

Enrollment Management Council Annual Report 2004-2005

1. What aspects of the charge to your council have provided the foci for your first year of work and what specific goals have you been pursuing?

The Enrollment Management Council (EMC) is charged with implementing a sustained, systematic, campus-wide process to manage our enrollments through an information-based plan that (1) matches unit goals with the campus mission; (2) coordinates discrete activities across academic and administrative units; (3) monitors progress; and (4) adjusts plans in light of evolving state and community needs.

At the first meeting of the year, EMC members worked in small groups and responded to a set of questions designed to gauge their understanding of the principles of enrollment management and their school's use of data in planning for future enrollments. The council also reviewed and approved a set of priorities drafted by the EMC Steering Group.

Recognizing that we could not address all of them immediately, the council began its work by focusing on three types of activities for 2004-05:

- a. Coordinating campus-wide initiatives focusing on targeted student and program populations, including as the first focus: international students, graduate programs to serve community needs, transfer students, and minority student recruitment
- b. Exchanging information among schools and offices on effective practices for recruiting and serving new and continuing students.
- c. Developing a campus-wide enrollment forecasting system that accommodates the information needs of IUPUI's wide array of programs and services.

For the full list of priorities visit <http://registrar.iupui.edu/emc/em-priorities.pdf>

2. How have you approached each of these goals, i.e., what activities have you pursued related to each goal?

The EMC monthly meetings generally are broken into three parts:

- a. Reports on campus-wide (central) initiatives, including recruitment of international students, graduate programs and best practices in recruitment, the characteristics and success of transfer students, and results of a phone survey of students who either registered late for the Fall of 2004 or who did not return.
- b. An information exchange among schools and offices on those strategies and methods they have found effective in serving students. Examples include one school reporting on a survey of its students and their satisfaction with advising and other aspects of student services as well as different ways schools contacted students to encourage them to enroll for the upcoming semester.
- c. Training on Enrollment Management by use of data-based tools and research briefs and descriptions of different EM models.

3. What evidence have you collected and considered for each of your goals and what variables are you tracking to assess progress?

This year has been one to begin educating the schools on the principles of enrollment management, understanding the need for and use of data in planning, and in moving toward a common campus vision of Enrollment Management.

The EMC has taken steps to improve, expand, and coordinate communications with students and share information among the schools and offices. A calendar of student-focused communications generated centrally (mainly through the offices of Enrollment Services) has been shared with the council with the intention that schools can incorporate and reinforce these initiatives in their school-based communication efforts.

At the end of the year the schools were asked to project enrollments for 2005 in terms of both majors and credit hours taught and to identify other factors or data sources that would be important in performing such projections in the future. The schools recognize that simply assuming credit hours will be the same as the previous year and hoping for growth in both heads and credits are not enough as they do not take into consideration interdependencies across schools or external factors.

4. What have you learned in connection with each goal, and what actions are being taken to address your findings?

The schools and campus remain more reactive than proactive in dealing with enrollments. Additional work is planned to better prepare the schools in actively managing their enrollments, including the necessity of taking a view broader than how many credits the school will generate by understanding the interdependencies of enrollments. For example, a drop in majors in one school will typically result in a loss of credits in another that teaches a large number of those majors. Anticipating the drop of majors will allow for more effective enrollment and budgetary management.

A summer workshop is being considered to provide specific training on the use of data in forecasting enrollment at the levels of the individual schools and the campus. Next year we will continue to expand such efforts in moving toward better management of enrollment at the university.

5. With what other groups or individuals has your council engaged to pursue its goals and objectives? Are there any other groups or individuals you hope to engage in the coming months?

The work of the EMC is being coordinated closely with the Retention and Graduation Council, as well as with the other primary campus planning and governance committees (e.g., Chancellor's Cabinet, Academic Policies and Procedures Committee, Civic Engagement Council, and Faculty Council). This is achieved primarily through cross-representation, but also with inclusion on each group's agenda of reports on the other groups' activities. Moreover the EMC, the RGC, and APPC include representatives from virtually all academic schools.

The work of these groups is further coordinated in collaboration with Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research.

For more on the council, including minutes of meetings, visit <http://registrar.iupui.edu/emc>