Missouri State University

SEM Data Retreat

Rob Hornberger, Tammy Jahnke, Kelly Wood, Teresa Haney, Michelle Olsen, Ben Metzger, Julie Masterson, Brad Bodenhausen, Rob Moore, Joye Norris, Scott Jones

May 20, 2021

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Introduction

TAMMY JAHNKE AND ROB HORNBERGER

- Purpose
- Format of retreat
  - In-person
  - Zoom webinar
  - Recorded
- Logistics
  - Audience participation
  - Breaks, snacks, etc.
- Expectations

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Topics

- Background information on enrollment data and reporting
- Headcount reports
- Student profiles reports
- Report resources for academic departments
- Enrollment indicators
- Application/Admission Reports
- Other Reports
- Graduate student enrollment
- International student enrollment
- Dual Credit student enrollment
- Student debt data
- Bear Intelligence
- Institutional Research Resources

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Background to MSU Data and Reports

ROB HORNBERGER

- Types of sources
  - Production, ODS, EDW, freeze tables
- Types of reports
  - Frozen, dynamic, aggregate, student list, standard, ad hoc
- Timeframes
  - EDW events
  - Freeze table freezes (BOS, census, census 2, EOS), census standard
  - Semester
- Tools
  - Argos (web viewer)
  - Bear Intelligence
  - Data request form
- Help
  - QDUG@missouristate.edu
  - Ask the Experts (Friday's, 3pm)

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Headcount Reports and Student Categories

ROB HORNBERGER

- By student
- By course
  - Teaching & class modalities
- By college/department/program
  - Prior year version
- By college/department/course

Review categories on reports

- Source, timeframe, and semester selected
- Distributed to large, manually kept email list.
- Notification sent to enrollment management blog

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Student Profile Reports

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- FTNIC
  - FTNIC by high school
- Transfers
- Transfers by institution
- Undergraduate
  - By college/department
  - First generation
  - First gen by coll/dept
- Graduate
- Underrepresented
- Military
  - Military-affiliated
  - Veteran
  - Dependent
- Non-traditional

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Report Resources for Academic Departments

ROB HORNBERGER

Summative Reports

- Course Availability & Enrollment Comparison
- Course Demand
- Headcount Comparison Enrollment by Course
- New General Education Course Availability
- Section Demand

Comprehensive Reports

- Course Check by Program
- Course Check for Minors
- Enrollment by Section
- Waitlisted Students by Section

https://www.missouristate.edu/EnrollmentManagement/DepartmentReports.htm

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Enrollment Indicators

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Factors

- Point in time
- Time of year
- Different systems and reports
- Different processes
- Enhancements
  - Trend analysis
  - Automated
  - Ubiquitous

Indicators

- Registrations
- Applications & admitted students
- Enrollment deposits
- Housing contracts
- SOAR reservations
- FAFSAs
- Scholarship acceptances

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Other Reports

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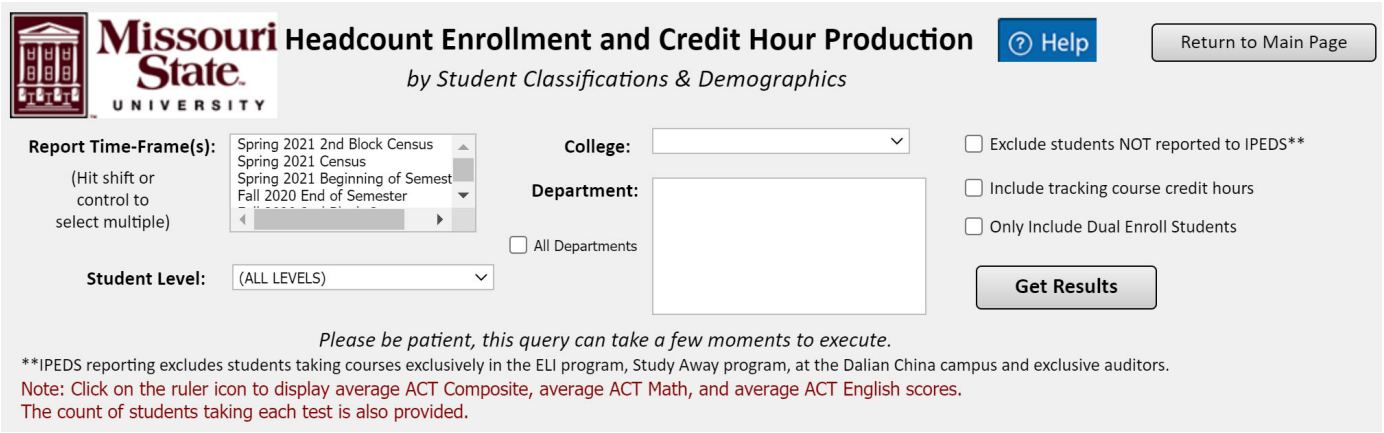
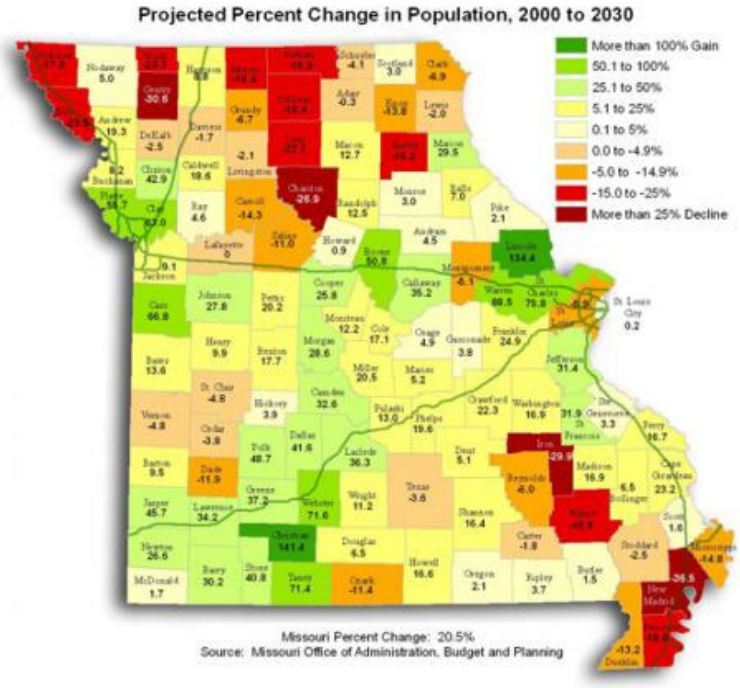
- Net revenue
- Enrollment cube
- Student Tracker
  - Current last semester not this semester
  - Admitted, didn't enroll



Admission Data and Reports

TERESA HANEY AND BEN METZGER

- Introduction
  - Data sources information
  - Implementation of new CRM
  - Territory management reports with Slate
  - Populations trends
    - Number of HS graduate in MO will *slightly* increase until 2025 and then quick decline
    - Graduating classes are becoming much more diverse
    - STL area very steady (decline in some areas and growth in others)



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Standard Admission Reports

ROB HORNBERGER

- The metrics we review weekly
  - FTNICs and transfers
  - Ethnicity
  - Geographic Area
  - Apps and admits
  - Enrollment deposits

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Date of Report: 5/10/2021
Data as of : 5/8/2021
Data, prior year : 5/2/2020

UNDERGRADUATE ADMISSIONS UPDATE
New Student Admissions Report - Fall 2021

Fall 2021
05/08/2021 - 36 16 Weeks before Classes
Page 1

	Apps					Admits					Denied					Incomplete			
	2019	2020	2021	DIF	%Var	2019	2020	2021	DIF	%Var	2019	2020	2021	DIF	%Var	2019	2020	2021	%Var
Freshman Total	8,529	11,195	11,247	52	0%	6,314	7,648	8464	816	11%	885	1,211	539	-672	-55%	1,223	2,008	1,993	-1%
Current Year Applications as a percentage of previous year's total																			
Percent of last year's applications			92%			**Percent of last year's admits**		104%											
Race Ethnicity																			
African American	819	1,386	1,194	-192	-14%	339	575	641	66	11%	240	350	112	-238	-68%	226	429	418	-3%
American Indian	34	40	31	-9	-23%	19	22	19	-3	-14%	8	6	4	-2	-33%	7	13	8	-38%
Asian	146	256	313	57	22%	110	185	260	75	41%	13	21	10	-11	-52%	22	47	39	-17%
Hispanic	537	881	855	-26	-3%	331	478	570	92	19%	69	146	40	-106	-73%	125	225	222	-1%
More than one	385	526	502	-24	-5%	256	334	354	20	6%	52	66	24	-42	-64%	69	111	109	-2%
Pacific Islander	5	17	39	22	129%	3	8	28	20	250%	2	1	2	1	100%	0	8	9	13%
White	6,568	8,026	8,213	187	2%	5,229	6,010	6524	514	9%	498	615	346	-269	-44%	769	1,159	1,164	0%
Unknown	35	63	100	37	59%	27	36	68	32	89%	3	6	1	-5	-83%	5	16	24	50%
Missouri Applicants																			
MO Apps	6,904	8,058	7,784	-274	-3%	5,152	5,728	5997	269	5%	760	760	438	-474	-52%	918	1,197	1,206	1%
Geo Origin																			
OOS Total	1,513	3,049	3,334	285	9%	1,095	1,866	2375	509	27%	108	291	99	-192	-66%	279	788	758	-4%
Arkansas	193	389	263	-126	-32%	146	226	177	-49	-22%	5	28	7	-21	-75%	37	121	66	-45%
Illinois	583	978	1,063	85	9%	438	623	788	165	26%	55	132	53	-79	-60%	82	198	197	-1%
Kansas	175	285	244	-41	-14%	122	203	187	-16	-8%	4	16	6	-10	-63%	46	54	40	-26%
Minnesota	20	37	53	16	43%	13	23	35	12	52%	4	3	0	-3	-100%	3	9	16	78%
Tennessee	19	66	83	17	26%	13	32	64	32	100%	2	4	5	1	25%	2	28	11	-61%
Texas	115	262	271	9	3%	81	178	203	25	14%	8	15	1	-14	-93%	19	61	55	-10%
Wisconsin	19	37	72	35	95%	14	22	55	33	150%	0	3	1	-2	-67%	4	12	16	33%
Other States	389	995	1,285	290	29%	268	559	866	307	55%	30	90	26	-64	-71%	86	305	357	17%

Other Reports and Resources Available

BEN METZGER AND TERESA HANEY

- Ad hoc requests
  - Reports to support college/department recruitment
  - Applicants by academic program
  - JumpStart, Honors College, Multicultural
  - Scholarship programs

- RNL Partnership
  - Services provided from membership
  - Predictive modeling scoring
  - Prospective students by county

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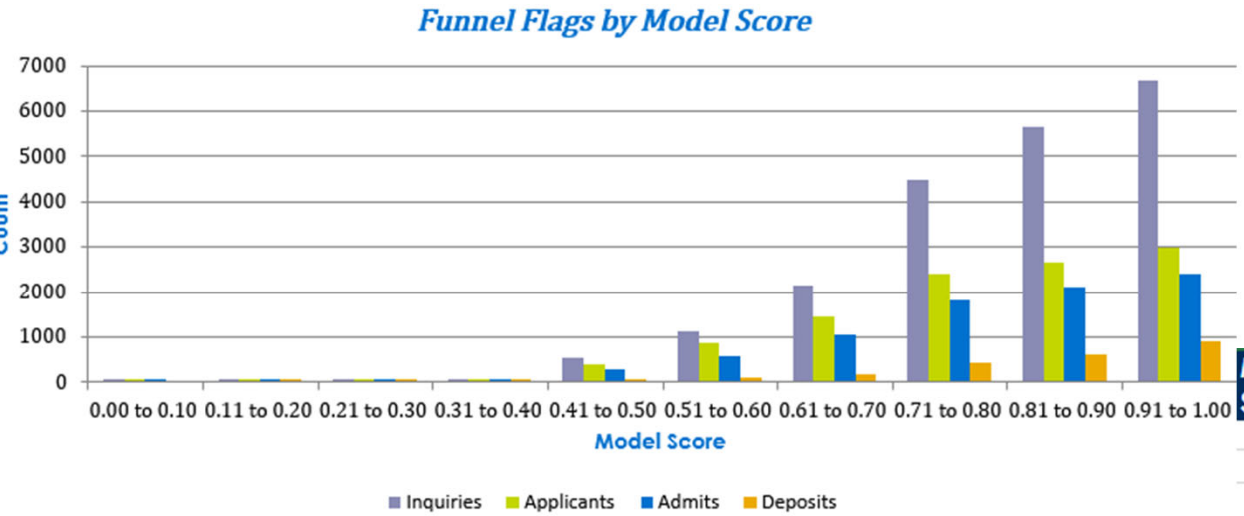
RNL Predictive Modeling Reports



RNL DATA EXAMPLES

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Scoring Snapshot - County Analysis

	4/28/2021				
County	**Inq**	**App**	**Adm**	**Dep**	**Avg. MS**
Saint Louis, MO (29189)	2490	1412	1145	284	0.84
Saint Charles, MO (29183)	1283	720	600	159	0.86
Greene, MO (29077)	1273	670	551	251	0.97
Jackson, MO (29095)	1160	527	354	107	0.81
Clay, MO (29047)	626	317	237	66	0.83
Jefferson, MO (29099)	513	273	209	62	0.85
Christian, MO (29043)	469	233	198	99	0.96
Jasper, MO (29097)	389	171	131	47	0.87
Boone, MO (29019)	362	140	102	17	0.85
Cook, IL (17031)	337	223	126	7	0.63
Franklin, MO (29071)	315	155	118	36	0.86
Saint Louis City, MO (29510)	264	176	127	25	0.79

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Grad College Enrollment Management

JULIE MASTERSON

- Start an application (students)
  - Response to RFI (track response in EMP… move from inquiry to in progress?)
  - MSU Undergrads (Argos reports re GPA, Hours earned, Relevant grad program)
  - Program Specific (Argos undergrad report; Alumni reports)
- Submit application (students)
  - EMP *In Progress* messaging (EMP statistics on open and click rates)
  - Many programs have additional messaging
  - WebAdmit data on abandoned vs. submitted
  - Weekly Argos reports on Admits (by program, college) compared to previous year
- Make an admission decision (programs)
  - Bi-weekly reminders of applications ready for decision
  - Working on Time to Decision metrics
- Enroll in classes (students)
  - EMP messaging for continuing and new… devising a way to directly monitor effects
  - Weekly Argos reports on Registration (by program, college) compared to previous year point in time and census
  - Yield (new students); Retention (continuing students) metrics
- Summary data (Dean and Provost)
  - Headcount
  - Awards
  - 6-year graduation rate
  - Fall to Fall retention

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International Student Enrollment

BRAD BODENHAUSEN

- Key Categories of International Enrollment
  - FTNICs
  - Transfer (General and from China Campus)
  - Cohorts (EMBA and Customized Programs)
  - Students in China
  - Online Students Abroad
  - Graduate

- Internal Data
  - Argos reports on Registration (compared to previous year point-in-time and census)
  - Applications (started, in progress, completed)
  - Admits (by level, program, and geographic location)

- External Data (to update strategy)
  - U.S. Commercial Service
  - Education USA
  - IIE *Open Doors* annual report
  - NAFSA reports
  - *ICEF Monitor*

- External Data (to forecast yield)
  - Visa appointments / SEVIS fees
  - Travel plans and restrictions
  - Partner university reports
  - Agent and in-country coordinator reports

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Dual Credit Enrollment

JOYE NORRIS AND SCOTT JONES

Dual credit courses are college-level courses in which eligible high school students register into while completing the course in high school. This allows the student to earn both high school and college credit concurrently for the same course. Dual Credit courses are typically taught by high school instructors that have been approved by the University (adjunct instructors) and are usually taught at the high school or in the district.

- **88.8% of high schools offer post secondary courses for students**
- **34% of students take post-secondary courses while in high school**
- **70% of students entering MSU have already earned college credit**
  - On average, MSU students have earned 15+ pre-college credit hours
- **70+% savings compared to the cost of college tuition**
  - No extra fees are added to the cost of the courses
  - 2 scholarships are available to MSU dual credit students
- **Research regarding dual credit students:**
  - Students who participate in dual credit are more likely to graduate from HS
  - Students with dual credit are more likely to attend and be successful in college
  - Students with dual credit have a higher post-secondary GPA
    1. lower rates of remediation
    2. higher degree and attainment rates

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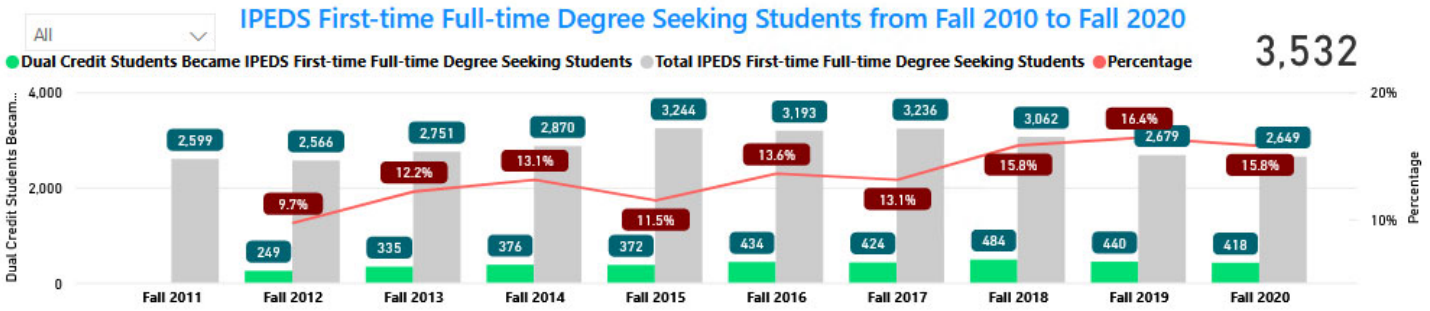
Impact of Dual Credit Enrollment

1. **The dual credit program is the first touch that many students and parents have with Missouri State University and provides a pathway for student recruitment.**
   - a. Helps students to become familiar with MSU and become part of the Bear family
   - b. Students are building a MSU transcript
   - c. Parents see the support MSU is providing for their sons and/or daughters
2. **Dual credit enrollment headcount is added to the University Census count**
   a. Dual credit generates over 20,000 credit hours each academic year
   b. Since fall 2011 over 157,000 dual credit hours have been awarded



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Dual Credit Enrollment

Fall 2020-Spring 2021 (Census 1 Data)

Partnering Schools: 160

Active Dual Credit Instructors: 420+

Number of Unduplicated Courses Offered: 81

- General Education Courses: 32
- Program Specific Courses: 39
- Elective Courses: 10

Student Headcount: 4,614 (total unduplicated)

- FA20 Census 1 (students: 3,967, credits 16,310)
- SP21 Census 1 (students: 3,256, credits 5,074; *currently 7,047 credits*)

FRL Students: 476 (1,836 credit hours)

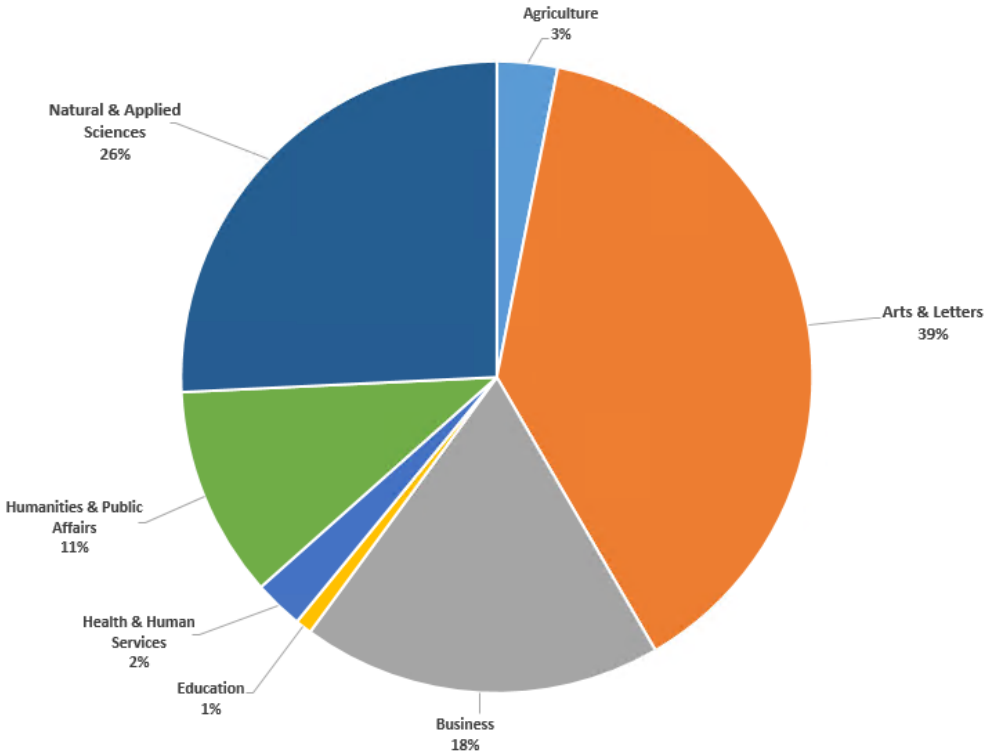
Credit Hours Produced: 21,384

Dual credit scholarships:

- FRL (Free Reduced Lunch; up to 6 credit hours/term
- Advantage ($1,000 one time, upon enrollment to MSU)

Dual Credit Distribution

DUAL CREDIT HOURS PRODUCED BY COLLEGE
FALL 2020/2021 TERMS



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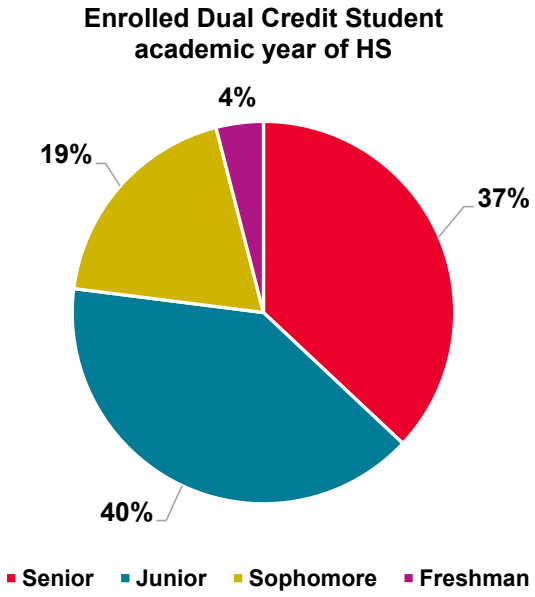
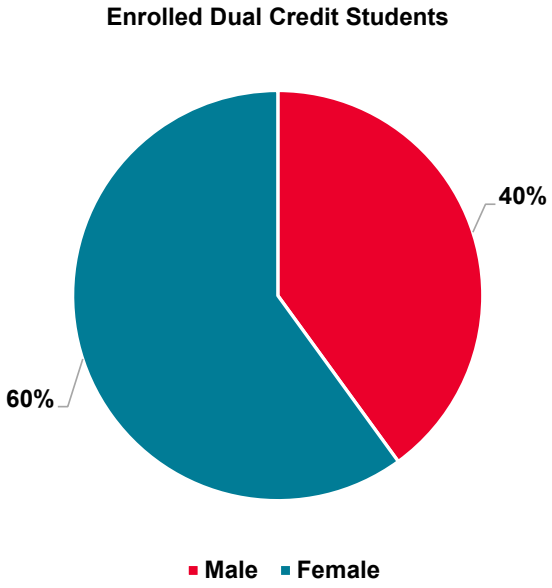
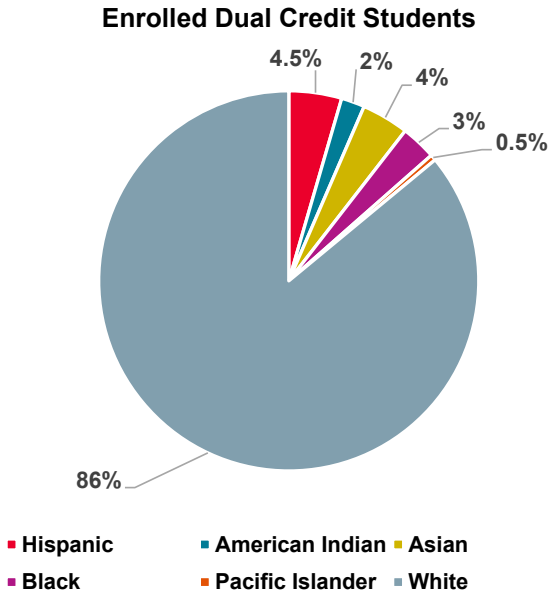
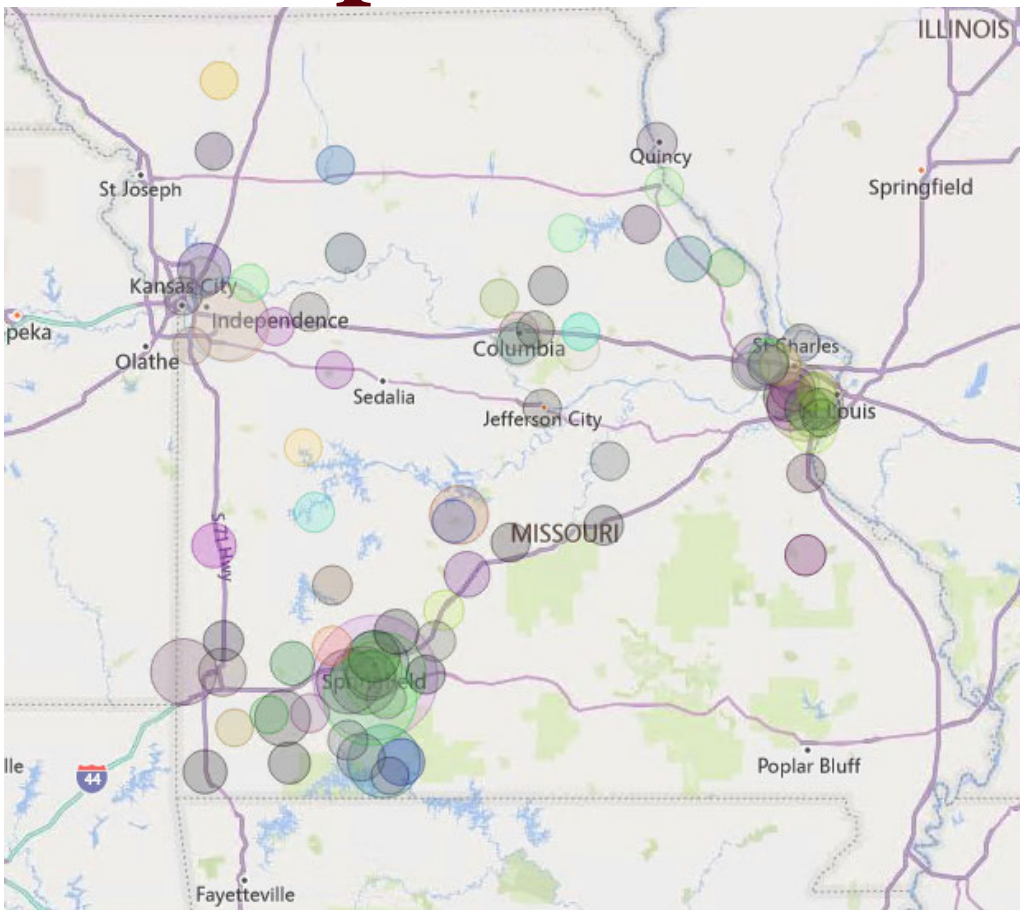
Dual Credit Distribution







Dual Credit Map



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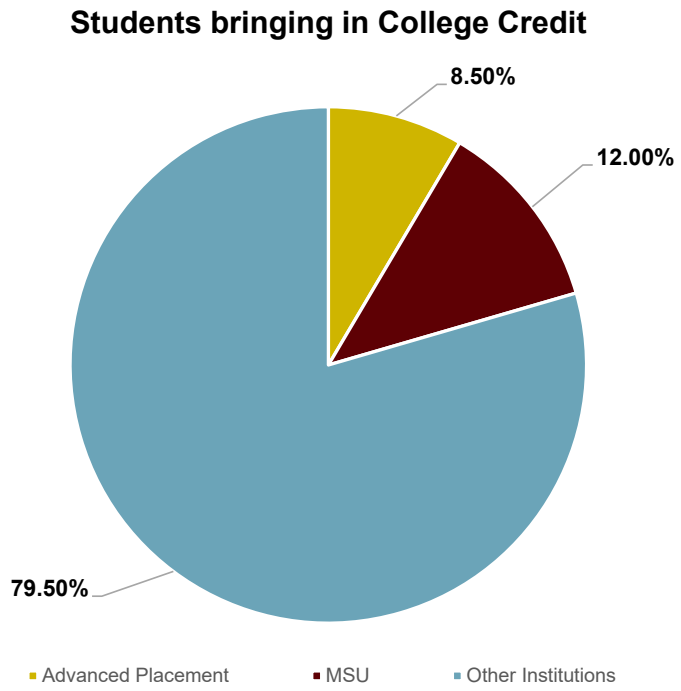
Dual Credit Sustainability

FTNIC Report Data- amount of college credit first time-New in college students are bringing in from other institutions

- 7,708 courses transferred from other institutions
- 55.95% bringing college credit from other institutions
- 22,147 credit hours brought in from other intuitions

Question:
What can be done to capture those students and credit hours being brought in from other institutions?



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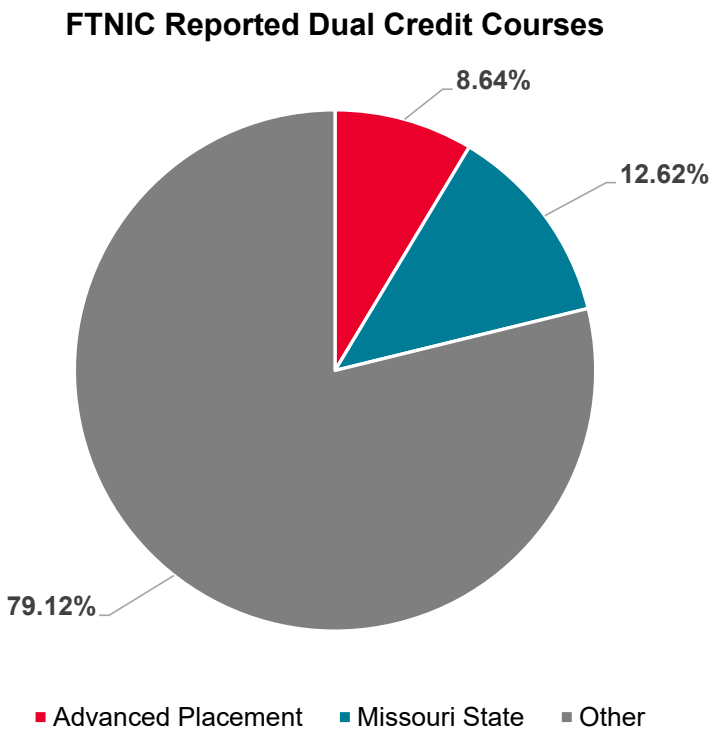
Dual Credit Sustainability



FA20 FTNIC Report	Course Count	Advanced Placement	Missouri State	Other institutions		Advanced Placement	Missouri State	Other institutions
BIO101	203	34	34	137		16.59%	16.59%	66.83%
BIO111	187	34	34	121		17.99%	17.99%	64.02%
CHM116	115	11	56	48		9.57%	48.70%	41.74%
CHM160	131	5	23	104		3.79%	17.42%	78.79%
COM115	401	0	30	371		0.00%	7.48%	92.52%
ENG110	1,031	76	167	797		7.31%	16.06%	76.63%
ENG200	131	0	54	77		0.00%	41.22%	58.78%
ENG210	564	23	96	446		4.07%	16.99%	78.94%
FIN150	138	0	106	32		0.00%	76.81%	23.19%
HST121	360	36	22	302		10.00%	6.11%	83.89%
HST122	327	35	12	280		10.70%	3.67%	85.63%
MTH136	769	0	49	720		0.00%	6.37%	93.63%
MTH137	118	0	12	106		0.00%	10.17%	89.83%
MTH138	138	0	1	137		0.00%	0.72%	99.28%
MTH261	154	49	2	109		30.63%	1.25%	68.13%
PHY123	44	6	16	22		13.64%	36.36%	50.00%
PLS101	368	115	5	249		31.17%	1.36%	67.48%
PSY121	479	75	1	403		15.66%	0.21%	84.13%
SPN101	199	9	20	170		4.52%	10.05%	85.43%
SPN102	145	9	15	122		6.16%	10.27%	83.56%
SPN201	75	8	12	55		10.67%	16.00%	73.33%
	6077	525	767	4808				
		8.64%	12.62%	79.12%				

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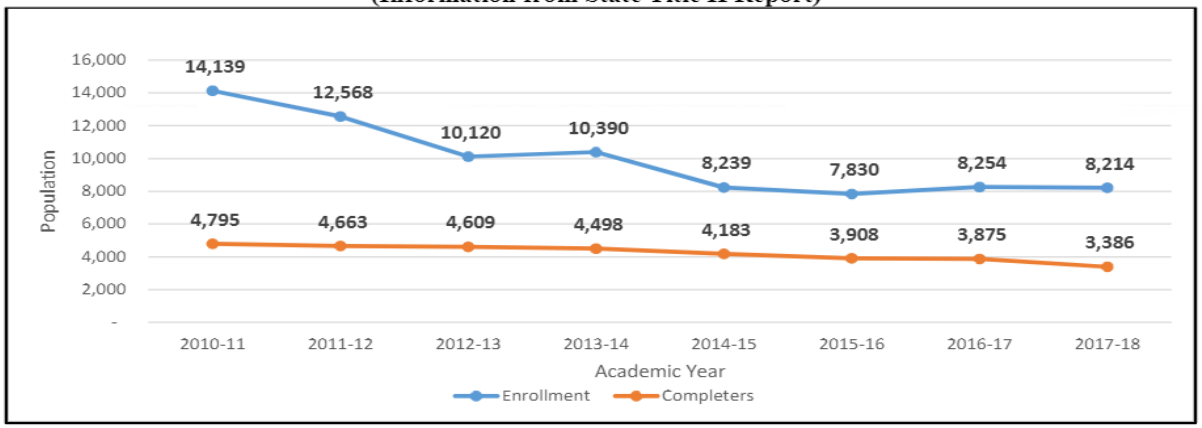
Dual Credit Sustainability

Teacher Shortages- 2019-20 data from DESE

- the percentage of teachers who remained in the classroom three years after their first year of teaching was 64.1 percent.
- the percentage of teachers who remained in the classroom five years after their first year of teaching was 48.0 percent.

(Information from State Title II Report)



Years of Experience 2014 – 2020

YEARS OF EXPERIENCE	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20
0-5	25.8%	26.7%	27.6%	31.5%	31.3%	31.3%
6-10	22.4%	21.4%	20.3%	18.8%	18.6%	18.6%
11-15	18.4%	17.9%	17.9%	16.6%	16.7%	16.8%
16-20	14.7%	15.2%	15.7%	15.1%	15.1%	15.1%
21+	18.3%	18.3%	18.7%	18.0%	18.3%	18.4%

Average Age of Teachers 2014 – 2020

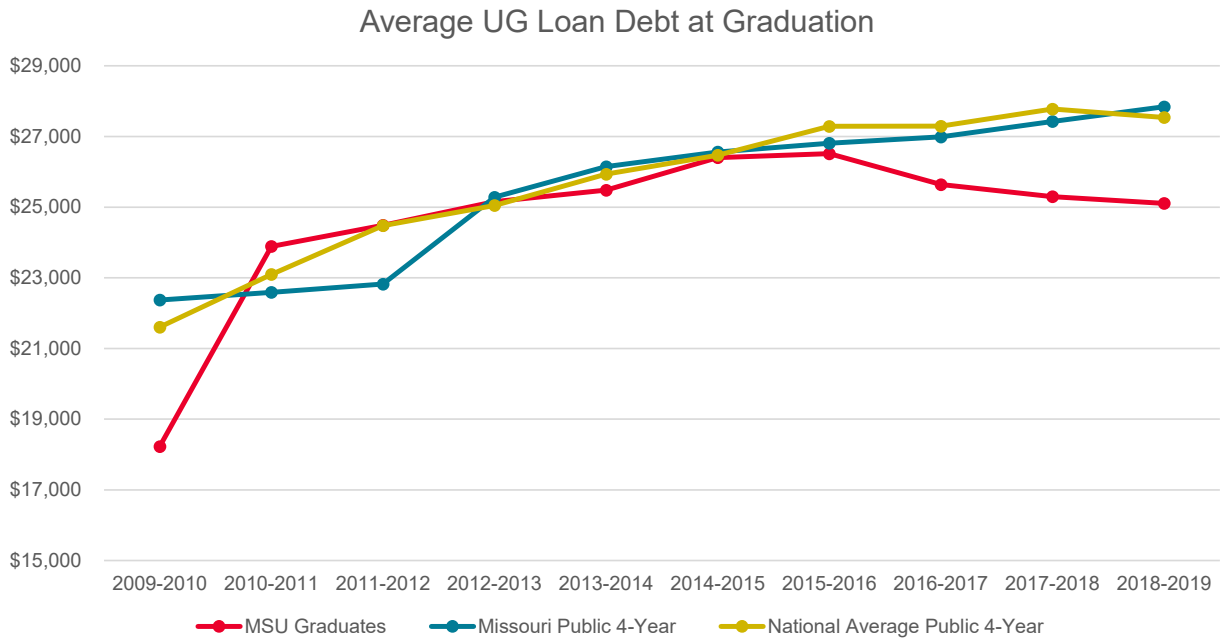
AGE GROUP	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20
20-29	15.5%	15.6%	15.8%	15.7%	15.6%	18.1%
30-39	30.9%	30.9%	30.5%	30.4%	30.4%	30.2%
40-49	27.6%	27.8%	28.6%	28.9%	29.5%	29.3%
50-59	19.2%	19.0%	18.6%	18.8%	19.2%	17.7%
60 +	6.8%	6.7%	6.5%	6.4%	6.3%	5.1%

Student Loan Debt

ROB MOORE

- The Office of Student Financial Aid can provide aggregate data reports on student borrowing habits upon request.
  - Average debt at graduation
    - Along racial/ethic identities
    - Pell grant eligibility
    - Correlation to U.S. national poverty level
    - First-generation status
    - Other criteria upon request

Average Student Debt at Graduation



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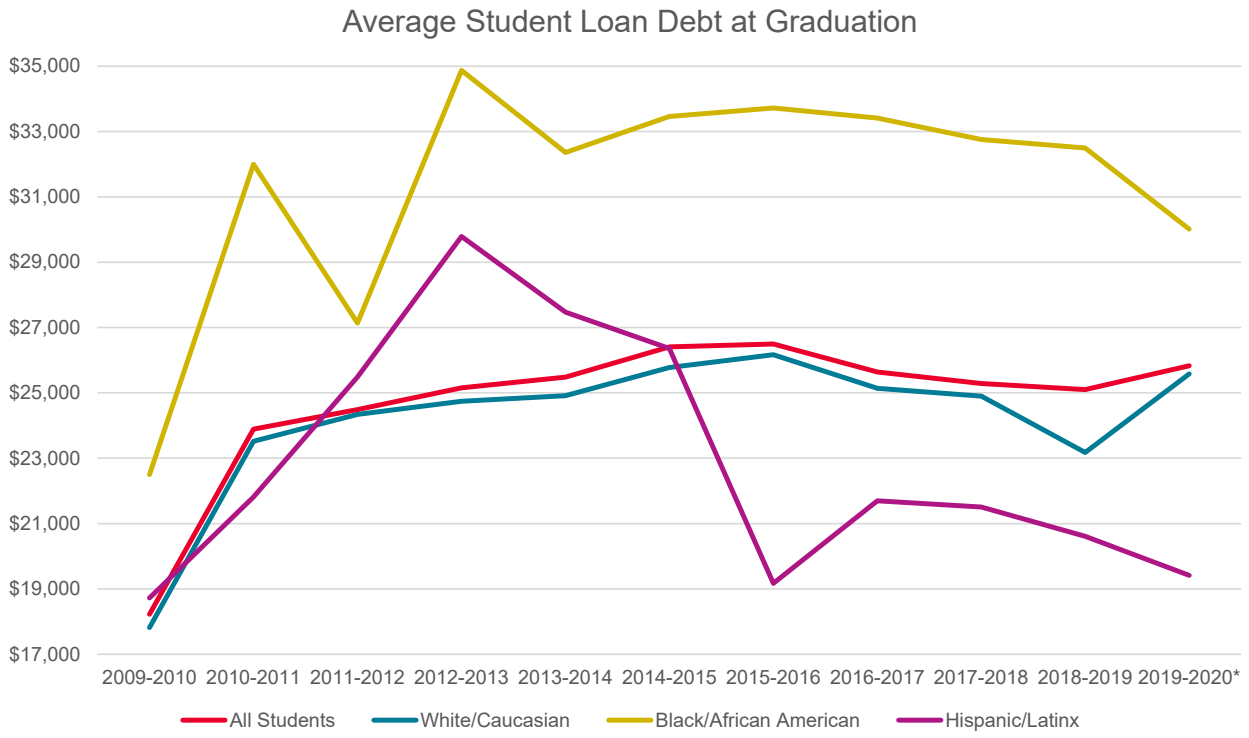
Average Loan Debt by Student Group

RACIAL AND ETHNIC LENS



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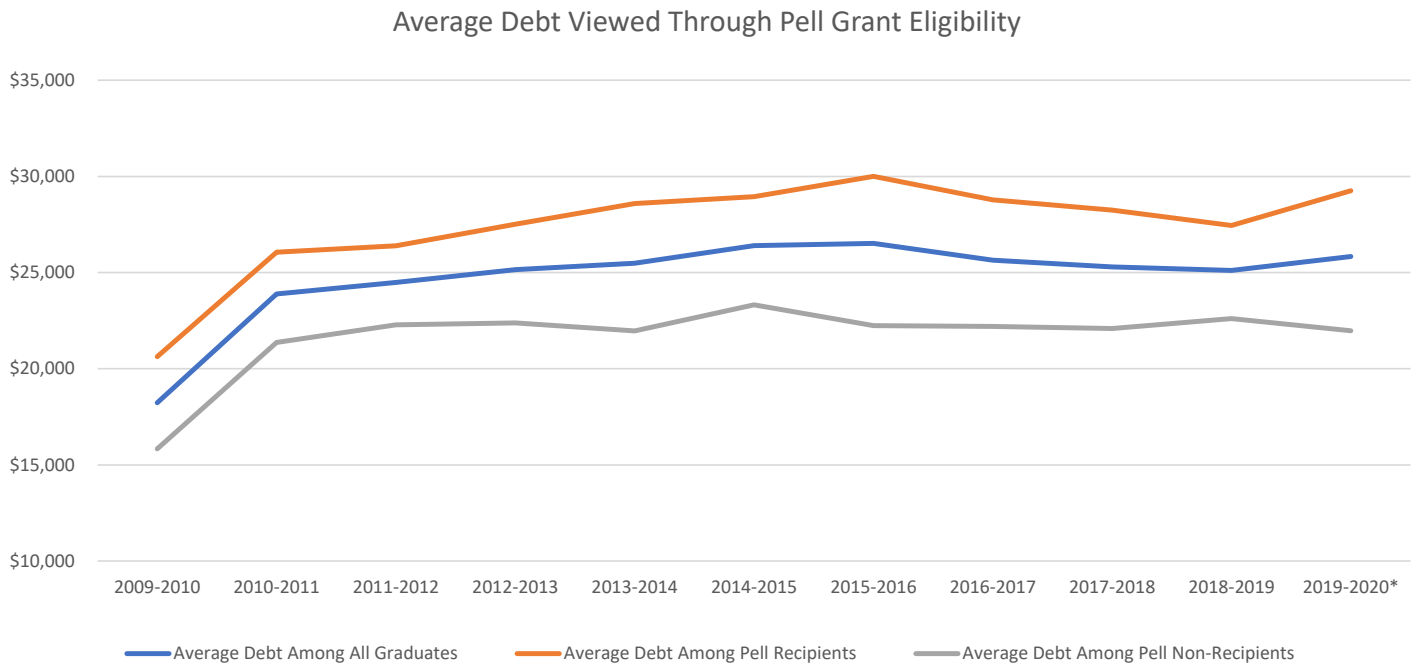
Average Loan Debt by Student Group

PELL GRANT ELIGIBILITY



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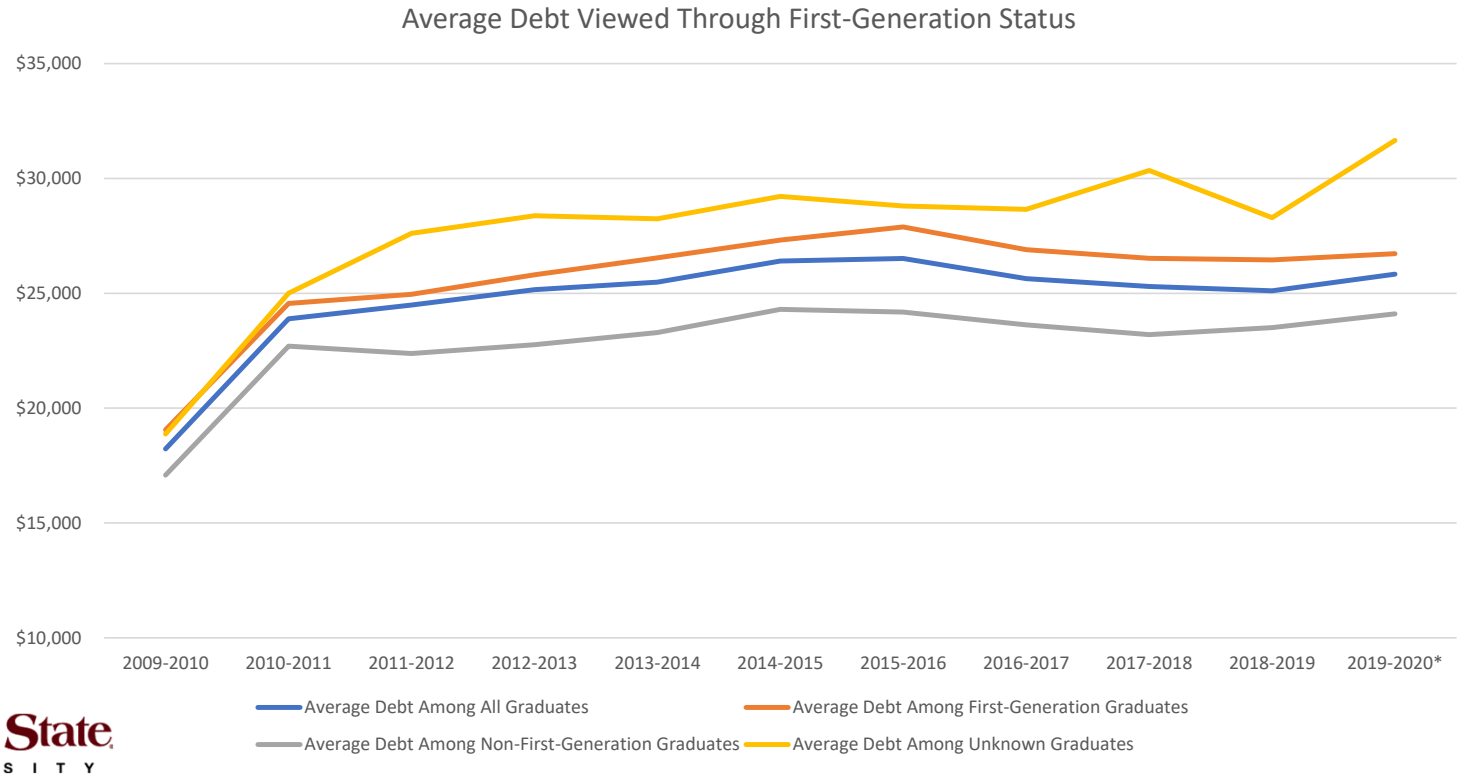
Average Loan Debt by Student Group

FIRST-GENERATION STATUS



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III Institutional Research Resources / Retention and Graduation Data

ROB HORNBERGER, MICHELLE OLSEN, KELLY WOOD

- Enrollment Management vs. Institutional Research reports
  - IPEDS reporting – excludes students taking courses exclusively in the ELI program, Study Away program, at the Dalian China campus and exclusive auditors.
  - Tracking classes (e.g., enrolled at another school but financial aid at MSU, access to campus resources)
- Retention and Graduation reports
- Provost Dashboards
- Bear Stats
- Fact Book
- AIM Dashboard
- IPEDS and other outside data source submissions

Carefully Crafted
By The Office of Institutional Research

Dr. Michelle D. Olsen, Director

For

MSU's SEM Team

May 20, 2021

Retreat

— What we do —

— Multi-purpose Presentation —

1977 US DOE

1870s
Hecla, Montana School
National Archives

1997 OMB revised standards

2007 US DOE published final guidance aligned with OMB standards

Federal Register, Vol. 72, No. 202, 10/19/2008

Report **Requirement** beginning with the **2010-2011** school year

- Self identify
- Select more than one race and/or ethnicity

Race - biological/**Ethnicity** - cultural

1. Individuals are first asked to designate **ethnicity** as

Not Hispanic/Latino

Hispanic/Latino

Cuban
Mexican
Puerto Rican
South or Central American
other Spanish or origin regardless of race

2. Then asked to indicate all races that apply among the following:

American Indian
Asian
Black or African American
Native Hawaiian or other Pacific Islander
White
Choose one or more

Unknown
Non-resident Alien

Male/Female/Unknown

Collection and reporting of race/ethnicity and gender data on students and completers are **mandatory**
https://surveys.nces.ed.gov/IPEDS/ViewContent.aspx?contentId=18

— Common Language for Comparability —

+ NCES

- Make comparisons
- Analyze & describe trends
- # of students enrolled
- # of Faculty
- $ expended
- Degrees awarded

Built Around a Series of Interrelated Surveys

- Admissions
- Enrollment
- Degrees conferred
- Retention/Persistence
- HR/Finance/Libraries

IPEDS

Forms the NCES Sampling Frame for the…

- Natl PS Student Aid Study
- Natl Survey of PS Faculty

States use NCES data to…

- Set policy
- Make comparisons
- Mandate state reporting
- Establish funding

Students and Parents

NATIONAL CENTER FOR EDUCATION STATISTICS

COLLEGENavigator

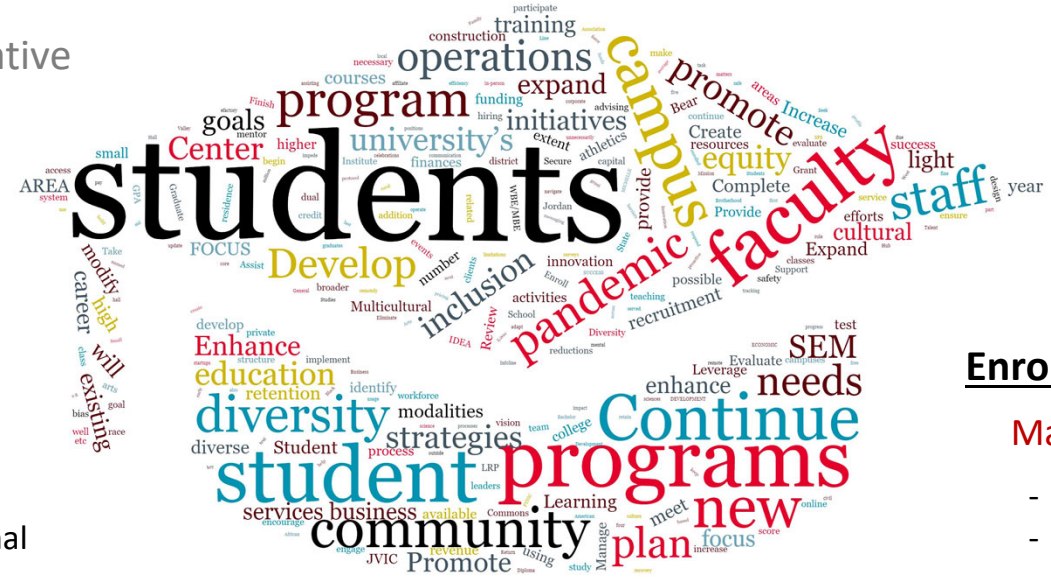
Other Users Include:

- Congress
- Federal agencies
- State governments
- Education providers
- Professional associations
- Scholarship providers
- Private business
- Media
- Common Data Set (CDS)

Accountability

— Attracting, Retaining, and Graduating Good Students —

Qualitative



Institutional Research

IR's Expertise/Focus

- MSU
- Administrative/Institutional
- Academic/Professional
- Postsecondary Education
- Relationships to society
- Knowledge Manager
  Internal/External Information

Enrollment Management

Marketing

- Conceptual goals
- Effectiveness of Processes
- Pipeline
- Student Experiences

Institutional Research (IR) (OIR)

Provide descriptive data designed to inform

- Planning
- Policy
- Decision making

Research in IR has a broad meaning, for example…

Action Research

- How many sections of a specified course are being of Applied Research
- By what amount should tuition rates be increased to produce a target amount of tuition income?
- Is attrition a problem on our campus? Evaluation
- Are degree outcomes what the stated purpose of our programs suggest? Judgement
- What are the potential demand of our programs for society and our workforce?

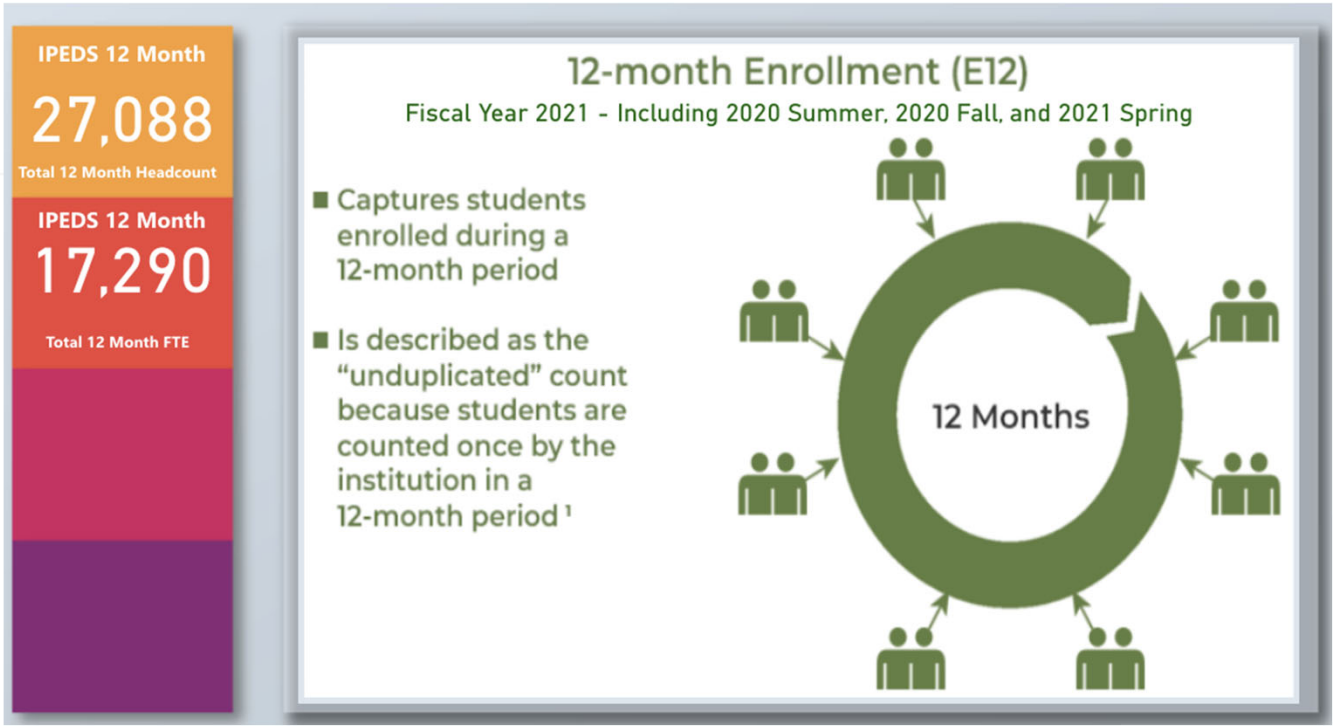
”One Click” to more Efficient and Effective Reporting

IPEDS FALL COLLECTION

IPEDS 12 Month Enrollment Fiscal Year 2020

Under the Hood…

- Unduplicated head count
- Total Credit Hours/College
- IPEDS 12-Month FTE
- Gender
- Race/Ethnicity
- Undergraduate
- Graduate



”One Click” to more Efficient and Effective Reporting

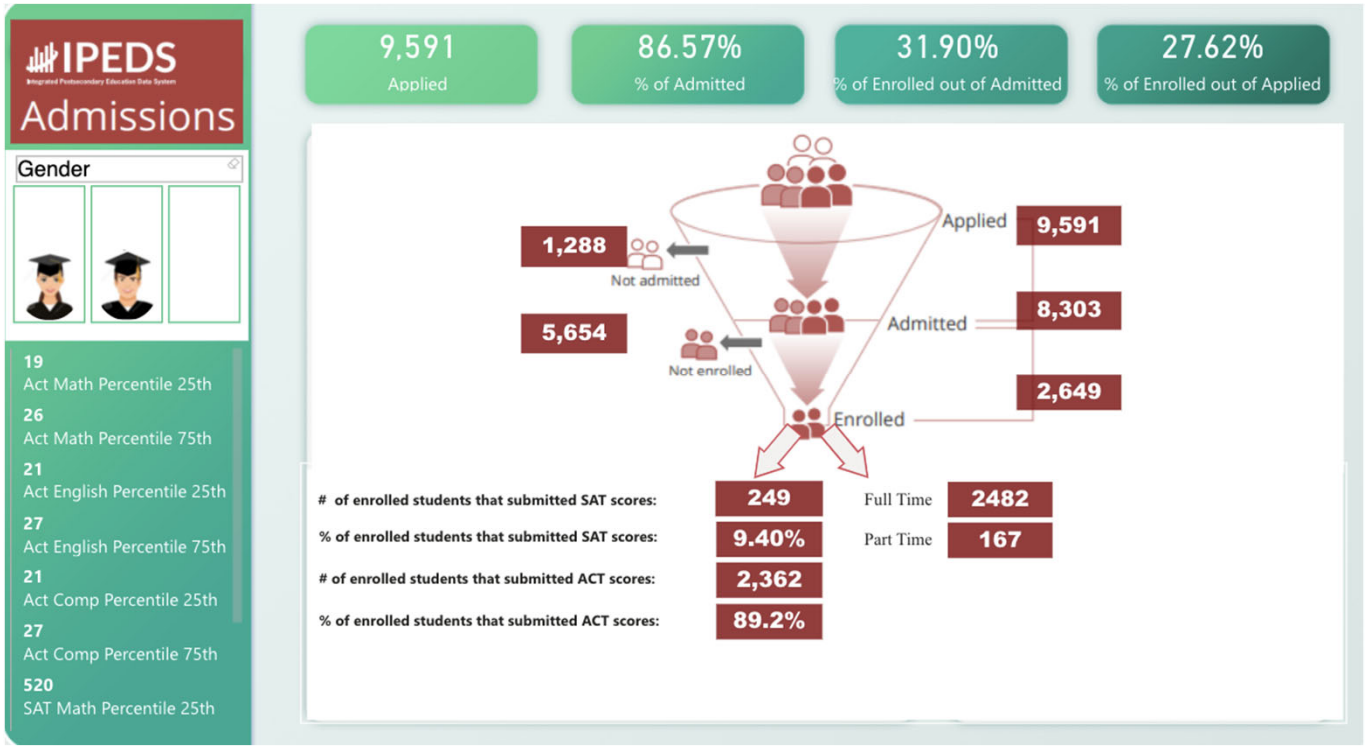
Continued…

IPEDS WINTER COLLECTION

IPEDS Admission Fall 2020

Under the Hood…

- Gender



”One Click” to more Efficient and Effective Reporting

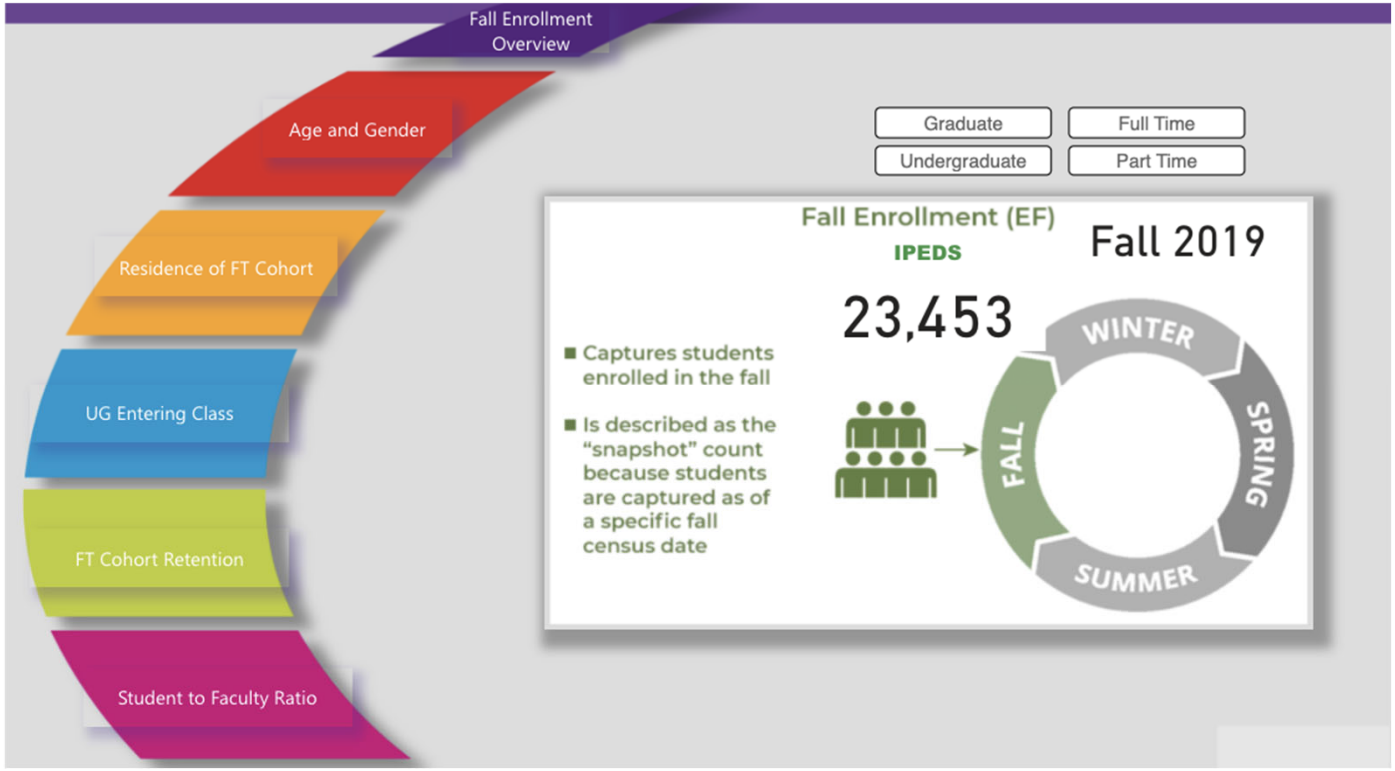
Continued…

IPEDS SPRING COLLECTION

IPEDS Fall Enrollment Fall 2020

Under the Hood…

CENSUS DATA including
- Head Count
- Gender
- Race/Ethnicity
- Undergraduate FT/PT
- Graduate FT/PT



— Trickling Down From The Top —

Education Committee

State Legislature - **Mandates**

Governor

MDHEWD - establishes reporting protocols

Board of Governors

President

Provost

IPEDS

Performance Measures/Funding

Missouri State

Vision → **Mission** → **Long Range Plan** → **Action Plan**

IR's Plan for Always Being Prepared

Decision Support System (DSS)
Enables Decision Makers

SEM **Bear**

Dr. Einhellig
— Academic Office —

Federal/State Accountability

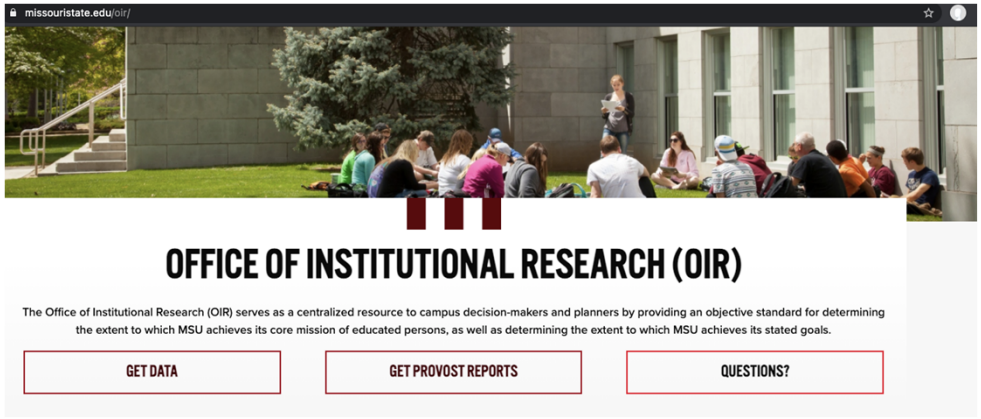
Making Accountability More ACCOUNTABLE

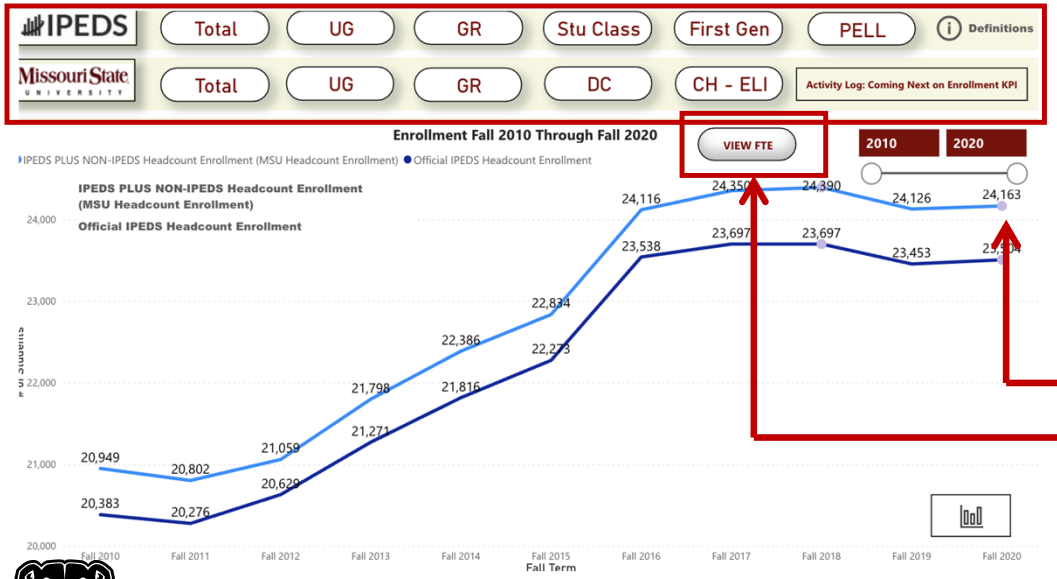
Action Plan

↓

Individual Assignments

Ad Hoc





Go to… https://www.missouristate.edu/oir/
Scroll down to locate IR's Report Menu located on the left of your screen
Under the subcategory **"Performance Indicators"**
Select **"Key Performance Indicators"**
Scroll down to **"Interactive Enrollment Dashboard"**
Click to open

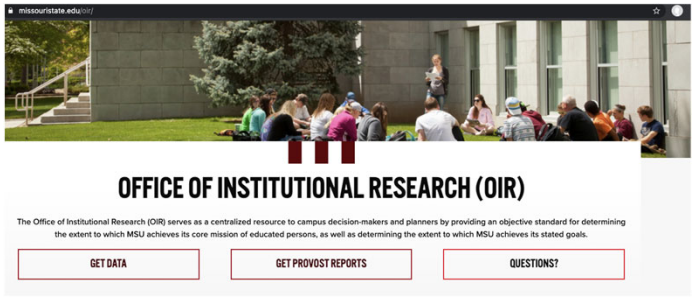
Goal #1	Fa2020 Baseline	Fa2026 Goal	Diff	Diff %
Overall Headcount	24,163	25,371	1,208	5%
FTE Enrollment	18,027	18,568	541	3%

SCH Dashboard
PUBLIC

FY2011 TO FY2021

SCH Dashboard (Public, Permissions Not Required)

Go to…
https://www.missouristate.edu/oir/
Scroll down to locate IR's Report Menu located on the left of your screen
Under the subcategory
"Data and Information Resources"
Select **"Provost Dashboards"**
Scroll down to **"SCH Dashboard"**
Click to open



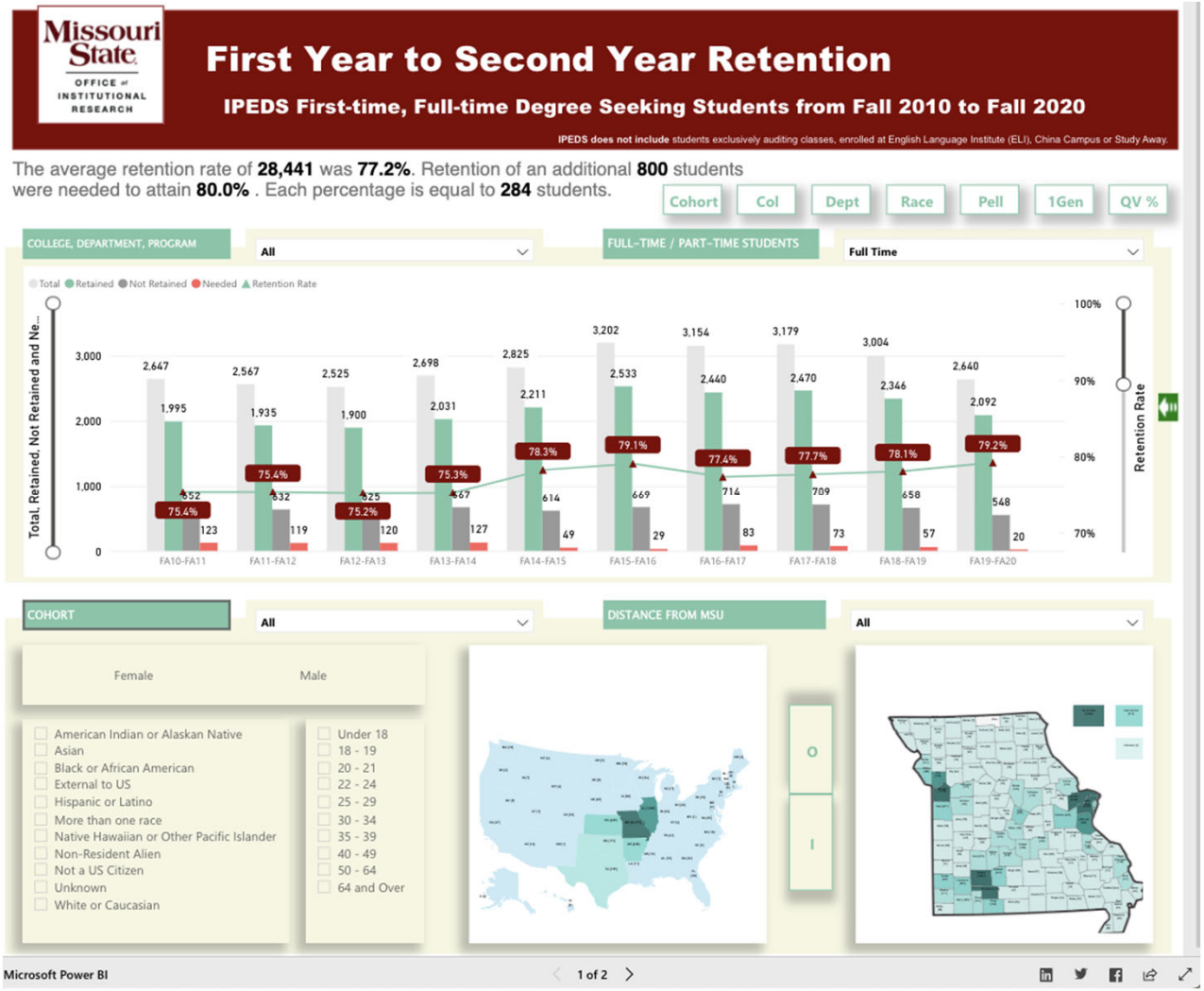
IPEDS Retention

Improve Retention/Persistence

Making Accountability More
ACCOUNTABLE

New Technology
creating new knowledge as well as
an enormous potential
for
Qualitative Research
Informative
Applied
Actionable

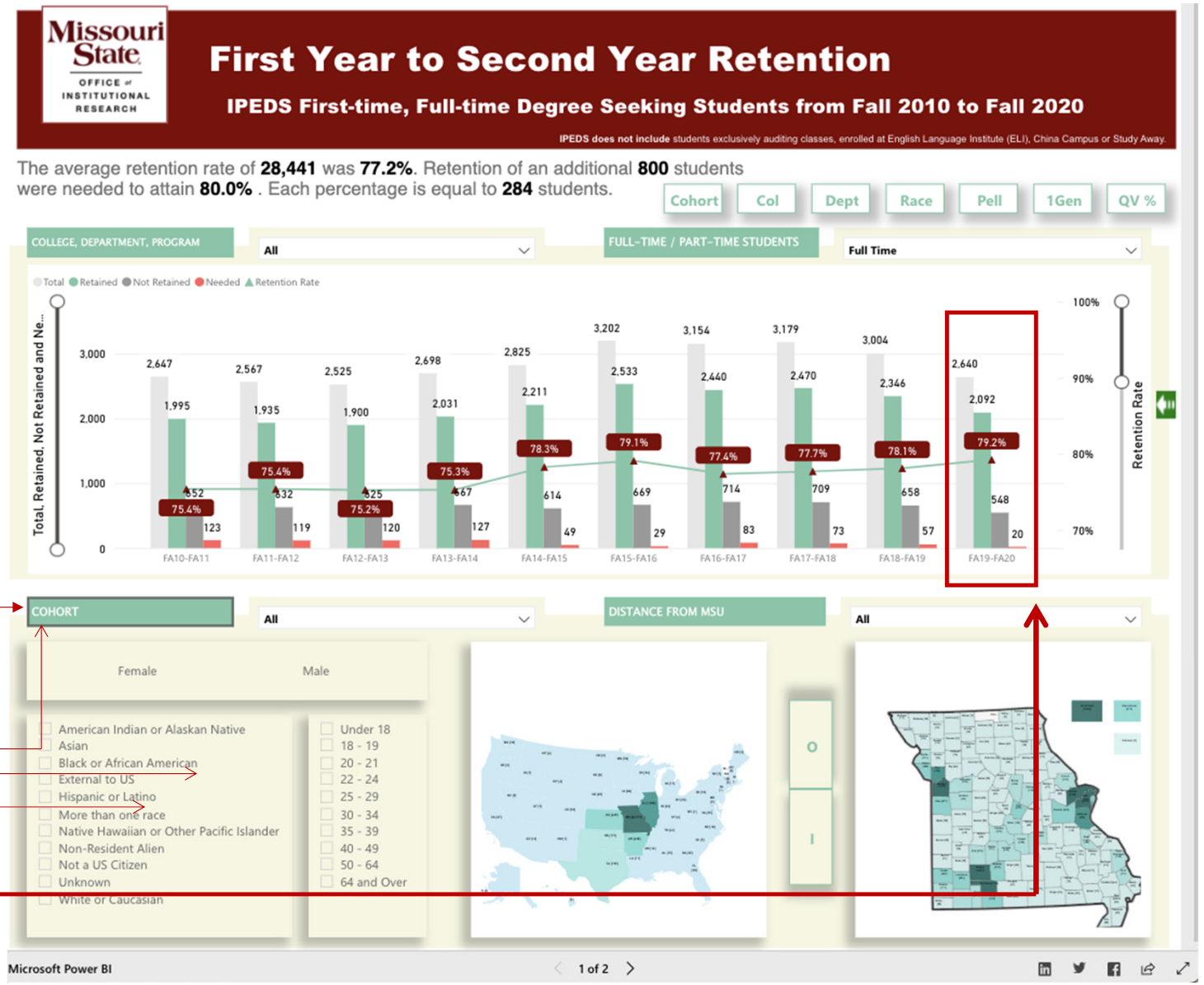
Go to… https://www.missouristate.edu/oir/
Scroll down to locate IR's Report Menu located on the left of your screen
Under the subcategory **"Performance Indicators"**
Select **"Key Performance Indicators"**
Scroll down to **"Interactive Retention Dashboard"**
Click to open



WS1

Interactive Retention Dashboard

Goal #2	Fa2020 Baseline	Fa2026 Goal
Overall Retention @ 3%	79.2%	82.2%
African American @ 5%	71.3%	76.3%
Hispanic/Latino/Latinx @ 5%	75.8%	80.8%
First Generation @ 5%	73.9%	78.9%
Pell Eligible @ 5%	71.7%	76.7%



Slide 44

WS1 I really like how you added the SEM target goals here Michelle. This will help them connect to the plan so easily now in terms of where to get data.
Wood, Kelly S, 5/19/2021

”One Click” to more Efficient and Effective Reporting

Continued…

Goal #3	FY20 Baseline	FY25 Goal	Diff	Diff %
Total Credentials	5,696	5,800	104	1.8%

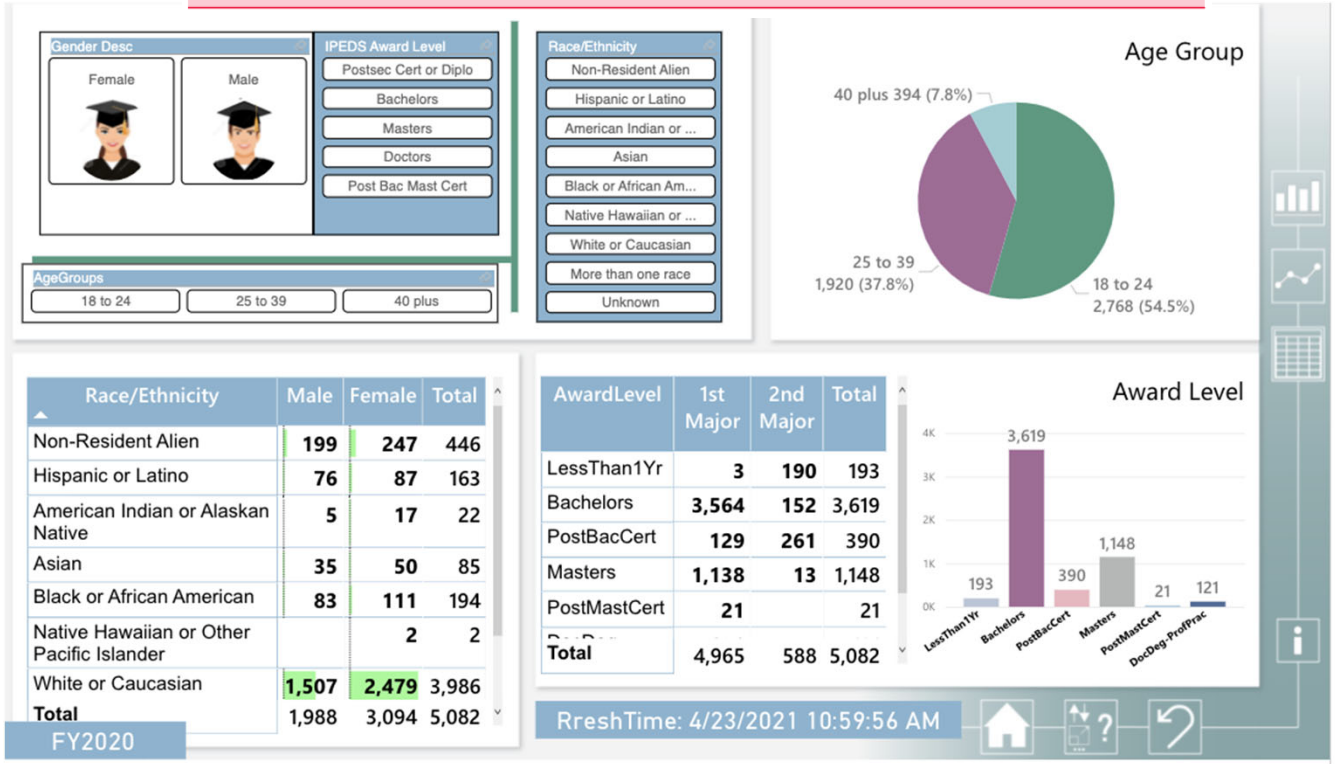
IPEDS FALL COLLECTION

IPEDS Completion Fiscal Year 2020

Under the Hood…

Numerous Filtering Options

- Head Count
- Gender
- Race/Ethnicity
- Degree
- Award Level



Race/Ethnicity	Male	Female	Total
Non-Resident Alien	199	247	446
Hispanic or Latino	76	87	163
American Indian or Alaskan Native	5	17	22
Asian	35	50	85
Black or African American	83	111	194
Native Hawaiian or Other Pacific Islander		2	2
White or Caucasian	1,507	2,479	3,986
Total	1,988	3,094	5,082

AwardLevel	1st Major	2nd Major	Total
LessThan1Yr	3	190	193
Bachelors	3,564	152	3,619
PostBacCert	129	261	390
Masters	1,138	13	1,148
PostMastCert	21		21
Total	4,965	588	5,082

Products of the Provost's Data Support System (DDS)

Designed, Developed & Maintained by MSU's Office of Institutional Research

Provost Reports (PUBLIC)

https://www.missouristate.edu/OIR/provost-dashboards.htm

- SCH Dashboard

The Provost's KPIs
Key Performance Indicators

https://www.missouristate.edu/OIR/key-performance-indicators.htm

- Interactive Enrollment Dashboard
- Interactive Retention Dashboard
- Interactive Faculty/Staff Dashboard

COMING SOON!

— To IR's Web Page —

https://www.missouristate.edu/OIR/ipeds-dashboard.htm

IPEDS Dashboards (PUBLIC)

- Completions Fiscal Year 2020
- 12-Month Enrollment Fiscal Year 2020
- Admissions Fall 2020 (CENSUS DATA)
- Enrollments Fall 2020 (CENSUS DATA)
- HR Survey Year 2020

Comments or Questions

”There must be within the Institutional Research (IR) role a **sufficient degree of independence** which permits IR to fully examine and provide constructive criticism of the institution, including its purposes and values.”

‘’IR’s uniqueness rests in the combination of its role as a **positive critic** concerned with the enhancement and advancement of higher education and its role as a researcher, quantifier, and assessor of quantitative and qualitative information regarding the institution…”

“An active IR role also requires the sustenance of an efficacious symmetry between activities prescribed by its service, the institution, and opportunities for exploration in areas responsive to IR’s own insights and interests. **Creativity** is an active process which **requires a degree of autonomy that must be real and sufficient…** Without this fundamental ingredient, the composition of the role of IR lacks potency.”

— Sid Suslow, 1972 —

Thank you

SEM Strategic Enrollment Management

RESOURCES

- SEM website
- Enrollment Management & Services website
- Institutional Research
- Bear Intelligence
- Data request form
- Argos
- SEM Blog

Missouri State University