

2016-2017 Enrollment Management Program Review

Program Review Guidebook for Non-Academic Departments 2016-2017

Enrollment Management

I. INTRODUCTION

A) THE INTERNAL CONTEXT

This section should include the following items:

- o An overview of the program/department describing where the program/department is situated (school/division) as well as the programs and services offered.
- o A brief history of the program/department should follow; this should include a description of changes made in the program/department, since the last review. Changes agreed upon in the last Program Review should be specifically addressed.

Enrollment Management is comprised of three distinct offices: The Office of Admission, the Office of International Student Services (OISS), and the Office of Financial Assistance. Each of these offices are distinct and have their own sets of goals, but collectively we work toward the same end, which is to serve prospective and enrolled students at Pepperdine University. Although the Offices of Admission and Financial Assistance serve Seaver College, OISS serves every international student at Pepperdine University.

Since Enrollment Management's last program review, no significant structural changes have occurred.

B) THE EXTERNAL CONTEXT

This should explain how the program/department responds to the needs of the area in which it serves. What are changes and trends, beyond Pepperdine that impact needed offerings of this program/department?

Enrollment Management

Due to the continual changes in college-going behaviors for international and domestic students and the rising costs associated with college, Enrollment Management must always be adaptive and flexible. Although we have an increasing demand for Seaver College (in terms of application numbers), today's landscape continues to be challenging. The most significant external/operational challenges we have seen in the past year is the Collegeboard's revised SAT test and scoring, the shift toward Prior-Prior-Year (PPY refers to the FAFSA's earlier availability and that students can use the prior-prior year's taxes to complete), and the continual increase of the number of international students in need of 1-20s.

Office of Admission

There have been a few new trends and changes in the industry of Admission in the past year. College Board officially changed the SAT test and scoring system starting in March 2016. This has impacted fall 2017 applications so that the ACT, old SAT and new SAT may have been submitted by any applicant. The old version of the SAT focused on general reasoning,

emphasized vocabulary, had complex scoring (deductions for incorrect answers or blank responses), and was criticized for making students master a separate curriculum through expensive test prep. The new SAT now focuses on knowledge, skill and understanding which is supposed to correlate to college readiness, a greater emphasis on the meaning of words in extended contexts, right's-only scoring (no penalty for guessing) and students now have access to free tutoring through the Khan Academy. The new SAT is also supposed to more accurately reflect what students learn in school. Not only did the questions change, but College Board merged the old Critical Reading and Writing sections to become the Evidence-Based Reading and Writing section. Pepperdine is using the 1600 point convergence chart as posted on the College Board's website and has a new webpage dedicated to this significant change - <https://seaver.pepperdine.edu/admission/application/undergraduate/requirements/new-sat.htm>. Overall, the new SAT is creating higher composite scores and we are estimating about a 50-70 point increase in student's overall scores with an estimated mid 50% score range of 1260-1420.

In addition, starting in Fall 2016, families use their PPY (prior prior year) tax (2015) data when completing the FAFSA (Free Application for Federal Student Aid). In response to this change, many colleges (mostly those with rolling admission cycles or early action/early decision deadlines) moved up their deadlines and started awarding financial aid significantly earlier. Although Pepperdine did not alter our application deadline, we might experience an additional element of unpredictability, as students may receive financial aid from other institutions significantly earlier. Please see the Financial Aid section for more information on this change.

Finally, higher education remains under the public magnifying glass in regards to cost of attendance (including debt) and the return on investment. With documentaries like *The Ivory Tower* and frequent articles being released in major publications surrounding the high price tag of a college education, being up front about student post-graduate outcomes, being highly ranked, and large distinctives continue to play a critical role in recruiting students into a four year university.

Office of International Student Services

For fall 2017, four in ten universities (including the UC system) was down in international applications due to concerns about visas and if the U.S. is a welcoming and safe environment (<https://www.insidehighered.com/news/2017/03/13/nearly-4-10-universities-report-drops-international-student-applications>). The survey was conducted by the American Association of Collegiate Registrars and Admissions Officers, the Institute of International Education, NAFSA: Association of International Educators, the National Association for College Admission Counseling, and NACAC's internationally focused subgroup, International ACAC. Seventy seven percent of higher education institutions (HEIs) indicated that yield is of most concern, according to the survey. HEIs have attempted to assure international students of our support and hospitality by writing special letters or making videos targeted to international students, so as to reduce impact on enrollment.

Decreasing international student applications to the U.S. and increasing reliance on international students for rankings and revenue, coupled with rising tuition, have led to fierce and growing competition and much more aggressive tactics with financial aid and scholarships to attract international students, who in years prior were expected to be full paying.

Education agents and test-prep organizations worldwide continue to be an area explored by the International Association of College Admission Counseling (IACAC, the international arm of and NACAC), leading to updated principles of good practice and policies for the membership. Test integrity inside the College Board, as well as an inability to enforce regulations with individuals and organizations that are not members of NACAC, led to the Reuters expose of standardized

testing and several SAT testing dates and results being cancelled in certain countries. These cancellations directly impacted eligibility for students to meet deadlines of Seaver College and also resulted in more scrutiny in OISS evaluation and verification of documents and examination results. English mastery in a U.S. context, coupled with a lack of prerequisite knowledge for western-focused and Christian general education courses, further affirms the need for additional academic support to ensure international students can be successful in the academic transition to Pepperdine.

Office of Financial Assistance

Beginning with the 2017-18 award year, the FAFSA (Free Application for Federal Student Aid) was available October 1 (three months earlier than prior year) and students and parents were able to use their PPY (prior prior year) tax (2015) data to complete the FAFSA. This change allowed students/parents to submit accurate data on the FAFSA rather than estimated. This change also allowed parents and students more time to complete and evaluate their financial aid options once the FAFSA was completed. Due to this PPY process, we recognized that some families might have experienced significant income adjustments in the past year. In response to this need, we created the Income Reduction Request Form for those parents that may qualify.

The Dept. of Ed. received approximately 2,181,000 FAFSA's in October – 66% were dependent and 34% we independent. The state of California had the most FAFSA's processed during the month of October. Of the 2.1 million completed, 12.2% were processed from California.

What impact will these changes have on the financial assistance office this aid year?

This will allow more applicants to import their tax data via the IRS Data Retrieval Tool which reduces documentation requirements and administrative burdens on the school and students if applicable. The financial aid office may have more time and resources to provide critical individual counseling and advice to prospective and continuing students. However, for those students and parents that report different data from their 2015 tax and income information on either FAFSA for 2016-17 or 2017-18 will create conflicting information that must be resolved by the aid office before any additional aid may be processed for either year. Therefore each line item on both FAFSA's must be compared to find the conflict/discrepancy and then additional documentation is required to resolve the conflict. If the aid was already processed and disbursed, there may be a federal over-award to report. Students and parents must resolve all conflicting data before any aid is disbursed.

For Pepperdine's Class of 2016, the loan debt average is \$28,600, as compared to the National average is \$37,172 (which is up 6% from last year).

Student loan debt facts:

- \$1.28 trillion in total U.S. student loan debt
- 44.2 million Americans with student loan debt
- Student loan delinquency rate of 11.0%
- Average monthly student loan payment (for borrower aged 20 to 30 years): \$351
- Median monthly student loan payment (for borrower aged 20 to 30 years): \$203

(Data from student loan hero. <https://studentloanhero.com/student-loan-debt-statistics/>)

C) MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program/department's mission and goals.

- o There should be a general explanation of why the program/department exists, what it hopes to achieve in the future, and the program/department's essential nature, its values, and its work.
- o Include program/departmental mission statement and list of goals.
- o If applicable, include program/departmental student learning outcomes.
- o Discuss how program/departmental mission, goals, and outcomes align with the mission and goals of the school and of the University.

Enrollment Management Mission Statement

Enrollment Management is committed to serve, recruit, enroll, counsel, and provide financial resources for a diverse population of students, both domestic and international. We seek to provide students with the resources necessary to navigate the admission process and succeed academically and financially at Pepperdine.

Goals & Guiding Principles

We seek to...

- Recruit, enroll, and retain mission-fit (academically, spiritually) students, both domestic and international
- Maintain and/or increase institutional objectives (academic profile, gender balance, diversity, Church of Christ enrollment, etc)
- Pursue comprehensive internationalization
- Provide excellent financial resources and counseling
- Remain institutionally and federally compliant
- Expand university reach as global university
- Improve brand recognition through a variety of focused marketing initiatives
- Enhance overall quality and diversity of Seaver College community
- Strengthen and streamline processes connected to enrollment and financial aid

Office of Admission Mission Statement

As trusted experts, we will serve prospective students and families throughout the admission process with a commitment to recruit, enroll, and retain mission-fit students who will excel academically, add value to the diverse campus culture, and elevate the Pepperdine brand.

Themes

- Serve students and families
- Recruit mission fit students
- Embody/elevate the Pepperdine brand

The Office of Admission seeks to...

- Recruit mission-fit students who excel academically and who will contribute to the diverse campus community and beyond.
- Invest in the human resources of the Office through professional and personal development.
- Use data to become more efficient in decision making and processes.
- Be clear and mission-oriented in our internal and external communication.
- Create an office culture that produces reflective and innovative practitioners.
- Bring prestige to the Office of Admission through partnerships, excellence, and service.

Office of International Student Services Mission Statement

The mission of the Office of International Student Services (OISS) is to provide support to international students' educational and personal goals by advising, orienting, and advocating for international students at Pepperdine University, as well as ensuring regulatory compliance with the U.S. government. Additionally, the OISS will actively contribute to Pepperdine's Strategic Goals attracting and supporting an increasingly diverse student body, while building a meaningful and engaged global community consistent with being a premier global university.

The Office of International Student Services will aim to:

- Ensure certification and compliance with the US government's admission and reporting requirements necessary for Pepperdine University to host international students. Properly administer federal, state, institutional, and private resources according to regulations, policies, and procedures. Inform and alert campus partners hosting international students regarding our rights and responsibilities to collectively achieve this goal as a University.
- Serve as ambassadors overseas to expand the University's brand and reach as a premier global Christian university through the development of international partnerships and collaborations, as well as through engagement of international students and alumni.
- Enhance the quality and diversity of the Seaver College community by strategically recruiting and enrolling an increasingly diverse student body who complement our unique mission and academic profile.
- Strengthen and streamline processes to improve University effectiveness related to international student enrollment, immigration, and services across Pepperdine schools and campuses; Enhance organizational effectiveness through internal staffing, planning and development
- Seek opportunities to highlight the unique experiences and talents of international students; Provide the highest levels of knowledge and expertise in advising, immigration services, and programming for international students; Equip students for successful transition to U.S. higher education and the Pepperdine University environment

- Encourage a more globally engaged and collaborative campus community by developing and nurturing strategic institutional partnerships and goals for better serving international students, promoting engaged alumni, and improving student success.

Office of Financial Assistance Mission Statement

Our mission is to provide financial resources, and counseling to students and parents to meet their education goals, by providing guidelines, expectations, and by complying with all applicable policies and regulations, so all that are involved will have a clear understanding of the process and will succeed both academically and financially.

The Office of Financial Assistance seeks to...

- Make every effort to serve students seeking financial assistance from the Office of Financial Assistance
- Properly administer federal, state, institutional, and private resources according to regulations, policies, and procedures
- Provide clear direction and guidance regarding the steps to complete the application process
- Educate students and families through counseling and quality consumer information
- Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances
- Ensure equity and fairness by following standard formulas consistently across the institutions population of financial assistance applicants
- Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status
- Remove financial barriers, within our control, for those who wish to pursue post-secondary education within the institutions financial assistance awarding policies
- Maintain the highest level of professionalism, ethical standards, and a commitment to the University mission
- Recognize and provide professional development training and continuing education opportunities for staff

II. ANALYSIS OF EVIDENCE

Evidence should be provided in the following areas:

A) SERVICE USAGE AND EVALUATION

- 1. What services does the program/department provide? Why are these services needed?**
- 2. How does the program/department make students aware of the services?**
- 3. How many students use each service? What are usage trends during this evaluation period?**
- 4. Provide data disaggregated by gender, ethnicity and any other variables relevant to the**

department. How does this compare to university data? Are there student groups under-utilizing services?

5. How does the program/department obtain student feedback? Provide feedback/student evaluation data, disaggregated when possible.

6. Is there a demand for more or different services than the program/department is currently able to provide?

7. Provide benchmarking data. How do the services offered compare to those at peer institutions? Or best practices recommended by the related professional organization?

8. Provide a reflective discussion on the usage and evaluation items above.

Office of Admission Services

The Office of Admission provides a variety of ways for students to learn about Pepperdine, including campus tours and events. Each year, we also host large and small events both on and off campus and visit hundreds of high schools across the country.

TOURS

- The Office of Admission offers three guided campus tours every business day and has served over 57,400 prospective students and guests over the past three years:
 - January 2016 - December 2016
 - Campus Visits (659)
 - Students (5,507)
 - Students + Guests (14,969)
 - Group Tours Students + Guests (4,273)
 - TOTAL (19,242)
 - January 2015 - December 2015
 - Campus Visits (643)
 - Students (5,341)
 - Students + Guests (14,358)
 - Group Tours Students + Guests (4,468)
 - TOTAL (18,826)
 - January 2014 - December 2014
 - Campus Visits (668)
 - Students (5,618)
 - Students + Guests (14,925)
 - Group Tours Students + Guests (4,410)
 - TOTAL (19,335)

EVENTS

- The Office of Admission hosts multiple events throughout the year to meet the needs of prospective and admitted students and families:
 - August 2016 - July 2017
 - Pepperdine Preview - Students (183), Students + Guests (430)
 - Regional Information Sessions - Students (386), Students + Guests (896)
 - Malibu Reception - Students (597), Students + Guests (1,571)
 - Regional Admitted Student Receptions - Students (248), Students + Guests (647)
 - Transfer Day - Students (46), Students + Guests (82)
 - TOTAL Students (1460), Students + Guests (3626)
 - August 2015 - July 2016
 - Fridays in Fall - Students (190), Students + Guests (282)
 - Regional Information Sessions - Students (485), Students + Guests (1,177)
 - Malibu Reception - Students (591), Students + Guests (1,557)
 - Regional Admitted Student Receptions - Students (189), Students + Guests (463)
 - TOTAL Students (1455), Students + Guests (3479)
 - August 2014 - July 2015
 - Fridays in Fall - Students (152), Students + Guests (313)
 - Regional Information Sessions - Students (467), Students + Guests (1,114)
 - Malibu Reception - Students (628), Students + Guests (1,681)
 - Regional Admitted Student Receptions - Students (250), Students + Guests (642)
 - TOTAL Students (1,497), Students + Guests (3,750)
- In the 2016-17 recruitment cycle, the Office of Admission...
 - Merged the 6 Fridays in Fall into to larger events, called Pepperdine Preview. This served the same number of students and families, but utilized the resources and energy of campus and staff more effectively while also giving families a richer experience.
 - Added two Transfer Days, which took Pepperdine Preview to a small scale with information and programming to cater to the transfer population.
 - Added the COC Reception to Malibu Reception to highlight and further reach out to our COC population.

- Added more information sessions and admitted student receptions to give students the opportunity to meet with parents more regionally.
- Results: Our events contribute to the higher volume of applications, yield for Fall 2017 and Spring 2018 is TBD. Overall our surveys from our guests have been positive from our events for the 2016-2017 school year.

RECRUITING

- The Office Of Admission continues to expand our recruiting area by visiting key high schools around the country, despite our small staff:
 - 2016-17 - 244 high schools visited
 - Additional high schools were added in Washington DC, added more local travel in Los Angeles, added additional NACAC college fair attendance (Chicago, DC, Hawaii, Long Island), and hosted small scales events in states we don't host information sessions in.
 - 2015-16 - 215 high schools visited
 - We added Hawaii back into the states we travel to, some local travel was added in Los Angeles, and hosted small scales events in states we don't host information sessions in.
 - 2014-15 - 168 high schools visited
 - Added small scale events in states we don't host information sessions in.

APPLICATIONS

- Seaver College has continued to see significant growth in the number of applications it receives, allowing Pepperdine to continue to increase key demographics, increasing the average GPA and test score.
 - Fall 2017 - 12,407 (5% increase from Fall 2016)
 - First-Year - 9,929
 - Transfer - 577
 - Intl First-Year - 1,768
 - Intl Transfer - 133
 - Fall 2016 - 11,831 (11% increase from Fall 2015)
 - First-Year - 9,442
 - Transfer - 568
 - Intl First-Year - 1,669
 - Intl Transfer - 152
 - Fall 2015 - 10,625
 - First-Year - 8,573

- Transfer - 526
- Intl First-Year - 1,354
- Intl Transfer - 172
- The Office of Admission has processed 213,000 documents over the course of three years with a team of three full time staff and one part-time seasonal temp.
 - Fall 2017 - over 75,000 documents
 - Fall 2016 - over 72,000 documents
 - Fall 2015 - over 66,000 documents

OISS Services

- See Admission above for OISS contribution to Seaver's recruitment, application generation, internationalization of the admissions process, leading directly to recruiting an increasingly diverse, mission-fit student body who excels academically and who will contribute to the rich tapestry of Pepperdine's culture and beyond
- Assisting prospective students and applicants with understanding the unique requirements necessary for them to successfully complete an application to Seaver College, including academic credentials, standardized examinations, and other supplemental requirements specific to the home country and/or curriculum of a student.
- Assisting incoming students with obtaining the necessary documentation for applying for an F-1 visa for study at Pepperdine
- Serving as the University's liaison to the U.S. government in relation to Pepperdine's certification to host international students; Facilitating compliance with U.S. F-1 immigration regulations; and Providing advice to the international students and the greater Pepperdine community on a broad spectrum of complex and sensitive immigration, visa, and employment issues and regulations.
- Conducting orientations and other special programming with campus partners that help international students integrate into and adjust to the academic, cultural and social life at Pepperdine University and life in the United States
- Partnering with Student Services to provide continued and enhanced cultural and educational programming and services that support international students' social, educational and professional success, thereby, creating an engaged global community.
- Serving as the University's primary point of contact with U.S. government agencies, foreign embassies, sponsors and educational foundations that support international students.
- Building partnerships across Pepperdine University to assist with campus internationalization and diversity initiatives consistent with Boundless Horizons strategic goals and best practices of the NAFSA Association of International Educators.
- Training and support for campus administrators and faculty

Students Served

ADMISSIONS

- See Seaver Admissions for statistics on international prospects, applicants, and newly enrolling students. The following is comparative Seaver International Student Enrollment Comparison data from Fall 2014 to current date (May 18, 2017):

	2014	2015	2016	2017		
INTL APPS	1344	1522	1821	1901		
TTL APPS	9625	10616	11831	12416		
% growth INTL from yr prior	NA	13.2	19.6	4.4	41.4%	% growth from 2014
Enrolled International Students	61	102	88	125		
% INTL of TTL Enrolled Students	8.00%	12.00%	10.00%	12.00%	104.0%	% growth from 2014

IMMIGRATION-RELATED SERVICES

- As of Fall 2016, OISS assisted 965 F-1 visa holders (12.3% of the Pepperdine student body). Additionally, OISS serves non-citizens with other visa types, U.S. citizens and permanent residents abroad, and students currently in the United States post graduation pursuing their optional practical training (OPT).

OISS Immigration-Related Services			
International Student Enrollment			
Graziadio	2013-14	2014-15	2015-16
Admitted	915	1061	1039
Intended	554	527	548
Matriculated	468	468	491
Total Students Served*	1159	1513	1339
<i>28% increase (Fall) from 2013</i>			
<i>*Including current students + OPT</i>			
GSEP	2013-14	2014-15	2015-16
Admitted	92	112	110
Intended	56	73	62
Matriculated	54	72	63
<i>97.4% increase since 2013</i>			
School of Law	2013-14	2014-15	2015-16
Admitted	125	137	192
Intended	47	73	88
Matriculated	36	51	73
<i>103.5% increase since 2013</i>			
SPP	Fall 2013	Fall 2014	Fall 2015
Admitted	58	60	48
Intended	27	15	19
Matriculated	16	10	10
<i>44% decrease since 2013</i>			
Seaver	2013-14	2014-15	2015-16
Admitted	505	536	525
Intended	49	131	175
Matriculated	120	114	158
<i>30.9% increase (Fall) from 2013</i>			

INTERNATIONAL SERVICES

All enrolled students seek assistance from University services succeeding within, Pepperdine served directly or referred if more appropriate.

Office of Financial Assistance Services

- Financial Assistance counseling
- Loan counseling
- Financial literacy planning sessions both students and parents
- Scholarship planning assistance
- FAFSA completion counseling

STUDENT

at all five schools that OISS regarding for acclimating to, and graduating from University will be

Students Served

Approximately 86% of Pepperdine students receive financial assistance. To best serve these students, during the 2016/2017 academic year, the Office of Financial Assistance:

- Processed over 6,000 FAFSAs for the 2015-16 academic year
- Served over 2,300 walk-ins in the office to assist with inquiries and appointments
- Awarded over \$77 million in institutional grant/scholarship aid
- Awarded over \$4 million in federal grants.
- Awarded over \$20 million in federal student loans.
- Awarded over \$1.3 million in work study funds
- Awarded over \$126,000,000 million in aid to over 2,900 students
- Verified over 480 student aid files for the year

B) STUDENT LEARNING

When applicable programs/departments should provide assessment of student learning outcomes. Annual assessment of program learning outcomes is the primary source of data. Additionally, programs/departments may request further data from OIE.

Provide Information to these prompts:

- 1. What are the program's/department's program learning outcomes?**
- 2. What are the program's/department's curriculum or program offerings?**
- 3. Provide curriculum map.**
- 3. What is the program's/department's assessment plan?**
- 4. Provide student learning outcome assessment data, including indirect and direct evidence collected during this program review period.**

Office of Admission Learning Outcomes

Students will be able to...

1. Understand and successfully navigate the various components of the application and matriculation process.
2. Describe the Christian mission of Pepperdine.
3. Distinguish the unique characteristics of Pepperdine.
4. Demonstrate that they are a good fit for Seaver College.

Seaver Office of Admission: Assessment Plan

SLO	When to Assess	Direct Evidence	Indirect Evidence	Analysis & Reporting
1	1-May	Successful Matriculation	Admitted Student Survey*	Annual Report
2	Fall & Spring	Application/ Personal Statement	Admitted Student Survey*	see above
3	Fall & Spring	Admitted Student Survey*		see above
4	Fall & Spring	Application/ Personal Statement		see above

* Open-ended responses

Office of Admission Curriculum Map

Levels of Engagement with Students:

- (1) Low Engagement - email and hard-copy mass communication
- (2) Mid Engagment - in person interactions
- (3) High Engagement - personal/special interactions

	SLO 1	SLO 2	SLO 3	SLO 4
(1) Low Engagement				
E-Newsletters and emails on various topics	x	x	x	x
Various mass-distribution pieces (sent to high school freshmen through juniors on mailing list)	x	x	x	
Viewbook (mailed to select seniors and transfers)	x	x	x	
Search Postcard (mailed to potential prospects)	x		x	
Application Reminder Emails (sent to seniors and transfers)	x			
Common Application Incomplete Emails (sent to seniors and transfers who have started, but not submitted an application via Common App)	x			
Admit Letter with instructions to enroll (sent via email and hardcopy)	x			
Essay excerpt personalized mailer				
Rising Tide Docu-series	x	x	x	x
(2) Mid Engagement				
Student-led campus tours	x	x	x	
Counselor-led Application Workshops	x	x	x	
College fairs	x	x		
High school and community college visits	x	x	x	
Admitted Student Tours	x	x	x	
(3) Mid Engagement				
Pepperdine Preview Days/ Transfer Days (specialized on-campus visit days)	x	x	x	x
Fall Regional Information Sessions	x	x	x	x
Spring Admitted Student Receptions	x	x	x	x
Malibu Reception (on campus event for admitted students)	x	x	x	x
Personalized call from a current student (all admitted students)	x	x	x	
Application Case Study Programs and Workshops	x	x	x	

Question

Are students able to make an informed admission decision, by knowing the Pepperdine brand and all we have to offer?

Methodology

For the last six admission cycles, the Office of Admission has sent a survey to admitted students in the summer to assess how they felt about the Pepperdine brand, their admission experience, and ultimately, to find out what led them to their decision to enroll or not enroll. In the last few

years, one survey was sent to admitted students who enrolled and another survey was sent to admitted students who did not enroll. Following the most recent recruiting cycle, surveys were sent out the week of June 6, 2016. See appendix A for more details.

Admitted students who enrolled

- 882 students received the survey
- 870 students opened the email
- 365 students responded to the survey
- 41.4% response rate
- Students put in a drawing for a free Pepperdine t-shirt

Admitted students who did not enroll

- 3,403 students received the survey
- 1,783 students opened the email
- 323 students responded to the survey
- 9.5% response rate
- Students put in a drawing for an Amazon gift card

Both surveys included a variety of questions related to Pepperdine and the undergraduate admission process and ultimately provided insight on why a student did or did not choose to enroll. In this program review, we will look at the survey responses from the admitted students who did not enroll. See Appendix B for the full survey.

OISS Student Learning Outcomes

International Students will be able to...

1. Understand and successfully navigate both the common and unique components of the Seaver application and matriculation process for international and other students schooling outside of the continental United States.
2. Be aware of rights/responsibilities of successfully maintaining F-1 visa status
3. Be aware of resources to help international students acclimate to, succeed within, and graduate from Pepperdine University.

Assessment Plan

SLO	Direct Evidence	Indirect Evidence	Analysis & Reporting
1	Successful Matriculation	Admitted Student Survey, OISS Website Updates, Successful I-20 Checklist completion, Individual Counseling	Comparative application and enrollment stats indicate 104% increase in international enrollment and 92% improvement in completed international applications since 2014.
2	Maintaining Status in SEVIS	Signed contract acknowledging rights & responsibilities, email reminders, Individual counseling	A 2016 audit of OISS highlighted that all schools need to adhere to standardized data collection from students to ensure students and the University are compliant and assisted appropriately.
3	Student Retention & Graduation	OIE Focus Groups; OIE reporting; Individual Counseling with OISS; ISAC Partnerships	OIE Focus Group and 2013 surveys substantiate personal discussions with international students. Improvement in services and community building for international students, in addition to intentional academic support in the transition to US higher education and pedagogy to assist in improving retention and graduation of international students.

Student Learning Outcome(s) Explored in this Self Study

Are Seaver international Seaver applicants aware of how to successfully complete the unique application steps to successfully complete the Seaver Application?

Are international students aware of how to obtain the necessary and maintain their immigration status?

Are Seaver international students aware of resources to help them acclimate to, succeed within, and graduate from Seaver College?

Office of Financial Assistance Student Learning Outcomes

Students will...

1. Understand their financial obligations
2. Gain financial knowledge regarding federal loans
3. Learn the importance of good credit, credit scoring, and being responsible fiscally, which allows them to succeed financially.

Office of Financial Assistance Curriculum Map

	SLO1	SLO2	SLO3
Counseling – Financial Assistance Advisors	I	I	I
Entrance counseling		I	I
Loan Indebtedness			I,D
Exit counseling		D	M
Default Rates			D,M

I = Introduce

D = Develop

M = Master

Assessment Plan

SLO	Direct Evidence	Indirect Evidence	Analysis, Review, and Reporting
1	Appointments via FA calendar and walk-ins, mandatory entrance loan counseling, & completion of the application process	Current student survey	Approximately 79% of our students receive financial assistance.
2	Online loan entrance & exit counseling - mandatory requirement	Current student survey	Approximately 93% of our students surveyed stated they were satisfied with financial assistance inquiries.
3	Online loan exit counseling - mandatory requirement	Current student survey. Loan debt awareness question.	Annual Report of Cohort Default rate is 1.8% compared to the National rate of 11.3%

Question/Problem Explored in this Self Study

Are students aware of their current loan debt and where to access this information?

C) STUDENT SUCCESS

In this category, the program/department is asked to provide any available data regarding the connection between program/department participation, educational outcomes, and other student success outcomes. For example, if possible, provide data regarding GPA, graduation rate, or employment data of participants in your programs/departments compared to the overall student body.

Office of Admission Data/Results

Question #7: How important were the following factors in your decision to apply to Pepperdine?

	Very important	Important	Somewhat important	Not very important	Not important at all	N/A	Total
Overall school reputation	42.05% 119	41.70% 118	14.49% 41	1.77% 5	0.00% 0	0.00% 0	283
College rankings	27.56% 78	44.88% 127	21.20% 60	4.95% 14	1.06% 3	0.35% 1	283
Malibu, CA location	30.74% 87	35.34% 100	22.26% 63	8.13% 23	2.83% 8	0.71% 2	283
Proximity to Greater Los Angeles	19.43% 55	24.38% 69	27.92% 79	18.73% 53	8.83% 25	0.71% 2	283

Analysis of Evidence

After reviewing the data, it is clear that financial aid and paying for college (67.84%), quality of instruction (53.36%), quality of curriculum (51.59%), and the quality of academic interactions with professors (50.88%) were very important for a student's decision to apply to Pepperdine initially. When "very important" and "important" responses are combined, the three highest categories were the quality of curriculum (91.87%), the quality of instruction (89.40%) and the quality of academic interactions with professors. The two least important factors for students when thinking about applying to Pepperdine was the fact that we are a member of the Common Application (13.78%) and spiritual development opportunities (11.66%). The academic integrity and reputation are clear distinctives on why a student may apply to Pepperdine.

Question #8: How would you rate Pepperdine in the following areas?

	Excellent	Very good	Good	Fair	Poor	Very poor	N/A	Total
Overall school reputation	34.28% 97	36.40% 103	22.61% 64	6.36% 18	0.35% 1	0.00% 0	0.00% 0	283
College rankings	27.56% 78	32.86% 93	28.62% 81	9.89% 28	0.00% 0	0.00% 0	1.06% 3	283
Malibu, CA location	62.19% 176	22.26% 63	10.95% 31	2.83% 8	0.35% 1	1.06% 3	0.35% 1	283
Proximity to Greater Los Angeles	33.22% 94	31.45% 89	26.86% 76	5.30% 15	1.41% 4	0.35% 1	1.41% 4	283
Financial aid and paying for college	8.83% 25	10.95% 31	15.55% 44	19.08% 54	20.49% 58	22.97% 65	2.12% 6	283
Quality of instruction	17.31% 49	31.45% 89	31.10% 88	8.83% 25	0.71% 2	0.00% 0	10.60% 30	283
Quality of curriculum	17.31% 49	32.86% 93	32.16% 91	7.77% 22	0.35% 1	0.35% 1	9.19% 26	283

Analysis of Evidence

After reviewing the data, it is clear that students think highly of the Malibu, CA location (62.19%), the International Programs offered (42.4%), the small class sizes offered (38.16%), and the spiritual development opportunities (38.16%). The areas in which students had a more negative view regarding Pepperdine was very clearly financial aid and paying for college (22.97%).

Question #35: How would you describe Pepperdine's academic quality to a friend?

Answer Choices	Responses
Excellent	33.73% 86
Above Average	48.24% 123
Average	16.47% 42
Below Average	0.39% 1
Poor	0.00% 0
Other (please specify)	Responses 1.18% 3
Total	255

Analysis of Evidence

81.97% of students rated Pepperdine's academic quality as excellent or above.

Question #36: What would you say to a friend who asked you, "How 'Christian' is Pepperdine?"

Answer Choices	Responses	
▼ Very Christian	50.98%	130
▼ Somewhat Christian	37.65%	96
▼ Not very Christian	5.88%	15
▼ Not Christian at all	0.00%	0
▼ Other (please specify)	5.49%	14
Responses		
Total		255

Analysis of Evidence

88.63% of the admitted students who did not enroll said that Pepperdine was Very Christian or Somewhat Christian.

Question #40: How important were the following factors in your decision to enroll at your chosen college?

	Very important	Important	Somewhat important	Not very important	Not important at all	N/A	Total
Overall school reputation	53.20% 133	38.00% 95	7.60% 19	1.20% 3	0.00% 0	0.00% 0	250
College rankings	42.00% 105	32.80% 82	20.40% 51	4.00% 10	0.00% 0	0.80% 2	250
Location	48.80% 122	29.20% 73	15.20% 38	4.40% 11	2.00% 5	0.40% 1	250
Quality of instruction	61.20% 153	32.80% 82	5.60% 14	0.40% 1	0.00% 0	0.00% 0	250
Quality of curriculum	61.60% 154	34.00% 85	3.20% 8	1.20% 3	0.00% 0	0.00% 0	250
Quality of academic interaction with fellow students	46.80% 117	36.00% 90	14.40% 36	2.40% 6	0.00% 0	0.40% 1	250
Quality of academic interactions with professors	52.80% 132	36.00% 90	8.80% 22	2.00% 5	0.00% 0	0.40% 1	250
Academic independence (i.e. ability to choose classes, programs of study, etc.)	44.80% 112	38.80% 97	13.60% 34	2.40% 6	0.40% 1	0.00% 0	250
Specific major	56.40% 141	26.80% 67	12.40% 31	2.80% 7	0.40% 1	1.20% 3	250
Quality of campus facilities (i.e. housing, student recreation buildings, etc.)	34.40% 86	39.20% 98	22.40% 56	3.20% 8	0.40% 1	0.40% 1	250
Quality of academic facilities (i.e. classrooms, labs, libraries, etc.)	38.40% 96	36.80% 92	18.80% 47	5.60% 14	0.00% 0	0.40% 1	250
Successful graduate school placement	45.60% 114	30.80% 77	14.00% 35	4.80% 12	2.00% 5	2.80% 7	250
Successful professional school placement	40.80% 102	31.60% 79	15.20% 38	6.00% 15	1.60% 4	4.80% 12	250
Successful post-graduate job placement	55.60% 139	31.20% 78	9.20% 23	2.80% 7	0.40% 1	0.80% 2	250
Opportunities for service	29.20% 73	38.80% 97	18.80% 47	8.40% 21	3.20% 8	1.60% 4	250
Diverse community	33.60% 84	30.40% 76	20.40% 51	11.20% 28	4.00% 10	0.40% 1	250
Athletics	22.40% 56	21.20% 53	26.40% 66	18.40% 46	10.80% 27	0.80% 2	250
Social life on/off campus	42.40% 106	34.40% 86	18.00% 45	3.60% 9	1.20% 3	0.40% 1	250
Financial aid/merit aid package	72.00% 180	14.00% 35	8.00% 20	3.20% 8	1.60% 4	1.20% 3	250

Analysis of Evidence

The data demonstrates that students who did not enroll at Pepperdine identified their financial aid/merit aid package (72%) was the biggest determining factor on where they chose to enroll at another college. The next largest reason was successful post-graduate job placement (55.60%).

Final Analysis of Data in Relation to Question

The responses and analysis of evidence can be broken into five key areas:

1. *Faith* - Students said that spiritual development opportunities were one of the least important factors in choosing to apply to Pepperdine, yet students also rated the opportunities to grow spiritually on campus were quite large. At the end of the survey we asked the question “how ‘Christian’ is Pepperdine” and 81% of students said very or somewhat Christian. This also showed that 16% of students said it was average or not very Christian. This data shows that we may need to do some continued work on talking about our Christian heritage. One important thing to note is that these are the students who did not enroll and their mixed response to the spiritual life/opportunities on campus and “how ‘Christian’ is Pepperdine” may be a strong indicator on why these students did not ultimately enroll. This may mean that we enrolled the best-fit students and that the students who did not enroll may not have been looking for a distinctly Christian university.
2. *Reputation* - 83.75% of students said that the overall school reputation was a reason they initially applied to Pepperdine and students said that they would still continue to rate Pepperdine’s reputation at 70.68%. This is a fairly consistent rating for students who did not enroll and shows that their perception of Pepperdine’s reputation remained fairly consistent.
3. *Academics* - Quality of instruction was listed at 89.4% for excellent and very good when students first applied, but then dropped to 48.76% at the end of their time through the admission process. Also, the quality of curriculum was listed at 91.87% for excellent and very good when students first applied, but then dropped to 50.17% at the end of their time through the admission process. Students listed small class sizes at 63.25% for excellent and very good when students first applied, and then it raised to 74.91% at the end of their time through the admission process. These discrepancies from when a student first applied to when the cancelled, could be an indication that we need to bulk up our communication on academics after student’s apply. One could also argue that these students got into other great schools and this is an easy category to list lower in as they have already committed to another institution.
4. *Outcomes* - Students remained fairly consistent on their view of being able to graduate in four years from Pepperdine, but there is a clear decrease in student’s perception on successful post-graduate job placement (a 30.75% decrease in the excellent and very good ratings). This shows that we need to continue to focus on outcomes with our applicants and admitted students.
5. *Financial Aid* - Financial aid has the largest difference between when students applied to when they withdrew (a 59.01% decrease in excellent and very good ratings). This is the one area we cannot really affect. Affordability and the rising cost of attendance to attend a university is a national trend, not to mention that Pepperdine is a worthwhile, but costly investment with increasing tuition, fees, room and board.

OISS Final Analysis of Data in Relation to Question

SLO 1 - Comparative application and enrollment stats indicate a 92% improvement in completed international applications since 2014. The OISS website was redesigned to guide students based on their stage as prospects, newly admitted, and enrolled students. Communications campaigns were customized for international students and encompassed all unique and additional next steps leading to arrival at Pepperdine. A new position was created to assist international prospective students and applicants on their unique requirements and methods for submission to improve their capacity to complete the application by the deadlines.

SLO 2 - Students who have been identified as pursuing or holding an F-1 visa are oriented and continually advised how to successfully manage the rights and responsibilities of F-1 visa holders by OISS, however not all enrolled students are aware of how to maintain their student visa status because not all schools/programs are requiring critical citizenship and visa information from applicants for OISS to advise them.

Additionally, when changes in citizenship/visa type occur with enrolled students, there has been an inconsistent process of notification among stakeholders at Pepperdine. To that end, several International Students Advisory Council and Data Stewardship meetings have been arranged by OISS to inform the community of our efforts to begin a standardization of data collection and appropriate modifications to business processes among units to ensure we are serving students and data integrity.

SLO 3 - An OIE survey in 2013 and two international student focus groups have been instituted since the last program review. International student feedback, as well as retention and graduation statistics indicate that international students are seeking further support from the University in building a sense of international community, support academically and socially to assist with acclimation, as well as financially with the rising cost of tuition and no financial aid available to them.

To assist students by partnering as a community to begin to address international student success issues and needs, OISS launched and chaired a university-wide International Students Advisory Council in 2015 made up of the following subcommittees: 1) Recruitment & Admissions; 2) Student Support & Orientation; 3) Student Involvement & Engagement; 4) Faculty Support & Professional Development; and 5) Student Academic Support. While there have been efficiencies in services, there are needs for human and fiscal resources specifically designated for international student success sought by the Council.

Financial Assistance Final Analysis of Data in Relation to Question

Approximately 19% of our students surveyed from the last three years stated that they did not know their loan debt amount or where to access this information.

D) MEANING, QUALITY, AND INTEGRITY

WSCUC asks that programs/departments define and ensure a distinctive and coherent educational experience for each of its "degree programs". Because this is a degree-focused requirement, this section will ask for quality, and integrity to be addressed in these ways.

This includes:

- 1. Explaining the quality of this program/department as evidenced by student feedback, evidence of student learning, benchmarking?**
- 2. Providing data, disaggregated by school or major demonstrating how this program/department contributes to a students' degree. (e.g., What percentage of School of Law students used the Counseling Center? How many Economics majors completed internships or had Student Employment?)**
- 3. Commenting specifically on ways the program/department contributes to the distinctive, holistic experience of students who earn degrees from Pepperdine.**

Office of Admission Student Feedback

Though we can argue that the population we did not ultimately enroll had already chosen another college and so their perception of the other college exceeded their perception of Pepperdine at the point of application, there are still some key takeaways.

- Continue to communicate the faith aspect and introducing students to our Christian heritage. This year, we continued to incorporate Convocation during all on-campus events and continued to talk about the spiritual life and faith opportunities while recruiting and during the campus tours.
- Continue to work on sharing opportunities students have with their professors as well as quality and rigor of the classroom. This year, we continued to offer classroom visits during Pepperdine Preview and Transfer Day.
- Student outcomes continues to be national trend and we can see from the survey results, that it is a good idea to continue to highlight where students are going after Seaver. With the new Success after Seaver campaign, we have been able to highlight more tangible outcomes and statistics on our website, in presentations, and in our communication. We highlight our outcomes in our regional information sessions in the fall, but rely on administration to communicate these outcomes during our Regional Admitted Student Receptions. This may be a good addition to the formal Prezi during this reception. We are also looking into visually representing outcomes of our alumni in the admission lobby so that families visiting, can see a visual representation on where Seaver grads are working.
- Financial aid is consistently ranked the number one factor on why a student doesn't attend. This is two fold - we are an expensive institution, and it is an easy reason to offer when asked why you did not attend a university. We can continue to enhance our post-decision financial aid communication in the Office of Admission with additional training for our Admission Counselors, but this is one where we do not expect to see a large change in.

Office of Admission Best Practices

- The Office of Admission works hard to be on par, if not ahead, of the national trends. Our goal is to serve our students. We are a part of NACAC (National Association for College Admission Counseling), WACAC (Western Association for College Admission Counseling),

AICCU (Association of Independent California Colleges and Universities) and follow various industry leaders to stay on top of trends like The Chronicle of Higher Education and Inside Higher Education. The Office of Admission also sends staff to professional development conferences throughout the nation. The Office of Admission also assesses all areas of the admission process every year and makes tweaks and major changes every summer to best serve the prospective student population, assisting them to ultimately enroll at Pepperdine.

- As the “gatekeepers” of Seaver college, the Office of Admission aims to identify, recruit and yield best fit students for this institution. By ultimately enrolling best fit students, we are able to continue the mission of Pepperdine year after year. In the application process, we are looking for students who are not only academic fits, but also fit the mission and heart of Pepperdine.

OISS Student Feedback

- More International than ever students are submitting and completing their applications at a significantly higher rate than years past, due to a number of business process and human resource improvements. International students are included in the mainstream New Student Orientation (NSO) and also included in International New Student Orientation (INSO). They are being provided with critical student success information, as well as advising on the rights and responsibilities as F-1 visa holders. OISS partners with and refers students to other units across the University to assist students with resources to assist with their acclimation, success, and graduation.
- Students are asking for further assistance with funding their Pepperdine education, as well as being prepared in the initial semesters for our robust general education requirements.

OISS Best Practices

- The Office of International Student Services is made up of seasoned professionals that are considered experts in the field and we work to exceed national and international trends and continually improve our service to students and the community, as intermediaries to the U.S. government in a time of significant change, related to immigration and international enrollment trends. We are members of NAFSA (Association of International Educators), International ACAC (International Association for College Admission Counseling) and NACAC (National Association for College Admission Counseling), WACAC (Western Association for College Admission Counseling), AICCU (Association of Independent California Colleges and Universities) and follow various industry leaders to stay on top of trends like The Chronicle of Higher Education and Inside Higher Education. The Office of International Student Services also sends staff to professional development conferences throughout the world and continually reassesses admissions, immigration, and international student services annually and throughout the year to achieve our goals and enhance our community.
- We also serve as the “gatekeepers” of Seaver college, alongside the Office of Admission aims to identify, recruit and yield best fit students for this institution. By ultimately enrolling best fit students, we are able to continue the mission of Pepperdine year after year. In the application process, we are looking for students who are not only academic fits, but also fit the mission and heart of Pepperdine.

Office of Financial Assistance Student Feedback

- Provide more resources to students regarding their loan debt levels and financial literacy
- Provide better online tools and resources to meet the needs of the student via the website

- Provide additional counseling options for students requesting in-person appointments

Office of Financial Assistance Best Practices

The Office of Financial Assistance will participate in NASFAA's Standard of Excellence Review Program. This program will assess the institutions delivery of student financial aid, customer service and satisfaction, administrative capability, systems, automation, and technology utilization, program compliance, and operations.

The goal is to assist us with improving our financial aid operations and customer service, identify compliance exceptions, recognize our strengths, and implement recommendations to improve our processes.

E) STAFF AND FACULTY

What are the qualifications and achievements of the staff/faculty in the program/department in relation to the program/department purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program/department?

Evidence in this category should include:

- a. Degrees held by staff/faculty**
- b. List of staff/faculty specialties within discipline (and how those specialties align with the program/department curriculum)**
- c. Record of scholarship for each staff/faculty member, including publications and professional presentations**
- d. Staff/faculty participation in development opportunities related to service delivery, learning, and/or assessment**
- e. External funding awarded to staff/faculty**
- f. Distribution of staff across positions and years at Pepperdine**
- g. Diversity of staff/faculty**

Office of Admission Staff Overview

- The Office of Admission is comprised of five distinct areas - Admission Counseling, Records, Data/Technical, Event and Visits, and Leadership. There is also a few crossover positions in the Enrollment Management Marketing area.
 - Admission Counseling has one Associate Director of Admission (5 years) who oversees six admission counselors. The Admission Counseling team recruits, reads all applications, and works with all prospective and admitted students through the admission process. Five of the six Admission Counselors are Pepperdine graduates. They range from 1-3 years at Pepperdine and from all over the U.S. They each bring a unique skill set, college experience, and viewpoint to the application review process. The Associate Director of Admission has a masters degree and three Admission Counselors are currently pursuing theirs.
 - The Records team has one Assistant Director (20+ years) who oversees two Records Analysts (1-3 years). The Records team processes all supplementary documentation for all applicants, assists with the initial Degree Audit Reports, back-end processing of documents, recalculating GPAs and assisting the office with

processing of applicant materials. One Records Analyst has their masters degree and is about to pursue her EdD.

- The Data/Technical team is made up of one Associate Director (25+ years) and an IMT co-employee who oversee CRM, Peoplesoft, Common App, NoliJ, etc. This team is essential in keeping the day to day operations running.
- The Event and Visit team are comprised of a Student Staff Coordinator (2 years), Admission Receptionist (10+ years) and a Campus Experience and Operations Coordinator (1 year). This team oversees all student interns and tour guides, plans all on and off campus events, coordinates daily campus tours, and greets all prospective students and families. This team also oversees the general admission phone line and general admission email inbox.
- The Enrollment Management Marketing team has one position that sits in both the Office of Admission and Enrollment Management Marketing - the Data and Communications Manager. This position downloads all tests, data, sends and helps coordinate emails, and manages the admitted student email inbox.
- The Director of Admission (1.5 years) oversees the Office of Admission. She has her masters degree and is currently pursuing her PhD.

Office of Admission Professional Development

- The Office of Admission also sends staff to professional development conferences throughout the nation with our industry memberships and vendors:
 - NACAC (National Association of College Admission Counseling)
 - National Conference
 - Guiding the Way to Inclusion
 - WACAC (Western Association of College Admission Counseling)
 - TargetX
 - Salesforce
 - Ruffalo Noel Levits
 - CIVSA (The Collegiate Information and Visitor Services Association)
 - Human Resources Professional Development Sessions
 - Strengths Finder
 - Posse Association
 - Staff Retreat
 - Women in Leadership/Women in High Education Conferences
 - Churches of Christ Admission Conference

Office of International Student Services Staff Overview

- The OISS team is made up of seven team members who are experts in managing the following areas: undergraduate international application completion, undergraduate international recruitment, undergraduate immigration and student services, graduate immigration advising, reporting to the U.S. government, systems internationalization, and direct advising of international students at all stages and levels.
- Our PDSO (primary designated school official) to the US government has served Pepperdine for forty years. Additionally, nearly all team members hold Masters degrees and have at one time been international students themselves and have served international students specifically for decades.
- OISS team members attend and often present their expertise at several associations, such as: NAFSA Association of International Educators, International Association of College Admissions Counselors, Council of International Schools, AACRAO, among others.

Office of International Services Professional Development

- The Office of Admission also sends staff to professional development conferences throughout the nation with our industry memberships and vendors:
 - NAFSA (Association of International Educators)
 - National Conference
 - Regional Conference
 - NACAC (National Association of College Admission Counseling)
 - National Conference
 - IACAC (International Association of College Admission Counseling)
 - CIS (Council of International Schools)
 - WACAC (Western Association of College Admission Counseling)
 - SUNAPSIS Immigration Case Management software conference
 - Human Resources Professional Development Sessions
 - Strengths Finder
 - Staff Retreat
 - Women in Leadership/Women in High Education Conferences

Office of Financial Assistance Staff Overview

The Office of Financial Assistance is comprised of twelve team members which consist of four specific areas, awarding, counseling, processing, and query writer/programmer/technology assistance. We manage several programs within the Financial Assistance office to serve our

students by assisting them with completing their educational goals. We have over 160 years of experience at the university in this office. Our very diverse group includes all generations working together in this office, the Baby Boomers, Generation X-ers, Millennials and Generation Z. Our long time staff member has worked at the university for 34 years and our newest has been here for less than one year.

Office of Financial Assistance Professional Development

The Office of Financial Assistance participates in several conferences, workshops, and webinars throughout the year. Some of them include:

- CASFAA – California Association for Student Financial Aid Administrators
- NASFAA – National Association for Student Financial Aid Administrators
- WASFAA – Western Association for Student Financial Aid Administrators
- NCAA Seminar Training
- FSA – Federal Student Aid Conference
- Alliance – PeopleSoft user group conference
- Jim Briggs Tax Training
- Various Professional Association Webinars

F) SUSTAINABILITY: EVIDENCE OF PROGRAM VIABILITY

With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning their long-term stability are ensured. In order to demonstrate this, each program/department should address questions about the level of student demand for the program/department and the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.

1. Demand for the Program/Department

What are the trends in numbers of students who are participating in various programs and services offered by the program/department? (Note—this was addressed in an earlier section, but briefly summarize here before addressing the following question.) What is happening within the profession, local community, or society generally that identifies an anticipated need for this program/department in the future? (If appropriate, include market research.)

2. Allocation of Resources

Staff/Faculty – Are there sufficient numbers of staff/faculty to maintain program/department quality? Do program/department staff/faculty have the support they need to do their work?

- a. Number of full-time staff/faculty members; number of FTEs**
- b. Student body: to staff ratio**
- c. Staff/faculty workload (e.g., caseload, patients per day, etc.)**
- d. Staff/faculty review and evaluation processes**
- e. Mentoring processes**
- f. Professional development opportunities and resources (including travel and research funds)**

g. Sufficient time for research, program/department development**3. Facilities****a. Office space****b. Programming venues****c. Other space considerations****4. Financial resources****Trends regarding operational budget (revenues and expenditures) over this review period.**

Over the past several years, Seaver Enrollment Management has experienced incredible growth: we have seen a significant increase in applications from both domestic and international undergraduate students, the number of students applying for financial aid and engaging with the Office of Financial assistance, and processed a rapidly expanding number of I-20s for Pepperdine's growing international student population at the various graduate schools.

Despite rising tuition costs and growing concern about college affordability, the demand for Seaver College continues to rise. Although we do not expect application numbers to continually increase at the present rate, we have no reason to expect a decrease in demand for Seaver College.

Since the last program review in 2011, we have added (or repurposed) the following positions to the Enrollment Management team:

- Designated School Official (DSO) in OISS to focus exclusively on graduate students
- Credential Evaluator in OISS
- Admission Counselor in the Office of Admission
- Application Developer (for a total of two) to serve the Enrollment Management team
- Events Coordinator and Campus Operations Manager (repurposed)

These additional personnel have positively contributed to our productivity and our ability to handle the rise in applications. Two areas that could benefit from additional personnel due to increased applications include the financial advisor team and the records analyst team.