

August 23 2007

TO: Members of the College Faculty  
FROM: Jim Swartz, Chair, Committee on Admission and Financial Aid  
SUBJECT: 2006-07 Committee Report

The members of the 2006-07 Committee were faculty members Paul Tjossem, Helen Scott, Bob Grey and Eliza Willis, plus students Emerson Williams-Molett, Jacob Sagrans, and Ian Bone-Rundle. The Committee met at least monthly throughout the academic year with Jim Sumner (Dean of Admission and Financial Aid), Arnold Woods, Jr. (Director of Student Financial Aid), Tom Crady (Vice President for Student Services), me and other staff as needed. The Committee again received especially good support from Connie Newport, Val McKee, Angie Story and Sumner.

Summaries of each meeting were posted to the Dean's office website. The Committee was active again this past year and we are thankful to both the Committee and the Faculty Board on Admission (Professors Monessa Cummins, Vicki Condit-Bentley and Leslie Lyons, plus Sumner) for their dedication to the full schedule of new and old issues and activities of these two important oversight groups.

The key topics addressed by the Committee in 2006-07 were:

1. Sumner regularly distributed Grinnell specific data and relevant national and international information on admission and financial aid topics. The goal was to build a well-informed Committee and to keep the Committee up-to-date on key local numbers and issues.
2. Sumner also provided a detailed summary of the 2006 new student enrollment picture early in the fall semester, as well as regular reports on the 2007 admission cycle.
3. The Committee met with the four campus-based Posse Foundation partnership mentors to monitor the progress of the College's Posse Foundation students. The discussion focused again on student adjustment to the College, academic progress, group dynamics, and writing skills in particular.
4. The Committee, at the request of member Sagrans, considered becoming SAT and ACT-optional in the admission process. After considerable discussion and receipt of feedback from various current and past Committee and Board members, as well as other information provided by Sagrans, the Committee decided to not recommend a change at this time.
5. The Committee, again at the request of a member, met with and reviewed Board activity with an eye toward modification of the Board's charge. The key issue was that the Board spends a lot of time reviewing applications at the margins and very few of those students enroll at Grinnell College. Should we restructure their charge to have more impact on the enrolled class? In the end, the committee decided to pick up this topic in the fall of 2007.
6. Sumner led a discussion of the College's new policy of spending less academic merit aid. As the enrolling class in the fall of 2007 represents the second one entering under this policy, the Committee would like an analysis of the policy's impact on the qualities of the entering class. Sumner presented a full set of aid facts and application processes.
7. Sarah White, Tami Hrasky, and Sumner of the admission staff, at the request of Professor Willis, described in detail the admission rating system approved by the faculty some years ago and in use since that time.
8. The Committee participated in interviews of applicants for open positions including an assistant dean of admission, an associate dean of admission, an admission counselor and the dean of admission and financial aid.

We will have a large entering class of new international students this fall. The number is slightly higher than in the Class of 08 that entered 3 years ago. We wanted to increase the number in light of the smaller than usual number of new international students we enrolled last fall (38). The entering group this year is somewhat less geographically diverse than desired (more Asian students), but our number of Latin Americans is up as well. The primary reasons we have more Asians this year are the considerable prosperity of the Asian economies just now, the large populations of the 28 Asian countries, and the fact that several Asian countries are preparing students especially well for study in the United States.

The Committee and I are thankful to you, the Grinnell College faculty, for your support, oversight, guidance and decision-making relative to admission and financial aid. Your efforts contributed positively to the quality, quantity, and diversity of the new College Class of 2011.

**Enrollment Profile as of August 15, 2007**

	<b>FALL 2003</b>	<b>FALL 2004</b>	<b>FALL 2005</b>	<b>FALL 2006</b>	<b>FALL 2007</b>
<b>PROJECTED ON-CAMPUS</b>					
<b>FALL ENROLLMENT</b>	<b>1410</b>	<b>1422</b>	<b>1449</b>	<b>1429</b>	<b>1529</b>
Off-Campus Study, Fall	85	110	101	136	113
<b>Total Fall Enrollment</b>	<b>1495</b>	<b>1532</b>	<b>1550</b>	<b>1565</b>	<b>1642</b>
Personal/Medical Leaves, Fall	33	32	21	25	25
<b>Total Off Campus, Fall</b>	<b>118</b>	<b>142</b>	<b>122</b>	<b>161</b>	<b>138</b>
Off-Campus Study, Spring	96	99	77	88	130
<b>ENTERING NEW STUDENTS</b>					
Target Class Size	410	410	395	395	435
Entering Class Size	423	458	411	429	452
Male	195	206	196	210	208
Female	228	252	215	219	244
% Male	46%	45%	48%	49%	46%
% Female	54%	55%	52%	51%	54%
First-year Only	410	439	392	409	431
Transfer	9	17	15	17	18
One-year Exchange	4	2	5	3	3
<b>WAIT LIST:</b>					
Number on wait list	244	513	603	811	743
Number admitted	1	29	31	27	16
Number enrolled	1	22	21	23	13
Files read by Faculty Board	87	99	83	91	98
<b>ETHNIC COMPOSITION:</b>					
African-American	20	18	27	22	23
Asian American	26	25	31	32	35
Latino/a	21	18	27	24	27
Native American	6	1	0	2	3
% Class, U.S. Students of Color	17%	14%	21%	19%	20%
International	46	61	48	39	67
% Class, International	11%	13%	12%	9%	15%

### Application Statistics

The following statistics provide comparative data for the fall entering classes, 2003-2007, including the breakdown of total applications and actionable applications.

“Total Apps” include all applications, regardless of whether or not the application was completed. “Actionable Apps” include only *completed* applications. Populations representing the difference include a) applicants who submitted *only* the Preliminary Application, b) applicants who withdrew their application and c) applicants who failed to submit all required documents.

	Total Apps	Actionable Apps	Number Admitted	% of Total	% of Actionable	Number Enrolled	% Yield
<b>2003</b>	3057	2409	1480	48.4%	61.4%	423	28.6%
<b>2004</b>	3732	3090	1542	41.3%	49.9%	458	29.7%
<b>2005</b>	3923	3243	1434	36.6%	44.2%	412	28.7%
<b>2006</b>	3891	3213	1443	37.1%	44.9%	429	29.7%
<b>2007</b>	3973	3180	1569	39.5%	49.3%	452	28.8%

### Entering Class Quality

The following charts illustrate quality of the entering class using secondary school rank (statistics are provided by both quintile and decile and include comparative data from previous years) and SAT/ACT scores.

#### Entering Class Quality using Secondary School Rank – by Quintile Fall Semesters 2003-2007

	2003	%	2004	%	2005	%	2006	%	2007	%
<b>I</b>	242	78.6%	285	88.0%	259	89.3%	238	84.4%	252	88.7%
<b>II</b>	49	15.9%	37	11.4%	22	7.6%	38	13.5%	29	10.2%
<b>III</b>	7	2.3%	2	0.6%	6	2.1%	6	2.1%	1	0.4%
<b>IV</b>	0	0.0%	0	0.0%	3	1.0%	0	0.0%	2	0.7%
<b>V</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

#### Entering Class Quality using Secondary School Rank – by Decile Fall Semesters 2003-2007

	2003	%	2004	%	2005	%	2006	%	2007	%
<b>I</b>	194	63.0%	219	67.6%	210	72.4%	181	64.2%	189	66.5%
<b>II</b>	58	18.8%	66	20.4%	49	16.9%	57	20.2%	63	22.2%
<b>III</b>	40	13.0%	28	8.6%	17	5.9%	21	7.4%	21	7.4%
<b>IV</b>	9	2.9%	9	2.8%	5	1.7%	17	6.0%	8	2.8%
<b>V</b>	6	2.0%	1	0.3%	5	1.7%	5	1.8%	1	0.4%
<b>VI</b>	1	0.3%	1	0.3%	1	0.3%	1	0.4%	0	0.0%
<b>VII</b>	0	0	0	0	0	0	0	0%	2	0.7%

**Mean Scholastic Assessment Test (SAT) and American College Test (ACT) Scores, 2003-2007**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>SAT Verbal</b>	671	683	685	674	668
<b>SAT Math</b>	665	682	677	666	672
<b>ACT Composite</b>	29.6	30.0	30.2	30.5	30.3

**Median Scholastic Assessment Test (SAT) and American College Test (ACT) Scores, 2003-2007**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>SAT-Verbal</b>	680	690	700	690	680
<b>SAT-Math</b>	680	690	690	680	670
<b>ACT Composite</b>	30	30	31	31	31

## Financial Aid

### Applicants, Fall 2003-2007

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Applicants for Admission</b>	3,057	3,732	3,923	3,891	3,973
<b>Applicants for Financial Aid</b>	1,875	2,208	2,526	2,605	2,622
<b>Applicants Tendered Admission</b>	1,480	1,542	1,434	1,443	1,569
<b>Financial Aid Awards Offered</b>	1,276	1,418	1,336	1,273	1,357
<b>Enrolled Aid Applicants</b>	367	390	351	351	389

### Average Aid Awards to Enrolled New Students, Fall 2003-2007

	GRANT/SCHOLARSHIP		LOAN		EMPLOYMENT	
	No. Students	Average	No. Students	Average	No. Students	Average
<b>2003-04</b>	380	\$14,999	181	\$ 4,386	192	\$ 1,694
<b>2004-05</b>	417	\$15,415	157	\$ 4,507	200	\$ 1,753
<b>2005-06</b>	387	\$16,644	157	\$ 4,617	196	\$ 1,818
<b>2006-07</b>	363	\$16,649	165	\$ 5,033	234	\$ 1,862
<b>2007-08</b>	379	\$19,844*	183	\$ 5,084	266	\$ 2,072

The amount of College gift assistance to entering students increased as anticipated. This is due to three primary factors: increased tuition, continued commitment to the policies of need-blind admission and meeting full need, and a more realistic budget for students (e.g., an adjusted estimate of the price of books and school supplies). It is also worth noting that both the cap on gift aid to new international students and the cap on academic merit aid to new students appear to be on target.