

Undergraduate Enrollment - 10th Day Report from Office of the Registrar

College of LAS and Open Option Enrollment

	LAS-Open				LAS -				LAS Total			
	Option	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Resident	Non-Resid	% Res	
F04	730	597	133	81.78%	5214	4041	1173	77.50%	5944	4638	1306	78.03%
F05	778	620	158	79.69%	5085	3988	1087	78.43%	5863	4608	1245	78.59%
F06	765	611	154	79.87%	4910	3890	1020	79.23%	5675	4501	1174	79.31%
F07	790	633	157	80.13%	4945	3859	1086	78.04%	5735	4492	1243	78.33%
F08	798	604	194	75.69%	5052	3815	1237	75.51%	5850	4419	1431	75.54%
5-yr ave	772.2	613	159.2	79.38%	5041.2	3918.6	1120.6	77.73%	5813.4	4531.6	1279.8	77.95%

College Undeclared and College Total Enrollment

	AgLS				AGLS -				AgLS Total			
	Undecided	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Resident	Non-Resid	% Res	
F04	30	25	5	83.33%	2447	2078	369	84.92%	2477	2103	374	84.90%
F05	35	32	3	91.43%	2413	2049	364	84.92%	2448	2081	367	85.01%
F06	18	15	3	83.33%	2521	2117	403	83.97%	2539	2132	406	83.97%
F07	27	27	0	100.00%	2670	2222	448	83.22%	2697	2249	448	83.39%
F08	16	13	3	81.25%	2829	2315	514	81.83%	2845	2328	517	81.83%
5-yr ave	25.2	22.4	2.8	88.89%	2576	2156.2	419.6	83.70%	2601.2	2178.6	422.4	83.75%

	Des				Des -				Des Total			
	Undecided	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Resident	Non-Resid	% Res	
F04	0	0	0		1782	1275	507	71.55%	1782	1275	507	71.55%
F05	18	16	2	88.89%	1735	1234	501	71.12%	1753	1250	503	71.31%
F06	37	28	9	75.68%	1736	1241	495	71.49%	1773	1269	504	71.57%
F07	58	43	15	74.14%	1815	1302	513	71.74%	1873	1345	528	71.81%
F08	45	32	13	71.11%	1799	1260	539	70.04%	1844	1292	552	70.07%
5-yr ave	31.6	23.8	7.8	75.32%	1773.4	1262.4	511	71.19%	1805	1286.2	518.8	71.26%

	Eng				Eng -				Eng Total			
	Undecided	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Resident	Non-Resid	% Res	
F04	389	289	100	74.29%	4301	2803	1498	65.17%	4690	3092	1598	65.93%
F05	392	279	113	71.17%	4159	2772	1387	66.65%	4551	3051	1500	67.04%
F06	403	280	123	69.48%	4042	2701	1341	66.82%	4445	2981	1464	67.06%
F07	466	325	141	69.74%	4134	2676	1458	64.73%	4600	3001	1599	65.24%
F08	443	284	159	64.11%	4233	2666	1567	62.98%	4676	2950	1726	63.09%
5-yr ave	418.6	291.4	127.2	69.61%	4173.8	2723.6	1450.2	65.25%	4592.4	3015	1577.4	65.65%

	HS				HS -				HS Total			
	Undecided	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Resident	Non-Resid	% Res	% Res
F04	15	15	0	100.00%	2847	2380	467	83.60%	2862	2395	467	83.68%
F05	10	8	2	80.00%	2637	2186	451	82.90%	2647	2194	453	82.89%
F06	9	6	3	66.67%	2686	2187	499	81.42%	2695	2193	502	81.37%
F07	14	12	2	85.71%	2752	2211	541	80.34%	2766	2223	543	80.37%
F08	5	4	1	80.00%	2914	2287	627	78.48%	2919	2291	628	78.49%
5-yr ave	10.6	9	1.6	84.91%	2767.2	2250.2	517	81.32%	2777.8	2259.2	518.6	81.33%

	Sum of College Undecided - Excluding business				Sum College				College			
	Undecided	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Total	Resident	Non-Resid	% Res
F04	434	329	105	75.81%	11377	8536	2841	75.03%	11811	8865	2946	75.06%
F05	455	335	120	73.63%	10944	8241	2703	75.30%	11399	8576	2823	75.23%
F06	467	329	138	70.45%	10985	8246	2738	75.07%	11452	8575	2876	74.88%
F07	565	407	158	72.04%	11371	8411	2960	73.97%	11936	8818	3118	73.88%
F08	509	333	176	65.42%	11775	8528	3247	72.42%	12284	8861	3423	72.13%
5-yr ave	486	346.6	139.4	71.32%	11290.4	8392.4	2897.8	74.33%	11776.4	8739	3037.2	74.21%

TOTAL UNDECIDED STUDENTS

TOTAL DECLARED STUDENTS

TOTAL ACROSS FIVE COLLEGES

	Undecided	Resident	Non-Resid	% Res	Declared	Resident	Non-Resid	% Res	Total	Resident	Non-Resid	% Res
F04	1164	926	238	79.55%	16591	12577	4014	75.81%	17755	13503	4252	76.05%
F05	1233	955	278	77.45%	16029	12229	3790	76.29%	17262	13184	4068	76.38%
F06	1232	940	292	76.30%	15895	12136	3758	76.35%	17127	13076	4050	76.35%
F07	1355	1040	315	76.75%	16316	12270	4046	75.20%	17671	13310	4361	75.32%
F08	1307	937	370	71.69%	16827	12343	4484	73.35%	18134	13280	4854	73.23%
5-yr ave	1258.2	959.6	298.6	76.27%	16331.6	12311	4018.4	75.38%	17589.8	13270.6	4317	75.44%

Percent Non-Resident 23.73%

24.62%

24.56%

EXCLUDING COLLEGE OF BUSINESS

Fall 2005 - Fall 2007 College of LAS: Majors and Open Option

Table 1. Majors: Students who chose a major in LAS

Prospects	43333
Applied	8184
Offered	7101
Enrolled	2953
Yield: Enrolled/Prospects	6.81%
Yield: Enrolled/Offer	41.59%

Table 2. Open Option "Stayers": Students who were "open option" throughout admissions process

Prospects	43033
Applied	3108
Offered	2678
Enrolled	890
Yield: Enrolled/Prospects	2.07%
Yield: Enrolled/Offer	33.23%

Table 3. Students Who Started in a LAS Major but then Switched to Open Option

Prospects	2647
Applied	1412
Offered	1280
Enrolled	684

Yield: Enrolled/Prospects	25.84%
Yield: Enrolled/Offer	53.44%

Table 4. Students Who Started as Open Option but then Changed into a Major*

College	AG LS	Design	Eng	Hum Sci	LAS	Total
Prospects	468	443	851	596	2041	4399
Applied	359	369	662	408	1257	3055
Offered	320	350	625	358	1125	2778
Enrolled	191	208	350	215	537	1501
Yield: Enrolled/Prospects	40.81%	46.95%	41.13%	36.07%	26.31%	34.12%
Yield: Enrolled/Offer	59.69%	59.43%	56.00%	60.06%	47.73%	54.03%

*This chart demonstrates the college in which a student majored after they moved from option option.

Table 5. Breakdown by "type" of student

	# Prospects	%Prospects	# of Appli	%Applied	#Offered	%Offered	#Enrolled	%Enrolled
Majors	43333	45.91%	8184	49.87%	7101	49.21%	2953	46.21%
Open Open "Stayers"	43033	45.59%	3108	18.94%	2678	18.56%	890	13.93%
Students who started in major and moved to option option	2647	2.80%	1412	8.60%	1280	8.87%	684	10.70%
Students who started in open option and moved to a major	5371	5.69%	3707	22.59%	3370	23.36%	1863	29.15%
Total	94384		16411		14429		6390	

Table 6. Students Who Started as LAS Major but then Changed into an Undeclared In Another College

College	AG LS	Design	Eng	Hum Sci	Business	Total
Prospects	0	8	128	22	4	162
Applied	0	8	79	16	2	105
Offered	0	7	78	15	2	102
Enrolled	0	5	50	2	1	58
Yield: Enrolled/Prospects		62.50%	39.06%	9.09%	25.00%	35.80%
Yield: Enrolled/Offer		71.43%	64.10%	13.33%	50.00%	56.86%

Table 7. Students Who Started as Open Option but then Changed into an Undeclared In Another College

College	AG LS	Design	Eng	Hum Sci	Business	Total
Prospects	54	48	357	30	969	1458
Applied	26	43	292	22	646	1029
Offered	21	40	276	20	586	943
Enrolled	13	33	157	5	362	570
Yield: Enrolled/Prospects	24.07%	68.75%	43.98%	16.67%	37.36%	39.09%
Yield: Enrolled/Offer	61.90%	82.50%	56.88%	25.00%	61.77%	60.45%

Fall 2005 - Fall 2007 College of Agriculture and Life Sciences

Office of Admissions

Table 1. Majors: Students who chose a major in AG LS

Prospects	8950
Applied	3624
Offered	3479
Enrolled	1979
Yield: Enrolled/Prospects	22.11%
Yield: Enrolled/Offer	56.88%

throughout admissions process

Prospects	763
Applied	97
Offered	82
Enrolled	32
Yield: Enrolled/Prospects	4.19%
Yield: Enrolled/Offer	39.02%

Table 3. Students Who Started in an AG LS Major but then Switched to AG LS-Unclassified

Prospects	54
Applied	28
Offered	26
Enrolled	13
Yield: Enrolled/Prospects	24.07%
Yield: Enrolled/Offer	50.00%

Table 4. Students Who Started in AG LS Undecided but then Changed into another Major*

College	AG LS	DSGN	ENGR	Hum Sci	Business	LAS	Total
Prospects	254	1	1	1	33	42	332
Applied	236	1	1	1	6	18	263
Offered	224	1	1	1	7	19	253
Enrolled	169	0	1	0	5	11	186
Yield: Enrolled/Prospects	66.54%	0.00%	100.00%	0.00%	15.15%	26.19%	56.02%
Yield: Enrolled/Offer	75.45%	0.00%	100.00%	0.00%	71.43%	57.89%	73.52%

*This chart demonstrates the college in which a student majored after they moved from AG LS-Uncecided .

Table 5. Breakdown by "type" of student

	# Prospe	%Prospects	# of Applied	%Applied	#Offered	%Offered	#Enrolled	%Enrolled
Majors	8950	88.62%	3624	90.33%	3479	90.60%	1979	89.55%
AG LS-Uncecided "Stayers"	763	7.56%	97	2.42%	82	2.14%	32	1.45%
Students who started in major and moved to AG LS-undecided	54	0.53%	28	0.70%	26	0.68%	13	0.59%
Students who started in AG LS-undecided and moved to a major	332	3.29%	263	6.56%	253	6.59%	186	8.42%
Total	10099	100.00%	4012	100.00%	3840	100.00%	2210	100.00%

Table 6. Students Who Started in AG LS but then Changed into an Undeclared In Another College

College	DSGN	ENGR	H SCI	Business	LAS	Total
Prospects	2	15	1	155	217	390
Applied	2	13	1	52	89	157
Offered	2	14	1	46	82	145
Enrolled	2	7	0	31	40	80
Yield: Enrolled/Prospects	100.00%	46.67%	0.00%	20.00%	18.43%	20.51%
Yield: Enrolled/Offer	100.00%	50.00%	0.00%	67.39%	48.78%	55.17%

**Table 7. Students Who Started as AG LS-Unclassified but then Changed into an Unclassified
In Another College**

College	DSGN	ENGR	H SCI	Business	LAS	Total
Prospects	1	1	1	33	42	78
Applied	1	1	1	6	18	27
Offered	1	1	1	7	19	29
Enrolled	0	1	0	5	11	17
Yield: Enrolled/Prospects	0.00%	100.00%	0.00%	15.15%	26.19%	21.79%
Yield: Enrolled/Offer	0.00%	100.00%	0.00%	71.43%	57.89%	58.62%

Fall 2005 - Fall 2007 College of DSGN: Majors and Design Open

Table 1. Majors: Students who chose a major in Design

Prospects	10163
Applied	3676
Offered	3274
Enrolled	1642
Yield: Enrolled/Prospects	16.16%
Yield: Enrolled/Offer	50.15%

Table 2. DSGN-Undecided "Stayers": Students who were "Design-Undecided" throughout admissions process

Prospects	606
Applied	89
Offered	81
Enrolled	41
Yield: Enrolled/Prospects	6.77%
Yield: Enrolled/Offer	50.62%

Table 3. Students Who Started in an Design Major but then Switched to Design-Undecided

Prospects	32
Applied	25
Offered	21
Enrolled	19
Yield: Enrolled/Prospects	59.38%
Yield: Enrolled/Offer	90.48%

Table 4. Students Who Started in Design Undecided but then Changed into another Major*

College	AG LS	Design	ENGR	Hum Sci	Business	LAS	Total
Prospects	6	160	20	21	12	42	261
Applied	6	158	20	20	12	31	247
Offered	6	147	19	20	12	31	235
Enrolled	4	80	11	15	4	23	137
Yield: Enrolled/Prospects	66.67%	50.00%	55.00%	71.43%	33.33%	54.76%	52.49%
Yield: Enrolled/Offer	66.67%	54.42%	57.89%	75.00%	33.33%	74.19%	58.30%

*This chart demonstrates the college in which a student majored after they moved from Design-Undecided .

Table 5. Breakdown by "type" of student

	# Prospects	%Prospect	# of Applied	%Applied	#Offered	%Offered	#Enrolled	%Enrolled
Majors	10163	91.87%	3676	91.06%	3274	90.67%	1642	89.29%
Design-Undecided "Stayers"	606	5.48%	89	2.20%	81	2.24%	41	2.23%
Students who started in major and moved to Design-undecided	32	0.29%	25	0.62%	21	0.58%	19	1.03%
Students who started in Design-undecided and moved to a major	261	2.36%	247	6.12%	235	6.51%	137	7.45%
Total	11062	100.00%	4037	100.00%	3611	100.00%	1839	100.00%

Table 6. Students Who Started in Design but then Changed into an Undeclared In Another College

College	AG LS	ENGR	Hum Sci	Business	LAS	Total
Prospects		34		116	206	356
Applied		28		87	128	243
Offered		27		77	111	215
Enrolled		14		42	52	108
Yield: Enrolled/Prospects	#DIV/0!	41.18%	#DIV/0!	36.21%	25.24%	30.34%
Yield: Enrolled/Offer	#DIV/0!	51.85%	#DIV/0!	54.55%	46.85%	50.23%

Table 7. Students Who Started as Design-Unclassified but then Changed into an Undeclared In Another College

College	AG LS	ENGR	Hum Sci	Business	LAS	Total
Prospects	1	12		12	30	55
Applied	1	12		12	21	46
Offered	1	12		12	21	46
Enrolled	1	8		4	16	29
Yield: Enrolled/Prospects	100.00%	66.67%	#DIV/0!	33.33%	53.33%	52.73%
Yield: Enrolled/Offer	100.00%	66.67%	#DIV/0!	33.33%	76.19%	63.04%

Fall 2005 - Fall 2007 College of ENGR: Majors and Open Option

Table 1. Majors: Students who chose a major in engineering

Prospects	18395
Applied	7991
Offered	7394
Enrolled	3871
Yield: Enrolled/Prospects	21.04%
Yield: Enrolled/Offer	52.35%

Table 2. ENGR-Undecided "Stayers": Students who were "Engineering-Undecided" throughout admissions process

Prospects	6140
Applied	1380
Offered	1288
Enrolled	582
Yield: Enrolled/Prospects	9.48%
Yield: Enrolled/Offer	45.19%

Table 3. Students Who Started in an Engineering Major but then Switched to Engineering-Undecided

Prospects	274
Applied	266
Offered	251
Enrolled	199
Yield: Enrolled/Prospects	72.63%
Yield: Enrolled/Offer	79.28%

Table 4. Students Who Started in Engineering Undecided but then Changed into another Major*

College	AG LS	Design	Eng	Hum Sci	Business	ENGR	Total
Prospects	85	102	984	55	160	1072	2458
Applied	38	56	880	12	63	206	1255
Offered	32	54	851	12	60	187	1196
Enrolled	18	35	599	6	32	80	770
Yield: Enrolled/Prospects	21.18%	34.31%	60.87%	10.91%	20.00%	7.46%	31.33%
Yield: Enrolled/Offer	56.25%	64.81%	70.39%	50.00%	53.33%	42.78%	64.38%

*This chart demonstrates the college in which a student majored after they moved from Engineering-Undecided .

Table 5. Breakdown by "type" of student

	# Prospects	%Prospects	# of Applied	%Applied	#Offered	%Offered	#Enrolled	%Enrolled
Majors	18395	67.46%	7991	73.37%	7394	73.00%	3871	71.39%
Engineering-Undecided "Stayers'	6140	22.52%	1380	12.67%	1288	12.72%	582	10.73%
Students who started in major and moved to engineering-undecided	274	1.00%	266	2.44%	251	2.48%	199	3.67%
Students who started in engineering-undecided and moved to a major	2458	9.01%	1255	11.52%	1196	11.81%	770	14.20%
Total	27267	100.00%	10892	100.00%	10129	100.00%	5422	100.00%

Table 6. Students Who Started in Engineering but then Changed into an Undeclared In Another College

College	AG LS	Design	Hum Sci	Business	LAS	Total
Prospects	0	5		102	218	325
Applied	0	3		60	167	230
Offered	0	3		62	157	222
Enrolled	0	2		48	83	133
Yield: Enrolled/Prospects	#DIV/0!	40.00%	#DIV/0!	47.06%	38.07%	40.92%
Yield: Enrolled/Offer	#DIV/0!	66.67%	#DIV/0!	77.42%	52.87%	59.91%

Table 7. Students Who Started as Engineering-Uncecided but then Changed into an Undeclared In Another College

College	AG LS	Design	Hum Sci	Business	LAS	Total
Prospects	7	4	1	160	387	559
Applied	6	3		62	115	186
Offered	5	3	0	59	105	172
Enrolled	1	2		32	50	85
Yield: Enrolled/Prospects	14.29%	50.00%	0.00%	20.00%	12.92%	15.21%
Yield: Enrolled/Offer	20.00%	66.67%	#DIV/0!	54.24%	47.62%	49.42%

Fall 2005 - Fall 2007 College of Human Sciences

Table 1. Majors: Students who chose a major in Human Sciences

Prospects	12230
Applied	3917
Offered	3417
Enrolled	1762
Yield: Enrolled/Prospects	14.41%
Yield: Enrolled/Offer	51.57%

Table 2. H SCI-Undecided "Stayers": Students who were "Human Sciences-Undecided" throughout admissions process

Prospects	642
Applied	56
Offered	41
Enrolled	0
Yield: Enrolled/Prospects	0.00%
Yield: Enrolled/Offer	0.00%

Table 3. Students Who Started in an Human Sciences Major but then Switched to Human Sciences-Undecided

Prospects	17
Applied	8
Offered	8
Enrolled	3
Yield: Enrolled/Prospects	17.65%
Yield: Enrolled/Offer	37.50%

**Table 4. Students Who Started in Human Sciences
Undecided but then Changed into another Major***

College	AG LS	DSGN	ENGR	Hum Sci	Business	LAS	Total
Prospects	5	9	4	135	9	106	268
Applied	5	8	4	123	6	91	237
Offered	5	7	3	113	4	78	210
Enrolled	5	2	1	82	2	42	134
Yield: Enrolled/Prospects	100.00%	22.22%	25.00%	60.74%	22.22%	39.62%	50.00%
Yield: Enrolled/Offer	100.00%	28.57%	33.33%	72.57%	50.00%	53.85%	63.81%

*This chart demonstrates the college in which a student majored after they moved from Human Sciences-Undecided .

Table 5. Breakdown by "type" of student

	# Prospec	%Prospec	# of Appli	%Applied	#Offered	%Offered	#Enrolled	%Enrolled
Majors	12230	92.95%	3917	92.86%	3417	92.95%	1762	92.79%
Human Sciences-Undecided "Stayers"	642	4.88%	56	1.33%	41	1.12%	0	0.00%
Students who started in major and moved to Human Sciences-undecided	17	0.13%	8	0.19%	8	0.22%	3	0.16%
Students who started in Human Sciences-undecided and moved to a major	268	2.04%	237	5.62%	210	5.71%	134	7.06%
Total	13157	100.00%	4218	100.00%	3676	100.00%	1899	100.00%

**Table 6. Students Who Started in Human Sciences but then Changed into an
Undeclared In Another College**

College	AG LS	ENGR	DSGN	Business	LAS	Total
Prospects		7	2	134	156	299
Applied		6	2	82	85	175
Offered		6	1	82	79	168
Enrolled		5	1	56	51	113
Yield: Enrolled/Prospects	#DIV/0!	71.43%	50.00%	41.79%	32.69%	37.79%
Yield: Enrolled/Offer	#DIV/0!	83.33%	100.00%	68.29%	64.56%	67.26%

Table 7. Students Who Started as Human Sciences-Uncecided but then Changed into an Undeclared In Another College

College	AG LS	ENGR	DSGN	Business	LAS	Total
Prospects		1	1	9	43	54
Applied		1	1	6	34	42
Offered		1	1	4	28	34
Enrolled		1	0	2	13	16
Yield: Enrolled/Prospects	#DIV/0!	100.00%	0.00%	22.22%	30.23%	29.63%
Yield: Enrolled/Offer	#DIV/0!	100.00%	0.00%	50.00%	46.43%	47.06%

Fall 2005 - Fall 2007 College of Business

Table 1. Majors: Students who chose a major in pre-business

Prospects	16703
Applied	4884
Offered	4543
Enrolled	2109
Yield: Enrolled/Prospects	12.63%
Yield: Enrolled/Offer	46.42%

Table 2. Students Who Started in Pre-Business but then Changed into another College (not undeclared).

College	AG LS	Design	ENGR	Human Sci	LAS	Total
Prospects	75	53	74	184	332	718
Applied	53	44	47	125	186	455
Offered	53	41	44	119	176	433
Enrolled	41	24	24	75	92	256
Yield: Enrolled/Prospects	54.67%	45.28%	32.43%	40.76%	27.71%	35.65%
Yield: Enrolled/Offer	77.36%	58.54%	54.55%	63.03%	52.27%	59.12%

Table 3. Students Who Started in Pre-Business but then Changed into an Undeclared In Another College

College	AG LS	Design	ENGR	Human Sci	LAS	Total
Prospects	12	4	24	4	308	352
Applied	1	4	21	3	188	217
Offered	1	4	21	3	171	200
Enrolled	1	3	13	1	85	103
Yield: Enrolled/Prospects	8.33%	75.00%	54.17%	25.00%	27.60%	29.26%
Yield: Enrolled/Offer	100.00%	75.00%	61.90%	33.33%	49.71%	51.50%

Data Sources and Procedures

Data was taken from 10th day files, end of semester GPA files, and Degree files for 2002 through 2007

The tenth day files for fall and spring 2002 through 2007 were stacked together

The final grades for each semester were then attached to the tenth day files for each semester

Degree files were then attached

Only new fall and spring admissions were included (transfer students, special students, and graduate students were omitted)

Each of the tenth day cases was identified as being "first fall", "first spring", "second fall", etc. (identified by admission term and semester)

Then the files were collapsed to one case per student with each semester record on one line with identifiers of "first fall", etc.

Summer semesters are not included in any of the analyses

Definitions

Open students:

Any student who is classified in their first fall semester as majoring in one of the following curricula:

OPEN -- Open Option - LAS (No new students after Spring 2004)

GENUS -- General Undergraduate Studies (No new students after Spring 2004)

LAS -- Liberal Arts and Sciences - Open Option (Used after Spring 2004)

College Undeclared:

Any student who is classified in their first fall semester as majoring in one of the following curricula:

AG -- Agriculture Undeclared

BUS U -- Business Undeclared

DSGN -- Design Undeclared

ENGR -- Engineering Undeclared

H SCI -- Human Sciences Undeclared (Includes former Education and FCS undeclared)

Declared Students:

Any student who is classified in their first fall semester as majoring in a curriculum other than those listed above

First Fall College:

Students were identified according to the college in which they enrolled in their first fall, if they were undeclared within a college in their first fall, or if they were Open Option students in their first fall. Business did not have any Undeclared Business students who are classified that way in their first fall. Design did not have any students with Undeclared Design designation in their first fall prior to Fall 2005. (I do not know why this is the case)

"Changes" Methodology

Cohort: New Fall and Summer admits for 2002 through 2004

Changes were defined two ways: by college and by major (curriculum) within college

I counted the number of times that a student changed colleges/curricula by semesters

I divided students according to whether they were retained to their fourth year or not, since those who are not retained will have less time to change.

Average number of changes was done two ways: total average number of changes, and average number of changes for those who change at least once (since all Open and Undeclared students will change at least once anyway if they are retained)

The analysis of the finalized choice of curriculum/college looked at which semester students made their final decision of college or curriculum. In other words, how quickly did they decide on a college/curriculum and stay with it for the remainder of their time at ISU.

Names of major curriculums which begin with "pre" were changed to the major that they feed into. For example, Pre-Architecture was changed to Architecture, so that this is not counted as a major change. Changes from pre-business or pre-engineering are not counted as long as the student stays within the Business or Engineering Colleges

The following curriculums were recoded based on new codes: IED T to ABE A; EX SP to HHP; ED to H SCI; FCS to H SCI; EDUCS to HSCIS; FCS S to HSCIS; DIETF to DIETH; ECE F to ECE; F R M to FFHP; FCSED to FCEDS; FSHNF to FSHNH; H N N

"Academic Performance" Methodology

Retention: A student is considered to be retained if they are still enrolled as of the 10th day of a given semester, or if they are not enrolled but have received a degree prior to that semester.

"Time to Degree" Methodology

Cohort: New Fall and Summer admits for 1995 through 2002

Fall and Spring tenth day files for 1995 through 2007 were stacked together, and degree files were attached using the same method as described above

Average Time to Degree represents the number of years it took for the individual to complete their degree

Retention and GPA by First Fall status

This represents 2002 through 2006 entering cohorts

Data	College			
	Declared	Undeclared	Open	Grand Total
Starting number	15551	1798	2249	19598
% retained one s	94.51%	96.38%	92.62%	94.47%
% retained one y	84.44%	88.99%	81.01%	84.47%
% retained two y	76.68%	84.36%	70.81%	76.71%
% retained three	73.74%	79.80%	66.99%	73.53%
% retained four y	71.09%	77.14%	64.76%	70.91%
Average first ser	2.72	2.76	2.66	2.72
Average first yea	2.76	2.81	2.71	2.76
Average second	2.91	2.94	2.89	2.91
Average third ye	2.98	3.03	2.99	2.99
Average fourth y	3.03	3.06	3.02	3.03
Average High Sc	3.50	3.63	3.35	3.49
Average High Sc	74	79	67	74
Average ACT co	24	26	24	25

Retention and GPA by First College

Data	First Fall College											
	AGLS	Ag U	Design	Dsgn U	Eng	Eng U	HS	H Sci U	Bus	LAS	Open	Grand Total
Number of Stud	1818	113	2119	49	3661	1608	1635	28	2270	4048	2249	19598
% retained one s	94.61%	92.04%	93.82%	95.92%	95.90%	96.83%	94.68%	89.29%	94.58%	93.48%	92.62%	94.47%
% retained one y	86.69%	85.84%	83.34%	87.76%	87.38%	89.74%	84.65%	60.71%	83.48%	81.82%	81.01%	84.47%
% retained two y	80.72%	83.17%	74.40%	68.75%	80.59%	85.05%	75.58%	62.50%	76.49%	73.24%	70.81%	76.71%
% retained three	77.79%	75.32%	72.84%		76.55%	80.36%	74.40%	68.42%	74.33%	69.55%	66.99%	73.53%
% retained four y	76.37%	70.18%	71.08%		74.50%	78.09%	71.13%	54.55%	71.95%	65.75%	64.76%	70.91%
Average first ser	2.76	2.65	2.69	2.76	2.74	2.78	2.80	2.08	2.72	2.66	2.66	2.72
Average First ye	2.72	2.67	2.77	2.80	2.78	2.83	2.84	2.20	2.75	2.73	2.71	2.76
Average second	2.86	2.82	2.95	2.87	2.90	2.95	2.98	2.89	2.86	2.93	2.89	2.91
Average third ye	2.96	2.90	2.99		2.98	3.04	3.03	2.86	2.91	3.02	2.99	2.99
Average fourth y	3.02	2.96	3.01		3.02	3.07	3.09	3.04	2.95	3.07	3.02	3.03
Average High Sc	3.51	3.42	3.45	3.38	3.64	3.66	3.45	3.17	3.38	3.48	3.35	3.49
Average High Sc	74	70	72	70	80	80	72	60	69	73	67	74
Average ACT co	24	22	24	23	26	27	23	22	23	25	24	25

Retention and GPA by Gender

Gender	Data	College			Grand Total
		Declared	Undeclared	Open	
Female	Number of students	7066	379	1253	8698
	% retained one semester	94.59%	96.31%	93.93%	94.57%
	% retained one year	85.41%	90.77%	84.52%	85.51%
	% retained two years	78.30%	86.84%	76.02%	78.35%
	% retained three years	76.08%	84.87%	73.48%	76.11%
	% retained four years	73.04%	80.23%	70.33%	72.97%
	Average first semester GPA	2.85	2.97	2.89	2.86
	Average first year cum GPA	2.88	2.98	2.91	2.89
	Average second year cum GPA	3.00	3.03	3.03	3.01
	Average third year cum GPA	3.07	3.10	3.11	3.08
	Average fourth year cum GPA	3.11	3.13	3.12	3.12
	Average High School GPA	3.57	3.77	3.52	3.57
	Average High School Rank	77	85	75	77
	Average ACT composite	24	26	24	24
Male	Number of students	8485	1419	996	10900
	% retained one semester	94.45%	96.41%	90.96%	94.39%
	% retained one year	83.64%	88.51%	76.61%	83.63%
	% retained two years	75.34%	83.69%	64.36%	75.42%
	% retained three years	71.80%	78.37%	58.56%	71.47%
	% retained four years	69.46%	76.22%	57.14%	69.23%
	Average first semester GPA	2.61	2.70	2.36	2.60
	Average first year cum GPA	2.66	2.76	2.44	2.66
	Average second year cum GPA	2.84	2.92	2.69	2.84
	Average third year cum GPA	2.91	3.00	2.80	2.91
	Average fourth year cum GPA	2.96	3.04	2.85	2.96
	Average High School GPA	3.44	3.59	3.13	3.43
	Average High School Rank	71	78	58	71
	Average ACT composite	25	26	24	25

Retention and GPA by Ethnicity

Ethnicity	Data	College			Grand Total
		Declared	Undeclared	Open	
American Indian	Number of students	48	-	-	62
	% retained one semester	93.75%	-	-	90.32%
	% retained one year	83.33%	-	-	75.81%
	% retained two years	66.67%	-	-	61.22%
	% retained three years	68.75%	-	-	60.98%
	% retained four years	57.89%	-	-	50.00%
	Average first semester GPA	2.65	-	-	2.58
	Average first year cum GPA	2.69	-	-	2.69
	Average second year cum GPA	2.79	-	-	2.78
	Average third year cum GPA	2.83	-	-	2.89
	Average fourth year cum GPA	2.69	-	-	2.70
	Average High School GPA	3.42	-	-	3.39
	Average High School Rank	69	-	-	69
Average ACT composite	23	-	-	24	
African American	Number of students	497	25	70	592
	% retained one semester	92.15%	100.00%	100.00%	93.41%
	% retained one year	76.26%	88.00%	90.00%	78.38%
	% retained two years	66.75%	78.26%	76.47%	68.38%
	% retained three years	61.46%	80.95%	58.82%	62.36%
	% retained four years	55.19%	90.91%	57.14%	56.97%
	Average first semester GPA	2.26	2.41	2.43	2.28
	Average first year cum GPA	2.33	2.44	2.38	2.34
	Average second year cum GPA	2.61	2.59	2.54	2.60
	Average third year cum GPA	2.66	2.78	2.82	2.69
	Average fourth year cum GPA	2.75	2.79	2.92	2.77
	Average High School GPA	3.29	3.36	3.05	3.26
	Average High School Rank	70	71	57	69
Average ACT composite	21	22	21	21	
White	Number of students	13266	1614	1927	16807
	% retained one semester	94.59%	96.16%	92.53%	94.50%
	% retained one year	84.74%	88.85%	81.06%	84.71%
	% retained two years	77.26%	84.30%	71.06%	77.22%
	% retained three years	74.44%	79.87%	67.76%	74.19%
	% retained four years	72.01%	77.20%	66.34%	71.84%
	Average first semester GPA	2.74	2.77	2.69	2.74
	Average first year cum GPA	2.78	2.82	2.73	2.78
	Average second year cum GPA	2.93	2.95	2.92	2.93
	Average third year cum GPA	3.00	3.03	3.01	3.00
	Average fourth year cum GPA	3.04	3.07	3.03	3.04
	Average High School GPA	3.51	3.63	3.37	3.51
	Average High School Rank	74	79	68	74
Average ACT composite	25	26	24	25	

Asian or Pacific	Number of students	623	60	88	771
	% retained one semester	95.35%	98.33%	95.45%	95.59%
	% retained one year	86.84%	91.67%	81.82%	86.64%
	% retained two years	77.51%	83.67%	74.63%	77.69%
	% retained three years	75.69%	73.17%	64.58%	74.28%
	% retained four years	71.02%	70.37%	61.29%	69.97%
	Average first semester GPA	2.65	2.74	2.61	2.65
	Average first year cum GPA	2.71	2.82	2.71	2.72
	Average second year cum GPA	2.86	2.84	2.82	2.86
	Average third year cum GPA	2.96	3.07	2.84	2.96
	Average fourth year cum GPA	3.02	3.07	3.00	3.02
	Average High School GPA	3.49	3.69	3.40	3.49
	Average High School Rank	75	82	70	75
Average ACT composite	24	26	24	24	
Hispanic	Number of students	426	27	46	499
	% retained one semester	94.84%	100.00%	91.30%	94.79%
	% retained one year	85.21%	88.89%	86.96%	85.57%
	% retained two years	74.37%	90.48%	69.44%	74.80%
	% retained three years	69.33%	86.67%	73.08%	70.68%
	% retained four years	71.05%	80.00%	44.44%	68.89%
	Average first semester GPA	2.54	2.50	2.39	2.52
	Average first year cum GPA	2.57	2.52	2.49	2.56
	Average second year cum GPA	2.74	2.75	2.69	2.73
	Average third year cum GPA	2.84	2.99	2.77	2.84
	Average fourth year cum GPA	2.90	3.15	2.92	2.92
	Average High School GPA	3.48	3.58	3.28	3.47
	Average High School Rank	74	77	65	74
Average ACT composite	23	24	23	23	
Unknown	Number of students	691	66	110	867
	% retained one semester	93.92%	98.48%	89.09%	93.66%
	% retained one year	82.05%	90.91%	75.45%	81.89%
	% retained two years	74.08%	87.27%	64.89%	73.89%
	% retained three years	70.73%	82.22%	62.16%	70.53%
	% retained four years	66.97%	78.57%	55.56%	66.27%
	Average first semester GPA	2.80	2.76	2.51	2.76
	Average first year cum GPA	2.84	2.77	2.59	2.81
	Average second year cum GPA	2.99	3.09	2.81	2.98
	Average third year cum GPA	3.03	3.09	2.92	3.02
	Average fourth year cum GPA	3.06	2.93	2.92	3.03
	Average High School GPA	3.47	3.61	3.25	3.45
	Average High School Rank	73	79	66	73
Average ACT composite	25	28	24	25	

This represents combined 2002, 2003, and 2004 entering cohorts

Total Number of College Changes

		Retained Four Years			Not Retained Four Years			Grand Total
Number of College Changes		Declared	College Undeclared	Open	Declared	College Undeclared	Open	
		0	Number of Students	4829	607	323	1888	
	Average First year Cum GPA	3.06	3.10	3.10	2.14	2.10	1.99	2.85
	Average Time to Degree (years)	3.89	4.20	3.85				3.92
1	Number of Students	1754	210	463	504	65	96	3092
	Average First year Cum GPA	2.68	2.70	2.92	2.06	1.96	2.21	2.59
	Average Time to Degree (years)	4.00	4.12	4.04				4.02
2	Number of Students	326	43	102	77	8	14	570
	Average First year Cum GPA	2.60	2.40	2.61	2.18	1.98	2.18	2.51
	Average Time to Degree (years)	4.15	4.14	4.05				4.12
3	Number of Students	32	5	11	4	2	1	55
	Average First year Cum GPA	2.61	2.21	2.70	2.02	1.19		2.49
	Average Time to Degree (years)	4.14	4.72	4.26				4.22
4	Number of Students	5						5
	Average First year Cum GPA	2.37						2.37
	Average Time to Degree (years)	4.72						4.72
Total Number of Students		6946	865	899	2473	219	443	11845
Total Average First year Cum GPA		2.95	2.96	2.95	2.12	2.04	2.06	2.76
Total Average Time to Degree (years)		3.93	4.19	3.97				3.95

Average # of College Changes 0.36 0.36 0.78

Total Number of Curriculum Changes after First Declaration of Major

		Retained Four Years			Not Retained Four Years			Grand Total
Number of Curriculum Changes		Declared	College Undeclared	Open	Declared	College Undeclared	Open	
		0	Number of Students	3397	628	514	1653	
	Average First year Cum GPA	3.10	3.07	3.07	2.11	2.02	2.02	2.83
	Average Time to Degree (years)	3.90	4.17	3.95				3.94
1	Number of Students	2509	184	304	664	29	45	3735
	Average First year Cum GPA	2.84	2.70	2.81	2.12	2.11	2.28	2.70
	Average Time to Degree (years)	3.92	4.21	3.97				3.94
2	Number of Students	840	44	69	142	8	4	1107
	Average First year Cum GPA	2.71	2.63	2.66	2.19	2.26	2.55	2.63
	Average Time to Degree (years)	4.04	4.29	4.04				4.05
3	Number of Students	171	9	11	13	2		206
	Average First year Cum GPA	2.64	2.36	3.03	2.12	1.19		2.60
	Average Time to Degree (years)	4.20	4.53	4.17				4.22
4	Number of Students	27		1	1			29
	Average First year Cum GPA	2.67		2.79	2.13			2.65
	Average Time to Degree (years)	4.13		3.72				4.10
5	Number of Students	2						2
	Average First year Cum GPA	1.96						1.96
	Average Time to Degree (years)	4.34						4.34
Total Number of Students		6946	865	899	2473	219	443	11845
Total Average First year Cum GPA		2.95	2.96	2.95	2.12	2.04	2.06	2.76
Total Average Time to Degree (years)		3.93	4.19	3.97				3.95

Average # of Curriculum Changes 0.69 0.35 0.53

Where did they end up? (Same college or different college)

		Retained Four Years			Not Retained Four Years			Grand Total
		Declared	College Undeclared	Open	Declared	College Undeclared	Open	
different college	Number of Students	1803	231	496	428	68	84	3110
	Average First year Cum GPA	2.68	2.65	2.91	2.10	1.96	2.28	2.61
	Average Time to Degree (years)	4.01	4.07	4.04				4.02
same college	Number of Students	5143	634	403	2045	151	359	8735
	Average First year Cum GPA	3.04	3.08	3.01	2.13	2.08	1.99	2.82
	Average Time to Degree (years)	3.90	4.22	3.89				3.93
Total Number of Students		6946	865	899	2473	219	443	11845
Total Average First year Cum GPA		2.95	2.96	2.95	2.12	2.04	2.06	2.76
Total Average Time to Degree (years)		3.93	4.19	3.97				3.95

Where did they end up? (by college)

		Where They Ended Up													Grand Total
Where They Started		Retained Four Years						Not Retained Four Years							
		AgLS	Bus	Design	Eng	HS	LAS	AgLS	Bus	Design	Eng	HS	LAS		
AgLS	Number of Students	701	14	9	3	25	36	204	4		3	2	12	1013	
	% of Students	69.20%	1.38%	0.89%	0.30%	2.47%	3.55%	20.14%	0.39%	0.00%	0.30%	0.20%	1.18%	100.00%	
Ag U	Number of Students	50	1		1	3	3	15	1				3	77	
	% of Students	64.94%	1.30%	0.00%	1.30%	3.90%	3.90%	19.48%	1.30%	0.00%	0.00%	0.00%	3.90%	100.00%	
Bus	Number of Students	9	800	5	10	69	112	3	299	1	2	20	22	1352	
	% of Students	0.67%	59.17%	0.37%	0.74%	5.10%	8.28%	0.22%	22.12%	0.07%	0.15%	1.48%	1.63%	100.00%	
Design	Number of Students	35	77	608	31	94	123	5	23	268	6	25	34	1329	
	% of Students	2.63%	5.79%	45.75%	2.33%	7.07%	9.26%	0.38%	1.73%	20.17%	0.45%	1.88%	2.56%	100.00%	
Eng	Number of Students	110	200	20	1215	26	140	14	34	16	410	7	43	2235	
	% of Students	4.92%	8.95%	0.89%	54.36%	1.16%	6.26%	0.63%	1.52%	0.72%	18.34%	0.31%	1.92%	100.00%	
Eng U	Number of Students	43	68	9	574	19	81	4	22	7	131	5	25	988	
	% of Students	4.35%	6.88%	0.91%	58.10%	1.92%	8.20%	0.40%	2.23%	0.71%	13.26%	0.51%	2.53%	100.00%	
HS	Number of Students	19	31	6	2	601	56	2	10	1		216	17	961	
	% of Students	1.98%	3.23%	0.62%	0.21%	62.54%	5.83%	0.21%	1.04%	0.10%	0.00%	22.48%	1.77%	100.00%	
H Sci U	Number of Students	1	2			10						5	1	19	
	% of Students	5.26%	10.53%	0.00%	0.00%	52.63%	0.00%	0.00%	0.00%	0.00%	0.00%	26.32%	5.26%	100.00%	
LAS	Number of Students	67	225	32	26	191	1218	13	48	11	8	42	648	2529	
	% of Students	2.65%	8.90%	1.27%	1.03%	7.55%	48.16%	0.51%	1.90%	0.43%	0.32%	1.66%	25.62%	100.00%	
Open	Number of Students	42	196	15	41	202	403	10	26	10	9	29	359	1342	
	% of Students	3.13%	14.61%	1.12%	3.06%	15.05%	30.03%	0.75%	1.94%	0.75%	0.67%	2.16%	26.75%	100.00%	
Total Number of Students		1077	1614	704	1903	1240	2172	270	467	314	569	351	1164	11845	
Total % of Students		9.09%	13.63%	5.94%	16.07%	10.47%	18.34%	2.28%	3.94%	2.65%	4.80%	2.96%	9.83%	100.00%	

Semester in which student finalizes choice of curriculum

(The semester in which the student has decided on a major and continues in that major for the remainder of their time at Iowa State, in other words, how long did it take them to decide on a major and stay with it)

		Retained Four Years			Not Retained Four Years			Grand Total
Final Curriculum Choice	Data	Declared	College Undeclared	Open	Declared	College Undeclared	Open	
First Fall	Number of Students	3007	4	21	1734	78	244	5088
	% of Students (column)	43.29%	0.46%	2.34%	70.12%	35.62%	55.08%	42.95%
	Average First year Cum GPA	3.07	2.27	2.40	2.08	1.48	1.80	2.74
	Average Time to Degree (years)	3.93	4.97	4.37				3.93
	Average GPA at time of last change	3.10	2.15	2.70	2.09	1.71	1.84	2.69
	Cumulative Percent (of column)	43%	0%	2%	70%	36%	55%	43%
First Spring	Number of Students	443	337	140	324	69	72	1385
	% of Students (column)	6.38%	38.96%	15.57%	13.10%	31.51%	16.25%	11.69%
	Average First year Cum GPA	3.01	3.12	3.06	1.98	2.14	2.20	2.73
	Average Time to Degree (years)	3.78	4.20	3.80				3.94
	Average GPA at time of last change	2.96	3.11	3.11	1.93	2.17	2.27	2.70
	Cumulative Percent (of column)	50%	39%	18%	83%	67%	71%	55%
Second Fall	Number of Students	961	211	217	202	39	84	1714
	% of Students (column)	13.84%	24.39%	24.14%	8.17%	17.81%	18.96%	14.47%
	Average First year Cum GPA	3.04	3.03	3.10	2.32	2.30	2.16	2.90
	Average Time to Degree (years)	3.84	4.11	3.92				3.89
	Average GPA at time of last change	3.04	3.03	3.12	2.31	2.30	2.16	2.90
	Cumulative Percent (of column)	64%	64%	42%	91%	85%	90%	69%
Second Spring	Number of Students	684	123	171	123	20	24	1145
	% of Students (column)	9.85%	14.22%	19.02%	4.97%	9.13%	5.42%	9.67%
	Average First year Cum GPA	2.89	2.95	2.98	2.34	2.44	2.62	2.84
	Average Time to Degree (years)	3.88	4.25	3.91				3.92
	Average GPA at time of last change	2.90	2.95	3.01	2.29	2.33	2.55	2.84
	Cumulative Percent (of column)	73%	78%	61%	96%	94%	96%	79%
Third Fall	Number of Students	800	88	168	54	-	17	1135
	% of Students (column)	11.52%	10.17%	18.69%	2.18%	-	3.84%	9.58%
	Average First year Cum GPA	2.80	2.79	2.97	2.34	-	2.20	2.79
	Average Time to Degree (years)	3.91	4.10	3.98				3.93
	Average GPA at time of last change	2.87	2.85	2.98	2.28	-	2.20	2.84
	Cumulative Percent (of column)	85%	88%	80%	99%	-	100%	88%
Third Spring	Number of Students	474	44	67	36	-	-	628
	% of Students (column)	6.82%	5.09%	7.45%	1.46%	-	-	5.30%
	Average First year Cum GPA	2.68	2.61	2.74	2.47	-	-	2.66
	Average Time to Degree (years)	4.12	4.11	4.21				4.13
	Average GPA at time of last change	2.76	2.81	2.78	2.35	-	-	2.74
	Cumulative Percent (of column)	92%	93%	87%	100%	-	-	94%
Fourth Fall	Number of Students	423	36	87				546
	% of Students (column)	6.09%	4.16%	9.68%	0.00%	0.00%	0.00%	4.61%
	Average First year Cum GPA	2.54	2.47	2.68				2.56
	Average Time to Degree (years)	4.18	4.33	4.15				4.18
	Average GPA at time of last change	2.63	2.64	2.80				2.66
	Cumulative Percent (of column)	98%	97%	97%				98%
Fourth Spring	Number of Students	154	22	28				204
	% of Students (column)	2.22%	2.54%	3.11%	0.00%	0.00%	0.00%	1.72%
	Average First year Cum GPA	2.62	2.30	2.54				2.57
	Average Time to Degree (years)	4.14	4.53	4.31				4.19
	Average GPA at time of last change	2.73	2.46	2.58				2.68
	Cumulative Percent (of column)	100%	100%	100%				100%
Total Number of Students		6946	865	899	2473	219	443	11845
Total % of Students (column)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Average First year Cum GPA		2.95	2.96	2.95	2.12	2.04	2.06	2.76
Total Average Time to Degree (years)		3.93	4.19	3.97				3.95
Total Average GPA at time of last change		2.98	2.99	2.99	2.10	2.06	2.04	2.75

Average # of Semesters after which students select final choice of curriculum	2.96	3.39	4.13
Average # of Semesters after which students select final choice of curriculum (not including those who decide in the first semester)	4.45	3.40	4.20

Semester in which student finalizes choice of college

(The semester in which the student has decided on a college and continues in that college for the remainder of their time at Iowa State, in other words, how long did it take them to decide on a major and stay with it)

		Retained Four Years			Not Retained Four Years			Grand Total
Final College Choice	Data	Declared	College Undeclared	Open	Declared	College Undeclared	Open	
First Fall	Number of Students	5079	630	365	2007	150	349	8580
	% of Students (column)	73.12%	72.83%	40.60%	81.16%	68.49%	78.78%	72.44%
	Average First year Cum GPA	3.04	3.08	3.04	2.12	2.09	1.97	2.82
	Average Time to Degree (years)	3.90	4.22	3.87				3.93
	Average GPA at time of last change	3.08	3.09	3.09	2.12	2.13	1.97	2.79
	Cumulative Percent	73%	73%	41%	81%	68%	79%	72%
First Spring	Number of Students	397	39	140	218	33	41	868
	% of Students (column)	5.72%	4.51%	15.57%	8.82%	15.07%	9.26%	7.33%
	Average First year Cum GPA	2.85	2.94	3.05	1.91	1.91	2.16	2.60
	Average Time to Degree (years)	3.85	3.89	3.85				3.85
	Average GPA at time of last change	2.85	2.85	3.09	1.83	1.85	2.15	2.55
	Cumulative Percent	79%	77%	56%	90%	84%	88%	80%
Second Fall	Number of Students	532	56	157	135	19	31	930
	% of Students (column)	7.66%	6.47%	17.46%	5.46%	8.68%	7.00%	7.85%
	Average First year Cum GPA	2.70	2.60	3.03	2.24	1.76	2.39	2.65
	Average Time to Degree (years)	3.95	4.07	4.03				3.98
	Average GPA at time of last change	2.81	2.75	3.07	2.25	1.82	2.39	2.73
	Cumulative Percent	86%	84%	74%	95%	92%	95%	88%
Second Spring	Number of Students	352	50	111	66	10	11	600
	% of Students (column)	5.07%	5.78%	12.35%	2.67%	4.57%	2.48%	5.07%
	Average First year Cum GPA	2.69	2.59	2.80	2.22	2.33	2.35	2.64
	Average Time to Degree (years)	3.96	3.97	4.06				3.98
	Average GPA at time of last change	2.77	2.74	2.86	2.19	2.13	2.19	2.69
	Cumulative Percent	92%	90%	86%	98%	97%	98%	93%
Third Fall	Number of Students	286	53	77	29	-	10	460
	% of Students (column)	4.12%	6.13%	8.57%	1.17%	-	2.26%	3.88%
	Average First year Cum GPA	2.63	2.73	2.68	2.39	-	2.51	2.62
	Average Time to Degree (years)	4.18	4.15	4.25				4.19
	Average GPA at time of last change	2.71	2.78	2.84	2.28	-	2.44	2.69
	Cumulative Percent	96%	96%	95%	99%	-	100%	97%
Third Spring	Number of Students	134	19	24	18	-	-	198
	% of Students (column)	1.93%	2.20%	2.67%	0.73%	-	-	1.67%
	Average First year Cum GPA	2.64	2.59	2.47	2.44	-	-	2.60
	Average Time to Degree (years)	4.37	4.53	4.39				4.38
	Average GPA at time of last change	2.59	2.77	2.48	2.18	-	-	2.55
	Cumulative Percent	98%	98%	97%	100%	-	-	98%
Fourth Fall	Number of Students	120	9	16				145
	% of Students (column)	1.73%	1.04%	1.78%	0.00%	0.00%	0.00%	1.22%
	Average First year Cum GPA	2.48	2.41	2.70				2.50
	Average Time to Degree (years)	4.50	4.60	4.10				4.43
	Average GPA at time of last change	2.54	2.24	2.82				2.55
	Cumulative Percent	99%	99%	99%				99%
Fourth Spring	Number of Students	46	9	9				64
	% of Students (column)	0.66%	1.04%	1.00%	0.00%	0.00%	0.00%	0.54%
	Average First year Cum GPA	2.57	2.09	2.77				2.53
	Average Time to Degree (years)	4.18	4.60	4.50				4.28
	Average GPA at time of last change	2.60	2.12	2.66				2.54
	Cumulative Percent	100%	100%	100%				100%
Total Number of Students		6946	865	899	2473	219	443	11845
Total % of Students (column)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Average First year Cum GPA		2.95	2.96	2.95	2.12	2.04	2.06	2.76
Total Average Time to Degree (years)		3.93	4.19	3.97				3.95
Total Average GPA at time of last change		3.00	3.00	3.02	2.10	2.06	2.04	2.75

Average # of Semesters after which students select final choice of college	1.77	1.84	2.53
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Average # of Semesters after which students select final choice of college (not including those who decide in the first semester)	3.88	4.09	3.57
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Four, Five, and Ten Year Graduation Rates and Average Time to Degree

Admission Year	Data	First Fall Status			
		Declared	College Undeclared	Open	Grand Total
1995	# of Students	2931	44	430	3405
	Ever Received a Degree	65.75%	72.73%	61.63%	65.32%
	Degree within 4 years	24.53%	31.82%	20.23%	24.08%
	Degree within 5 years	55.48%	65.91%	52.56%	55.24%
	Degree within 10 years	65.30%	72.73%	61.16%	64.88%
	Average time to degree*	4.48	4.36	4.53	4.48
1996	# of Students	3108	50	454	3612
	Ever Received a Degree	69.72%	70.00%	60.13%	68.52%
	Degree within 4 years	28.44%	34.00%	24.23%	27.99%
	Degree within 5 years	59.88%	56.00%	49.12%	58.47%
	Degree within 10 years	69.59%	70.00%	59.47%	68.33%
	Average time to degree*	4.46	4.42	4.52	4.46
1997	# of Students	3409	80	522	4011
	Ever Received a Degree	69.64%	72.50%	58.43%	68.24%
	Degree within 4 years	26.78%	35.00%	22.22%	26.35%
	Degree within 5 years	59.31%	66.25%	50.57%	58.31%
	Degree within 10 years	69.64%	72.50%	58.43%	68.24%
	Average time to degree*	4.48	4.37	4.49	4.48
1998	# of Students	3302	62	420	3784
	Ever Received a Degree	69.62%	67.74%	60.71%	68.60%
	Degree within 4 years	29.10%	29.03%	24.76%	28.62%
	Degree within 5 years	60.33%	66.13%	52.14%	59.51%
	Degree within 10 years				
	Average time to degree*	4.43	4.31	4.42	4.43
1999	# of Students	3232	356	405	3993
	Ever Received a Degree	70.14%	72.75%	60.49%	69.40%
	Degree within 4 years	32.52%	20.51%	27.65%	30.95%
	Degree within 5 years	62.75%	64.89%	51.36%	61.78%
	Degree within 10 years				
	Average time to degree*	4.33	4.49	4.42	4.36
2000	# of Students	3390	331	539	4260
	Ever Received a Degree	66.90%	71.90%	64.75%	67.02%
	Degree within 4 years	32.45%	13.29%	29.50%	30.59%
	Degree within 5 years	60.27%	60.73%	56.59%	59.84%
	Degree within 10 years				
	Average time to degree*	4.28	4.60	4.36	4.32
2001	# of Students	3639	420	538	4597
	Ever Received a Degree	65.18%	72.38%	60.22%	65.26%
	Degree within 4 years	33.36%	20.48%	25.65%	31.28%
	Degree within 5 years	60.59%	64.29%	56.69%	60.47%
	Degree within 10 years				
	Average time to degree*	4.20	4.47	4.26	4.24
2002	# of Students	3326	383	509	4218
	Ever Received a Degree	62.00%	69.71%	58.55%	62.28%
	Degree within 4 years	35.09%	19.32%	33.40%	33.45%
	Degree within 5 years	62.00%	69.71%	58.55%	62.28%
	Degree within 10 years				
	Average time to degree*	4.08	4.34	4.08	4.10
Total # of Students		26337	1726	3817	31880
Total Ever Received a Degree		67.34%	71.55%	60.62%	66.77%
Total Degree within 4 years		30.41%	20.51%	26.09%	29.36%
Total Degree within 5 years		60.14%	64.89%	53.65%	59.62%
Total Degree within 10 years		68.28%	71.84%	59.60%	67.23%
Total Average time to degree*		4.34	4.46	4.38	4.35

*Earlier cohorts have longer time to complete degrees, which skews time to degree higher for earlier cohorts

Four, Five, and Ten Year Graduation Rates and Average Time to Degree

		firstcollege										
admsn_year	Data	AGLS	AGLS U	Bus	Design	Eng	Eng U	HS	HS U	LAS	Open	Grand Total
1995	Number of Students	413	40	325	317	917		202	4	757	430	3405
	% Ever Receiving a Degree	68.52%	70.00%	62.15%	63.72%	70.12%		75.25%	100.00%	58.78%	61.63%	65.32%
	Degree within 4 years	34.87%	30.00%	30.77%	19.56%	13.20%		35.64%	50.00%	29.06%	20.23%	24.08%
	Degree within 5 years	61.26%	62.50%	56.31%	52.05%	54.85%		66.34%	100.00%	51.25%	52.56%	55.24%
	Degree within 10 years	68.52%	70.00%	61.85%	62.78%	69.36%		75.25%	100.00%	58.52%	61.16%	64.88%
	Average time to degree*	4.27	4.37	4.24	4.60	4.71		4.32	4.29	4.40	4.53	4.48
1996	Number of Students	479	38	375	316	894		262	12	782	454	3612
	% Ever Receiving a Degree	76.62%	76.32%	69.33%	63.61%	73.71%		67.18%	50.00%	64.45%	60.13%	68.52%
	Degree within 4 years	45.51%	34.21%	33.60%	21.20%	16.33%		29.39%	33.33%	31.97%	24.23%	27.99%
	Degree within 5 years	70.15%	60.53%	61.33%	52.22%	59.51%		62.60%	41.67%	55.50%	49.12%	58.47%
	Degree within 10 years	76.62%	76.32%	69.07%	63.61%	73.60%		67.18%	50.00%	64.19%	59.47%	68.33%
	Average time to degree*	4.21	4.47	4.29	4.64	4.68		4.30	4.18	4.40	4.52	4.46
1997	Number of Students	459	55	400	375	1025		266	25	884	522	4011
	% Ever Receiving a Degree	70.37%	69.09%	62.75%	66.93%	75.51%		67.29%	80.00%	67.42%	58.43%	68.24%
	Degree within 4 years	37.25%	29.09%	28.00%	24.00%	15.02%		33.46%	48.00%	33.60%	22.22%	26.35%
	Degree within 5 years	64.05%	61.82%	56.50%	54.13%	59.71%		62.41%	76.00%	58.94%	50.57%	58.31%
	Degree within 10 years	70.37%	69.09%	62.75%	66.93%	75.51%		67.29%	80.00%	67.42%	58.43%	68.24%
	Average time to degree*	4.27	4.40	4.28	4.66	4.75		4.24	4.30	4.33	4.49	4.48
1998	Number of Students	501	44	355	361	1017		269	18	799	420	3784
	% Ever Receiving a Degree	71.26%	70.45%	69.01%	70.91%	72.27%		68.03%	61.11%	65.46%	60.71%	68.60%
	Degree within 4 years	40.72%	27.27%	32.96%	26.59%	15.54%		39.03%	33.33%	35.17%	24.76%	28.62%
	Degree within 5 years	64.07%	68.18%	61.97%	61.77%	59.49%		62.45%	61.11%	56.95%	52.14%	59.51%
	Degree within 10 years											
	Average time to degree*	4.25	4.37	4.29	4.47	4.68		4.20	4.12	4.35	4.42	4.43
1999	Number of Students	442	23	443	366	784	315	289	18	908	405	3993
	% Ever Receiving a Degree	77.60%	73.91%	65.46%	67.49%	74.36%	73.33%	73.70%	61.11%	65.09%	60.49%	69.40%
	Degree within 4 years	47.06%	47.83%	32.96%	25.96%	21.30%	17.14%	42.21%	44.44%	34.47%	27.65%	30.95%
	Degree within 5 years	71.95%	69.57%	59.14%	59.02%	64.54%	64.76%	67.82%	61.11%	58.37%	51.36%	61.78%
	Degree within 10 years											
	Average time to degree*	4.15	4.11	4.28	4.44	4.53	4.55	4.23	3.95	4.27	4.42	4.36
2000	Number of Students	425	32	471	415	761	291	326	8	992	539	4260
	% Ever Receiving a Degree	74.82%	81.25%	66.67%	65.30%	68.86%	72.16%	69.33%	25.00%	62.00%	64.75%	67.02%
	Degree within 4 years	42.82%	34.38%	33.97%	28.19%	20.89%	11.34%	41.10%	0.00%	35.08%	29.50%	30.59%
	Degree within 5 years	69.88%	78.13%	61.78%	55.42%	58.61%	59.79%	65.03%	25.00%	57.16%	56.59%	59.84%
	Degree within 10 years											
	Average time to degree*	4.14	4.24	4.20	4.44	4.50	4.65	4.15	4.35	4.18	4.36	4.32
2001	Number of Students	417	28	577	423	866	382	329	10	1027	538	4597
	% Ever Receiving a Degree	72.66%	57.14%	67.94%	60.76%	67.32%	73.82%	66.26%	60.00%	60.27%	60.22%	65.26%
	Degree within 4 years	45.56%	35.71%	37.95%	27.66%	21.13%	18.85%	45.29%	40.00%	34.66%	25.65%	31.28%
	Degree within 5 years	70.02%	57.14%	64.99%	55.32%	59.93%	64.92%	62.61%	60.00%	56.38%	56.69%	60.47%
	Degree within 10 years											
	Average time to degree*	4.04	4.09	4.10	4.32	4.43	4.50	4.02	4.07	4.15	4.26	4.24
2002	Number of Students	352	31	483	432	758	348	344	4	957	509	4218
	% Ever Receiving a Degree	68.47%	74.19%	64.18%	55.09%	63.46%	68.97%	67.44%	100.00%	58.52%	58.55%	62.28%
	Degree within 4 years	47.73%	35.48%	36.02%	26.39%	24.01%	17.24%	47.09%	75.00%	38.35%	33.40%	33.45%
	Degree within 5 years	68.47%	74.19%	64.18%	55.09%	63.46%	68.97%	67.44%	100.00%	58.52%	58.55%	62.28%
	Degree within 10 years											
	Average time to degree*	3.91	4.11	4.04	4.21	4.27	4.37	3.96	4.04	3.99	4.08	4.10
Total Number of Students		3488	291	3429	3005	7022	1336	2287	99	7106	3817	31880
Total % Ever Receiving a Degree		72.68%	71.48%	66.03%	63.99%	70.95%	72.08%	69.04%	64.65%	62.67%	60.62%	66.77%
Total Degree within 4 years		42.57%	32.99%	33.65%	25.22%	18.09%	16.39%	39.79%	39.39%	34.22%	26.09%	29.36%
Total Degree within 5 years		67.43%	65.98%	61.15%	55.71%	59.87%	64.82%	64.63%	62.63%	56.77%	53.65%	59.62%
Total Degree within 10 years		72.02%	71.43%	64.64%	64.58%	72.92%		69.45%	73.17%	63.60%	59.60%	67.23%
Total Average time to degree*		4.17	4.30	4.20	4.47	4.59	4.51	4.16	4.16	4.25	4.38	4.35

*Earlier cohorts have longer time to complete degrees, which skews time to degree higher for earlier cohorts

A Conversation with 12 Undecided Students at Iowa State University

Focus Groups

Conducted by

Research Institute for Studies in Education (RISE)

July 7, 2008

Undecided students are diverse in their interests, backgrounds, and academic goals. According to “Explore Your Options,” an admissions document available at http://www.admissions.iastate.edu/pdf/open_option.pdf, 20% of students are undecided about a major or career choice when they begin their academic careers at Iowa State University (ISU). Based on these numbers, the Admission Office reports the most popular major at ISU is *undecided*. As such, undecided students as a group are an important constituency in the student body and in the greater ISU community.

Purpose

The Research Institute for Studies in Education (RISE) at ISU was asked to conduct a series of focus groups to gather information to (1) enhance the recruitment, orientation, and advising of undeclared and open option students at ISU and (2) identify perceived differences in their experiences and success compared to students who entered ISU with a declared major.

All students were asked questions in three areas, including questions related to factors attracting students to ISU; how the students perceive(d) their experience as an undecided student as different from those who entered with a declared major; and what advice the students would offer to newly enrolled undecided students. Other questions were developed for students depending on when they initially enrolled at ISU, in order to capture a more accurate view of the process students are undertaking or undertook in their search for a major. If the students were in their first year, they were asked a set of related questions about the factors they are considering in deciding on a major. If the students were in their third or fourth year, they were asked a set of related questions regarding the factors that assisted them in choosing a major.

Methodology

During March and April, 2008, RISE staff conducted four focus groups with 10 undergraduate students participating and interviewed two undergraduate students, for a total of 12 participants. The students comprised four categories.

- ❖ Undeclared majors whose initial term of entry was Fall 2004/Fall 2005; $n=6$

- ❖ Open option majors whose initial term of entry was Fall 2004/Fall 2005; $n=2$
- ❖ Undeclared majors whose initial term of entry was Fall 2007; $n=2$
- ❖ Open option majors whose initial term of entry was Fall 2007; $n=2$.

Using a stratified random sampling design, 100 students were randomly chosen for the open option groups. Forty of these were selected as alternates and were to be invited in the case that the originally selected students were not able to participate. Sixty students were randomly chosen for the undeclared groups, 40 as the initially invited students and 20 as alternates.

Undeclared students in Pre-Business were considered a special case. While all students in this program were considered to be undeclared, many of the students actually knew what major they would seek when it was time to declare a major. Sixty Pre-Business students were selected for the focus group participation, as were 30 alternates. Business College advisors reviewed the list of selected Pre-Business students and invited only those students who were known to be undeclared.

To boost attendance and participation in the focus groups, college advisors sent personal invitations to each student selected, either by email or by phone. Unfortunately, few students from the original group selected and the alternates indicated that they would participate. Additional students were then selected, randomly if there were enough students remaining the list. If not, the remainder of the student list was provided to the advisor.

The focus groups were held at various times during a four-week period (Tuesday and Thursday at 5pm or 6:15pm and Sunday at 4pm or 5:30pm) to provide convenient times for the students to participate. Dinner was provided prior to each of the focus groups.

Findings

This report is organized into four sections, based on the themes associated with the questions asked of students. The first section relates to factors that attracted students to ISU. The second section addresses how they perceived their experience as an undecided student to be different from students with declared majors. The third section focuses on advice the students would offer to newly admitted undecided students. The fourth and final section is comprised of two subsections related to the process of choosing a major. The first subsection presents the findings gathered from students whose initial term of entry was Fall 2004/Fall 2005. The second subsection presents the findings gathered from students whose initial term of entry was Fall 2007. Because their responses were similar, open option students and undeclared students were combined for the purposes of reporting.

Factors Attracting Students to Iowa State University and Support for the Decision to Attend ISU

The majority of students indicated they chose to attend ISU because of the campus' proximity to their hometown and family. The fact that their parents or other family members had attended ISU also influenced their decision to attend ISU. Students received positive reinforcement and support from their parents in their decision to enter ISU as an undecided student.¹

Actually I don't know anybody in my family who hasn't gone to this school, and it's just where I felt most comfortable going. (Fall 2007, undeclared)

It was my Dad's school. He was an alum. I always have had Iowa State stuff sent to me, but then Iowa State sent me an application that said I don't have to pay, you don't have to write an essay. They just sent me an application. Then they sent me letters for scholarships and so I got a couple thousand dollars worth of scholarships and I just kind of felt led here and I felt this was home. (Fall 2007, open option)

My parents were ok with it. My dad was a little worried about it, but both of my parents knew I would make up my mind eventually. The school was really good at orientation. At the tours, they separated us into what majors we were thinking about and they had a student who was an open option junior talk to us. She still hadn't decided but talked about how her advisor helped her out through a lot. So it was perfectly acceptable. (Fall 2007, open option)

...proximity to my home town, it's about an hour and a half. I wanted to stay close but not so close. Plus, the Ag Department here is one of the top programs. (Fall 2004/Fall 2005, undeclared)

I wanted to stay close to family. I wanted to study engineering and so the reputation of the engineering college was definitely a big thing. Financial aid was also a factor in the decision. (Fall 2004/Fall 2005, undeclared)

Iowa State has a strong sciences field, and both my parents and grandparents went here, so it was a large family tradition that influenced my decision to come here. (Fall 2004/Fall 2005, open option)

¹ The quotations in this report, as noted in *italics*, are representative of the responses of the students. Not all available quotes were used in the report.

While students may have felt some anxiety initially about being undecided, they knew they would eventually figure out what they wanted to study. Some of the students participating in these focus groups were close to deciding on a major when they entered, especially those who were entering as undeclared in the Colleges of Business and Engineering (it was a matter of deciding among a specific set of options for a major), while others really had no idea what they would major in. Additionally, these students seemed to have the same concerns and fears as those students who had declared a major. Those students who expressed some concerns were worried about finding a major right away. The rest were comfortable with their process in deciding a major.

One of the biggest reasons I picked Iowa State is because I wasn't exactly sure what I wanted to do, but I want to do something with computers. I visited Iowa State in a high school group. (Fall 2004/Fall 2005, open option)

Someone in the College mentioned how a student changes majors usually a couple of times and... [open option is] the most popular choice for incoming freshmen. My parents were supportive of that choice. They didn't really feel like I had to find something right away. (Fall 2004/Fall 2005, undeclared)

I didn't really know how the process worked for Design. ...everybody in the design program has to go through the same first year program no matter what, You basically have to decide in the summer. So I figured I could think about it all year and I actually preferenced different majors than I ended up choosing. I ended up choosing my third choice. (Fall 2004/Fall 2005, undeclared)

In my senior year [in high school], I came here to meet with an advisor and they made a very big deal about not being worried about being undecided. It's actually nicer to know you're undeclared as opposed to deciding on something for the sake of being decided on something and then having to change. I was comfortable with it. (Fall 2004/Fall 2005, undeclared)

I had a friend that came in for engineering and he switched three weeks in because he didn't want to do it anymore...so, I was kind of happy I went undecided. That way it gave me a chance to know what I really want to do. (Fall 2007, undeclared)

[I didn't have concerns], because that's the time to find out what you want. Take your interests and go with it. So the decision to be undecided wasn't a big deal. (Fall 2004/Fall 2005, undeclared)

I didn't know exactly what it was I wanted to do, but knowing the general area. And so I came with an open option LAS, and just kind of to get a

feel for college, and not having the extra pressure of having to choose a major right away. (Fall 2004/Fall 2005, open option)

The majority of students were pleased with the information they had received as they were making their decision to enroll at ISU. One student said more detailed information on the process for admission to a major in Design would have been helpful.

Undecided Student Experience Compared to the Declared Student Experience

The students recognized some differences when they compared themselves to declared students. They mentioned that they did not have a set progression of preparatory courses and some struggled with picking classes. Other students got the impression that declared students saw them as unmotivated. Some felt a little left out, wanting to belong to a group. They also pointed out that several of their declared friends have switched majors or regretted their first choice of majors.

I didn't make a lot of friends at ISU until I declared a major. (Fall 2004/Fall 2005, undeclared)

I had a friend who switched majors and no classes carried over. (Fall 2004/Fall 2005, undeclared)

I would say that it was a bit different experience than my friends because I wasn't there in class. I didn't have a set list of classes to take a prep course progression, and so, there was more freedom on my part. (Fall 2004/Fall 2005, open option)

I struggled more with picking my classes. They already knew what they needed to take and I have no idea, so I just take my gen eds. I don't think my advisor was too helpful in that area...I was confused on where to start my first semester. (Fall 2007, open option)

I think others perceive that we didn't have motivation. I like to just hear them state their major. I wanted to be in the group that did have a major. (Fall 2004/Fall 2005, open option)

Students noted many positive aspects of entering ISU as an undecided student. They indicated that the freedom they experienced in course selection was the most positive aspect of entering as undecided. By focusing on general education courses, students felt more informed and prepared to choose a major. Two Fall 2007 students commented on how beneficial their advisor was in course selection. A Fall 2004/Fall 2005 student thought the orientation course in her school was so wonderful that it should be a required course for all students in her college.

I think it [being undecided] gave me a chance to look at everything and I had the feeling that once I made my choice, I knew it would be closer to the right one than if I just guessed out of high school. (Fall 2004/Fall 2005, undeclared)

I learned more about concentrations and where I wanted to go. After I made that transition from high school to college, I learned more about what I like and what I feel I'm good at. (Fall 2004/Fall 2005, undeclared)

[In my orientation class], I learned so much I would have never known about everything that was offered in the College of Agriculture. That was a great experience for me, and it opened up that it wasn't just because you choose one major, it doesn't mean that you're going to have one job, but how many things you can do with it. It gave me a really good idea that was very positive. ((Fall 2004/Fall 2005, undeclared)

The freedom is the most positive. The freedom to take all different sorts of classes and take less specific things to find out what you want to do. (Fall 2004/Fall 2005, open option)

I got a lot of electives out of the way....My advisor set it up so it would cover Ag Studies and some would carry over to AST. (Fall 2007, undeclared)

My advisor pointed out all the classes that the different colleges or the different departments would accept, and that was very beneficial...If I had come in declared, I wouldn't have known about other fields. It just made it so I could have a wide variety of things to choose from. And people were helping with those options. (Fall 2007, undeclared)

I have the freedom to take whatever I want right now. I think it's better that way because I can find out what I like and don't like. Some people, I've noticed, want to change their major now, and for them, it might be a little harder, because they'll have to change all their classes and maybe take more gen eds. But with me, I am almost done with my gen eds and by the time I pick a major, I'm hoping I'll be set and I can just take major classes. (Fall 2007, open option)

Challenging aspects of being undecided were discussed as well. Students were disappointed when courses they took while they were undecided did not apply toward graduation in their chosen major, thus experiencing a setback in their progress toward a degree. Students who had taken college courses concurrently with their high school curriculum did not feel behind. They also noted that too many options were a challenge, as was getting classes.

As an LAS student, I wasn't allowed to take Engineering 101. (Fall 2004/Fall 2005, open option)

I felt like I was worse off than a lot of people because my options were all over the place. (Fall 2004/Fall 2005, open option)

Being behind. Some of my classes...didn't transfer when I switched. I wished that I had decided on more of my [major] courses at the beginning....I went through high school and I got a lot of my humanities done and electives done that are transferring. (Fall2007, undeclared)

My biggest challenge was getting classes....I guess if you were a decided major, you'd know what kind of classes to take in high school [so that you can be better prepared]. Kind of a drawback to being undeclared. (Fall 2007, undeclared)

Picking a major...coming in and seeing all these people who already knew what they were going to major in and then there's me who has no idea what I want to do with the rest of my life. I know I'm fine and there's nothing wrong with being undecided. But I get the feeling like other people really have it figured out and have a hand up on things and where's that gonna leave me? I think my advisor did a really good job with me by letting me know that it's okay not to know. Things are going to evolve and things are going to change and that's part of, I guess, being human and changing yourself. (Fall 2004 /Fall 2005, undeclared)

The students noted that they have received support for academics, through supplemental instruction sessions, joining a learning community, or attending college-level orientation classes. Students said that challenging courses or programs of study, orientation sessions that cover the different disciplines, and advisors had a key impact on their experiences as undecided students.

I take advantage of the Supplemental Instruction sessions...and I'm getting a tutor for Physics. (Fall 2007, undeclared)

For a couple of my classes, I went to SI. (Fall 2004/Fall 2005, undeclared)

We were all in the same courses for the first year. We all took the Iowa State core and the business core. (Fall 2004/Fall 2005, undeclared)

I think that 101 classes are really good for undeclared students and help a lot. They talk about the other disciplines. (Fall 2004/Fall 2005, undeclared)

To get into [my major] you have to join a learning community. (Fall 2007, undeclared)

When I was signing up for classes, Engineering undecided learning communities were listed as an option and I wanted to sign up for one but it was filled. So I ended up joining another learning community and I was pretty disappointed in it because the leader of the group was very flaky. The way the learning community was [set up], it was [led by] a junior or senior and I would have preferred a junior or senior involved in my program instead of just one that shows up bringing pizza. After a few times of that, I quit going. So provide higher standards for the leaders. (Fall 2004/Fall 2005, undeclared)

The reason I committed to agronomy was because it felt more scientific and specific. (Fall 2004/Fall 2005, undeclared)

In addition to the career counseling, they should also have open option counseling where you could talk to other open option students or get pushed in a certain direction. (Fall 2007, open option)

The College of Design has [a program] where you go to listen to speeches from people from each discipline...I figured I might as well learn as much as I can. (Fall 2004/Fall 2005, undeclared)

I didn't have a very good advisor. She made me feel stupid, so that kind of pushed my to decide a major so I could get another advisor. Sometimes there would be clubs I wanted to join, but I couldn't because I wasn't in a certain major. (Fall 2007, open option)

I really like my new advisor. When I talked to her to plan for my fall classes, she was really helpful, because I told her that I really like English and Psychology. Is there some way I can have a little bit of both? and she suggested advertising and journalism. She gave me names of advisors in those departments so I could go and talk to them. (Fall 2007, open option)

Process of Choosing a Major

Fall 2004/Fall 2005 students indicated that the job opportunities available after graduation, coupled with job shadowing experiences, proved to be the most influential factors in their decision to choose a major. All students mentioned that they were influenced and helped by their academic advisor.

Job opportunities after graduation determined my major choice. I want to get into research and [my advisor suggested a major that was] the best way to do it. (Fall 2004/Fall 2005, undeclared)

In 101 [the introductory orientation course in the student's college], people would come and talk about the different majors available at ISU. And job shadowing helped me understand how to apply the majors in real life. (Fall 2004/Fall 2005, open option)

My advisor was very concerned and she kept in contact with me to make sure everything was okay. So, I felt very well taken care of in a lot of ways without being babied. I had to go out and take some initiative and find some things on my own, but I knew I was not going to be forgotten. Maybe that just comes back to the way Iowa State is. (Fall 2004/Fall 2005, undeclared)

I took LAS 104 because I still didn't know what I wanted to do...I thought that was very helpful because I ended up shadowing someone in Engineering. (Fall 2004/Fall 2005, open option)

[The introductory orientation course in their college] helped me; it laid out all the majors, and just allowed me to know all my options, which allowed me to better make my decision. (Fall 2004/Fall 2005, open option)

The advisors were always there to answer questions for me, but I felt it was more of my responsibility to go out and learn what I need to learn. They can't help you decide, but they are there to provide you with information. So I decided I needed to shadow or somehow collect the information myself. (Fall 2004/Fall 2005, open option)

I feel like there are a lot of resources. I didn't really feel like I was left out to dry, trying to make it all by myself. (Fall 2004/Fall 2005, undeclared)

Three of the Fall 2007 students had chosen a major at the time of the focus group. Of the three who had decided, they utilized their academic advisor, friends, introductory courses in their school, or siblings who had graduated from ISU as primary sources of information. When asked how ISU supported them in their decision to choose a major, student gauged ISU's support, based on how easy it was to complete the paperwork required of students when declaring a major. Each student perceived this process differently. One thought it was an endless paper chase that required trips all over campus; one simply made the change over the telephone; and one student indicated ISU had a lax attitude.

My brother actually graduated last year as a mechanical engineer. And he said that if I was even considering engineering at all, I should major in it. Well that's why I switched from business to engineering. ...he said more classes were more likely to transfer from engineering to another college than from another college to engineering. And, so that was that,

then he said that mechanical engineers had more variety. Oh, how does he say it, that there's a lot more jobs that mechanical engineers can do. And, I was just keeping that in mind. (Fall 2007, undeclared)

The one thing I didn't like, I would have to go here. Then I would have to go over there. Then I would have to go back over there to get everything changed. It's just a lot of walking around the whole campus...I had to get my papers from my [old] advisor...and then I have to go to [another] building too to get it signed by them. Then they put it in the computer. Then, I have to go talk to my other advisor, my new advisor. (Fall 2007, undeclared)

Well, it's not the school's choice on what you do in life, so, I mean, basically the school really doesn't care because if it takes you five years, more money for them. If it takes you six years, same thing. (Fall 2007, undeclared)

There were scholarships for certain majors and if you don't have a major, you're out of luck. I felt pressure [to declare a major], so that I could afford college. (Fall 2007, open option)

For the one student who was still deciding a major, job mobility was a primary consideration influencing her decision.

Because my boyfriend is...at the Air Force Academy, ...if I get married to him, he's going to have to move all the time so I definitely want to do something that if I go all over, I'll be able to get a job. (Fall 2007, open option)

Advice for Newly Admitted Undecided Students

First-year students offered advice that was very specific in nature. They said to take classes that will maximize requirements for multiple majors, job shadow, get involved in study groups, and introduce yourself to upperclassmen in majors of interest. The upper class students advised newly enrolled undecided students to keep an open mind and to not worry. Overall, students indicated that ISU provides academic advising that is helpful and encouraging, and ISU offers a wide variety of classes that have helped students explore their interests and discover their options.

I would say, try a ton of different things. Try to get a wide range of experiences, then just try to follow your bliss. It's sometimes hard to do, but really, it's the best. (Fall 2004/Fall 2005, undeclared)

I would tell them not to worry about being undecided even though all their friends may already have majors. I was open option for a semester and a half and switched that second semester, so you have a semester to figure out college, figure out classes, and where you're going from here. It's not a big deal. (Fall 2004 /Fall 2005, open-option)

I really think he [academic advisor] did a lot for me. He made sure I was on track. (Fall 2007, undeclared)

I tried to figure out everybody in my residence hall...so I would know some people in engineering, and if I ever needed help with any of the classes, I would know who to go and talk to. I think getting involved in study groups early. I was put in a learning community my first semester and we met on a regular basis, even outside of class time to study. (Fall 2007, undeclared)

They [ISU] make you feel like it's ok...they aren't going to kick you out if you don't determine a major and it's just really comfortable here. The faculty accepts that you don't know what you are doing and they provide a lot of information on majors. (Fall 2007, open option)

I wouldn't tell them "Oh, you have plenty of time," because that's what everyone has been telling me and it's not very comforting. I don't really have a lot of time...if I want to graduate in four years...My academic advisor told me that I should try and pick a major by fall or spring semester next year. I would also tell them to take classes they want to take but don't waste a summer by doing nothing. Try job shadowing. (Fall 2007, open option)

Just keep your mind open. (Fall 2007, open option)

I would encourage undecided students to talk to lots of different professors. (Fall 2004/Fall 2005, undeclared)

Not to be afraid to make a decision. (Fall 2004/Fall 2005, undeclared)

When asked about what they would change about their experience as an undecided student, most said they would not change a thing. Others said that they would seek a more supportive advisor or talk to their advisor more.

Appendix A
Focus Group Protocol

"Undecided Student Experience at ISU" Focus Group Protocol

10 min	<p><i>Thank you for attending this focus group today. We really appreciate your willingness to participate. First, I'd like to explain briefly why we are here today and what will happen during this session. There is a task force on campus that is interested in learning more about the experiences of undeclared and open option students and what the university can do to recruit and advise students who haven't made up their minds about a major.</i></p> <p><i>My name is _____. I'll be the facilitator of the focus group. Our note taker today is _____. We are from the Research Institute for Studies in Education and we'll also be responsible for analyzing and reporting the data. Your group is one of eight focus groups.</i></p> <p><i>Your responses will be confidential. We will not use any names in any reports we provide to the task force. The information we collect from all eight focus groups will be combined and used to provide feedback to the task force. You may have noticed the tape recorder we have set up. We would like to tape record our discussion today so that as we summarize what you have to say, we can be sure that we did not miss any key points. Only staff members at the Research Institute will have access to the tapes; we won't be giving them to anyone else. If no one has an objection, we'll begin the tape now.</i></p> <p><i>We want to emphasize that we are here today to learn from you, so we don't anticipate doing much of the talking. We'll ask a few questions, and as you respond, we want you to talk to each other. As you talk, you may get off track from time to time. That's OK. We expect that one of you will pull the group back to the topic. If you notice that someone hasn't really joined in, feel free to ask them a question. If it gets quiet and it seems like the group has run out of things to say, just remember that we want to hear as many different views as possible. Usually someone will think of something that hasn't come up yet and that will restart the discussion. If your viewpoint is a little different, remember, that is what we want to hear. Sometimes you find out that other people have the same view, but just hadn't mentioned it. Even if you think your viewpoint is just like everybody else's, we'd all like to hear about your own experience. Remember, during this discussion, there are no right or wrong answers. We believe everyone has something important to say. To make sure that we all get an opportunity to hear each one of you, we do have four ground rules. They are (1) only one person speaks at a time, (2) no side conversations, (3) everyone participates and no one dominates, and (4) all experiences are equally important and equally valid.</i></p> <p><i>Now, to get us started, let's go around the room and let each person quickly introduce themselves by telling us your name and what you did for spring break. I'll start.</i></p>
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	<i>Now, let's start the focus group discussion.</i>
15 min	<p>What factors attracted you to ISU?</p> <ul style="list-style-type: none"> ✓ How were you supported in your decision to enter ISU as an undecided student? ✓ What were your concerns/fears about entering ISU as an undecided student? ✓ Do you think your concerns/fears were different from your friends who entered in a degree program? ✓ What information/services helped you make your decision to come to ISU? ✓ How undecided were you? (Use the graphic.) ✓ Looking back, what other information do you wish you had as you were making your decision to enroll at ISU?
10 min	<p>Did you see your experience as an undecided student as different from your friends who entered with a declared major? How?</p> <ul style="list-style-type: none"> ✓ What has been positive about entering as an undecided student? ✓ What has been challenging about being an undecided student? ✓ What factors (such as classes, faculty, advisors, clubs, etc) have impacted your experience as an undecided student? ✓ As an undecided student, what support have you received for academics? What could the university do better to help undecided students succeed in academics?
15 min	<p>Jr/Sr students—What factors helped you decide on a major?</p> <ul style="list-style-type: none"> ✓ Describe the process you went through to decide on a major. ✓ What were the important considerations that influenced your decision about selecting a major? ✓ How did the university support you in your decision? ✓ What other support would you liked to have received? <p>F07 students—What factors are you considering in deciding on a major?</p> <ul style="list-style-type: none"> ✓ Describe what you are doing now or need to do to decide on a major? Where are you in the process of deciding on a major? ✓ What are the important considerations influencing your decisions about a major? ✓ How did the university support you in your decision? ✓ What other support would you liked to have received?
10 min	<p>What advice would you give to a newly enrolled undecided student?</p> <ul style="list-style-type: none"> ✓ What are the things that ISU is doing right for undecided students? ✓ If you could improve your experience as an undecided student, what would you change? ✓ Is there anything else you would like to bring up that we haven't talked about?
<i>Thank you so much for your participation in the focus group. We appreciate your candor and your time.</i>	

Appendix B

Invitation

Subject: You're invited to dinner and a focus group

Dear Focus Group Invitee:

Iowa State is committed to ensuring that all of its students have a successful academic experience. Specifically, we want to make sure the university is doing all that it can to serve undecided students. As someone who entered ISU as an undecided student (either undeclared or Open Option), we want to hear about your experiences and your ideas to improve the experiences of undecided students at ISU.

We invite you to join us at on [date] for dinner and an hour-long focus group discussion on the “Undecided Student Experience at ISU.” Please let us know which focus group you will attend by [reply date] by sending an email to your college representative (see below) at taskforce@iastate.edu. We'll send you a reminder and a location a few days before the focus group.

There are minimal risks attached to participating in this focus group. Your responses will be kept confidential and will be available only to the independent research team for analysis and reporting purposes. Advisors/colleges will only see the information after it has been summarized and individual student identities have been removed. We do this to encourage you to respond as freely as possible. You may benefit from participating in this focus group by learning of university resources and hearing others' approaches to choosing an academic major. Your voluntary participation will likely also benefit ISU as it strives to improve the experiences of undecided students.

If you have additional questions, please contact me.

The email invitation should come from an advisor or person who knows the group best—by college. See example below—

TOM POLITO, College of Agriculture and Life Sciences

Appendix C
Consent Form

FOCUS GROUP INFORMED CONSENT DOCUMENT

Title of Study: Undeclared and Open Option Students Task Force
Investigators: Mari Kemis

This is an evaluation study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to gather information to enhance the recruitment, orientation, and advising of undeclared and open option students at Iowa State University and to identify perceived differences in their experiences and success compared to students who entered ISU with a declared major.

DESCRIPTION OF PROCEDURES

If you agree to participate in this focus group, your participation in the discussion will last for about an hour. During the focus group, you will be asked a series of questions about your experiences as an undeclared or open option student.

An audiotape will be made of the focus group discussion. The tape will be erased at the conclusion of this study or by June 31, 2008, at the latest. You do not have to answer any question that you do not wish to answer or that makes you feel uncomfortable.

RISKS

There are no foreseeable risks from participating in this study.

BENEFITS

The results of this study will be shared with the Option Open Task Force. These results of the evaluation will provide information about student experiences in determining a major and help guide decisions about recruitment, marketing, orientation, and advising of students who enter ISU as undecided.

COSTS AND COMPENSATION

You will not have any costs from participating in this study. There will be no compensation for your participation. A meal will be provided.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary. You may refuse to participate or leave the focus group at any time. If you decide not to participate in the focus group or leave the focus group early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, all audio tapes made during your focus group meeting will be destroyed following completion of the study or by June 31, 2008 at the latest. Names will not be associated with anything that is said and recorded on the tapes and in any notes taken during the focus group meeting. Only Mari Kemis, Research Institute for Studies in Education (RISE), Iowa State University, your focus group facilitator and note taker will have direct access to the data, which will be kept in a locked office and on password protected computer files. If the results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study. For further information about the study, contact Mari Kemis at 515-294-9452. If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director, Office of Research Assurances, (515) 294-3115, 1138 Pearson Hall, Ames, IA 50011.

*

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document, and that your questions have been satisfactorily answered.

Participant's Name (printed) _____

(Participant's Signature)

(Date)

INVESTIGATOR STATEMENT

I certify that the participant has been given adequate time to read and learn about the study and all of their questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and procedures that will be followed in this study and has voluntarily agreed to participate.

(Signature of Person Obtaining Informed Consent)

(Date)

Open Option Program Study

Joanna Awoniyi, Enrollment Services Graduate Assistant
Ann Gansemer-Topf, Associate Director of Research for Enrollment

In Fall 2008 the Open Option Task Force asked the Enrollment Services Call Center to conduct a survey of open option students at Iowa State University. The purpose of the survey was threefold: 1) to better understand the experience of open option students at Iowa State University, 2) to uncover factors that may impact a student's decision to remain open option or to declare a major, and 3) to assess the adequacy and usefulness of resources and services provided to open option students.

For the purpose of this study three student groups were identified:

- *Sophomore-Declared (Soph-Decl)*: Current sophomores who had enrolled in Fall 2007 as an open option student but who have since declared a major.
- *Freshmen Open Option (Fresh-Op Opt)*: Open option students who were admitted in Fall 2008 and were still listed as open option at the time of the survey.
- *Sophomore Open Option (Soph-Op Opt)*: Current sophomores who had enrolled in Fall 2007 as an open option student and who were still listed as open option students at the time of the survey.

The survey was organized so that all groups were asked many of the same questions but some groups had questions that specifically pertained to them. For example, all groups were asked to rate the adequacy of services for open option students, but sophomore declared students were asked more questions pertaining to their process of choosing a major. This report highlights the findings of the phone survey for all three groups of students.

The Office of Admissions and Office of the Registrar identified a total of 809 students to be contacted -- 270 sophomore students who declared, 412 freshmen open option students, and 127 sophomore open option students. Of these, the Call Center made contact with 197 students -- an overall response rate of 24%. Table 1 illustrates the population and response rates for each of the three groups.

The lowest response rate was for the freshmen open option students. Part of this low response rate can be attributed to the time of year. The Call Center was attempting to contact these individuals in mid to late October. During this time, students were also getting calls related to the presidential election. As a result, many students were not answering their phones during this time period.

Table 1. Population and Response Rates for Soph Decl, Fresh-Op Opt, & Soph-Op Opt

	Soph-Decl	Fresh-Op Opt	Soph-Op Opt	Total
Sample Size	270	412	127	809
Number of Responses	81	67	49	197
Response Rate	30%	16%	39%	24%

Most Important Factors in Decision to Attend ISU

Participants were asked to choose the three most important factors that affected their decision to attend ISU. As depicted in Table 2, the factors mentioned the most were: location of ISU/proximity to home, the beautiful campus, the wide variety of programs and majors, having or had family at ISU, and the cost of attending ISU.

Table 2. Most Important Factors that Affected the Students' Decision to Attend ISU

Factors	Soph-Decl	Fresh-Op Opt	Soph – Op Opt
Location	52%	33%	65%
Campus	40%	34%	39%
Programs	24%	31%	57%
Family	21%	13%	43%
Cost	15%		16%
Friends	9%		
Size	9%		
Scholarships	7%	11%	4%
Visit	6%		
Clubs	6%		4%
Reputation	6%		6%
In State	6%		
Sports		5%	10%
Backup School		3%	
Cyclone			2%
Total	100%	100%	100%

Adequacy and Use of Resources for Open Option Students

The Call Center asked each group of participants to rate the adequacy of resources for open option students. Over 90% of each group of students felt the services provided for them at ISU were adequate. More specifically: 91% of the sophomore declared, 100% of the freshmen open option and, 94% of the sophomore open option felt that services provided for open option students were adequate.

The Call Center then provided participants with a list of resources/services and asked participants if they had used these resources/services. Table 3 lists the services and the percentage of students who had used the services for each group. Of the list of resources, orientation, advisors, and introduction class were listed as the most often used resources.

Table 3. Students that Have Used the Services and Attended Programs Provided for the Open Option Students

Programs/Services	Soph-Decl	Fresh-Op Opt	Soph-Op Opt
Orientation	96%	100%	96%
Advisors	95%	99%	100%
Intro Class	85%	87%	83%
Faculty	79%	73%	54%
Clubs	70%	73%	50%
Destination Iowa State	61%	64%	65%
Major Fair	57%	69%	56%
SI Sessions	48%	34%	54%
College Career Services	47%	54%	17%
Study Groups	33%	42%	40%
Career Exploration Services	24%	30%	23%
Learning Communities	22%	27%	6%

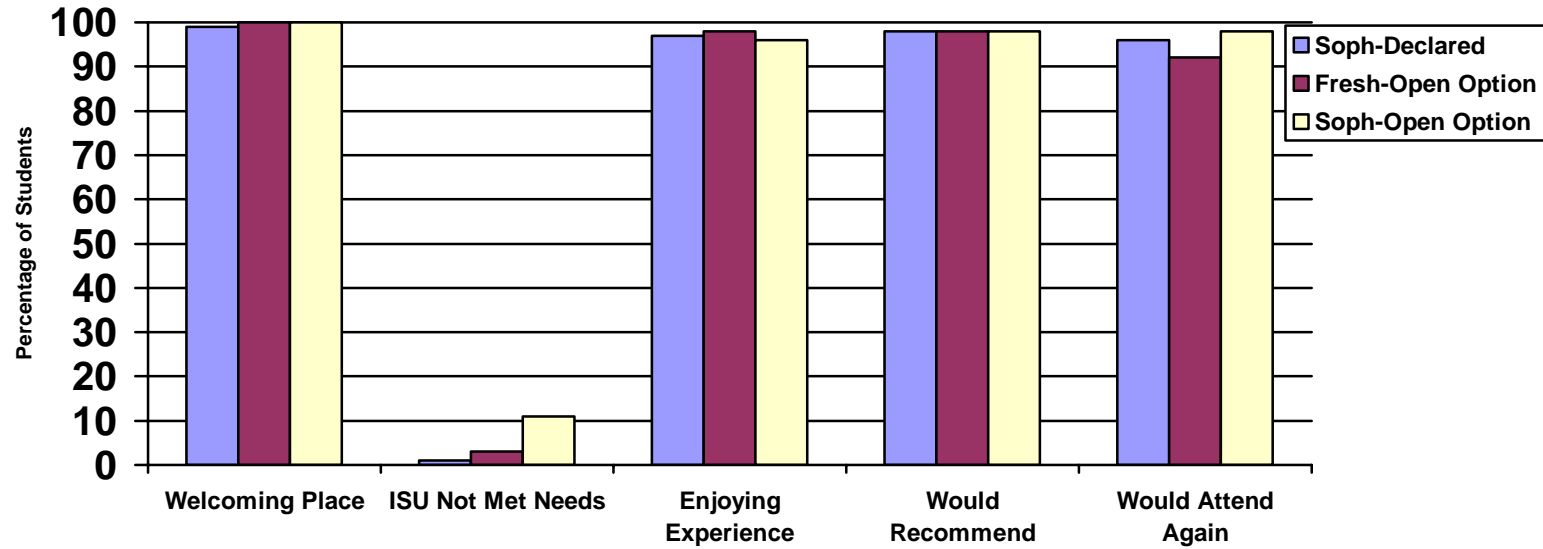
Student Attitudes of ISU

Participants were read five statements about Iowa State University and asked to rate their level of agreement:

- Iowa State is a welcoming place for open option students.
- I feel like Iowa State has not met my needs as an open option student.
- I am enjoying my experience at Iowa State.
- I would recommend Iowa State for other open option students.
- If I could do it all over again I would choose to attend Iowa State.

Figure 1 illustrates participants' levels of agreement with each statement. Almost all students felt Iowa State was a welcoming place, were enjoying their experience, would recommend Iowa State, and if they could do it over again, would choose to attend Iowa State.

Figure 1. Percentage of Students Who Agreed with Each of the Following Statements



Questions:

Welcoming Place: Iowa State is a welcoming place for open option students.

ISU Not Met Needs: I feel like Iowa State has not met my needs as an open option student.

Enjoying Experience: I am enjoying my experience at Iowa State.

Would Recommend: I would recommend Iowa State for other open option students.

Would Attend Again: If I could do it all over again I would choose to attend Iowa State

Declared Sophomores: Former Open Option Students Who Have Declared a Major

This group included Fall 2007 entering students who had already declared a major. In addition to the general questions the Call Center asked the three groups of students, the declared sophomores were also asked some specific questions different from the other groups since they have completed the open option process. Their role in this study is to provide an insight into how open option students eventually end up choosing a major.

Personal Effort Used to Decide Major

Using an open ended question format, the Call Center asked this group of students what they did on their own to help them decide on a major. Over two-thirds of the students (67%) stated that the introductory class (LAS 104) assisted them in choosing a major. Other items mentioned were: doing research at the library, speaking with advisors, speaking with family joining clubs, going to career fairs and visiting the ISU career website.

Major Vs Open Option

The Call Center asked the declared sophomores if they felt their experience as an open option student was different now that they had declared a major. Sixty percent (N=49) responded “Yes”, while 40% (N=32) said “No.”. We then asked those students who said “Yes” to describe what changed. Students said they know which classes they need to take (47%) , feel more focused (25%) have a goal (18%) and know when they will graduate (10%).

Levels of Connection in School Activities/Organizations of Freshmen and Sophomore Open Option Students

The Open Options Task Force was interested in understanding the level of connectedness to activities and organizations for open option students. Students were asked to rate their level of connectedness on a scale of 1-4 with 1 “Very Connected” and 4 “Not at all Connected”. Mean is 2.57 for sophomore open option students and 2.23 for freshmen open option students.

The mean average for sophomore open option students is slightly higher than for freshmen open option students. Given the rating this scale (with 1 being connected and 4 not connected) this suggests that sophomore open option students are feeling less connected than freshmen. It is difficult to ascertain; however, if this difference is due to the open option experience or the developmental differences between freshmen and sophomores. The current research on sophomores has found that in their second year, college students struggles with feeling connected: they begin to form new and different relationships, they have more pressure to do well academically, and continue with finding a sense of purpose.¹ Therefore, the decrease in students’ level of connectedness may simply be due to the developmental process of the college student.

¹Tobolowsky, B. F. & Cox, B. E. (2007). *Shedding light on sophomores: an exploration of the second college year* (Monograph No. 47). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.

Table 4. Level of Connection in School Activities/Organizations of Undeclared Freshmen and Sophomores

	Fresh-Op Opt	Soph-Op Opt
1	16%	6%
2	48%	40%
3	33%	43%
4	3%	11%

1 – Very Connected; 4 – Not Connected

Freshmen Open Option

Freshmen open option students were also asked questions specific to their experience. We asked the students if they felt their experience as an open option student was different from the experience of their peers that have a major. Open option students felt that their experience was different from their peers who have a major in the following ways:

- Students with declared majors know other students in their classes.
- Students with majors have a planned schedule and a plan for getting ahead or graduating.
- Open option students have more opportunities and information than their peers with majors.
- Open option students have a less stressful course load.

Sophomore Open Option Students

The last group of students we surveyed was the Fall 2007 students still listed as open option as at the time of our study. In addition to the general questions we asked the three groups of students, the undeclared sophomores were asked some specific questions different from the other groups since they had spent more than one academic year in the open option program. Their role in this study is to provide a perspective on how open option students feel after being in the program for a while.

Factors Responsible for Decision to Remain Open

In order to find out why the undeclared sophomores had not declared a major after one year, the Call Center asked what factors were affecting their decision to remain as open option students. The students were given four choices to choose from (first four in Table 3.1) and an option for any other reasons. Table 5 depicts the factors responsible for their decision to remain open.

Table 5. Factors Responsible for Decision to Remain Open

Factors	Number of Students	Percentage of Students
Haven't taken time to declare	11	23%
Unsure of requirements	3	6%
Concerned about future career options	10	21%
Taking courses before declaring a major	14	30%
Generally unsure	6	13%
Problems getting into desired department	3	6%

The Call Center asked the students if there were any other resources not mentioned above that have helped them as open option students. They mentioned being in the Pre-Med orientation group, talking to people already in majors, and doing personal research.

Stage in Open Option Program

In order to understand how close to declaring a major the students were, we read them a list of statements and asked them to choose the statement that described them best. Table 6 shows the statements and how they chose. Almost half of the students (47%) stated that they knew their major but just have not declared yet while 14% of these students were still undecided.

Table 6. Stage in Open Option Program

Stage	Percentage of Students
I really have no idea of what I want to major in	14%
I've narrowed my major to a few possible choices	14%
I have a general interest, but I'm not sure what major to choose	23%
I know my major but haven't officially declared a major yet	47%
I know what I want to do for a career but I'm not sure what major will get me there	2%

Differences in Level of Decidedness Between First and Second Year of Sophomore Open Option Students

The sophomores who were still listed as open option were asked to compare their level of decidedness of their major between their first year at ISU and their second year. About 71% of the students were very or somewhat undecided in their freshman year compared to 21% in their sophomore year. They were also asked to rate how decided they were about their career and if their career plans changed between their freshmen and sophomore year. Almost 61% of the students said that they were very or somewhat undecided about their career as a freshmen; 59% of the students said their career plans have changed since their freshmen year. Figure 2 illustrates the level of decidedness of major between the first and second year of college for sophomore open option students. Figure 3 compares the level of decidedness for major and level of decidedness for career for sophomore open option students. These responses are based on sophomore open options students views of their level of decidedness in their freshmen year. The results in Figure 3 demonstrate that there is are differences between students level of decidedness

in their major versus in their career. This suggests that some students are sure of their major but not exactly sure what career they will pursue with their major or that students are more sure of their career path but are less sure of the major that will help them achieve their career goals.

Fig 2. Differences in Sophomore Open Option Students' Level of Decidedness of Major between Freshmen and Sophomore Year

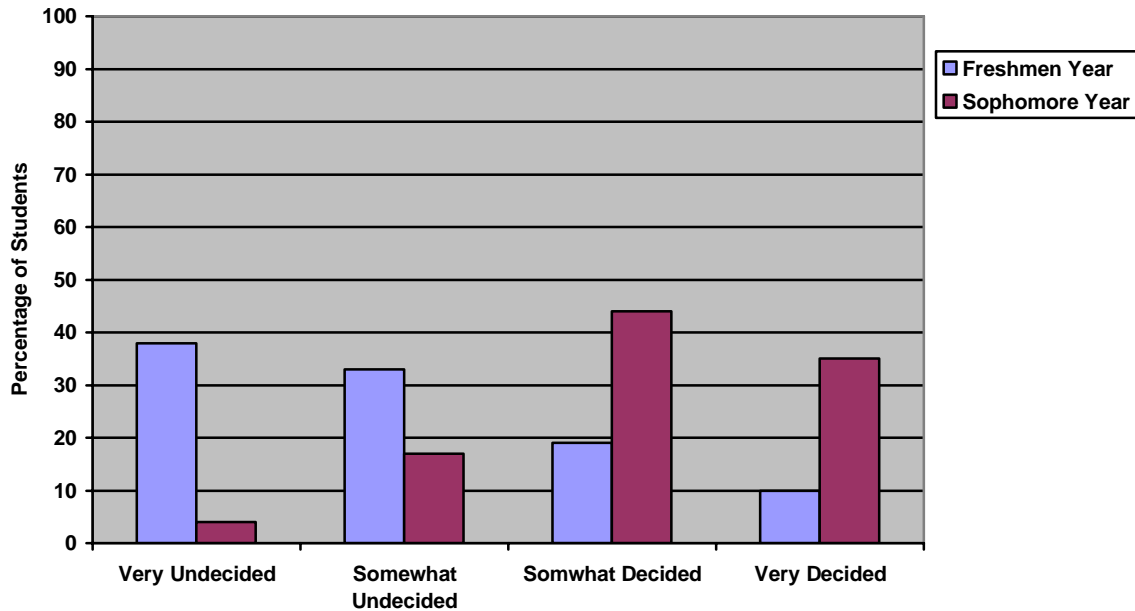
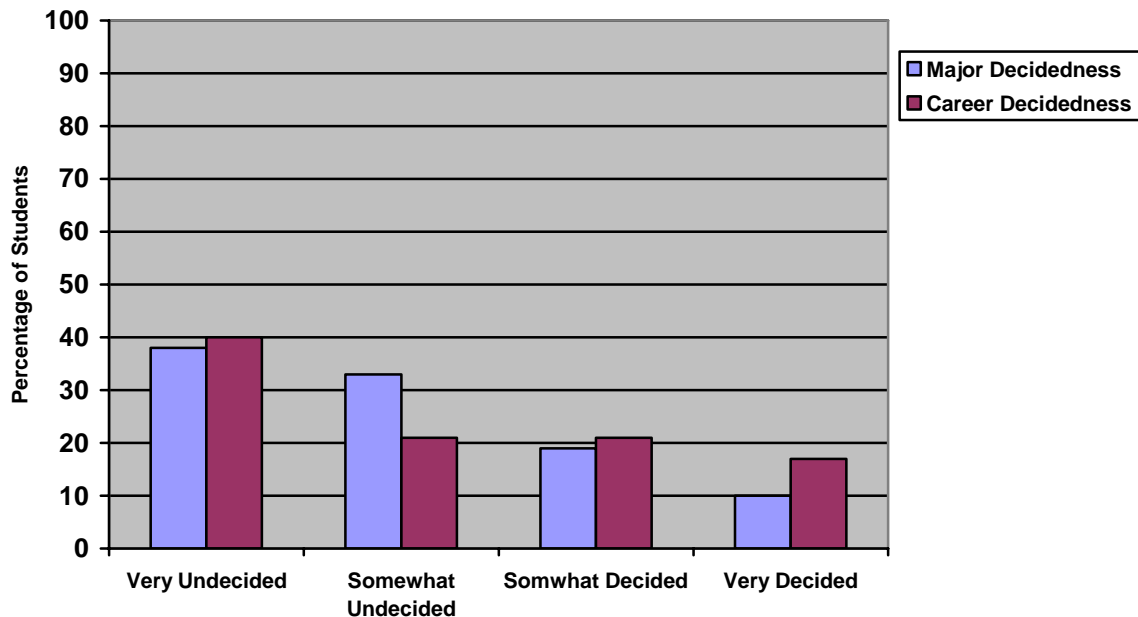


Fig 3. Sophomore Open Option Students: Differences in Level of Decidedness of Major and Level of Decidedness of Career Year in Freshmen Year



Open Option Experience As Compared to Peers with a Major

We asked the students if they felt their experience as an open option student was better, the same or worse than the experience of their peers that have a major -- 72% of the open option students felt their experiences were the same as their peers with a major; 17% felt it was better; while 11% felt it was worse.

Advantages and Disadvantages for Open Option Students

For each group of students we asked them to relate the advantages and disadvantages of being an open option student at Iowa State. Table 7 lists the most frequently cited advantages and Table 8 lists the most frequently cited disadvantages.

Table 7. Advantages to Being an Open Option Student

Declared	Undeclared Freshmen	Undeclared Sophomores
Wide range/variety in classes	Wide range/variety in classes	Wide range/variety in classes
Explore different careers	Explore different careers	Explore different careers
No pressure	No pressure	No pressure
Availability of resources	Availability of resources	Gen Ed classes out of the way
Cheaper than switching majors		No penalty to change mind
Opportunity to make up credit deficiencies		Leeway for messing up
Profs/advisors help you find classes		

Table 8. Disadvantages to Being an Open Option Student

Declared	Undeclared Freshmen	Undeclared Sophomores
Fall behind in schedule	Fall behind in schedule	Fall behind in schedule
Frustration and nervousness of uncertainty	Some classes don't transfer	Frustration and nervousness of uncertainty
Difficult to choose/plan classes	One on one contact is limited	Difficult to choose/plan classes
Some classes don't transfer	Not being able to join classes/clubs	Don't belong to a community
One on one contact is limited	Not knowing who to ask questions	
Costlier than community college	Class registration	
Being forced to pick a major		

Participants Suggestions

Based on the survey results, students also suggested a variety of ways to improve the open option experience:

- Incorporate the orientation classes more with career services
- Grant them eligibility to register for any class
- Have orientation specifically for Open Option Students
- Make them aware of the career services center earlier
- Encourage students to attend and have more major fairs
- Provide a motivation to use the resources available
- Place more emphasis on the LAS classes
- Have more general orientation classes and required workshops
- Make appointments with advisors easier and more frequent
- Provide more knowledgeable advisors regarding the degrees available and not push open option students to declare a major
- Have more material available about colleges, grants and more advertisement of the various programs available
- Offer a personality test
- Make the students aware of credits that will not transfer into different majors before they register for those classes

Summary

The purpose of this study was to examine open option students' experience, specifically looking at the reasons and factors that may be responsible for them declaring majors, and if the services provided are adequate for them. We surveyed 197 students: 81 sophomore students who declared their major, 67 freshmen open option students, and 49 sophomore open option students

Overall, students seem happy with their experiences as open option students and a large majority if given the choice to do it over would still choose to enroll at ISU. This study also shows a progression from being undecided to being decided by the open option students. Despite feeling that the services provided by ISU has been adequate, these students however, do not use all of the resources provided for them and in some cases are unaware of such resources e.g. career exploration services and personality tests. Students identified both advantages and disadvantages of being an open option student but despite the positives and negatives they are enjoying their experience at Iowa State and would recommend Iowa State to other open option students.

Appendix

Advantages to Being an Open Option Student

Advantages
<p>Wide range/variety in classes – “there are a variety of majors”, “bigger variety of options”, “could take any classes”, “get to see a broad range of majors available at isu”, “wide variety of classes, advisor was helpful, lots of majors to choose from”, “lot of options for majors”, “wide range of classes”, “lots of variety of majors”, “a lot of different paths she could take(major wise)”, “had a lot of options to choose from”, “allowed to take a variety of classes”, “variety of classes open to you”, “classes gave you a broad variety of different majors, lets you choose”, “first advisor did a good job of finding him a variety of classes to try out, the introduction classes were good”, “taking a bunch of different classes”, “ability to pick and choose to see what I wanted”, “variety of classes offered”, “a lot of major choices, and college options”, “lots of majors”, “Different varieties of majors”, “very large amount of classes that I could take”, “good amount of majors to choose from”, “variety of classes you can take”, “able to choose between a lot of majors”, “able to take more courses”, “Amount of areas that ISU offers”, “lots of classes you can take”, “could choose from more classes”, “lots of different majors and areas that ISU is good at”, “wide variety of majors, high quality education in all departments”, “very large university so lots of different choices on majors”, “so many majors to choose from”, “variety of majors”, “wide variety of majors”, “Wide variety of classes”, “have many majors, different courses you can take, variety”, “More choices of classes, don't have to focus on just one thing”, “take whatever classes you want”, “you can take whatever classes you like and see what you like for yourself”, “variety of classes that you can take”, “helps you explore the majors”, “take wide variety of course”, “you can take more classes, look at it from a bigger view”, “more ability to explore different majors”, “being able to take array of different classes”, “take whatever classes you want”, “variety of classes”, “take whatever classes you want”, “take whatever classes I want”, “get a variety of majors and take a variety of classes”, “Get to see a lot of courses available”, “taking a variety of classes”, “get to take a lot of classes to decide what you like”, “learn more about a lot of majors”, “get to take a variety of classes”, “take different classes to see what you like”, “She gets to take a variety of classes and she wanted to take them so its not inconvenient”, “Having a wide variety of courses”, “take classes that aren't major specified”, “take different classes”, “taking whatever classes he wants”, “you can take a wide variety of classes”, “More choices for classes”, “take widespread classes”, “Ability to pick from any major, variety of classes”, “Get to take lots of random classes that interest you.”, “more class opportunities”, “taking a variety of classes”.</p>
<p>Explore different careers – “had time to explore options”, “gave me an opportunity to explore several fields at the same time without being locked”, “still explore majors without commitment, get a feel for different jobs”, “experience all options”, “explore what I wanted to do”, “can see what's out there without being tied down”, “LAS 104 is helpful in exploring options”, “you can explore what you do/don't like”, “trying out options before making decision”, “got to explore more by taking a bunch of different classes”, “Gave him opportunity to discover what he wanted to do”, “able to explore all the other majors”, “you can see what's out there”, “take your time and explore”, “opens range up of possible careers”, “having time to think about what you want to do”, “exploration of different areas”, “You get an opportunity to explore the classes”, “gives you a wide variety of options, doesn't make you too narrow minded”, “get a taste of everything”, “better picture of what's out there--not so focused on just one area”, “you can take whatever classes you like and see what you like for yourself”, “Gets the opportunity to try different things and get opportunities to do things other students don't get to do.”, “helps you explore the majors”, “get to search and figure out what you really want instead of jumping into a major and then changing your mind”, “flexible possibilities, try some</p>

things he wasn't sure about", "A lot more freedom, more ability to explore different majors", "getting to explore a bunch of areas, knowing that if you aren't interested in one it is easy to not do it", "You can explore ISU, get a feel for what you want to do", "get to explore the possibilities, learn more about a lot of majors", "this gives him the opportunity to figure out what he really likes", "you get an overall view of everything", "allows you to examine other possibilities that you didn't think about", "its nice to be able to try out a few different things", "get to look around at everything instead of set on one topic", "He has the time to explore other majors and figure out what he truly wants to do", "more opportunities and get involved in different programs", "Get to test the water a little bit", "She has the opportunity to explore the majors to find what she wants", "being able to look at all your choices", "Gives the opportunity to get to know all the other majors", "get to explore your options", "chance to see what is offered, to see if you will enjoy it", "take whatever he wants", "look at all your options", "Got to take what she wanted and she got to look at what she saw important and evaluate it to figure out what she wants", "Don't feel stuck in one career path, lots of chances to figure out things", "You are given the opportunity to explore any career and job opportunities out there. They give you a lot of time to figure out what you want to do", "Get to look around, know about what ISU has to offer", "being able to have the choice of different things and not sticking to one plan".

No pressure – "didn't have to make decision", "still explore majors without commitment", "freedom in the major", "can see what's out there without being tied down", "not pinned down", "Plenty of opportunity to make up mind", "felt like I had a lot of freedom", "felt less pressure", "less pressure", "no pressure, take your time and explore", "didn't feel pressured to choose in the first year", "Change mind at any time without worrying", "No pressure to choose major", "lots of freedom", "take whatever classes with out worrying about a degree audit", "not really set in stone and can change mind", "flexible possibilities", "A lot more freedom", "if you aren't interested in one it is easy to not do it", "float around", "not pressured to commit to any majors", "don't have a select major so you can do whatever you want", "don't tie yourself down right away", "Doesn't feel like she can make a wrong decision", "Give you time to decide", "longer time to decide what you want to do", "don't have to declare a major".

Availability of resources – "experience all options", "LAS 104 is helpful in exploring option", "the introduction classes were good", "resources that are available, they are very reassuring", "They had many programs that helped point out options", "opened up resources to decide major, could more easily view options", "orientation classes where they bring in faculty to speak about careers in their field", "offer a lot of resources", "the las 104 class", "Feels like everything is available", "A lot more resources".

Cheaper than switching majors – "it was cheap", "didn't have to bother switching major, instead waited to declare major when he knew what he wanted to do", "Can always change your mind", "I have multiple friends who have switched their majors and I haven't had to do that", "more options if undecided, not having to switch major 30 times".

Opportunity to make up credit deficiencies – "wasn't able to transfer straight into college of engineering b/c of credit deficiencies so he didn't really choose to be open option", "its different for me because I'm already taking major classes".

Profs/advisors help you find classes - great professors for guidance, "good job telling you what you can do", "advisor was helpful", "first advisor did a good job of finding him a variety of classes to try out", "the LAS 104 teacher was really reassuring and encouraging".

Gen Ed classes out of the way – "I get my Gen Eds out of the way", "take broad classes to narrow it down", "it's different for me because I'm already taking major classes", "take more general classes", "get all general education out of the way", "It is nice to get the generals out of the way".

No penalty to change mind – “Change mind at any time without worrying”, “not really set in stone and can change mind”, “Can always change your mind”, “if you aren't interested in one it is easy to not do it”, “don't have to make commitments that you may fall through on”, “can still choose what to do”, “don't have a select major so you can do whatever you want”, “more options if undecided, not having to switch major 30 times”, “don't have to make commitments that you may fall through on”, “being able to have the choice of different things and not sticking to one plan”.

Leeway for messing up – “can mess up”, “chance to see what is offered, to see if you will enjoy it”, “longer time to decide what you want to do”.

Disadvantages to Being an Open Option Student

Disadvantages

Fall behind in schedule – “half of semester behind major”, “semester behind”, “changed major twice and behind a semester”, “slower than people that already know their major”, “feel behind”, “fall behind in major work”, “lose that time”, “tougher course load now b/c he's behind in major”, “wasted a year”, “about a semester behind in classes”, “not being as far into major as he would like”, “later start on focused coursework”, “big on four year plan which doesn't work”, “might be here longer than four years”, “he might be behind in requirements”, “falling behind because you don't have a specific major”, “Getting behind in engineering field because of length and difficulty of the classes”, “a little bit behind what you need for your major”, “can't get started with four year plan right away”, “if you eventually choose to do one major you may get behind”, “it can possibly delay graduation”, “feel behind because I haven't gotten into required classes”, “give you too much time to decide”, “because you are taking a lot of classes that aren't specific, when you choose a major you have to start taking classes you could be done with by this time”, “don't make a whole of progress”, “no head start on major”, “don't get a jump start into classes you have to wait around kind of”, “not getting as early a start as other students”, “possibly not graduate in four years”, “Feel like you are behind but really your not”, “don't know where you are going so you can't really plan”, “Once you choose you major, you might not have classes fit into the 4 yr plan”, “Feel like it might take longer to finish college because not focusing studies on one thing right off the bat”, “take classes that don't count for major and waste time”, “She feels like she is behind and when she talks to her friends that have majors”.

Frustration and Nervousness of Uncertainty – “I was nervous not knowing my major at ISU”, “not knowing what you'd study”, “scary not knowing what I wanted to do”, “a little overwhelming, not knowing what to choose”, “unsure”, “unsure of what you want to do with your life”, “felt a little lost b/c everyone else had major”, “not knowing what you want to do, it's overwhelming”, “a lot of choices to be made, and this is just one”, “not knowing what he was going to be doing”, “the pressure of everyone knowing their major but you”, “couldn't answer people what you were studying”, “hard to set goals”, “Worrying too much about not being able to figure out career, rushing into things that you don't really want”, “no clue what you want to do”, “stressful not knowing what you are going to do and not having a four year plan to plan out classes”, not knowing what major yet”, “more stressful because you have to take more classes and some you may not like”, “stress of having to decide”, “it sucks not knowing what you want to do”, “and can be stressful not knowing what to do”, “a lot pressure from others”, “and unsure of what you want to do”, “insecurity”, “very stressful since she wants to know what she is going to do”, “worry about what she is going to end up doing and when she will decide”, “gets frustrating that you don't know what you want to do or focus on”, “don't know what you want to do which is very frustrating”, “Don't know what he is doing or going to do.”, “not knowing, just a mental thing”, “Pressure to choose a major”, “everyone else has decided and knows”, “don't know where you are going so you can't really plan”.

Some classes don't transfer – “hard to change to design”, “took some classes that don't transfer to my major”, “might take classes that may not count for the major”, “I've taken a few classes that don't go towards my major”, “Take a bunch of classes not related to major”, “You have to take extra courses that don't add up to much”, “Taking all the classes you may might not need”, “if you take classes that you end up not needing”, “Sometimes take classes you don't need”, “take classes that don't count for major and waste time”, “the knowledge your getting may not be useful later”.

Difficult to choose/plan classes – “couldn't get into certain classes”, “hard to plan for classes”, “Not being able to take classes you want right away”, “harder to know what classes to take”, “A few things weren't offered, like certain majors”, “more difficult to choose classes b/c no focus”, “unsure of class, clubs b/c others had majors”, “some classes are not available to you”, “choosing classes to take”, “can't plan what you're going to take for classes the next year/semester”, “Harder to decide what classes to take”, “don't get a jump start into classes you have to wait around kind of”, “Taking classes he doesn't like”, “Hard to pick classes”, “scheduling your classes and figuring out what you want to do”, “sometimes you don't get the same directions from an advisor if you have a general idea of what you want to do since the advisors may not be in that area of interest”, “It gets hard narrow it down, so many to choose from”, “If you don't come in with a set major, you don't know what classes to take”, “don't know where you are going so you can't really plan”, “Deciding on what classes to take”, “not being sure what classes to take”

One on one contact is limited - some classes too big to build relationship with profs”, “it's a big university, people didn't help”, “size of school limited one on one contact”, “b/c so large not enough time with advisors/faculty”, “larger campus- harder to track down people you need”.

Costlier than community college – “a little more costly than a community college”, “go to school longer and spend more money”, “feel like you are paying so much money and don't know why/what the point is”.

Being forced to pick a major – “they want you in a major to make scheduling easier”, “pressure to decide on a major”, “a lot of pressure from others”.

Don't belong to a community – “feel like you don't have a place yet”, “felt a little lost”, “There's less of a community with same major, no peers”, “She doesn't feel like they belong anywhere”, “don't have a major so you don't have a group and don't have the same people to have class with”, “There are times that he feels out of place like when he is with friends and they are talking to friends and they have a major”, when she talks to her friends that have majors it makes her feel like she is lost and does not know where to go”.

Not being able to join classes/clubs - “unsure of class, clubs b/c others had majors”, “courses you can't take till you decide a major”, “”, “can't get into special sections of classes”, “limitations into classes”, “couldn't get into design class”, “not being able to get into certain classes you want and certain clubs”, “you might not be able to get all the classes you want”, “sometimes there are things you can't get into, reserved for defined colleges”, “cant get into some classes”, “she doesn't always get into the classes she wants because she feels like less of a priority”, “Can't get in to the classes you want”, “cant take classes for your major right away”, “You can't get into the classes. Have to wait at least one semester”, “can't get into some classes”, “She can't get into certain classes because they are only for that major”.

Not knowing who to ask questions – “sometimes you don't get the same directions from an advisor if you have a general idea of what you want to do since the advisors may not be in that area of interest”, “Not in one department so you don't always know who to ask”.

Class registration – “having to get pink slips for all your classes because you haven't declared a major”, “registration date is way later than other majors”, “Register later than everyone else”, “Have to pick up classes quicker”.

Undecided Student Academic Recruitment Communication Campaign

Submitted by the Open Option Task Force

Members: Phil Caffrey – Office of Admissions, Ann Coppernoll – College of Business, Carole Custer – University Marketing, Darlene Fratzke – College of Human Sciences, Mark Imerman and Jane Jacobson – College of Liberal Arts and Sciences, Joel Johnson – College of Engineering, Tom Polito – College of Agriculture and Life Sciences, Michelle Rasmussen – College of Design, and Karen Zunkel – Office of the Executive Vice President and Provost.

Background

In fall 2007, the Undergraduate Program Council formed the Open Option Task Force, to investigate ways to better recruit, serve and retain undecided students at Iowa State. Undecided students account for the largest pool of prospective students, yet due to our university's structure of being college-driven, are often the least recruited or served students. The task force has focused much of its efforts the past year on analyzing data, conducting focus groups, and developing plans focused on the 'recruitment' phase of the student experience.

Prospective students who have designated a college or major receive letters, brochures, phone calls, e-mails, etc. from 1) central admissions process, 2) their college offices, and 3) often their academic department as part of the recruitment process. For the past couple of years, open option prospective students have received a letter or postcard under Provost Hoffman's signature that is meant to serve as the 'equivalent' to the college and department recruitment materials.

While the open option population represents the single largest potential pool of new students, their prospect –to-applied and offered-to-enrolled yield rates do not compare favorably with the general population. As such, the task force is proposing an enhanced marketing/communication plan to implement for the Fall 2010 recruiting class. The messages being shared through this plan will reach both students and families and are based on research data and feedback from students, advisors, and the task force members' experiences in dealing with undecided students.

Since open option students truly belong to the entire university, the task force feels it is appropriate that the costs for developing and implementing the 'academic' recruitment plan be shared among the academic colleges. The College of Liberal Arts and Sciences currently provides academic advising support for these students, meets with undecided students during campus visits and EIS, maintains the open option website (www.openoption.iastate.edu) and manages the existing mailing of the letters/postcards from the Provost. The LAS recruitment office has agreed to continue to manage the communication recruitment process for open option students under the proposed expanded plan.

The plan includes a combination of postcards, brochures, and letters that highlight Iowa State University as the destination of choice among undecided students, sharing information about opportunities for undecided students. The mailings will also address concerns that parents/students express related to entering ISU as an undecided student.

Proposed Academic Recruitment Plan for Open Option Students

The grid below summarizes a two-tiered approach to reaching the open option students – the first tier directed at those students who’ve expressed an interest in Iowa State but have not yet applied for admission (i.e., open option prospects), and the second tier directed at those who’ve been offered admission or who’ve accepted their offer of admission (i.e., open option offers and accepts).

As indicated below, the three communications that make up the stream to prospective students will all be sent on oversized postcards. The “call to action” for each postcard will be the same: visit the campus and apply for admission. Because parents are very influential in their student’s decision to visit campus and apply for admission, it was decided that oversized postcards would be most effective since they make it convenient for parents to receive the message as well as their student.

Once students have applied for admission, they will be dropped from the prospect stream and move immediately into the offer/accept stream where they will receive a combination of letters and brochures that will highlight the opportunities for and success of our open option students.

Open Option Prospects	Open Option Offers/Accepts
<p>The communication stream for Open Option prospects will include three oversized postcards that will be personalized using ISU Printing Service’s on-demand printing technology. The call to action for each postcard is two-fold: visit the campus and apply for admission.</p> <p>The mailing of the first postcard will be within one week after the student has been entered into the Admissions prospect file, or April 1, each year for the class enrolling 16 months later, at the earliest. Students will receive the three postcards in one-month intervals. Once a student has applied for admission, the student will drop out of the prospect communication stream and move into the offer/accept communication stream.</p> <ul style="list-style-type: none"> • Postcard #1: Will focus on ISU as destination of choice for undecided students. • Postcard #2: Will focus on testimonials of currently enrolled students who entered as Open Option. • Postcard #3: Will focus on academic fit. 	<p>The communication stream for Open Option offers/accepts will include a total of four mailings.</p> <ul style="list-style-type: none"> • Letter #1: Congratulations on offer of admission from Provost’s Office. Includes an Open Option brochure and admissions acceptance form. This mailing will go out within one week after the student has been offered admission, or August 1, of the student’s senior year, at the earliest. • Letter #2: Letter that will focus on the process of exploring the many different majors at ISU and services to support open option students. Students will receive this letter one month after they received letter #1, or September of the senior year, at the earliest. • Letter #3: Congratulations on acceptance of admission from the Provost’s Office. This letter will be mailed within one week after student has accepted offer of admission. • Letter #4: Letter that will focus on the advantages of entering as an Open Option student. This will be a one-shot mailing that will go to all Open Option offers and accepts on April 1, of the senior year.

Amount Requested - \$51,118

The costs to implement this program will include one-time costs for developing the postcards and brochure design, marketing content development, and mailing database structures/processes. After the development, there will be annual costs associated with printing and postage for the mailings. The proposal also depends on the continued staffing and oversight by the College of Liberal Arts and Sciences recruitment office (Mark Imerman and staff) for this marketing effort.

Total one-time costs associated with design of materials by ZLR Ignition: \$13,795

- Design and development costs for three postcards \$7,925
- Development of messaging for four letters \$855
- Design and development for tri-fold brochure \$5,105

Total annual costs for printing and postage: \$37,223

- To 17000 students in prospect pool (three postcards) \$28,528
- To 2000 students in offered pool (letters/brochures) \$7,763
- To 650 accepted offer students (final yield letter) \$569
- Additional 2000 brochures for use at EIS, etc. \$363

Development of database structures and processes: In-Kind

- Will be developed by College of Liberal Arts and Sciences recruitment offices in parallel with structures being developed for that college.

Financial Justification

The communication plan will provide increased recruitment and communication with the largest potential pool of undergraduate students. This 'open option' pool contains both students who have indicated that they are undecided and those students who have expressed an interest in Iowa State University, but have not told us if they have an interest in any particular area. Since students in the open option prospect pool are often those students about whom we know the least amount of information or have only indicated casual interest in Iowa State, it is not surprising that their application rate is significantly lower than students who express an interest in a particular major or college. However, the task force members believe more active recruiting of undecided students with a targeted marketing approach will significantly increase applications from this group in all colleges, not just Open Option.

Over the three year period from Fall 2005 to Fall 2007, only 7.2% of the students who were open option during their entire recruitment process applied to Iowa State. As a comparison point, for students who started the recruitment process with an identified intended major in LAS during the same time period, 19% applied. Under this proposal, these open option prospects who've not applied for admission will receive the postcard stream.

The offered-to-enrolled yield rate is also significantly lower for students who were open option throughout the recruitment process. For Fall 2005 through Fall 2007, this offered-to-enrolled

yield rate was 33% for students who were open option compared 42% for students who went through the recruitment process as a students with an intended major in LAS. Under this proposal, these open option offers and accepts will receive the letters and brochure.

Since the prospect pool for open option students is so large (15-17,000 per year), the potential enrollment and tuition revenue from this pool of students is significant. For example, if we can increase the prospect-to-applied yield from 7.2% to 9% and the offered-to-enrolled yield from 33% to 35%, the net increase in enrollment would be 100 students. At 74% resident and 26% non-resident this is a potential tuition and standard fees increase of \$921,740. While we can't guarantee what percentage increase we will see from the proposed marketing plan, the potential impact on enrollment and university finances should be viewed as a significant and strategic investment.

2009-10 Proposed Learning Communities
Availability for Open Option and Undeclared Students

Available for Open Option and Undeclared Students					
Name	Primary coordinator	Colleges	Fall courses	Spring courses	
ACT	Julie Snyder-Yuly	LAS	Womens Studies 201	Speech Comm 212	
AESHM Directions	Dawn Fiihr	HS	FSHN 167, HDFS 102, HRI 101, AESHM 111		
AgEdS	Michael Retallick	CALS	An S 101, An S 114, Agron 114, Econ 101	Agron 154, Econ 235, Phil 201	
Animal Science/Dairy/PreVet	Doug Kenealy	CALS	AnS 110, AnS 101, AnS 114, English 150, FSHN 101, Biol 211/211L		
ANTS	Darlene Fratzke	HS			
Biochemistry & Biophysics	Desi Gunning	CALS/LAS	Chem 201/201L, Chem 177/177L, Math 142, 165, 166	Chem 178, Chem 211/211L, Math 165, 166	
Computer Science	Chris Johnson, Shashi Gadia and Laurel Tweed	LAS	ConS 227, English 150, Math 165	ComS 228, English 250, Math 166	
Earth, Wind and Fire	Jane Dawson and Dave Flory	LAS	Math 142, 165, Chem 163, 177/177L, Geol/Mteor 110X	Math 165, 166, Chem 178/L, Phys 221	
Entrepreneurship & Innovation	Judi Eyles	UNIV	BusAd 292, E&I sem	BusAd 292, E&I seminar	
Globe	Gail Nonnecke	CALS	Globe 110, 211	Globe 201	
History	Kevin Hill	LAS	Seminar course		
Horticulture	Barb Osborn and Gail Nonnecke	CALS	Chem 163/L, SOC 130, Library, Hort 121, English 150, Hort 110	Stat 101, Biol 211/L, Hort 221, Agron 155, English 250	
Microbiology First Year	Nancy Boury	CALS/LAS	Micro 110, English 250, Biol 211/L, Chem 177/L	Biol 212/L, Micro 302, Chem 178	
Preparing Tomorrow's Teachers: PT2	Al Campbell and Hina Patel	HS	CI 204, 216X, 219, 280A, HDFS 102, English 150, English 250	CI 201, 202, 280, English 250	

2009-10 Proposed Learning Communities
Availability for Open Option and Undeclared Students

Name	Primary coordinator	Colleges	Fall courses	Spring courses	
Secret of Life	Jennifer Clair-Toy	CALS/LAS	Bio 211/L, Gen 110, CHM 177/L, Stat 104, English 250	Biol 212/L, Chem 178/L, Math 165, Gen 111X	
Step Forward	Yanira Pacheco-Ortiz	HS	AGEDS 113, HSCI 113, HSCI 150	AGEDS 114, HSCI 114	
Transport	Darlene Fratzke	HS			
Women in Science and Engineering (WiSE)	Lora Leigh Chrystal	UNIV	Math 165, Chem 177/L, Math 166, Biol 211/212L, Chem 163/L, Chem 167, 155, Math 166	Math 166, Chem 178/L, Math 265, Biol 212/L	If interested in science, math, engineering or technology field
Transfer WiSE	Lora Leigh Chrystal	UNIV	U ST 201X		If interested in science, math, engineering or technology field
WiSE Sophomore Success	Lora Leigh Chrystal	UNIV	U St 201X, EM 274, Math 265, Chem 331/L, Phys 221		If interested in science, math, engineering or technology field

Available to Undeclared but not Open Option Students

Name	Primary coordinator	Colleges	Fall courses	Spring courses	Criteria
ACES -	Helen Olson	CALS	Econ 101, Econ 101L	HDFS 276	AG X - others with permission of coordinator
Aerospace Engineering (Launch Pad)	Kathy Platts and John Jacobson	COE	Engr 101, Aer E 160,	Aer E 192, Aer E 161, Aer E 192H, Aer E 161H	Priority to Engr students
Agriculture Business	Ebby Luvaga	CALS	Engl 150, Econ 101, Econ 101L, Econ 110, Com S 103, Math 160	Biol 101, Econ 102, Econ 207, Econ 235	AG X - others with permission of coordinator
Ag Engineering Freshmen	Steve Mickelson and Sue Ziegenbusch	ENGR	Engr 101, Engr 170, English 150, Math 142	AE 110, Engr 160, Chem 165, Chem 167L	Priority to Engr students
Ag Engineering Sophomores	Steve Mickelson and Sue Ziegenbusch	ENGR	AE 201, English 250, Agron 154, Biol 211	AE 201, AE 216, Stat 305	Priority to Engr students

2009-10 Proposed Learning Communities
Availability for Open Option and Undeclared Students

Name	Primary coordinator	Colleges	Fall courses	Spring courses	
Agronomy New Students	Mary Wiedenhoef	CALS	Agron 110, Agron 114, Agron 206, English 150, Lib 160, Chem 163/163L, Chem 177/177L	Agron 154, English 250, Biol 201/201L, Chem 178/178L	AG X - others with permission of coordinator
CELTS	Tony Moore	ENGR	CprE 185, Math 142, 165 or 166, Chem 155/167, Engr 101	CprE 186, Math 166 or 265, Chem 165 or Phys 221, Cpr E 166	Priority to Engr students
Chemical Engineering	Jim Hill and Brenda Kutz	ENGR	Engr 101, Math 165, 142, 166, Chem 177/L, ChE 104	Math 166,265, Chem 178/L, Phys 221, ChE 104	Priority to Engr students
Civil Engineering	James Alleman and Ted Millen	ENGR			Priority to Engr students
CLUE	Deb DeWall	ENGR	Math 142, 165, 166, Engr 101, Engr 131	Engr 131	Priority to Engr students
ECSETS (Electrical & Computer Engineering Transfer Students)	Vicky Thorland-Oster	ENGR	EE/Cpr E 261X, EE/Cpr E 185 or EE 201 or Cpr E 281	EE/Cpr E 166, EE 201 or Cpr E 281 or EE 230 or Cpr E 288	Priority to Engr students
EELTS	Tony Moore	ENGR	Math 165, Chem 167, EE 185, Engr 101, Math 140+142, Chem 155	EE 186, Math 166, Phys 221, ComS 207, EE 166, Math 165, Math 265	Priority to Engr students
Engineering Leadership Program	Krishna Athreya	ENGR	Engr 150X, upper class seminar	Engr 150, upper class seminar	Priority to Engr students
Technology (Freshman)	Tom Brumm	CALS	TSM 110, English 150, Math 142, TSM 116, TSM 115	TSM 111, Math 160	AG X - others with permission of coordinator
Construction Engineering Cornerstone	Kristin Mauro	ENGR	Engr 101, math 165, Chem 155/167, English 150, English 250	Math 165/166, Chem 165/167, English 250	Priority to Engr students

2009-10 Proposed Learning Communities
Availability for Open Option and Undeclared Students

Name	Primary coordinator	Colleges	Fall courses	Spring courses	
IDEAL	Devna Popejoy-Sheriff	ENGR	Math 165, English 150, 250, Chem 167, Lib 160, IE 148, Engr 101	Math 166, English 250, Phys 221, econ 101, IE 101	Priority to Engr students
LEAD	Laura Centeno-Diaz	ENGR	Engr 104, Math 142, 165, English 150, Lib 160	Engr 105, Math 165, 166	Priority to Engr students
Materials Science & Engineering	Andrea Klocke	ENGR	Engr 101, Engr 160, Chem 177/L	Mat E 102X, Engr 170, Chem 178/L	Priority to Engr students
Mechanical Engineering	Johna Wolfe and Kevin Osgerby	ENGR	Math 140, 142, 165, 166, Chem 155, 167/L, Phys 221, 222, EM 274, Engr 160,179, ME 190	Math 165, 166, 265, Chem 165,167/L, Physics 221, 222, Engr. 160, 170, Mat E 272 EM 324, ME 231, ME 190	Priority to Engr students
Undeclared Engineering Academic	Deb DeWall	ENGR	Math 142, 165, 166, Chem 155, 167, 177, Engr 101, Engr 131	Math 166, Phys 221, Engr 131, Engr 101	Priority to Engr students
Undeclared Engineering Residential	Deb DeWall	ENGR	Math 142, 165, 166, Engr 101, Engr 131	Engr 131	Priority to Engr students
Undeclared Engineering Transfer	Deb DeWall	ENGR	Math 165, 166, Engr 160, Engr 101, Engr 131	Engr 131	Priority to Engr students
Available to Open Option Students with permission if space					
Name	Primary coordinator	Colleges	Fall courses	Spring courses	Criteria
Business Learning Teams (BLTs)	Nicole Vidden	BUS	Econ 101, English 150, Math 150, BusAd 102, BusAd 101	English 250	with permission of coordinator

2009-10 Proposed Learning Communities
Availability for Open Option and Undeclared Students

Name	Primary coordinator	Colleges	Fall courses	Spring courses	
Not available to Open Option or Undeclared students					
Name	Primary coordinator	Colleges	Fall courses	Spring courses	
AAA (Aspiring Antropologists in Action)	Autumn Cartagena	LAS	Antro 425X	Antro 425X, English 309	
Ag Engineering Juniors	Steve Mickelson and Sue Ziegenbusch	ENGR	AE 363, English 314 or Ag Ed 311, AE 316, AE 301	AE 301, HDFS 276	
B3 (Biology Third Year)	Denise Hix	CALS/LAS	Biol 495	Biol 495	
BEST	Jim Holtz	CALS/LAS	English 250, Biol 211/211L, Biol 110	Biol 212/212L, Biol 111	
Common Threads	Chris Leiran Wise	HS	AESHM 111X, TC 165, English 150	TC 131	
Criminal Justice	Mark Hagley	LAS	Cj ST 341, English 302	CJ ST 341, English 302	
Design Collaborative	Malinda Cooper	DES	DSN S 115, DSN S 102, DSN S 131, DSN S 183	DSN S 115, DSN S 102, DSN S 131, DSN S 183	
Design Exchange	Malinda Cooper	DES	Design Studies 110, 183 131, English 150, Math 142	Design Studies 111, 102, English 250	
Esprit de Corps	Sonja Giles	LAS	MUS 221, MUS 222	MUS 231, MUS 232	
FSHN	Suzanne Hendrich and Anne Oldham	CALS, HS	FSHN 110, Lib 160, Biol 211, HDFS 102, English 150	FSHN 167, Biol 212, Chem 178	
HDFS	Pat Walsh	HS	HDFS 102, 110, Lib 160, Psych 131, Soc 134, CI 204, English 150		
Kinesiology	Carol Cordell	HS			
Natural Resource & Management Freshman	John Burnett	CALS	NREM 110, Biol 211/L, Chem 177, Math 140, 142, 181, SOC 134	NREM 120, 211, Biol 212/l, Math 140, 150, 181, AM IN 210	

2009-10 Proposed Learning Communities
Availability for Open Option and Undeclared Students

Name	Primary coordinator	Colleges	Fall courses	Spring courses	
Natural Resource & Management Transitions	John Burnett	CALS	NREM 110, A ECL 312, A ECL 365, Math 142, 181, NREM 211, NREM 111X	Sp Cm 212, Chem 231/L, NREM 211, AM IN 210, Biol 366, Biol 313, Phys 106, NREM 111X	
Secret of Life Sophomores	Jennifer Clair-Toy	CALS/LAS	Chem 331/L, Biol 313/L, Gen 111X, English 250 or ENG 312X		
Technology (Junior)	Tom Brumm	CALS	TSM 301, English 302, HDFS 276, TSM 363	TSM 301, English 314, Ag Ed 311, AM IN 210	
Technology (Sophomore)	Tom Brumm	CALS	TSM 201, Stat 104, Math 160, Phys 111, TSM 210	TSM 201, English 250, Math 160	
Requires membership in specific program					
Name	Primary coordinator	Colleges	Fall courses	Spring courses	Criteria
Student Support Services Program	Kim Everett	UNIV			Qualifies for SSSP
Multicultural Vision Program	Richard Barajas and Carmen Flagge	UNIV			Member of MVP
ASC (Achieving Success in Community)	Jill Kramer	UNIV	Psych 131 Academic Skills Course		Invited by coordinator
Honors Transfer	Laurie Fiegel	UNIV	HON 321-324, HON Transfer seminar, Library 160	HON 390U, designated Honors course	Must be in Honors

Open Option/Undecided Student Access to Orientation and Exploratory Courses

	Orientation Class(es) [e.g. for ME student: Engr 101 and ME 102]	Registration restrictions for undecided students getting into Orientation Class?	Contact for orientaiton courses (if permission required)	Exploration of Major/Intro Class(es) [e.g. for ME student: Engr 160, Engr 170]	Registration restrctions/issues with undecided students enrolling in Exploration Class?	Contact for exploration courses (if permission required or have questions)
College of Agriculture and Life Sciences						
Agriculture-Undeclared	AgEdS 110C	No restrictions		Depends on interest		
Agricultural Biochemistry	BBMB 101	No restrictions		BBMB 101	No restrictions	
Agricultural Business	Econ 110	No restrictions		Econ 101 Sec. 9	No restrictions	
Agricultural & Life Sciences Education	AgEdS 110A	No restrictions		AgEdS 310	Sophomore or higher	
Agricultural Exploration	AgEdS 110C	No restrictions		Depends on interest		
Agricultural Studies	AgEdS 110B	No restrictions		Depends on interest		
Agricultural Systems Tech.	TSM 110	AST, I Tec or permission	Permission of instructor	TSM 111 or 115	TSM Learning Community or permission	Permission of instructor
Agronomy	Agron 110	No restrictions		Agron 114	No restrictions	
Animal Ecology	NREM 110	No restrictions		NREM 120	No restrictions	
Animal Science	An S 110 Sec. 1	No restrictions		An S 114	No restrictions	
Animal Science (Pre-Vet)	An S 110 Sec. 1	No restrictions		An S 114	No restrictions	
Biology (See also LAS)	Biol 110	No restrictions		Biol 211 & L	No restrictions	
Culinary Science (see also H SCI)	FSHN 110	Section1-restricted to Freshmen; Section 2-restricted to Transfers (and major change students)		FSHN 101 (students might consider FS HN 167 if 101 is not available, but 101 will provide content more similar to the culinary science field)	No restrictions, but seats can fill quickly during June Orientation	
Dairy Science	An S 110 Sec. 2	No restrictions		An S 114	No restrictions	
Diet and Exercise (see also H SCI)	FSHN 110	Section1-restricted to Freshmen; Section 2-restricted to Transfers (and major change students)		FSHN 167	No restrictions, but seats can fill quickly during June Orientation	
Dietetics (See also H SCI)	FSHN 110	Section1-restricted to Freshmen; Section 2-restricted to Transfers (and major change students)		FSHN 167	No restrictions, but seats can fill quickly during June Orientation	
Environmental Science (LAS)	EnSci 110	by request		EnSci 250 (recommended) or EnSci 260	No restrictions	Brad Miller
Food Science (see also H SCI)	FSHN 110	Section1-restricted to Freshmen; Section 2-restricted to Transfers (and major change students)		FSHN 101	No restrictions, but seats can fill quickly during June Orientation	
Forestry	NREM 110	No restrictions		NREM 120	No restrictions	
General Preveterinary Medicine	An S 110 Sec. 3	No restrictions		NONE		
Genetics (See also LAS)	Gen 110	No restrictions		Biol 211 & Biol 212	No restrictions	
Gloabal Resource Systems	Globe 110	No restrictions		Globe 201	No restrictions	
Horticulture	Hort 110	No restrictions		Hort 121 or 122,	No restrictions	
Industrial Technology	TSM 110	AST, I Tec or permission	Permission of instructor	TSM 111 or 115	TSM Learning Community or permission	Permission of instructor
Insect Science	Ent 110	No restrictions		Ent 201 & 211	No restrictions	
International Agriculture -- Secondary major only	No course available					
Microbiology	Micro 110	No restrictions		Micro 201	No restrictions	
Nutritional Science (See also H SCI)	FSHN 110	Section1-restricted to Freshmen; Section 2-restricted to Transfers (and major change students)		FSHN 167	No restrictions, but seats can fill quickly during June Orientation	
Public Serv. & Admin. in Ag.	Soc 110	No restrictions		Soc 130	No restrictions	
Seed Science -- Secondary major only	No course available					
College of Business						
	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Accounting	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431

Open Option/Undecided Student Access to Orientation and Exploratory Courses

	Orientation Class(es) [e.g. for ME student: Engr 101 and ME 102]	Registration restrictions for undecided students getting into Orientation Class?	Contact for orientation courses (if permission required)	Exploration of Major/Intro Class(es) [e.g. for ME student: Engr 160, Engr 170]	Registration restrictions/issues with undecided students enrolling in Exploration Class?	Contact for exploration courses (if permission required or have questions)
Business Economics	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Finance	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Logistics and Supply Chain Management	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Management	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Management Info. Systems	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Marketing	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Operations and Supply Chain Management	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
Pre-Business	Bus Ad 101/102 - for all majors in Bus	By request	Ann Coppernoll - 294-8431	BusAd 201 Careers in Business and 250 Intro to business both will have prerequisites, and the subs have not been id at this time	must have an orientation course. We sub other orientation courses for 101/102.	Ann Coppernoll - 294-8431
College of Design						
	DSN S 110	Open to Design undecided, but not Open Option				
Design - Undeclared	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Architecture-Profess. Degree	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Art & Design	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Art & Design-B.A.	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Art & Design-B.F.A.	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Community & Regional Plan.	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Graphic Design	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Integrated Studio Arts	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
Interior Design	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services

Open Option/Undecided Student Access to Orientation and Exploratory Courses

	Orientation Class(es) [e.g. for ME student: Engr 101 and ME 102]	Registration restrictions for undecided students getting into Orientation Class?	Contact for orientation courses (if permission required)	Exploration of Major/Intro Class(es) [e.g. for ME student: Engr 160, Engr 170]	Registration restrictions/issues with undecided students enrolling in Exploration Class?	Contact for exploration courses (if permission required or have questions)
Landscape Architecture	DSN S 115	Restricted to Design Learning Team	Permission of Instructor	DSN S 102, 131	20 seats are open to non majors for each course. When full, contact college office	Design Student Services
College of Engineering						
Engineering - Undeclared	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Engr 160 and Engr 170	Must meet college admission standards and get approval from course coordinator	Mary Goodwin: Engr 170, Martha Selby: Engr 160
Aerospace Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Aer E 160	Must meet college admission standards and get approval from course coordinator	John Jacobson
Agricultural Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	A E 110, Engr 160 and Engr 170	Must meet college admission standards and get approval from course coordinator	Mary Goodwin: Engr 170, Martha Selby: Engr 160, Sue Ziegenbusch for AE 110
Biological Systems Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Engr 160 and Engr 170	Must meet college admission standards and get approval from course coordinator	Mary Goodwin: Engr 170, Martha Selby: Engr 160
Chemical Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Engr 160	Must meet college admission standards and get approval from course coordinator	Martha Selby: Engr 160
Civil Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	C E 105, C E 160 and C E 170	Must meet college admission standards and get approval from course coordinator	Ted Millen
Computer Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Cpr E 166 and Cpr E 185	Must meet college admission standards and get approval from course coordinator	Vicky Thorland-Oster
Construction Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Engr 160	Must meet college admission standards and get approval from course coordinator	Martha Selby: Engr 160
Electrical Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	E E 166 and E E 185	Must meet college admission standards and get approval from course coordinator	Vicky Thorland-Oster
Industrial Engineering	ENGR 101 and I E 101	Will need an add slip	Mary Goodwin or Deb DeWall	I E 148	Must meet college admission standards and get approval from course coordinator	Devna Popejoy-Sheriff
Materials Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Engr 160	Must meet college admission standards and get approval from course coordinator	Martha Selby: Engr 160
Mechanical Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	Engr 160	Must meet college admission standards and get approval from course coordinator	Martha Selby: Engr 160
Software Engineering	ENGR 101	Will need an add slip	Mary Goodwin or Deb DeWall	S E 166 and S E 185	Must meet college admission standards and get approval from course coordinator	Vicky Thorland-Oster
College of Human Sciences						
Human Sciences - Undeclared	No course available					
Apparel Merchandising Design and Production	AESHM 111	Yes	CHS Student Services	TC 165	non-major seats in course	
Child, Adult & Family Services	HDFS 110	Yes	CHS Student Services	HD FS 102	non-major seats in course	
Culinary Sciences (See also AG)	FS HN 110	Yes	CHS Student Services	FS HN 167	non-major seats in course	
Diet and Exercise (See also AG)	FS HN 110	Yes	CHS Student Services	FS HN 167	non-major seats in course	
Dietetics (See also AG)	FS HN 110	Yes	CHS Student Services	FS HN 167	non-major seats in course	
Early Childhood Education	HDFS 110	Yes	CHS Student Services	HDFS 102 or CI 204	non-major seats in HDFS, contact office for CI 204	CHS Student Services
Elementary Education	C I 115	Yes	CHS Student Services	CI 204	contact office	CHS Student Services
Family Finance, Housing & Policy	HDFS 110	Yes	CHS Student Services	HDFS 102 and HDFS 283	non major seats in course	
Family & Consumer Sciences Education & Studies	AESHM 111	Yes	CHS Student Services	HDFS 102 or CI 204	non-major seats in HDFS, contact office for CI 204	CHS Student Services

Open Option/Undecided Student Access to Orientation and Exploratory Courses

	Orientation Class(es) [e.g. for ME student: Engr 101 and ME 102]	Registration restrictions for undecided students getting into Orientation Class?	Contact for orientaiton courses (if permission required)	Exploration of Major/Intro Class(es) [e.g. for ME student: Engr 160, Engr 170]	Registration restrctions/issues with undecided students enrolling in Exploration Class?	Contact for exploration courses (if permission required or have questions)
Food Science (See also AG)	FS HN 110	Yes	CHS Student Services	FS HN 167	non major seats in course	
Hotel, Restaurant and Institution Management	AESHM 111	Yes	CHS Student Services	HRI 101	non major seats in course	
Kinesiology and Health	KIN 252, KIN 253	Yes	CHS Student Services	KIN 252	contact office	CHS Student Services
Nutritional Sciences (See also AG)	FS HN 110	Yes	CHS Student Services	FS HN 167	non major seats in course	
College of Liberal Arts & Sciences						
LAS Undecided	LAS 101	No restrictions				
Open Option - LAS	LAS 101	No restrictions				
Advertising	JL MC 110	No restrictions		JL MC 101, Advrt 230	No restrictions	Lindsay Gilbert, Kalpana Ramgopal
Anthropology	No course available			Anthr 201, 230	No restrictions	Autumn Cartagena
Biochemistry	BBMB 101	No restrictions				Desi Gunning
Bioinformatics & Computational Biology	BCBio 110	No restrictions		Biol 211/lab, Chem 177/lab, Math 165	No restrictions	Connie Garland
Biological/Pre-Med. Illustr.	LAS 101	No restrictions		Dsn S 131, Biol 211/lab	No restrictions	Jennifer Owens
Biology (See also AG)	Biol 110 (fall), Biol 111 (spring)	No restrictions		Biol 211 / lab	No restrictions	Denise Hix
Biophysics	BBMB 101	No restrictions				Desi Gunning
Chemistry	No course available			Chem 177 / lab	No restrictions	Joe Burnett
Communication Studies	No course available			Comm St 101	No restrictions	Connie Ringlee
Computer Science	Com S 203	No restrictions		Com S 227	No restrictions	Gloria Cain
Earth Science	No course available			Geol 100 (lab optional)	No restrictions	Jane Dawson
Economics (See also AG)	No course available					Ebby Luvaga
English	Engl 199	Not available to open option/undecided students		Engl 207, 213, 225-228, 260	No restrictions	Christiana Langenberg
Environmental Science (LAS)	EnSci 110	by request		EnSci 250 (recommended) or EnSci 260	No restrictions	Brad Miller
Environmental Studies	No course available			EnvS 101, 120, 173, or 160	No restrictions	Brad Miller
Genetics (See also AG)	Gen 110	No restrictions		Gen / Bio 313	No restrictions	Jennifer Clair-Toy
Geology	No course available			Geol 100 (lab optional)	No restrictions	Jane Dawson
History	No course available	Hist 105X - part of LC is available		Hist 201, 221, 240	No restrictions	Kevin Hill
Interdisciplinary Studies	No course available					Kathleen Timmons
Interdisciplinary Studies - Classical Studies	No course available					Madeleine Henry
Interdisciplinary Studies - Criminology & Criminal Justice	Soc 115	No restrictions		CJ ST 240	No restrictions	Mark Hagley, Autumn Cartagena
Journalism & Mass Comm.	JL MC 110	No restrictions		JL MC 101	No restrictions	Lindsay Gilbert, Kalpana Ramgopal
Liberal Studies	No course available				No restrictions	Kathleen Timmons
Linguistics	101	No restrictions		Ling 119, 120	No restrictions	Carol Chapelle
Mathematics	Math 101	No restrictions		201 (math 166 prerequisite) -- also optional coaching sessions by Dr. Johnson for problem-solving competitions		Jim Wilson
Meteorology	Mteor 112	No restrictions		Mteor 206	No restrictions	Dave Flory
Music (Curriculum)	No course available			Music 221, 222	Consult with Music department, may audition for ensembles	Kevin Schilling
Music (Major)	No course available			Music 221, 222	Consult with Music department, may audition for ensembles	Kevin Schilling
Performing Arts	No course available			Theatre 251, 255	No restrictions	Jane Cox
Philosophy	No course available					Eric Northway

Open Option/Undecided Student Access to Orientation and Exploratory Courses

	Orientation Class(es) [e.g. for ME student: Engr 101 and ME 102]	Registration restrictions for undecided students getting into Orientation Class?	Contact for orientaiton courses (if permission required)	Exploration of Major/Intro Class(es) [e.g. for ME student: Engr 160, Engr 170]	Registration restrctions/issues with undecided students enrolling in Exploration Class?	Contact for exploration courses (if permission required or have questions)
Physics	Phys 199	No restrictions		Phys 221, 222	No restrictions	Kerry Whisnant
Political Science	Pol S 101	Not available to open option/undecided students		Pol S 215, 251	No restrictions	Jason Chrystal
Prep. for Human Medicine	LAS 101	No restrictions				Jennifer Owens, Emily Olson
Preparation for Law	LAS 101	No restrictions				Bruce Allen
Preprofess. Health Programs	LAS 101	No restrictions				Jennifer Owens, Emily Olson
Psychology	Psych 111	No restrictions		Psych 101, 230, 280	No restrictions	Susan Williams
Religious Studies	No course available					Nikki Bado Fralick
Sociology (See also AG)	Soc 115	No restrictions		Soc 134	No restrictions	Autumn Cartagena, Mark Hagley
Software Engineering	Com S 203	No restrictions		Com S 227	No restrictions	Gloria Cain
Speech Communication	No course available			Sp Cm 110, 212	No restrictions	Connie Ringlee
Statistics	Stat 100	No restrictions		Stat 101, sec L in spring	permission	Amy Froelich
Technical Communication	No course available			Engl 250 (F09, section DB) fr/soph; Eng 314, 310, 350	No restrictions	Gloria Betcher
Women's Studies	No course available					Diane Price-Herndl
World Languages and Cultures (all languages)	No course available			consult with Elizabeth Rectanus for proper course		Elizabeth Rectanus