28%
- African-American enrollment growth 27% from 2.2M to 2.8M
- White enrollment growth 6% from 11.4M to 12.1M

- International enrollment growth 34% from 600K to 800K

Demographic Change in the U.S. (Source: College Board)

- HS grads will increase through 2009 then slowly decline until 2018 when a rise begins again
- 16 million students are enrolled in college, where enrollments are expected to increase until 2014.
- Increasing % of HS grads coming from low-income families
- Hispanic HS grads will increase at a faster rate than all other racial/ethnic groups
- Hispanic students are less likely to attend college (and to attend community college first if they do attend)
- More women than men attend college, a trend that will continue and become slightly more pronounced
- Growth regions: South, West, Midwest (greater rate of recent growth in west and south)
- By state, biggest growth will occur in: NV, AZ, UT, CO, TX, GA, NC, IN
- Public school enrollment increasing
- 85% of HS grads are from families earning <\$100,000 (50% from families earning <\$50,000)
- Despite demographic shifts, breakdown by economic status is not predicted to change much between present and 2010
- Purchasing power of Pell and Stafford continues to decline

Recommendations

Through our Strategic Enrollment Council, Sociology Prof. Steve Zavestoski reached the following conclusions and offered this recommendation: USF should be able to capitalize on demographic projections in terms of getting students into our applicant pool, but we'll have to find ways to meet the greater financial needs of students in the growth areas.

Other recommendations (from various resources) under consideration include:

Earlier Recruitment and Outreach

More focused recruitment at high schools in the growth states (NV, AZ, UT, CO, TX, GA, NC, IN)

More focused recruitment at predominantly Hispanic public high schools

More focused recruitment at predominantly Hispanic Catholic high schools

Recruitment strategies might aim to attract Hispanic students by appealing to USF's tradition of Jesuit education (and the positive reputation of Jesuits in Latin America)

Recruitment strategies should target messages to students who traditionally do not attend college (or who first attend community college) that emphasize the (social and economic) value of a USF education; including new financial aid strategies to put a USF education within reach for such students (no sense in selling the message if they have no hopes of affording the product)

Admissions

Utilize growth in applicants from underrepresented backgrounds to carry out diversity goals with respect to enrollment

Financial Aid

Financial Aid strategies seem to be the area with the most constraints. Consideration should be given to the fact that most international students pay full tuition, clearly more than any other subset of students.

So, one strategy that seems to make sense is to balance the increased number of students admitted with greater and greater need for aid with an increase in students who can pay full or nearly full tuition while maintaining mission-related objectives.

Who should we enroll, considering profound demographic shifts in the population? We need to develop a thorough analysis of what the various efforts from different offices on campus should look like, and how they would need to be integrated, in order to put USF in a position to achieve its mission-related goals given the reality of the higher education market and demographic changes. Aided by the Strategic Enrollment Council, the Office of Undergraduate Admission and the University at large needs to create a roadmap that can get USF where it wants to go. Data suggests that we already know what the terrain looks like, now we just need to develop a plan to navigate through it.

Strategic Planning

A review of our recent progress shows that our efforts with technology, information and human resources, and strategic planning have resulted in success. Strategic goals and priorities have been established annually, and for five-year cycles. Further, as an institution, USF is planning for the short-term (for the next two years), and for the long-term, with a Development Plan for 2028. For 2005-2010, the undergraduate population will increase to only about 5,000 students, meaning no growth for incoming new undergraduate students for 2008/2009 or 2009/2010. Growth in graduate enrollments is a possible scenario. The Strategic Enrollment Council contributes to both planning efforts by collectively voicing their expert recommendations on enrollment relative to issues on potential growth areas and subsequent institutional needs, capacity constraints and revenue needs.

Areas for Improvement

Calendar

While the annual cycle of enrollment initiatives, planning initiatives and budgets constitute an annual timeline relative to institutional aspirations, and the recruitment cycle runs on an annual calendar, Undergraduate Admission will, in the future, publish an annual recruitment plan that will be circulated to the University community.

Additionally, a quantifiable dimension that includes the desirable number of incoming students by market segments, such as in-state (both local and regional) and out-of-state or domestic and international will be proposed.

Measure Each Recruitment Plan

Currently, the Office of Undergraduate Admission operates within our budget, but as we move forward, we must estimate the expense of each recruitment plan for calculation within our budget, and if funds are inadequate, we will prioritize, or ask for additional funding as part of a cohesive plan with quantifiable outcomes.

Through the use of Hobson's EMT and assistance from our colleagues in Web Services and Information Services, we have improved our ability to use data to determine the effectiveness of each strategy implemented in the admission plan. But we are still learning and perfecting how we cull and use the data for integrated planning. Further, moving from the legacy SIS+ student system to Banner should ultimately allow us to use data more effectively in evaluation and planning, and for prioritizing within the budget. In this way, we can assess the cost effectiveness of each marketing and yield program to link cost to overall revenue generation and marketing performance history.

Careful, ongoing data analysis is needed to support decisions to expand, maintain, or eliminate Admission staffing and outreach initiatives such as travel assignments and high school visits, key elements of an enrollment plan. Quantitative decisions will assure that the infrastructure of human, physical, and fiscal resources are available to support enrollment initiatives.

Extend Our Reach

While we have shifted focus from primarily high school seniors to cultivating juniors and sophomores through expanded Search and group visits, we must do more. Currently, we communicate with sophomores and juniors with the same information and marketing materials and invitations, but increase the communication, as juniors are encouraged to visit and apply during their junior- to-senior summer. A more effective communication flow must be implemented with different messages at different stages, each eliciting a targeted response.

Plan Collectively

We must continue dialogue and planning throughout the university community with regard to whether or not we aggressively market popular undergraduate programs, and repercussions when we do not. Likewise, we must continue planning and dialogue on those programs seeking greater enrollments. The Enrollment Projections Committee, the Admission Advisory Board and the Strategic Enrollment Council have already contributed to this effort, but targeting our focus should be a priority.

These groups have provided forums for analysis of data, which is disseminated in reports, but the reports sometimes lack context. We will continue, at every opportunity, to make clear expectations, challenges and how Undergraduate Admission works to achieve university goals in a competitive environment. Additionally, Environmental Reports by

the Office of Institutional Research, reports available from College Board, ACE (American Council on Education), and UCLA/HERI Higher Education Research Institute will inform our efforts in relation to marketplace conditions.

Improve the Use of Available Technology

With the ERP implementation, we draw closer to meeting a top priority of integration of the student information systems and record keeping functions and on-going database management and enrollment management. This will enable us to consistently track inquiries, applicants and enrolled student profiles across all departments and to share information across university student service functions. The Banner system and Hobson's EMT should ultimately, ideally, automate and record the timing of outreach efforts. Customized reports, produced easily and on demand are also a priority.

Retention

While we have established quantifiable goals attached to budgets for new student enrollments, and the Enrollment Projections model provides realistic targets for new traditional undergraduates, more must be done to consider the impact of retention rates on net tuition revenues and of course, students experiences and success at USF.

Jesuit Affiliations

While we have seen improvement with enrollments from Jesuit High Schools, we must also build greater name recognition through a stronger Jesuit affiliation and connection. Already participating in joint recruiting efforts, we might also consider coordinated alumni programs, articles in Jesuit periodicals, and insertion of Jesuit institutions in the view book.

Expand the Inquiry Pool

Plans we have carried out to increase the inquiry pool, the foundation for achieving enrollment goals, have included:

- Expanding Search to include PSAT test takers, sophomores, and test-takers targeted geographically and by ethnicity; electronic and paper search pieces to increase response rate
- Expanding group recruiting with Jesuit universities in new locations (Texas, Florida, St. Louis area, Atlanta-Chattanooga)
- National College Fairs in new geographic markets
- National Hispanic College Fairs
- Increasing group visits to campus
- Sponsoring organizations with high school and middle school participants for on-campus events

While our strategy has targeted younger prospects and more diverse recruiting geographically, we have not expanded further, in terms of other "search" resources, or targeted communication to prospects at different stages of the admission funnel. Expanding our search efforts with expert help is expensive, but the pay-off would likely be a larger inquiry pool and applicant pool.

Communication at Each Stage of the Admission Funnel

Since prospective students' interest level changes rapidly, we must continue to keep students actively involved in the communication process. Hobson's EMT, and its self-service web portal V.I.P. page are two means of doing this that we have utilized, but we must create a more targeted follow-through.

In sum, we must implement:

- more intensive inquiry-to-applicant conversion strategies
- a more sophisticated inquiry management system
- stronger commitment to coordinated follow-up with prospective students at the top of the admission funnel.
- prompt and tailored communication with prospective students

By doing this, the University can continue to increase the number and quality of applications received.

Each and every communication to inquirers should include a response mechanism for the student to use in sending important messages about themselves back to USF regarding such issues as:

- campus visit intentions,
- academic interests, including current intentions for a major,
- extracurricular interests, such as sports and student activities,
- affordability concerns, and
- relationship to or acquaintance with a USF graduate.

Collecting this information over time provides members of the University Community with an opportunity to respond to students, creating a two-way conversation. Other communication could include:

- letters that are not part of the publication series
- letters from faculty
- from current students
- from coaches
- from other groups from whom inquirers would be interested in hearing

Track Two-Way communication

As we diversify and communicate with inquirers, we must depend on EMT to more accurately and comprehensively track information on an ongoing basis, and incorporate the data into a system for qualifying inquirers. Inquiry cultivation is state-of-the-art in admission marketing. It should allow the University to tailor correspondence to students' specific interests and enable the Admission team to focus on those most likely to be receptive to ongoing dialogue.

When every student contact is recorded from the first point of inquiry through each communication and/or campus visit, we can strategically qualify the inquiry and applicant pools. Students who respond in multiple instances should be classified as very interested in attending the University of San Francisco. They should be noted as such in the system and considered more likely to enroll. This will allow us to monitor numbers during the enrollment cycle and to plan and implement follow-up initiatives.

Target Communication

Research tells us that the most recent generation of high school students, as they graduate, are interested in outcomes, next steps, careers and education beyond a bachelor's degree. We stress outcomes in literature and presentations, but we must ensure that each communication is based on program-specific messages to inquirers. Research shows that the quality of a specific academic major is among students' foremost priorities in selecting a college, and individual majors, programs or courses are most frequently offered in response to open-ended questions as a reason for selecting a first-choice school.

Influence Early

The University of San Francisco should seize every opportunity to influence the early decision-making patterns of prospective students. Currently, we host the Johns Hopkins Center for Talented Youth twice, and sometimes three times, annually on campus, and we have hosted Off to College events for high school juniors, often students of color. The School of Business and Management recently hosted 400-500 high school students at an international trading simulation, the International Economic Summit, at which Undergraduate Admission had a presence. Athletics sponsors summer camps for various teams. But this is not enough. We are planning to stage summer leadership programs, and are currently in contact with organizations that are willing to provide transportation and program costs for a summer program, if USF will provide housing and meals.

Evaluations (Assessment)

Through both traditional and on-line means, attendees and presenters at Admission functions are asked to provide feedback through evaluations. We have the opportunity to build on this process, for a more thorough review of our events in order to plan future events for maximum effect.

Alumni

We have learned through the Admission Advisory Board, from our external evaluators, and through professional consultants, that an effective alumni program is essential to our progress. We currently manage an Alumni Advocate program, and work with Alumni Affairs, co-staging send-off events for new students. However, the scale of our endeavors relative to the possibilities is lacking. We currently ask our Alumni Advocates to help us cover college fairs (transfer events), college nights (high school events) and receptions, but their participation is limited by availability. Recent graduates are more effective, as

they are most closely connected to recent developments within the University. But recent graduates are less readily available because they are also “mobile” as they enter the work force. All are trained. Initially, we brought alumni to campus for training, but have developed on-line training. This program needs to be reinvigorated.

Ways in which alumni can reach out to students who have not yet considered USF include:

- continuing to make referrals of promising prospects from their communities to the University, and
- placing USF’s current literature in their local public libraries.

In order to convert a large number of inquirers into applicants, alumni can:

- Call inquirers in their geographic area to express enthusiasm for their interest in USF,
- sponsor in their homes or help organize local receptions for prospective students and their parents, and
- conduct interviews (when they are sufficiently trained) for inquirers who indicate that they will not be able to visit the campus.

With publication of the Spring 2007 Alumni Survey, we must now incorporate relevant information into Admission publications and presentations.

Early Action

Maguire Associates recommended that the University admit students who are clearly admissible to USF through the Early Action program, rather than admit those who have at least met the academic averages and average test scores of the preceding entering freshmen class. They further recommended that we inform high school counselors of this change. While we adapted the former recommendation, we have not announced the practice. While we might elicit more applications this way, we believe it also may send the message that we are not competitive.

Build on Our Strong Human Resources

The Office of Undergraduate Admission strives to be a technologically supported, but people controlled organization. We have advanced technologically, and continue to advance. We continue to assess and to measure outcomes in order to make effective choices regarding efforts and budgets. Each professional member of the Admission team has specific responsibilities: Alumni Advocate program, University Ambassador program, and Athletic liaison are examples. Possibilities for further development include:

- Strategic Travel Planning (using institutional high school tracking and external demographic data to recommend areas of focus for individual counselors)
- Information Systems, Program Evaluations, and Status Reporting

- Admission Liaison to Retention (involved in monitoring retention and student performance)
- Admission Liaison to Institutional Research (involved in identifying and satisfying information needs), and
- Department Liaisons (to be well informed on academic programs and opportunities after graduation)

Monitor the Admission Funnel

Enrollment Projections use admission funnels to set our enrollment goals each year. During the admission cycle, particularly during the recruiting stage, we must examine our progress more closely by defining necessary benchmarks of progress. Because the funnels show predicted yields at each stage of the cycle (inquiry-to-applied, applicants-to-admits, admits-to-enrolled) the staff can monitor progress and respond to early signals indicating a need to make mid-course corrections. We constantly monitor the applicant-to-admit and admit-to-enrolled cycle, but must do a better job in the earlier stages.

“Micro-funnels” can be constructed to track the effectiveness of recruitment strategies directed toward the University’s most important target populations. Target populations to monitor with micro-funnels include:

- students from San Francisco and the surrounding area,
- students from other markets in California,
- students from out of state,
- academically strong students
- full-pay students,
- likely financial aid recipients
- male students
- African American and Latino/a students
- International students

Access and Use data Appropriately and Effectively

An important tool that we have been unable to provide to team members is an easily accessible weekly status list with information on prospects by territory. Counselors should have access to reports that they can easily retrieve themselves. This is a more realistic possibility with an upgraded version of Hobson’s EMT, and is an area of responsibility that might be assigned to one team member. Ideally, a weekly count that breaks down the numbers of students in each stage of the enrollment funnel should be distributed weekly to staff members as a way of keeping them informed about the numbers and encouraging discussion and strategic thinking at staff meetings.

Continue to Align with Financial Aid and One Stop Enrollment and Financial Services

Continue to integrate the goals, activities, and communications of the Admission, Financial Aid and One-Stop Enrollment and Student Services. Outreach communications

and service to prospective students should be seamless. This has improved with the inception of One Stop Student Enrollment and Financial Services, with whom we interact frequently. Continued communication and updates will ensure that the service about which we speak with students at all stages of the admission funnel are accurate and up-to-date.

Formalize our Communication Plan

Undergraduate Admission uses a dynamic communication plan that reaches prospects, applicants and admitted students with a combination of electronic and paper mail and marketing materials. It also includes “high-touch” communication: phone calls, individual e-mails and meetings. All are timed so that students do not forget our interest in their enrollment. Much of the material is informational, including next steps and invitations to special events. We can do a better job, however, of documenting this plan in order to review, improve, and share our efforts across the University community. This documentation, for freshmen, transfer, and multi-cultural outreach, is in progress, and will be augmented by the capabilities of the Banner student system, and may be a possibility through Hobson’s EMT.

**ADMISSIONS
Financial Profile Draft**

Unrestricted			2004				2005				2006				2007
ACCOUNT	DESCRIPTION	CATEGORY	10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		
			Original Budget	YTD Actual	Variance	% Variance	Original Budget	YTD Actual	Variance	% Variance	Original Budget	YTD Actual	Variance	% Variance	Original Budget
216330	ADMISSIONS	11 Staff	1,028,474	1,000,589	19,885	1.9%	1,075,429	1,020,224	45,205	4.3%	1,024,813	1,231,453	3,360	0.3%	1,053,526
		12 Student	38,642	51,168	(12,524)	-32.4%	40,188	64,303	(24,115)	-60.0%	41,680	73,263	(31,583)	-75.8%	42,930
		17 Benefits	343,899	338,212	5,657	1.6%	365,648	348,075	17,571	4.8%	351,836	349,183	2,653	0.8%	388,916
		20 General Operating	540,692	545,763	(5,071)	-0.9%	691,508	483,054	208,452	30.1%	647,727	485,276	162,452	25.1%	647,715
		30 Travel & Entertain	185,335	225,140	(39,809)	-21.5%	219,038	286,619	(47,581)	-21.7%	223,419	276,463	(53,044)	-23.7%	223,419
		50 Facilities Ops	-	190	(190)	NA	-	-	-	NA	-	269	(269)	NA	-
		60 Capital	-	4,717	(4,717)	NA	-	21,554	(21,554)	NA	-	19,066	(19,066)	NA	-
		70 Financial & Debt	-	-	-	NA	-	-	-	NA	-	-	-	NA	-
		75 Miscellaneous	-	-	-	NA	-	-	-	NA	-	-	-	NA	-
Total			2,135,098	2,174,777	(39,689)	-1.9%	2,391,697	2,312,829	178,878	7.5%	2,298,470	2,334,972	64,503	2.8%	2,344,509

FY's Fall Undergraduate Statistics*			2004	2005	2006	2007
Applied			5,632	6,595	7,312	8,333
Accepted			4,598	4,782	5,227	5,320
Enrolled			1,280	1,316	1,332	1,475
Denied			715	1,132	1,818	2,098

Year to Year Unit Change			2004				2005				2006				2007
ACCOUNT	DESCRIPTION	CATEGORY	10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		
			Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual			
216330	ADMISSIONS	11 Staff	(43,972)	17,358	48,958	16,836	(40,616)	2,229	(40,616)	2,229	(40,616)	2,229	28,713		
		12 Student	-	4,294	1,540	13,137	1,462	8,560	1,462	8,560	1,462	8,560	1,250		
		17 Benefits	(4,026)	16,337	21,777	9,883	(13,810)	1,108	(13,810)	1,108	(13,810)	1,108	15,080		
		20 General Operating	145,030	(14,888)	150,814	(82,709)	(43,770)	2,221	(43,770)	2,221	(43,770)	2,221	(12)		
		30 Travel & Entertain	3,000	(22,745)	33,707	41,479	4,361	9,844	4,361	9,844	4,361	9,844	-		
		50 Facilities Ops	-	27	-	(190)	-	269	-	269	-	269	-		
		60 Capital	-	(200)	-	16,837	-	(2,488)	-	(2,488)	-	(2,488)	-		
		70 Financial & Debt	-	-	-	-	-	-	-	-	-	-	-		
		75 Miscellaneous	-	(700)	-	-	-	-	-	-	-	-	-		
Total			96,092	1,866	384,799	36,662	(92,330)	22,143	(92,330)	22,143	(92,330)	22,143	46,031		

FY's Fall Undergraduate Statistics*			2004	2005	2006	2007
Applied			1,126	873	807	1,021
Accepted			918	584	445	693
Enrolled			87	36	16	147
Denied			592	412	688	286

Year to Year % Change			2004				2005				2006				2007
ACCOUNT	DESCRIPTION	CATEGORY	10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		
			Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual			
216330	ADMISSIONS	11 Staff	-4.1%	1.8%	4.8%	1.9%	-3.8%	0.2%	-3.8%	0.2%	-3.8%	0.2%	2.8%		
		12 Student	0.0%	8.2%	4.0%	25.7%	3.7%	13.9%	3.7%	13.9%	3.7%	13.9%	3.0%		
		17 Benefits	-1.2%	5.7%	6.3%	2.9%	-3.6%	0.9%	-3.6%	0.9%	-3.6%	0.9%	4.3%		
		20 General Operating	34.9%	-2.6%	27.9%	-11.6%	-6.3%	0.6%	-6.3%	0.6%	-6.3%	0.6%	0.0%		
		30 Travel & Entertain	1.8%	-8.2%	18.2%	18.4%	2.0%	3.7%	2.0%	3.7%	2.0%	3.7%	0.0%		
		50 Facilities Ops	NA	16.8%	NA	-100.0%	NA	NA	NA	NA	NA	NA	NA		
		60 Capital	NA	-4.1%	NA	366.9%	NA	-11.5%	NA	-11.5%	NA	-11.5%	NA		
		70 Financial & Debt	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
		75 Miscellaneous	NA	-100.0%	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Total			4.7%	0.1%	12.9%	1.7%	-3.9%	1.0%	-3.9%	1.0%	-3.9%	1.0%	2.3%		

FY's Fall Undergraduate Statistics*			2004	2005	2006	2007
Applied			25.0%	15.5%	12.4%	14.0%
Accepted			24.2%	4.0%	5.3%	13.2%
Enrolled			7.2%	2.8%	1.2%	11.0%
Denied			36.5%	57.4%	80.9%	15.4%

* Source: Fall 2002, as of Friday, September 19, 2003 (Census), Overview of Undergraduate Admission Statistics
 Fall 2003 & 2004, as of Friday, September 17, 2004 (Census), Overview of Undergraduate Admission Statistics
 Fall 2005 & 2006, as of Friday, September 17, 2005 (Census), Overview of Undergraduate Admission Statistics

**ADMISS MKTG/PUBLIC.
Financial Profile Draft**

Unrestricted			2004				2005				2006				2007
ACCOUNT	DESCRIPTION	CATEGORY	10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		02. Sep. Close		
			Original Budget	YTD Actual	Variance	% Variance	Original Budget	YTD Actual	Variance	% Variance	Original Budget	YTD Actual	Variance	% Variance	Original Budget
216325	ADMISS MKTG/PUBLIC.	20 General Operating	383,321	309,008	74,313	19.4%	415,987	412,415	3,572	0.9%	424,307	379,182	45,145	10.6%	424,307
Expense Total			383,321	309,008	74,313	19.4%	415,987	412,415	3,572	0.9%	424,307	379,182	45,145	10.6%	424,307

FY's Fall Undergraduate Statistics*			2004	2005	2006	2007
Applied			5,632	6,505	7,312	8,333
Accepted			4,598	4,782	5,227	5,929
Enrolled			1,280	1,316	1,332	1,479
Denied			718	1,130	1,818	2,098

Year to Year Unit Change			2004				2005				2006				2007
ACCOUNT	DESCRIPTION	CATEGORY	10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		02. Sep. Close		
			Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget		
216325	ADMISS MKTG/PUBLIC.	20 General Operating	-	(17,524)	32,666	103,407	8,320	(33,253)	-	-	-	-	-		
Expense Total			-	(17,524)	32,666	103,407	8,320	(33,253)	-	-	-	-	-		

FY's Fall Undergraduate Statistics*			2004	2005	2006	2007
Applied			1,126	873	807	1,021
Accepted			918	184	445	693
Enrolled			87	36	16	147
Denied			192	412	658	280

Year to Year % Change			2004				2005				2006				2007
ACCOUNT	DESCRIPTION	CATEGORY	10. Final Close		10. Final Close		10. Final Close		10. Final Close		10. Final Close		02. Sep. Close		
			Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget	YTD Actual	Original Budget		
216325	ADMISS MKTG/PUBLIC.	20 General Operating	0.0%	-5.4%	8.5%	33.5%	2.0%	-8.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
Expense Total			0.0%	-5.4%	8.5%	33.5%	2.0%	-8.1%	0.0%	0.0%	0.0%	0.0%	0.0%		

FY's Fall Undergraduate Statistics*			2004	2005	2006	2007
Applied			25.0%	15.5%	12.4%	14.0%
Accepted			24.9%	4.0%	9.3%	13.3%
Enrolled			7.3%	2.8%	1.2%	11.0%
Denied			36.5%	57.4%	60.9%	15.4%

Source: Admiss Mktg/PUBLIC., 216325
 * Fall 2002, as of Friday, September 18, 2003 (Census), Overview of Undergraduate Admission Statistics
 Fall 2003 & 2004, as of Friday, September 17, 2004 (Census), Overview of Undergraduate Admission Statistics
 Fall 2005 & 2006, as of Friday, September 17, 2006 (Census), Overview of Undergraduate Admission Statistics

**ADMISSIONS and ADMISS MKTG/PUBLIC.
Financial Profile Draft**

Unrestricted		2004				2005				2006				2007
		19. Final Close				10. Final Close				16. Final Close				02. Sep. Close
REV. EXP	CATEGORY	Original Budget	YTD Actual	Variance	% Variance	Original Budget	YTD Actual	Variance	% Variance	Original Budget	YTD Actual	Variance	% Variance	Original Budget
Expense	11 Staff	1,026,474	1,009,589	16,885	1.6%	1,075,429	1,029,224	46,205	4.3%	1,034,813	1,031,453	3,360	0.3%	1,063,526
	12 Student	38,642	51,186	(12,524)	-32.4%	40,188	64,303	(24,115)	-60.0%	41,690	73,263	(31,583)	-75.8%	42,930
	17 Benefits	343,869	338,212	5,657	1.6%	365,646	348,075	17,571	4.8%	351,836	349,183	2,653	0.8%	366,916
	20 General Operating	924,013	854,771	69,242	7.5%	1,107,493	895,489	212,024	19.1%	1,072,034	864,437	207,597	19.4%	1,072,022
	30 Travel & Entertain	185,331	225,140	(39,809)	-21.5%	219,036	266,819	(47,781)	-21.7%	223,419	276,463	(53,044)	-23.7%	223,419
	50 Facilities Ops	-	190	(190)	NA	-	-	-	NA	-	289	(289)	NA	-
	60 Capital	-	4,717	(4,717)	NA	-	21,554	(21,554)	NA	-	19,086	(19,086)	NA	-
	70 Financial & Debt	-	-	-	NA	-	-	-	NA	-	-	-	NA	-
	75 Miscellaneous	-	-	-	NA	-	-	-	NA	-	-	-	NA	-
Expense Total		2,518,329	2,483,785	34,544	1.4%	2,897,794	2,625,344	182,550	6.5%	2,723,792	2,614,134	109,648	4.0%	2,768,813

FY's Fall Undergraduate Statistics*	Applied	5,632	8,595	7,312	8,333
	Accepted	4,598	4,792	5,227	5,920
	Enrolled	1,280	1,318	1,332	1,479
	Denied	716	1,130	1,818	2,098

Year to Year Unit Change		2004				2005				2006				2007
		19. Final Close				10. Final Close				16. Final Close				02. Sep. Close
REV. EXP	CATEGORY	Original Budget	YTD Actual			Original Budget	YTD Actual			Original Budget	YTD Actual			Original Budget
Expense	11 Staff	(43,972)	17,568			48,955	19,835			(40,616)	2,229			28,713
	12 Student	-	4,294			1,546	13,137			1,492	8,960			1,250
	17 Benefits	(4,026)	18,337			21,777	9,863			(13,610)	1,108			15,080
	20 General Operating	140,000	(32,212)			183,480	40,898			(35,499)	(31,032)			(12)
	30 Travel & Entertain	3,000	(22,745)			33,707	41,479			4,381	9,544			-
	50 Facilities Ops	-	27			-	(190.00)			-	289			-
	60 Capital	-	(200)			-	18,837			-	(2,488)			-
	70 Financial & Debt	-	-			-	-			-	-			-
	75 Miscellaneous	-	(703)			-	-			-	-			-
Expense Total		95,092	(15,644)			289,465	141,459			(84,012)	(11,110)			45,031

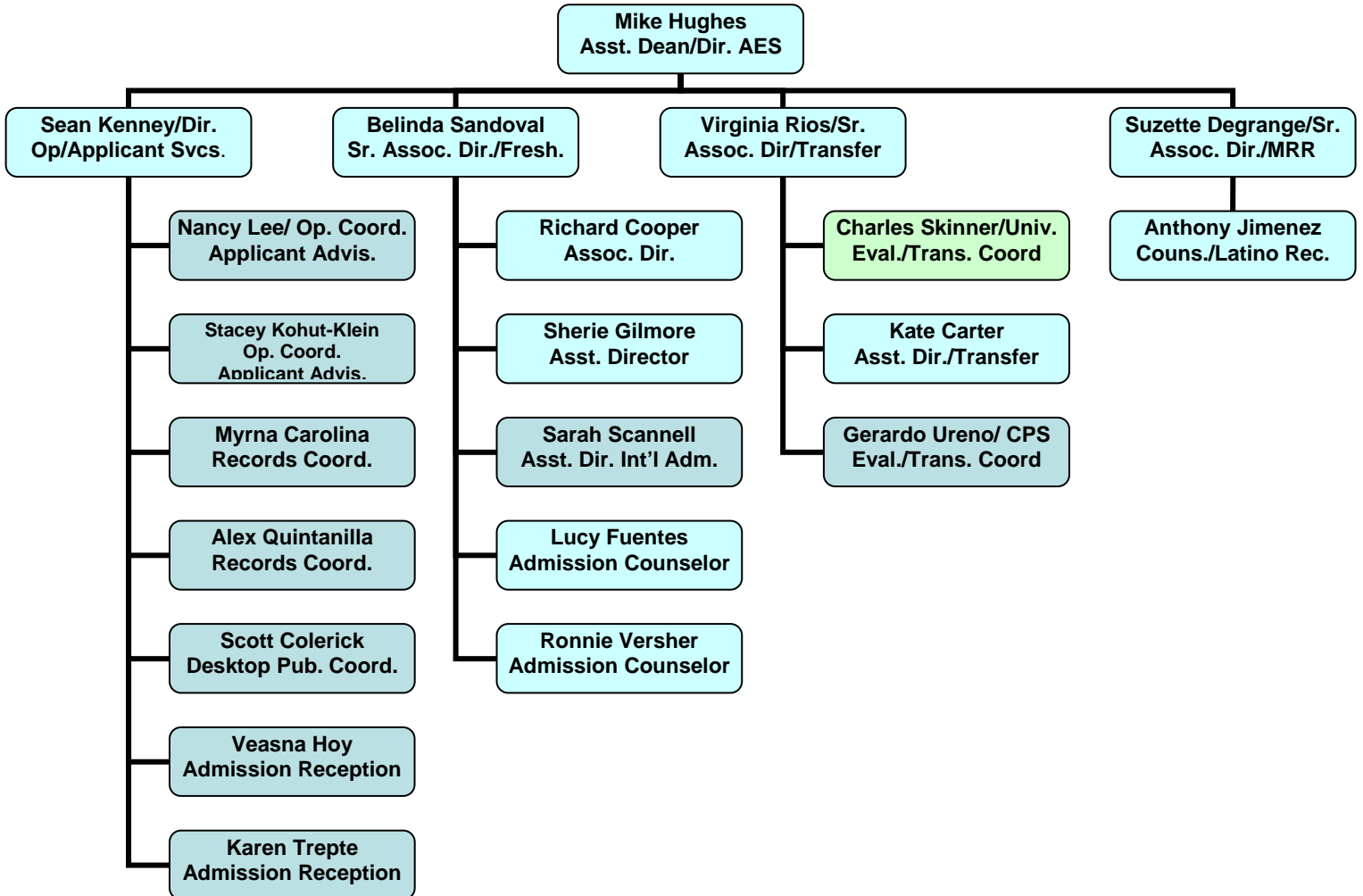
FY's Fall Undergraduate Statistics*	Applied	1,126	873	807	1,021
	Accepted	918	184	445	693
	Enrolled	87	38	16	147
	Denied	192	412	688	290

Year to Year % Change		2004				2005				2006				2007
		19. Final Close				10. Final Close				16. Final Close				02. Sep. Close
REV. EXP	CATEGORY	Original Budget	YTD Actual			Original Budget	YTD Actual			Original Budget	YTD Actual			Original Budget
Expense	11 Staff	-4.1%	1.8%			4.8%	1.9%			-3.8%	0.2%			2.8%
	12 Student	0.0%	9.2%			4.0%	25.7%			3.7%	13.9%			3.0%
	17 Benefits	-1.2%	5.7%			6.3%	2.9%			-3.8%	0.3%			4.3%
	20 General Operating	17.9%	-3.6%			19.9%	4.8%			-3.2%	-3.5%			0.0%
	30 Travel & Entertain	1.6%	-9.2%			16.2%	16.4%			2.0%	3.7%			0.0%
	50 Facilities Ops	NA	16.8%			NA	-100.0%			NA	NA			NA
	60 Capital	NA	-4.1%			NA	358.9%			NA	-11.5%			NA
	70 Financial & Debt	NA	NA			NA	NA			NA	NA			NA
	75 Miscellaneous	NA	-100.0%			NA	NA			NA	NA			NA
Expense Total		3.9%	-6.6%			11.5%	5.7%			-3.0%	-6.4%			1.7%

FY's Fall Undergraduate Statistics*	Applied	25.0%	15.5%	12.4%	14.0%
	Accepted	24.9%	4.9%	9.3%	13.3%
	Enrolled	7.3%	2.8%	1.2%	11.0%
	Denied	36.5%	57.4%	60.9%	15.4%

Source: Admissions, 2-16320 ; Admiss Mktg/Public., 2-16325
 * Fall 2002, as of Friday, September 19, 2003 (Census), Overview of Undergraduate Admission Statistics
 Fall 2003 & 2004, as of Friday, September 17, 2004 (Census), Overview of Undergraduate Admission Statistics
 Fall 2005 & 2006, as of Friday, September 17, 2006 (Census), Overview of Undergraduate Admission Statistics

Office of Undergraduate Admission
Organization Chart



Five Years of Summary Headcount

	SPRING					FALL				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Undergraduate:										
Arts * #	1672	1783	1900	1992	2091	1908	2008	2082	2185	2316
Science #	538	552	547	541	523	595	584	596	568	626
Business #	996	972	968	1029	1076	1045	1011	1061	1103	1226
Nursing	270	305	423	508	576	322	423	535	592	625
Total	3476	3612	3838	4070	4266	3870	4026	4274	4448	4793
Professional Studies:										
Undergraduate	689	582	590	494	465	624	548	567	564	449

APPLICATIONS by COLLEGE - Freshmen

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

APPLICATIONS				
Arts	3063	3494	4051	4275
Sciences	942	1049	1193	1372
Business	979	1150	1386	1553
Nursing	354	397	475	497
TOTAL	5338	6090	7105	7697

ADMITS				
Arts	2265	2507	2978	2936
Sciences	727	789	905	938
Business	722	795	983	1011
Nursing	247	285	266	253
TOTAL	3961	4376	5132	5138

ENROLLED				
Arts	499	466	534	544
Sciences	142	146	167	152
Business	167	194	261	258
Nursing	125	128	117	101
TOTAL	933	934	1079	1055

INTERNATIONAL APPLICATIONS by COLLEGE - Freshmen

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

APPLICATIONS				
Arts	139	152	187	209
Sciences	53	65	76	108
Business	87	132	173	238
Nursing	3	7	7	4
TOTAL	282	356	443	559

ADMITS				
Arts	66	76	95	116
Sciences	24	34	48	45
Business	50	71	100	126
Nursing	2	3	2	1
TOTAL	142	184	245	288

ENROLLED				
Arts	16	15	23	15
Sciences	5	7	7	9
Business	16	18	27	44
Nursing	1	1	1	0
TOTAL	38	41	58	68

APPLICATIONS by COLLEGE - Transfers

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

APPLICATIONS				
Arts	503	579	547	652
Sciences	143	127	145	134
Business	296	280	291	355
Nursing	225	236	245	257
TOTAL	1167	1222	1228	1398

ADMITS				
Arts	408	464	421	471
Sciences	106	103	105	83
Business	225	220	225	267
Nursing	82	64	37	40
TOTAL	821	851	788	861

ENROLLED				
Arts	187	215	189	205
Sciences	45	38	58	33
Business	111	109	128	145
Nursing	40	36	25	22
TOTAL	383	398	400	405

INTERNATIONAL APPLICATIONS by COLLEGE - Transfers

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

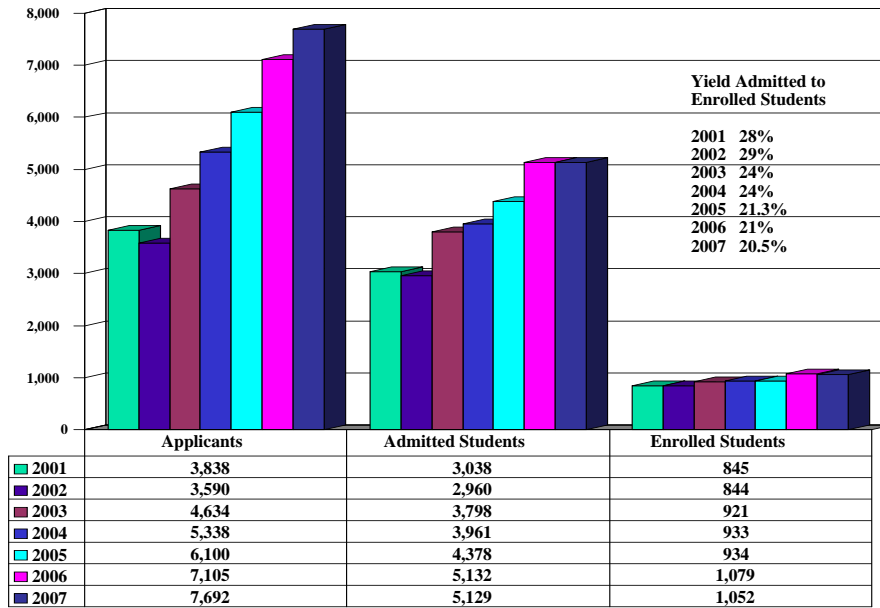
APPLICATIONS				
Arts	28	23	17	24
Sciences	12	9	9	16
Business	19	21	26	38
Nursing	0	6	4	4
TOTAL	59	59	56	82

ADMITS				
Arts	18	15	12	10
Sciences	3	6	4	7
Business	12	12	16	25
Nursing	33	1	0	0
TOTAL	0	34	32	42

ENROLLED				
Arts	7	8	6	6
Sciences	0	3	1	1
Business	5	4	12	11
Nursing	0	0	0	0
TOTAL	12	15	19	18

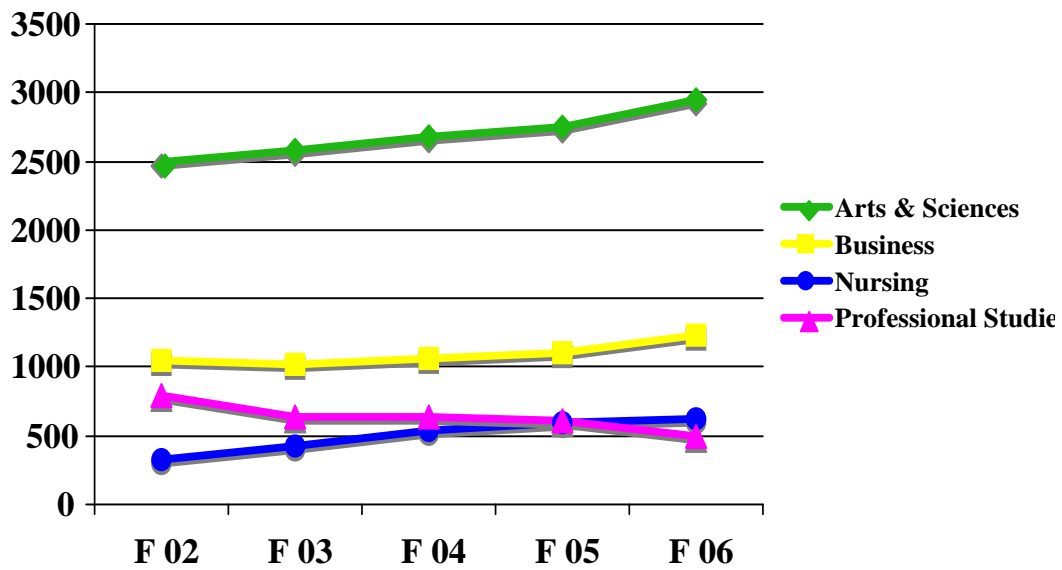


Freshmen Applicants, Admitted and Enrolled Students Fall 2001-2007





USF Undergraduate Student Enrollment Fall 2002-2006



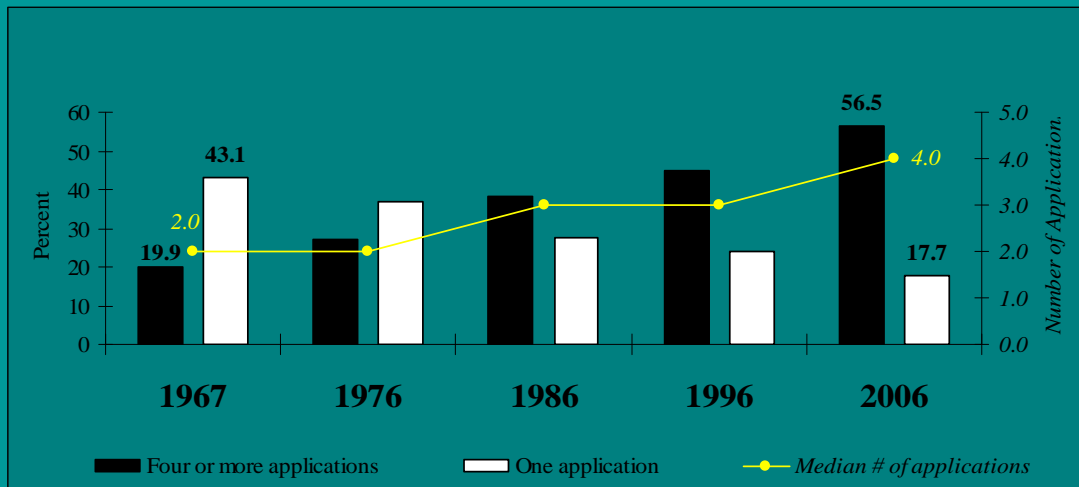
8/2/07

Educating Minds and Hearts to Change the World

6



College Choice: Applications Increase



ETHNICITY - Freshmen	Fall 2004	Fall 2005	Fall 2006	Fall 2007
APPLICATIONS				
African American	300	294	332	390
Native American	31	50	69	55
Asian American	1094	1215	1330	1335
International	336	395	465	730
Latino/Hispanic	690	765	876	1038
MultiEthnic	165	153	256	21
Other	94	90	116	139
Unidentified	284	458	656	769
White	2226	2566	2883	3115
Native Hawai'ian/Pacific Islander	118	104	122	105
TOTAL	5338	6090	7105	7697
ADMITS				
African American	198	186	187	217
Native American	24	34	53	34
Asian American	819	889	956	906
International	171	203	264	362
Latino/Hispanic	496	517	591	644
MultiEthnic	127	102	180	14
Other	68	70	79	85
Unidentified	218	329	505	515
White	1754	1978	2247	2293
Native Hawai'ian/Pacific Islander	86	68	70	68
TOTAL	3961	4376	5132	5138
ENROLLED				
African American	54	50	41	54
Native American	5	14	13	9
Asian American	219	193	231	224
International	41	39	55	65
Latino/Hispanic	127	129	147	152
MultiEthnic	42	28	50	3
Other	19	15	18	17
Unidentified	34	66	82	103
White	361	389	420	410
Native Hawai'ian/Pacific Islander	31	11	22	18
TOTAL	933	934	1079	1055

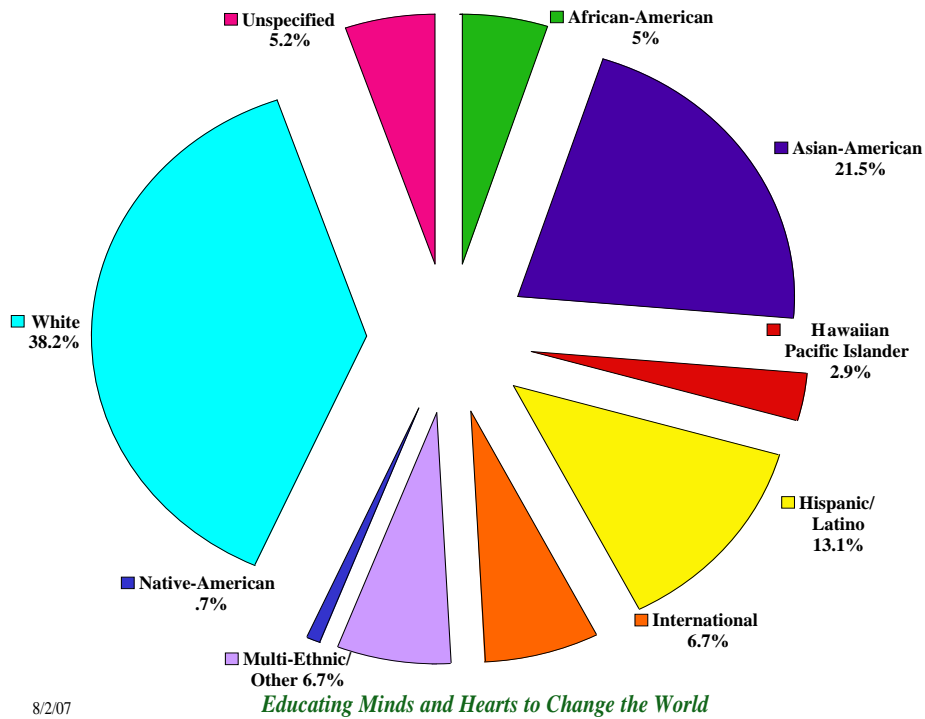
**Office of Undergraduate Admission
Program Review**

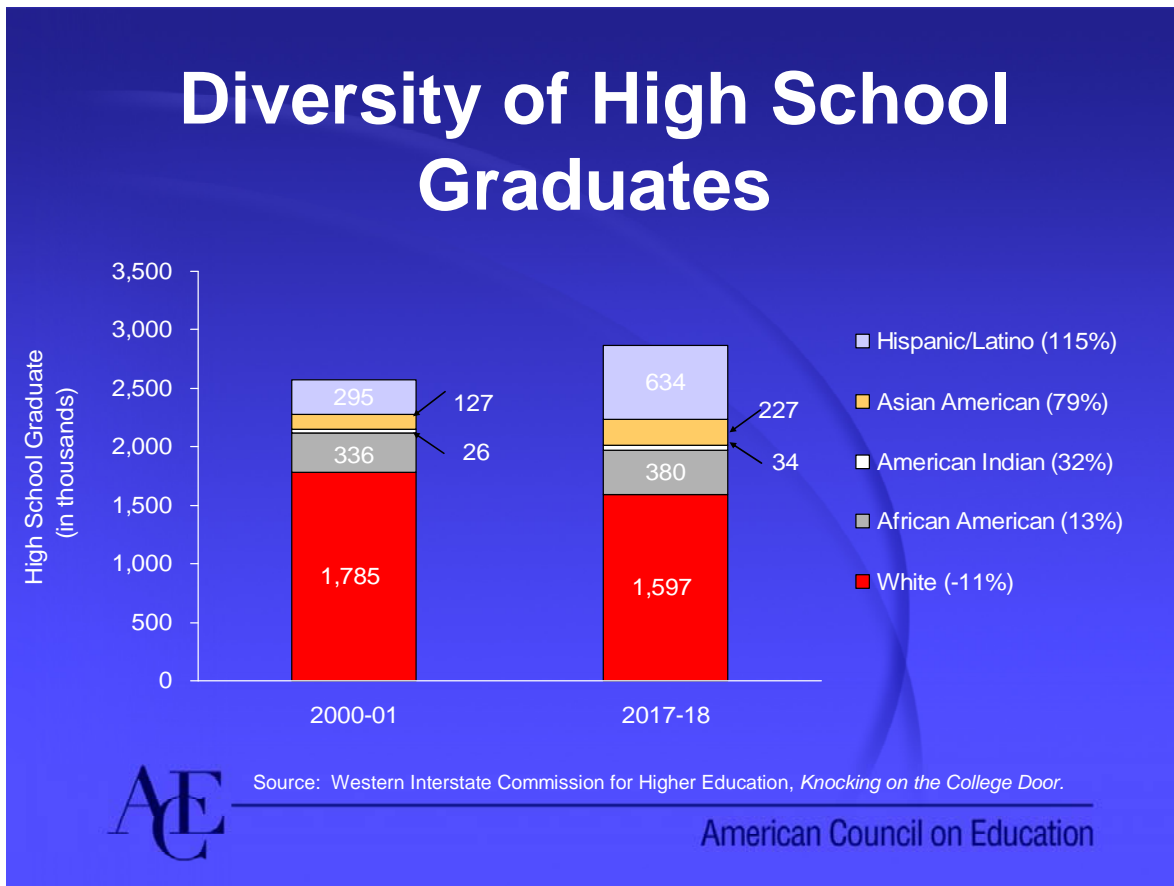
Appendix

ETHNICITY - Transfers	Fall 2004	Fall 2005	Fall 2006	Fall 2007
APPLICATIONS				
African American	64	64	64	87
Native American	11	6	9	10
Asian American	226	238	219	230
International	144	126	122	208
Latino/Hispanic	111	105	118	149
MultiEthnic	49	74	73	14
Other	18	13	12	22
Unidentified	81	85	80	170
White	450	487	513	493
Native Hawai'ian/Pacific Islander	13	24	18	15
TOTAL	1167	1222	1228	1398
ADMITS				
African American	35	41	38	39
Native American	9	5	4	6
Asian American	134	139	110	116
International	75	75	69	123
Latino/Hispanic	80	75	85	94
MultiEthnic	39	55	43	10
Other	12	11	8	12
Unidentified	64	55	49	106
White	366	380	371	348
Native Hawai'ian/Pacific Islander	7	15	11	7
TOTAL	821	851	788	861
ENROLLED				
African American	21	17	22	15
Native American	3	1	1	4
Asian American	60	63	67	60
International	34	34	45	62
Latino/Hispanic	44	33	37	47
MultiEthnic	19	28	25	3
Other	4	7	3	7
Unidentified	23	20	20	39
White	174	187	175	163
Native Hawai'ian/Pacific Islander	1	8	5	5
TOTAL	383	398	400	405



F 2006 Ethnicity of Traditional Undergraduate Students





First-Generation College Students Among Entering First-Time, Full-Time Freshmen

Year	Public	Private	Total
1971	42.2%	30.4%	38.5%
2005	17.5%	12.8%	15.9%

**Racial/Ethnic Breakdown of First-Generation Students Over Time
Population (25 and up) with no college education**

	1975	2005	% change
All	73.7%	47.0%	-36.3%
White	72.8%	42.8%	-41.2%
African American	84.5%	55.7%	-34.1%
Hispanic	85.0%	69.1%	-18.7%

First-generation college students

All	31.2%	15.9%	-49.0%
White	28.9%	12.9%	-55.4%
African American	51.5%	20.4%	-60.3%
Hispanic	57.6%	35.8%	-37.8%

Gender distribution - Freshmen & Transfers

FRESHMEN	Fall 2004	Fall 2005	Fall 2006	Fall 2007
APPLICATIONS				
Male	1772	1975	2436	2639
Female	3566	4115	4669	5058
ADMITS				
Male	1297	1368	1693	1664
Female	2664	3008	3439	3474
ENROLLED				
Male	317	269	343	373
Female	616	665	736	682

TRANSFERS

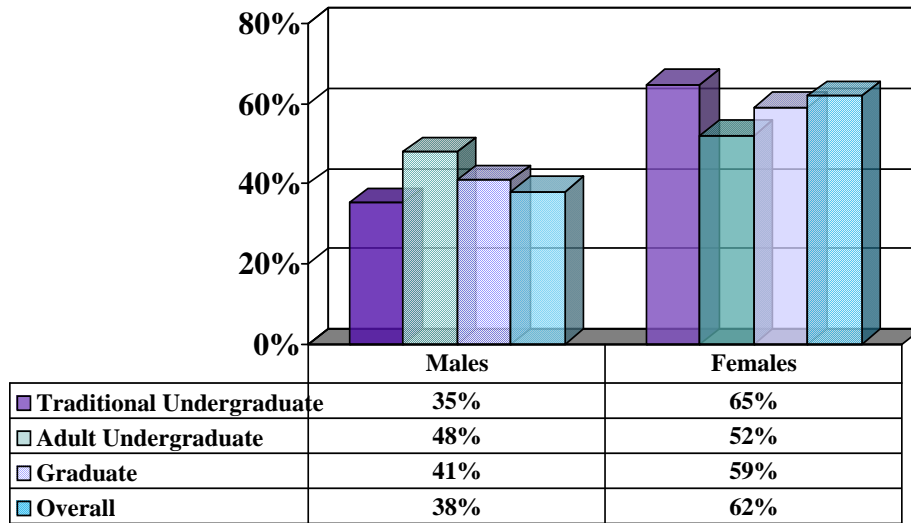
APPLICATIONS				
Male	445	401	461	573
Female	722	821	767	825

ADMITS				
Male	332	318	342	393
Female	489	533	446	468

ENROLLED				
Male	171	159	184	198
Female	212	239	216	207



Fall 2006 USF Students by Gender and Level



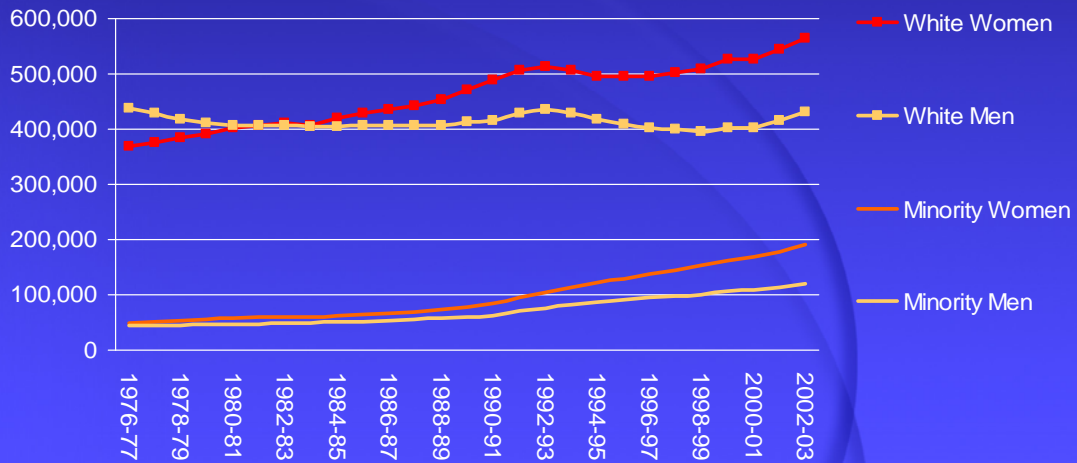
8/2/07

Educating Minds and Hearts to Change the World

4

What's Happened to the Guys?

Bachelor's Degrees Conferred, 1976 to 2002



Source: King, *Gender Equity in Higher Education: Are Male Students at a Disadvantage?*

American Council on Education

AVERAGE GPA - Freshmen

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

APPLICATIONS				
0.1 - 0.6				
0.7 - 0.9				3
1.0 - 1.2		2	2	1
1.3 - 1.6	2	6	2	14
1.7 - 1.9	15	7	10	20
2.0 - 2.2	57	53	69	85
2.3 - 2.6	331	332	332	368
2.7 - 2.9	601	595	650	724
3.0 - 3.2	1059	1157	1334	1402
3.3 - 3.6	1426	1742	2136	2163
3.7 - 4.0	1471	1649	1915	1947
AVERAGE	3.39	3.41	3.42	3.4

ADMITS				
0.1 - 0.6				
0.7 - 0.9				
1.0 - 1.2				
1.3 - 1.6				
1.7 - 1.9				
2.0 - 2.2	2	1	1	1
2.3 - 2.6	44	18	16	23
2.7 - 2.9	311	221	225	247
3.0 - 3.2	830	895	1031	985
3.3 - 3.6	1317	1602	1967	1904
3.7 - 4.0	1440	1619	1870	1893
AVERAGE	3.52	3.56	3.56	3.57

AVERAGE GPA - Freshmen

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

ENROLLED				
0.1 - 0.6				
0.7 - 0.9				
1.0 - 1.2				
1.3 - 1.6				
1.7 - 1.9				
2.0 - 2.2	1		1	
2.3 - 2.6	16	10	9	15
2.7 - 2.9	101	60	75	62
3.0 - 3.2	242	248	265	249
3.3 - 3.6	308	343	429	383
3.7 - 4.0	261	270	293	325
AVERAGE	3.43	3.47	3.47	3.5

YIELD				
0.1 - 0.6				
0.7 - 0.9				
1.0 - 1.2				
1.3 - 1.6				
1.7 - 1.9				
2.0 - 2.2	50%		100%	
2.3 - 2.6	36%	56%	56%	65%
2.7 - 2.9	32%	27%	33%	25%
3.0 - 3.2	29%	28%	26%	25%
3.3 - 3.6	23%	21%	22%	20%
3.7 - 4.0	18%	17%	16%	17%

Note: Blank cell equals zero.

AVERAGE SAT - Freshmen

	Fall 2004	
	Verbal/Math/Total	
Applications	553/565/1118	
Admits	571/582/1153	
Enrolled	552/558/1110	

	Fall 2006	
	Verbal/Math/Total	
Applications	558/566/1124	
Admits	578/586/1164	
Enrolled	552/558/1110	

	Fall 2005	
	Verbal/Math/Total	
Applications	563/571/1134	
Admits	581/589/1170	
Enrolled	561/564/1124	

	Fall 2007	
	Verbal/Math/Total	
Applications	556/562/1118	
Admits	577/583/1160	
Enrolled	557/563/1120	

Note: All scores are re-centered

ADMIT TYPES - Freshmen

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
--	-----------	-----------	-----------	-----------

ADMITS				
Conditional	10	17	1	13
Honors	971	768	1073	839
Regular	2752	2815	3068	5697
TOEFL Conditional	29	18	37	86
Transitional	31	593	742	683
Univ Scholars	168	165	211	379
TOTAL	3961	4376	5132	7697

ENROLLED				
Conditional	7	11	0	13
Honors	136	77	121	108
Regular	719	605	668	642
TOEFL Conditional	10	9	12	24
Transitional	11	192	243	195
Univ Scholars	50	40	35	73
TOTAL	933	934	1079	1055

YIELD				
Conditional	70%	65%	0%	100%
Honors	14%	10%	11%	13%
Regular	26%	21%	22%	11%
TOEFL Conditional	34%	50%	32%	28%
Transitional	35%	32%	33%	29%
Univ Scholars	30%	24%	17%	19%
TOTAL	24%	21%	21%	14%

The large increase in Transitional admits is due to elimination, for the most part, of Conditional Admits.

AVERAGE GPA - Transfer

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
APPLICATIONS				
0.1 - 0.6		1		1
0.7 - 0.9	1	2		
1.0 - 1.2	1	3	3	2
1.3 - 1.6	7	5	9	10
1.7 - 1.9	21	10	16	14
2.0 - 2.2	71	53	56	55
2.3 - 2.6	205	171	172	153
2.7 - 2.9	185	188	214	185
3.0 - 3.2	210	241	208	231
3.3 - 3.6	200	227	227	274
3.7 - 4.0	96	107	105	129
AVERAGE	2.98	3.03	3.02	3.09

ADMITS				
0.1 - 0.6				
0.7 - 0.9				
1.0 - 1.2				
1.3 - 1.6	1		1	
1.7 - 1.9	1			
2.0 - 2.2	34	39	30	13
2.3 - 2.6	151	132	132	118
2.7 - 2.9	137	142	164	164
3.0 - 3.2	183	205	164	188
3.3 - 3.6	188	194	184	221
3.7 - 4.0	93	97	98	124
AVERAGE	3.09	3.09	3.1	3.18

AVERAGE GPA - Transfer

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

ENROLLED				
0.1 - 0.6				
0.7 - 0.9				
1.0 - 1.2				
1.3 - 1.6				
1.7 - 1.9	1			
2.0 - 2.2	20	28	22	12
2.3 - 2.6	89	71	74	70
2.7 - 2.9	64	63	84	82
3.0 - 3.2	93	95	86	95
3.3 - 3.6	80	85	86	93
3.7 - 4.0	26	33	39	37
AVERAGE	3.00	3.03	3.05	3.09

YIELD				
0.1 - 0.6				
0.7 - 0.9				
1.0 - 1.2				
1.3 - 1.6				
1.7 - 1.9	100%			
2.0 - 2.2	59%	72%	73%	92%
2.3 - 2.6	59%	54%	56%	59%
2.7 - 2.9	47%	44%	51%	50%
3.0 - 3.2	51%	46%	52%	51%
3.3 - 3.6	43%	44%	47%	42%
3.7 - 4.0	28%	34%	40%	30%

Note: Blank cell equals zero.

Average G.P.A. by Ethnicity - Freshmen

Fall 2004	Fall 2005	Fall 2006	Fall 2007
-----------	-----------	-----------	-----------

ADMITS				
African American	3.38	3.36	3.45	3.38
Native American	3.46	3.57	3.49	3.54
Asian American	3.55	3.62	3.59	3.59
International	3.32	3.39	3.46	3.38
Latino/Hispanic	3.51	3.57	3.53	3.55
MultiEthnic	3.53	3.48	3.59	3.55
Other	3.53	3.64	3.50	3.51
Unidentified	3.50	3.51	3.57	3.58
White	3.57	3.57	3.57	3.60
Native Hawai'ian/Pacific Islander	3.59	3.59	3.53	3.58

ENROLLED				
African American	3.35	3.29	3.37	3.31
Native American	3.21	3.49	3.45	3.50
Asian American	3.44	3.53	3.50	3.52
International	3.26	3.30	3.38	3.27
Latino/Hispanic	3.40	3.50	3.45	3.44
MultiEthnic	3.48	3.36	3.45	3.53
Other	3.45	3.50	3.42	3.42
Unidentified	3.31	3.39	3.47	3.49
White	3.49	3.50	3.48	3.56
Native Hawai'ian/Pacific Islander	3.47	3.43	3.47	3.43

Average G.P.A. by Ethnicity – Transfer

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
ADMITS				
African American	3.07	3.01	3.00	3.13
Native American	2.84	2.76	3.09	3.12
Asian American	3.04	3.06	3.06	3.13
International	3.25	3.07	3.21	3.22
Latino/Hispanic	2.96	3.09	3.06	3.11
MultiEthnic	2.99	3.00	3.24	3.06
Other	3.02	2.96	2.59	3.31
Unidentified	3.21	3.04	3.18	3.29
White	3.12	3.15	3.10	3.17
Native Hawai'ian/Pacific Islander	3.19	3.14	3.07	3.25

ENROLLED				
African American	2.93	2.94	3.01	3.01
Native American	3.26	2.41	3.37	3.16
Asian American	3.01	2.99	3.03	3.03
International	3.14	2.99	3.18	3.12
Latino/Hispanic	2.89	3.07	2.96	3.12
MultiEthnic	2.87	2.92	3.15	3.17
Other	3.42	2.99	2.58	3.25
Unidentified	2.99	3.07	3.11	3.19
White	3.03	3.07	3.03	3.06
Native Hawai'ian/Pacific Islander	2.71	3.14	2.91	3.32

GEOGRAPHIC DISTRIBUTION - ENROLLED/YIELD - Freshmen

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
ENROLLED				
California	617	628	666	614
Primary States				
Arizona	13	10	13	10
Colorado	10	12	18	17
Guam/Micronesia	13	2	6	5
Hawaii	55	43	65	76
New Mexico	5	4	9	1
Nevada	9	13	7	7
Oregon	25	24	30	39
Washington	32	36	47	54
Total Primary States	162	144	195	209
Other Regions				
1 - New England	27	24	52	42
2 - Middle States	24	21	40	37
3 - South	13	15	19	11
4 - Midwest	27	38	22	27
5 - Southwest	15	9	13	14
6 - West	5	17	12	16
International	42	38	58	79
Other Areas	1	0	2	6
Total Other Regions	154	162	218	232
TOTAL	933	934	1079	1055

High School Graduates: Variability by State

2001 to 2009 and 2010 to 2018

Sustained loss (7)	DC LA MT ND SD WV WY
Flat, loss (5)	HI ME NM OH VT
Gain, loss (9)	AK CA CT MA MI NH NY PA RI
Gain, flat (7)	AZ IL MD NJ SC VA WA
No change (12)	AL AR IA KS KY MN MS MO NE OK TN WI
Flat, gain (2)	ID UT
Sustained gain (9)	CO DE FL GA IN NV NC OR TX



Source: WICHE, *Knocking at the College Door*.

American Council on Education



Strategic Enrollment Goals

Projected Total Enrollment Fall 2010

	Fall 2005* <i>(actual)</i>	Fall 2006 <i>(projected)</i>	Fall 2010 <i>(projected)</i>
Total	8,502	8,523	8,900-9,100
✧ Traditional Undergraduates	4,453	4,628	4,200-4,400
✧ Non-traditional Undergraduates	611	535	800
✧ Graduate Students	3,214	3,269	3,800
↳ Arts	416	394	500
↳ Sciences	215	300	200
↳ Business	334	360	550
↳ Education	936	897	1,020
↳ Law	760	728	680
↳ Nursing	141	161	150
↳ Professional Studies	412	429	700
✧ Visiting Students	224	91	100

* F05 Visitors include 110 Nola Students



Strategic Enrollment Goals *continued*
Traditional Undergraduate Students Enrolled Fall 2010

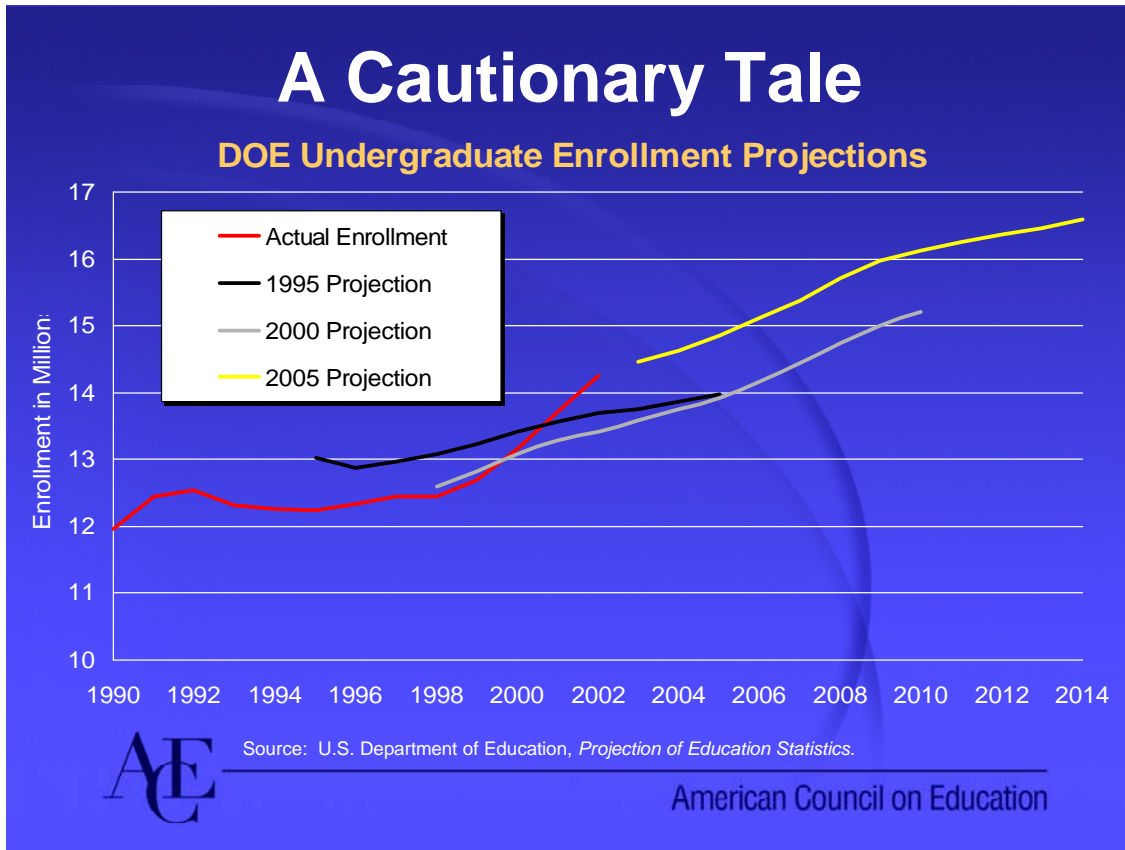
-
- ✘ Mean high school GPA **3.50** (3.47 F 05)
 - ✘ Mean combined SAT scores **1150** (1124 F 05)
 - ✘ Mean college GPA (for transfers) **3.20** (3.05 F 05)
 - ✘ Fall 2010 entering class will be
 - ↳ 75% freshmen; 25% transfers **(71% freshmen; 29% transfers F 05)**
 - ↳ 53%-55% domestic students of color, 35% domestic white students and 10%-12% international students **(52% students of color, 38% white students, 6% international students and 4%un-reported F 05)**
 - ↳ predominantly from California, then Hawaii and the Western Region with some increase of students from major urban areas in the Northeast, Midwest and South, as well as increasing the number of students enrolling from Jesuit high schools
 - ✘ Continue whole applicant file reading including assessment of academic records, letters of recommendation, legacy status, athletic ability and such USF mission-related factors as community and volunteer service and essays that speak to applicants' sense of social responsibility



Strategic Enrollment Goals continued

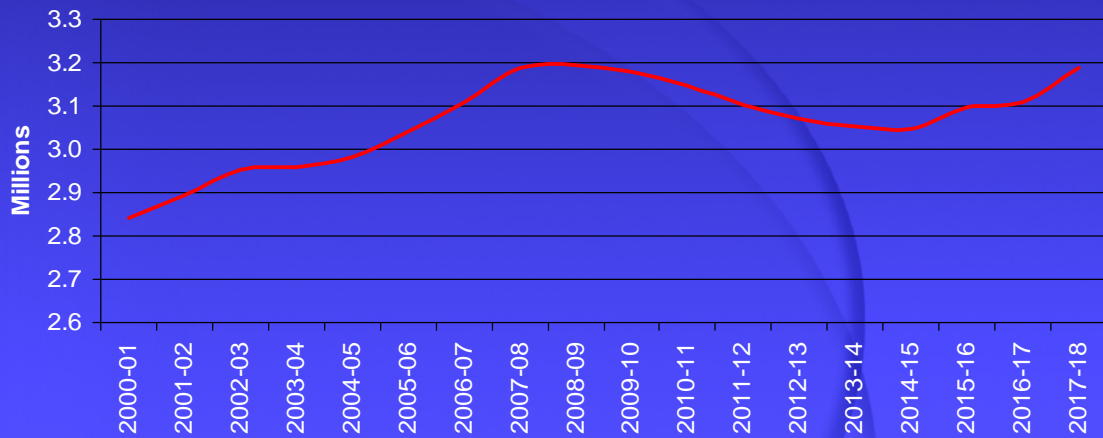
2010 Diversity - Traditional Undergraduates

<p>✧ Ethnicity</p> <ul style="list-style-type: none"> ↳ African-American 6% (5% F 05) ↳ Asian-American 26% (25% F 05) (including Hawaii/Pacific Islander) ↳ Latina/o 16% (14% F 05) ↳ Native-American 1% (1% F 05) ↳ Multi-ethnic 4-6% (5% F 05) ↳ White 35% (38% F 05) ↳ International 10-12% (7% F 05) ↳ Un-reported/Other 0% (5% F 05) <p>✧ Ethnicity goals based on an assessment of the current and projected national and California population demographics, as well as high school graduates and USF's desire to more closely reflect our overall national and global populations</p>	<p>✧ Gender</p> <ul style="list-style-type: none"> ↳ Women 60% (65% F 05) ↳ Men 40% (35% F 05) <p>✧ First Generation 35% (38% F 05)</p> <p>✧ Academic Interests</p> <ul style="list-style-type: none"> ↳ Arts 50% (49% F 05) ↳ Sciences 15% (13% F 05) ↳ Business 25% (25% F 05) ↳ Nursing 10% (13% F 05) <p>✧ Residential</p> <ul style="list-style-type: none"> ↳ on-campus 55% (50% F 05) <ul style="list-style-type: none"> ↳ Freshmen on-campus 90% (88% F 05) ↳ off-campus 45% (50% F 05)
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



The Waning Boomlet

High School Graduates, 2000 to 2017



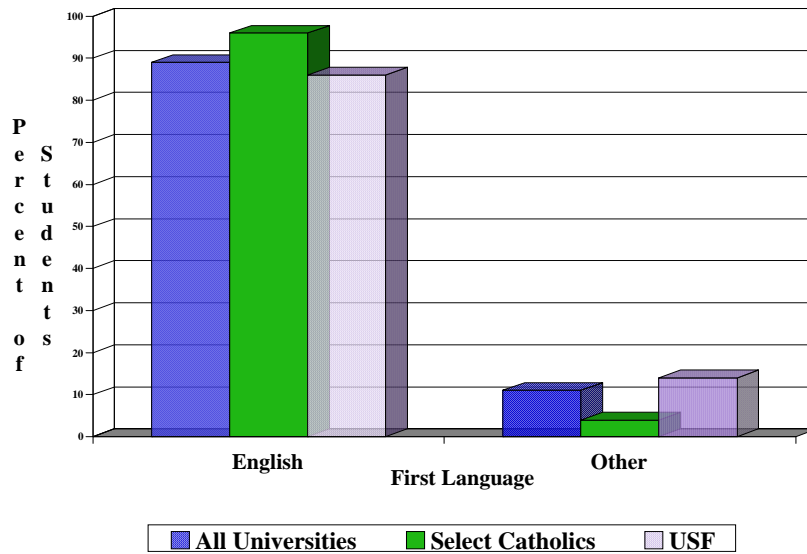
Source: WICHE, *Knocking at the College Door*.

American Council on Education



Percent of Freshmen whose First Language is English

Source: UCLA-HERI CIRP Freshmen Survey



8/2/07

Educating Minds and Hearts to Change the World

11



Economic Diversity of Traditional Undergraduates Comparison

(source: *Economic Diversity.Org 2004-2005 Data*)

	USF	LMU	SCU	USD
% Pell Grant Recipients	23%	20%	13%	15%
% Financial Aid Applicants	68%	67%	55%	62%
Family Income \$30,000 or Less (Dependent Students)	13%	11%	7%	8%
Family Income \$30-\$60,000 (Dependent Students)	17%	14%	11%	14%
Family Income \$60,000 or More (Dependent Students)	38%	42%	37%	40%
% Graduating with Debt	59%	76%	50%	43%
Average Debt Amount	\$24,718	\$21,164	\$17,630	\$27,722
% with Federal Subsidized Need-based Loans	52%	37%	27%	36%
% with Federal Unsubsidized Loans	20%	12%	11%	14%
% White, Non-Hispanic	46%	58%	61%	73%
% African-American	7%	7%	3%	2%
% Hispanic/Latino	16%	20%	14%	16%
% Asian/Pacific Islander	30%	14%	21%	8%
% Native American	1%	1%	1%	1%



Average Parents' Adjusted Gross Income for Traditional USF Undergraduate Students

✦ 1997/98	\$50,000
✦ 1999/00	\$58,300
✦ 2002/03	\$73,800
✦ 2004/05	\$78,000
✦ 2005/06	\$83,446

From 1997/98 through 2005/2006, about 25% of the parents of dependent USF financial aid applicants reported adjusted gross incomes of approximately \$35,000 or less.

From the Admitted Student Questionnaire



USF Characteristics Rated Very Good or Excellent

*Rated by 70% or more of Respondents In Highest to
Lowest Order**

- Off-campus Opportunities
- Student Diversity
- Personal Attention
- Surroundings
- Environment of Academic Excellence
- Extracurricular Activities
- Recreational Facilities
- Academic Facilities
- Campus Attractiveness
- Special Academic Programs
- Religious Affiliation
- Quality of Social Life
- Availability of Majors
- Academic Reputation

** On 2006 College Board Admitted Student Questionnaire*

USF
UNIVERSITY of
SAN FRANCISCO

Mix of Communication Tools

Celebrating 100 YEARS

Print Publications

Online Communications

9

Educating Minds and Hearts to Change the World

University of San Francisco



**Chat with the
University of San Francisco**
Do you have questions about USF?
We have answers.



The University of San Francisco invites you to join us in an online chat session for prospective students. The session will be hosted by USF Admission staff and current students.

Date: Wednesday, October 3, 2007
Time: 7 - 9pm PST
Where: www.usfca.edu/chat
RSVP: [Click Here!](#)



[http://www.usfca.edu/academics/admission/email/071003_admission_chat/10/14/2007 8:34:49 PM](http://www.usfca.edu/academics/admission/email/071003_admission_chat/10/14/2007%208:34:49%20PM)