

**Enrollment Management Council EMC<sup>2</sup>**  
April 22<sup>nd</sup>, 2005  
Minutes

**Minutes**

- Minutes from the February 25<sup>th</sup> meeting were distributed prior to the meeting.

**Announcements from the Chair**

- Undergraduate Admissions Update
  - The numbers still look good for the fall, but the academic units are strongly encouraged to contact students admitted to their schools to further encourage their enrollment at the university
  - If in talking with admitted students schools learn a student has decided not to attend IUPUI this fall, please pass along the student's information to Admissions. That office will verify the student's decision and take steps to stop additional contacts from the university. Doing so will save wasted effort and help avoid the appearance that we don't know what we are doing

**Fall term**

<b><i>Freshmen</i></b>	<b><i>To-date Compared with Same Point Last Year</i></b>
Applications	+ 5%
Admits	+ 6%
<b><i>African-American</i></b>	
Applications	+ 28%
Admits	+ 39%
<b><i>Transfer</i></b>	
Applications	+ 11%
Admits	+ 20%
<b><i>African- American</i></b>	
Applications	- 2%
Admits	+ 3%

**Summer term**

<b><i>Freshmen</i></b>	<b><i>To-date</i></b>	<b><i>2004 Combined Summer I and II Final Totals*</i></b>
Applications	383	370
Admits	229	252
<b><i>Transfer</i></b>		
Applications	762	1043
Admits	556	884
<b><i>Non-degree</i></b>		
Applications	1097	1597
Admits	976	1533

\*Last year summer totals were counted by separate summer terms so comparative numbers are not available. The final totals could be considered the target for this year

- Fall International Admissions Update
  - Undergraduate applications are up 9%. This represents leveling off from application rates up 35% a month ago and higher and suggests a trend of earlier applications this year rather than substantially higher totals numbers. Offers of admission continue to be up more than 100% compared to the same time last year, which we hope will have a positive impact on yield
  - The graduate application rate -- after dropping down to almost even a month ago -- is now up 11% above last year. Offers of admission processed are up 116%.
  - Note that OIA reports include both foreign applicants and US residents with foreign educational backgrounds. At census we prepare a more detailed analysis of the applicant pool
  - A group is reviewing the international admissions reports to resolve differences where they may now exist
- Fall and Summer Enrollment Update
  - *Previously distributed.* Visit <http://registrar.iupui.edu/enrollment.html>
  - Schools are asked to notify Mary Beth Myers when they take steps to contact students on the not-yet registered lists so that we can better track the effectiveness of this effort
- Enrollment Management Papers
  - Two papers on Enrollment Management concepts, structures, strategies, and best practices have been added to the Council Website. Members are encouraged to read them for additional information on these topics  
<http://registrar.iupui.edu/emc/emc-101.shtml>
- Access and use of data from the IUIE
  - A number of steps are underway to improve the reporting environment
    - New hardware has been installed that will provide better and more stable performance
    - The fashion in which data and standard reports have been established in the IUIE is under review with a goal of making the tool more intuitive and useful to the schools
    - EMC members are encouraged to send Mary Beth Myers suggestions on reports they would like to see available in the IUIE
- Dean Plater has emphasized that the EMC has the responsibility to develop and implement the initiatives required to move the campus forward. This also means members must be sure to take information from

these meetings to their deans, and their deans' concerns and suggestions to the council

**Communications Coordination** *Amy Warner, Troy Brown, Becky Porter, and Mark Grove*

- *See attached Communications Calendar targeting admitted and current students*
- The calendar was started in Enrollment Services to coordinate and codify communications efforts taken over the past year. Some were sent to all students and others to more targeted populations, such as subsets of financial aid recipients. Though a number of them were created in response to the early enrollment shortfall, the consensus is that they were worth doing every semester
- Enrollment Services involved Communications and Marketing in reviewing drafts of broadly distributed communications to make sure they would be clear to the recipient. This had the additional benefit of keeping Communications and Marketing informed of messages going out from the campus
- We now provide the draft calendars to the schools both as a sharing of information and to help us identify those broadly distributed messages that we've overlooked
- Other units, such as UITS, Parking, and Housing, also need to be included in the calendar
- An additional goal of sharing the calendar is that schools can reference it in developing and scheduling communications with their own majors. This provides the opportunity to reinforce central communications (such as announcing the course offerings are now available on-line) and to reduce unnecessary duplication of effort
- Communications and Marketing will make use of the calendars to in developing its efforts to communicate with the different constituencies and in meeting the campus' enrollment goals
- The Current Student Website <http://www.iupui.edu/students.htm> is the most visited of those managed by Communications and Marketing (after the IUPUI homepage proper). The office is taking a fresh look at how it can further target different populations with the Web, Jagnews, etc.
- Amy Warner noted that Communications and Marketing is interested in working with small groups to help the office focus its efforts.
- Schools will receive a survey in a couple of weeks asking for examples and timing of their own communications with students. We will gather these together and make them available to EMC members who wish to look for examples of the work others are doing that may be worth replicating in their own schools
- There is a separate calendar included in the attachment that targets prospective students

## **Fall to Spring Retention Report** *Victor Borden*

- *See below*
- The official Fall to Spring retention totals show IUPUI down 1.3% in terms of retention. Victor noted that Fall to Fall doesn't always follow Fall to Spring
- There is a decline in retention of students with gpas below 2.0, and more students fell into this category this year than last.
- The retention rate of African American students was higher than the campus as a whole while Asian Americans were down. Victor added the caution that while they were retained at a better rate, as a group African-American students performed less well in terms of gpa. For African Americans, retention was better in spite of performance. Asian-Americans were the reverse. The additional concern about the African-American population with lower grades is that they may well be retained at lower rates in the Fall to Fall comparisons
- Most other groups with lower grades also had lower rates of retention
- While the percentage of first-time, full-time students is close to 40% of the entering cohort, part-timers appear to have similar patterns
- In the absence of any clear and consistent patterns in this preliminary review, Victor asked the group to suggest other areas of study. Initial responses included
  - Tracking the impact of the later admission deadline last year (working from the premise that later admits perform less well)
  - With increases in tuition, reviewing employment patterns to see if students are working more hours, leaving less time for studies
  - Studying the number of high school units and performance. In response to a question Becky noted that nearly all IUPUI's traditional age beginners have completed Core 40
  - Reviewing the mix of feeder high schools in terms of the quality of their graduates
  - Reviewing differences among the different Learning Communities
  - What interventions can we take for students who are performing below 2.00? Cathy Buyarski noted that at least anecdotally, those students who disengaged early from their Learning Communities in terms of participation and assignments were less likely to have enrolled for the next semester. Cathy also commented that UCOL has been more aggressive in asking students who are on probation to come in for required advising early (this semester by February 17<sup>th</sup>) rather than waiting until registration has begun and the students learn they have been blocked from enrolling. UCOL is also working on intense mentoring workshops, though the participation is below what UCOL sought

Members were asked to study the document further and to send additional questions to Victor.



## **Enrollment Projection Activity Summary** *Becky Porter, Victor Borden, and Mark Grove*

- *See below. An additional spreadsheet summary also was distributed at the meeting*
- Schools traditionally have focused nearly entirely on credit hours taught in projecting enrollment for the next year. One goal of the projection activity was to seek information on headcount with the larger intention of thinking more about who we seek to bring into each school (shaping enrollments based on capacity, programs, available classes, etc.), that is, a more deliberate *design*
- Another component is the result of the number and type of majors in other units and the courses they take in your school. Victor characterized this as *fallout*. One school's credits may also be significantly affected by curricular changes in another. Knowing about these changes as early as possible can provide the service-course offering school the chance to modify offerings and staffing for an upcoming term
- A determination of what are the sources for a school's majors can be considered a student flow model. Victor will provide more information on this model at the June council meeting and we anticipate having a workshop for members this summer in using this and other data in refining their enrollment projections
- Trudy Banta noted that the deans are reviewing ways to both trim costs and increase revenues and are very interested in the work of the EMC and enrollment projection/enrollment shaping models for both heads and credits
- The fall term has the additional challenges of the closing of Mary Cable to classes and the apparent continuation of the late student enrollment patterns, lessening our ability to project enrollments as early as we may wish
- Victor told members that a recent study of Ivy Tech transfer students showed that they did not complete at Ivy Tech a large number of the courses we consider gateway courses at IUPUI. The full Passport report was distributed by e-mail and is available by visiting <http://registrar.iupui.edu/emc/admissions.shtml>
- Schools were asked to review the projection information submitted by all members, both to learn of anything that may affect their own enrollments and to discover if another school's approach to compiling its response may be useful. As the projection document (see below) will remain a draft, schools are encouraged to send any updates or additional information to Mark Grove.
- Mark distributed a spreadsheet at the meeting which was his attempt at a compilation of the heads and credits included in the projection assignment. Members are asked to review that document to be sure Mark properly interpreted their responses. As with the projection document, any corrections or updates should be sent to Mark.

- Once members have had a chance to provide any updates, the documents will be posted to the EMC site and have a broader distribution.

#### **School Initiatives and Activities All**

- We have much work to do in order to make Fall successful
- A new list of not-yet registered students will be sent out a week after Commencement and the start of Summer I
- Members will be asked in June what steps they have taken/are taking in contacting students on PSAT and SAT lists from admissions, admitted students who have not yet signed up for orientation, and the not-yet-enrolled group of continuing students (see above)
- Education raised a concern about how to cut down on the steps required for some students who previously had attended the university but who don't remember a user id and password. Mary Beth Myers offered to help with a particular population and Becky noted that Mary Beth was working on this and related issues with UITS as we continue to look for ways to make the system work more smoothly

#### **Upcoming meetings**

May 27	<i>Cancelled due to Holiday Weekend</i>	
<b>June 17</b>	1:00-2:30	BS3009 <b>Note change of date</b>
August 26	1:00-2:30	TBA
September 23	1:00-2:30	TBA
October 28	1:00-2:30	TBA
November 18	1:00-2:30	TBA
December 16	1:00-2:30	TBA

## Fall to Spring Retention Report

Colleagues,

The "Fall to Spring" retention report was released recently from University Reporting and Research ([http://www.indiana.edu/~urr/retention/semester/official\\_report\\_vol14\\_2.pdf](http://www.indiana.edu/~urr/retention/semester/official_report_vol14_2.pdf)). The results for IUPUI are, for the most part, not positive.

The overall retention rate for the traditional Fall 2004 "First-Time Beginner" cohort declined by 1.4% from 87.1% to 85.8%.

As with the last Fall to Fall rate change, there is one positive result, the retention rate increased for African Americans from 85.2% to 88.0%. Yes, that's right the retention rate for African Americans is higher than for non-minority students!

Having just seen the numbers for the first time today (and me being away from the office), Kathy and I have only been able to do some preliminary digging. We have discovered two things: first, the decline was larger for Columbus students (from 82.9% to 80.1%) than for Indianapolis students (from 87.5% to 86.4%). Second, and more importantly, the decline is strongly correlated with a decline in academic performance. Specifically, the retention rate among students who attained a GPA of 3.00 or higher increased from 96.4% to 97.0%. Among students attaining a GPA between 2.00 and 2.99, the retention rate declined just slightly from 94.4% to 94.1%. However, the retention rate among students attaining a GPA below 2.00 declined from 62.7% to 59.8% **and** the percentage of students attaining a GPA below 2.00 increased from 25.7% to 27.3%. These results suggest that we need to take a closer look at which students are performing poorly in which courses.

One obvious question you may have is, "what does the fall to spring retention rate portend for the fall to fall rate?" For the Fall 2002 cohort, the fall to spring retention rate was similar to this year's at 85.9%. That cohort had a fall to fall retention rate of 66.6%. The Fall 2003 cohort, which had the higher 87.1% fall to spring retention rate had a lower fall to fall retention rate of 66.3%. So, there is some hope that the fall to fall rate for the Fall 2004 cohort will not necessarily go down given the decline in fall to spring rate BUT I believe it is safe to assume that it is more likely to go down than to go up.

This suggests to me that we need a "call to arms." Given this less than positive indicator, I believe we have to redouble our efforts if we have any hope to beat the odds.

Vic Borden

An excerpt from the full report appears below

## INDIANA UNIVERSITY



## Official Undergraduate Retention Report University Budget Office

Persistence to the Second Semester

Vol. 14, No. 2

This report provides views on persistence to the second semester for the incoming full-time, beginner cohorts of 2002, 2003, and 2004. Consistent with our cohort logic, students are defined to a cohort based upon their entry semester/status (fall or either previous summer session/degree-seeking beginner or transfer) and/or by their high school graduation date when appropriate.

As with the fall to fall report, exclusions to the student cohorts (i.e. death, military service) have been added to the standard report view. Managing and accommodating these exclusions will provide a more accurate view of persistence but may also change previously published figures. In order to respond to external agencies, views by intended degree has been added to the report. To place these retention figures in context, a five year, rolling average of retention has been included in this and future reports.

An appendix (14.2.1) is available which provides views on the entire beginner cohorts and part-time beginner cohort subsets. This and other reports are available via our website at <http://www.indiana.edu/~urr>.

To protect student privacy, cells with a "began" number of ten or less are masked. As always, your comments and suggestions are welcomed.

### Persistence to the Second Semester by Cohort Status

	2002 Cohort			2003 Cohort			2004 Cohort			5 Yr Avg.
	began	ret'd	%	began	ret'd	%	began	ret'd	%	
Beginner	14,481	12,748	88.0%	14,088	12,394	88.0%	13,422	11,737	87.4%	86.8%
Transfer	4,152	3,375	81.3%	4,153	3,374	81.2%	5,096	4,074	79.9%	80.1%
Exclusions	4			1			3			
Overall	18,633	16,123	86.5%	18,241	15,768	86.4%	18,518	15,811	85.4%	85.3%

### Full-Time Beginners Only (FTB)

	2002 Cohort			2003 Cohort			2004 Cohort			5 Yr Avg.
	began	ret'd	%	began	ret'd	%	began	ret'd	%	
FTB	12,675	11,523	90.9%	12,543	11,364	90.6%	12,107	10,894	90.0%	90.0%
FTB as % of Beginners	87.5%	90.4%		89.0%	91.7%		90.2%	92.8%		
FTB as % of Overall	68.0%	71.5%		68.8%	72.1%		65.4%	68.9%		

### Part-Time Beginners Only (PTB)

	2002 Cohort			2003 Cohort			2004 Cohort			5 Yr Avg.
	began	ret'd	%	began	ret'd	%	began	ret'd	%	
PTB	1,806	1,225	67.8%	1,545	1,030	66.7%	1,315	843	64.1%	65.1%
PTB as % of Beginners	12.5%	9.6%		11.0%	8.3%		9.8%	7.2%		
PTB as % of Overall	9.7%	7.6%		8.5%	6.5%		7.1%	5.3%		

### Source Information

University Budget Office

University Reporting & Research

(812) 855-9893

Reporting Website: <http://www.indiana.edu/~urr>

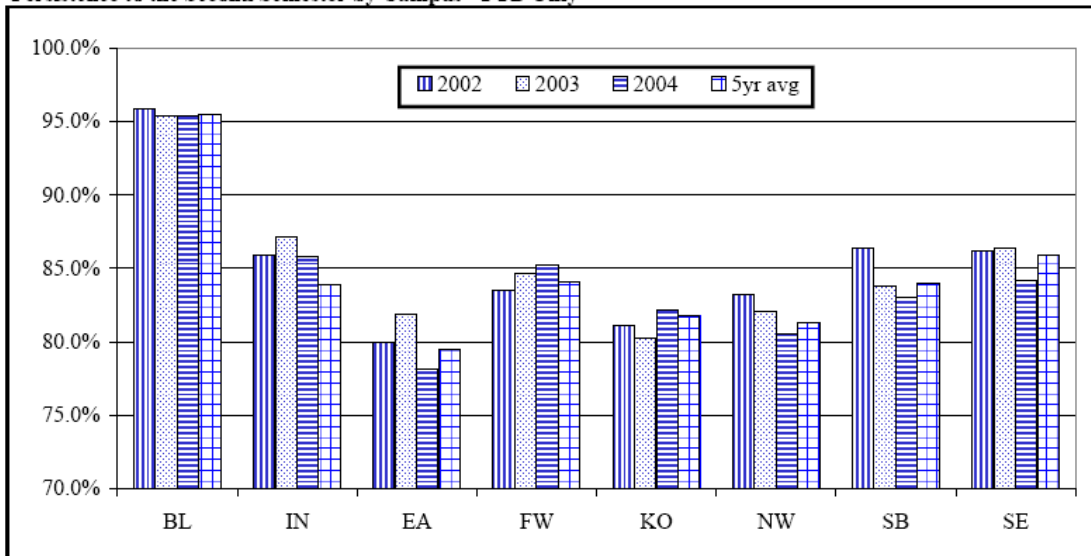
email: [urr@indiana.edu](mailto:urr@indiana.edu)

## IU

### Persistence to the Second Semester - Full-Time Beginners Only (FTB)

	2002 Cohort			2003 Cohort			2004 Cohort			5 Yr Avg.
	began	ret'd	%	began	ret'd	%	began	ret'd	%	
FTB	12,675	11,523	90.9%	12,543	11,364	90.6%	12,107	10,894	90.0%	90.0%
By Intended Degree										
Bachelor's	11,868	10,838	91.3%	11,725	10,653	90.9%	11,278	10,200	90.4%	90.5%
Other	807	685	84.9%	818	711	86.9%	829	694	83.7%	82.9%
By Ethnicity										
African Amer.	667	569	85.3%	701	611	87.2%	804	692	86.1%	86.1%
Hispanic	301	273	90.7%	320	290	90.6%	347	306	88.2%	88.3%
Other	11,707	10,681	91.2%	11,522	10,463	90.8%	10,956	9,896	90.3%	90.3%
Students By Age										
<20	11,457	10,530	91.9%	11,352	10,409	91.7%	11,070	10,068	90.9%	91.2%
20-21	535	433	80.9%	519	419	80.7%	456	364	79.8%	77.7%
22-24	238	186	78.2%	238	185	77.7%	244	191	78.3%	75.6%
25+	445	374	84.0%	434	351	80.9%	337	271	80.4%	79.2%
By Sex										
Male	5,401	4,889	90.5%	5,279	4,751	90.0%	5,174	4,636	89.6%	89.6%
Female	7,274	6,634	91.2%	7,264	6,613	91.0%	6,933	6,258	90.3%	90.4%
By Residency										
Resident	9,928	8,904	89.7%	9,914	8,889	89.7%	9,683	8,619	89.0%	88.9%
Non-Res.	2,747	2,619	95.3%	2,629	2,475	94.1%	2,424	2,275	93.9%	94.6%
By High School Rank										
Top 10%	1,541	1,483	96.2%	1,507	1,450	96.2%	1,422	1,355	95.3%	96.2%
11%-25%	2,700	2,564	95.0%	2,626	2,453	93.4%	2,420	2,236	92.4%	93.8%
26%-50%	3,918	3,537	90.3%	3,605	3,256	90.3%	3,449	3,093	89.7%	90.6%
Bot 50%	2,103	1,761	83.7%	1,864	1,548	83.0%	1,911	1,552	81.2%	82.1%
By GPA in the First Fall Semester										
3.0 - 4.0	6,099	5,924	97.1%	6,351	6,152	96.9%	5,737	5,575	97.2%	97.0%
2.0 - 2.99	4,248	4,038	95.1%	3,939	3,726	94.6%	3,927	3,706	94.4%	95.0%
< 2.0	2,328	1,561	67.1%	2,253	1,486	66.0%	2,443	1,613	66.0%	66.2%
By SAT Groups										
1200+	1,878	1,802	96.0%	1,850	1,777	96.1%	1,733	1,663	96.0%	95.6%
800-1190	7,496	6,862	91.5%	7,267	6,646	91.5%	7,292	6,593	90.4%	91.1%
400-790	655	557	85.0%	680	581	85.4%	618	515	83.3%	84.8%

### Persistence to the Second Semester by Campus - FTB Only



# IUPUI

## Persistence to the Second Semester by Cohort Status

	2002 Cohort			2003 Cohort			2004 Cohort			5 Yr Avg.
	began	ret'd	%	began	ret'd	%	began	ret'd	%	
Beginner	2,786	2,274	81.6%	2,826	2,345	83.0%	2,720	2,228	81.9%	78.9%
Transfer	1,595	1,297	81.3%	1,534	1,213	79.1%	2,027	1,594	78.6%	77.7%
Exclusions	1			1			1			
Overall	4,381	3,571	81.5%	4,360	3,558	81.6%	4,747	3,822	80.5%	78.5%

## Full-Time Beginners Only (FTB)

	2002 Cohort			2003 Cohort			2004 Cohort			5 Yr Avg.
	began	ret'd	%	began	ret'd	%	began	ret'd	%	
FTB	2,242	1,926	85.9%	2,343	2,040	87.1%	2,303	1,977	85.8%	83.9%
FTB as % of Beginners	80.5%	84.7%		82.9%	87.0%		84.7%	88.7%		
FTB as % of Overall	51.2%	53.9%		53.7%	57.3%		48.5%	51.7%		
By Intended Degree										
Bachelor's	1,967	1,700	86.4%	2,072	1,802	87.0%	2,030	1,743	85.9%	84.7%
Other	275	226	82.2%	271	238	87.8%	273	234	85.7%	84.2%
By Ethnicity										
African Amer.	193	158	81.9%	196	167	85.2%	225	198	88.0%	83.2%
Hispanic	30	26	86.7%	54	47	87.0%	62	53	85.5%	83.2%
Other	2,019	1,742	86.3%	2,093	1,826	87.2%	2,016	1,726	85.6%	84.0%
Students By Age										
<20	1,907	1,664	87.3%	1,991	1,752	88.0%	1,989	1,733	87.1%	85.4%
20-21	132	105	79.5%	141	115	81.6%	125	93	74.4%	74.0%
22-24	75	57	76.0%	82	65	79.3%	78	62	79.5%	74.3%
25+	128	100	78.1%	129	108	83.7%	111	89	80.2%	78.0%
By Sex										
Male	951	814	85.6%	981	843	85.9%	928	778	83.8%	82.8%
Female	1,291	1,112	86.1%	1,362	1,197	87.9%	1,375	1,199	87.2%	84.7%
By Residency										
Resident	2,188	1,881	86.0%	2,295	1,999	87.1%	2,246	1,929	85.9%	83.9%
Non-Res.	54	45	83.3%	48	41	85.4%	57	48	84.2%	82.8%
By High School Rank										
Top 10%	175	164	93.7%	211	198	93.8%	240	224	93.3%	92.7%
11%-25%	404	372	92.1%	450	399	88.7%	424	374	88.2%	89.4%
26%-50%	715	602	84.2%	771	674	87.4%	781	664	85.0%	85.8%
Bot 50%	594	501	84.3%	549	461	84.0%	584	488	83.6%	80.2%
By GPA in the First Fall Semester										
3.0 - 4.0	947	899	94.9%	945	911	96.4%	898	871	97.0%	95.5%
2.0 - 2.99	707	670	94.8%	797	752	94.4%	776	730	94.1%	93.6%
< 2.0	588	357	60.7%	601	377	62.7%	629	376	59.8%	60.0%
By SAT Groups										
1200+	138	124	89.9%	135	121	89.6%	156	138	88.5%	88.2%
800-1190	1,408	1,236	87.8%	1,428	1,266	88.7%	1,466	1,280	87.3%	86.0%
400-790	150	128	85.3%	160	141	88.1%	159	140	88.1%	83.8%

\*\* Began cell contains 10 or fewer students.

**Enrollment Management Council  
Enrollment Projection  
April 22, 2005**

**Questions**

*1. Credit Hour Projections*

- a. What credit hour projections did your school recently submit as part of the annual budget planning process? Briefly describe how were these projections were determined.*
- b. The number of credits taught in your school may be impacted by changes in enrollment in other IUPUI schools or University College. How reliant are you on the number of students from other academic units taking your courses? Which units?*
- 2. Are there any changes occurring in your school that might impact the credit hour enrollments in other schools? For example, have you discontinued a degree program, added new required courses in a curriculum, or created a new major?*
- 3. What is your best estimate as to how many enrolled majors (i.e., headcount) you will have in Fall 2005? What factors are you considering when you make this judgment?*
- 4. What else would you need to know to arrive at more informed projections of both credit hour and major headcount enrollments? Please use the following grid to stimulate your thinking (i.e., attempt to put responses in each cell). Be as specific as possible and include examples of considerations that impacted your projections (e.g., number of high school graduates from the typical feeder high schools).*

**Dentistry**

**1a. Credit Hour Projections**

We are primarily Flat Rate/Headcount driven, but we do have a significant number of graduate students that are charged on a per credit hour fee (usually the ones that are in their 3<sup>rd</sup> year of a program or are just hanging on to finish up their thesis, etc.). Therefore, we also submit a projection of credit hours that are applied at the Graduate Resident and Non Resident per credit hour rate for the Annual Budget. We tend to use a historical basis, with the most recent year's data as a basis, since we seem to be trending upwards with more and more students lingering on as a per credit hour basis. (Example: Out of a total of 124 Graduate Level students, we had 60 FT flat rate graduate students and 64 graduate students on a credit hour basis from 1 to 3 credit hours each).

**1b. Reliance on students in other units taking your courses**

IUSD is not reliant at all upon the students from any IUPUI academic unit. Which units?  
NA

**2. Changes in School Impacting Enrollment**

Yes. 1) The IUSD Dental Hygiene program will require Microbiology and Immunology as a prerequisite. Therefore, beginning in 2006-07, the annual class of 50 dental hygiene students will no longer take J210, but beginning in 2005-06, all IUPUI pre-dental hygiene students will take J210. I suspect a net increase in students taking the course. 2). In 2005-06 IUSD begins offering a DDS/MPH option that should result in a small increase in the number of students taking MPH classes.

3. **Estimate of # of majors for fall 2005**

Dental Assisting – 36, Dental Hygiene – 97, DDS – 406, MS – 111, PhD – 10.

Historically, IUSD accepts 50 DH and 100 DDS students annually, and retention trends show about 3 DH students drop out between the 1<sup>st</sup> and 2<sup>nd</sup> year. For the DDS program, roughly 4 students per class drop out before graduation while IUSD adds about 1-2 advanced standing students per year and another 4-5 DDS students take longer than four years to graduate.

4. **Other information needed for informed projections**

Nothing.

## **Education**

1a. **Credit Hour Projections**

Total for the year: 29,670. This compares to 30,475 projected for 2004-05

We modified the fall undergraduate resident credit hours downward 765 credits because Columbus students would no longer be enrolling for their student teaching through IUPUI. The fall graduate resident credit hours were decreased from the projections because we had a major credit hour producing project (Voyager) which we were not sure was continuing.

The spring undergraduate hours reflects the decrease from Columbus and the graduate credit hours were reduced since that trend is steady and there is not growth projected because of changes in the way teachers can now renew their licenses. Total Spring hours were reduced by 93 compared with Spring 2004-05.

1b. **Reliance on students in other units taking your courses**

Heron and PE students take our courses for certification. These students are approximately 10% of our teacher education students but equate to a much smaller percentage of our credit hours. Overall they have a small impact on our credit hours.

Trends in University College are watched closely as they have been predictors of our future enrollments. However, with the creation of a 2 +2 program with Ivy Tech this impact will be lessened.

2. **Changes in School Impacting Enrollment**

We are currently developing new programs to allow elementary majors to “add” content areas at the middle school level to their license. This is having a small but positive impact on enrollment in science and liberal arts courses in those content areas.

3. **Estimate of # of majors for fall 2005**

Undergraduates in the teacher education program will be approximately 600. This is based on enrollment caps that are presently in place. A few courses are taken prior to admission to the program but the majority of our undergraduate credit hours result from course in the program. We expect the total number of student in undergraduate education courses to be about 1000 which will include those taking pre-requisites for the program.

The number of majors enrolled in graduate program should remain around 800. We have not information that would lead us to believe that there will be a significant change. This number does not include the students in the Voyager project



4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	UC pipeline	Whether students are considering elementary or secondary
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	economic indicators for the future	

## Engineering and Technology

1a **Credit Hour Projections**

2005-2006 projections – 47,855

Credit hours projections are determined by reviewing the actual credit hours from the previous fiscal year and determining what kinds of factors that are known that could affect the increase or decrease of credit hours for the next fiscal year. Using those known factors, we conservatively project what we believe the credit hours will be for the next fiscal year. We have budgeted 47,855 credit hours for 2005-06 which is almost exactly the same number we budgeted last year. We are not expecting an increase in credit hours like we have had for the past five or six years.

1b. **Reliance on students in other units taking your courses**

General Studies Degree students enrolled in 1772 credit hours in the School of Engineering and Technology during the 2004-05 academic year. Approximately 88% of the credit hours were in the Computer and Information Technology Department (638 hours) and the Organizational Leadership and Supervision Department (928 hours).

Spring 2005 – 4,363 credit hours of EGTC courses were taken by UCOL students.

2 **Changes in School Impacting Enrollment**

There are several factors that have created a negative effect on enrollment in the School. The primary drop in credit hours has been experienced in our Information Technology related programs. The decrease in enrollment can be attributed to several factors including negative publicity related to the lack of jobs available in information technology and publicity related to the large number of IT-related jobs that have been relocated out of the country. Interesting to note, however, is that the requests for IT-related internship positions is increasing. As of April 6, the school has 19 requests for IT related internships that we are trying to fill.

Another factor that relates to the decrease in credit hours for IT programs is the number of related programs on the campus (i.e. Informatics and Computer Science).

Positive factors that are evident include out-of-state and international recruitment activities. However, the application processing time for international applications is very slow. For us to continue to grow our international student population, the turn around time has to improve. It is very hard for us to compete with other universities that process international applications in two-days.

The increase in construction related jobs in Central Indiana has also been a positive impact for our CNT programs.

Our Biomedical Engineering undergraduate program and our German/Engineering undergraduate program will eventually help us attract a student population. We are just starting to see the effects of these programs.

In addition, outreach in the fall semester and continued follow up been beneficial in attracting high achieving students. For the fall, 2005 semester, Engineering and Technology students have been offered eight Bepko Scholarships, three Hoosier Presidential Scholarships, one Distinguished Freshman Scholarship, one Outstanding Freshman Scholarship, and 89 admission based scholarships as of 4/6.

3. **Estimate of # of majors for fall 2005**  
2500

The recent history of enrollments for the School of Engineering and Technology has shown an upward trend from 1995 through 2003. However, due to many internal and external factors identified elsewhere in this document, the school experienced a 4.4% decline in headcount from 2003 to 2004. We anticipate that the factors resulting in the fall 2004 decline will mitigate to the extent that number of majors for fall 2005 will show a 1.5% increase.

4. **Other information needed for informed projections**

High school graduation rates for nine-county area.

## **Graduate School**

1a. **Credit Hour Projections**  
NA

1b. **Reliance on students in other units taking your courses**  
NA

2. **Changes in School Impacting Enrollment**

New graduate degree programs are appearing in Liberal Arts, basic medical sciences, Informatics, Herron, etc. These add to enrollments totals for the schools involved.

3. **Estimate of # of majors for fall 2005**  
NA. We do not make these projections.

4. **Other information needed for informed projections**

NA. The Graduate Office can help with recruiting and retention efforts once students are enrolled, but the graduate program faculty bear the responsibility of determining the capacity of each program. In the majority of cases, there are more qualified students than the program can accommodate.

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	This might include knowing which schools were adding degrees.	NA
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	This would include keeping in touch with economic models and needs assessment.	NA

The only thing I can offer at present is that we have been pushing for doubling of master's enrollments since about 2000, and we have very nearly achieved it. PhD enrollments have been more resistant to change, although we have pushed hard on that as well. The PhDs are all within the Graduate School, and it is easy to track what is happening there. The master's degrees of course are not all in the Graduate School, which complicates the data. For example, Kelley School of Business and Informatics have greatly expanded their master's level offerings, which are not Graduate School programs. These two schools account for a good portion of the master's growth but not all of it; Liberal Arts master's programs, which are in the Graduate School, are also expanding.

As far as what data I need, I do have specific requests. The composite data categories that IMIR creates do not help me at all because the definitions of who or what is included change and are not given with each table. The first table in the current information from your site for example is entitled Headcount by Fall Terms; asterisks on the post-baccalaureate certificates, masters and doctorate rows lead to the following footnote: "Excludes programs offered by IUPUI schools. For instance, figures exclude the Master's of History but include PhD in Higher Education." If that is true, then the programs listed do not include all Graduate School programs because the Master's of History is a Graduate School degree.

We need data in a much more raw form. I need to be able to link enrollments to the specific CIP codes/degrees so that I can trace back directly to the ICHE approval of the degree. ICHE periodically lists the graduates by year for each of our approved degrees and it would be very worthwhile for me to be able to get to that same sort of information directly from our files. Then I would be enabled to intervene and assist with low enrolling programs, target recruiting assistance, etc.

## Herron School of Art

### 1a. Credit Hour Projections

27,283. The move to our new building will increase space by one-third; courses have been at capacity in the past, more sections will be added. Will offer night courses. Will attract more students from other majors for elective courses.

### 1b. Reliance on students in other units taking your courses

All education students take our art appreciation course. In addition, we are now providing a couple of courses for the Interior Design program, and are creating 1-2 new courses for the New Media program.

### 2. Changes in School Impacting Enrollment

Our Visual Communication program is now requiring students to take a speech course (effective fall 05). This will be approximately 35 students per year.

3. **Estimate of # of majors for fall 2005**

Our best estimate of enrolled majors for Fall 2005 is: 800

We are considering the following factors in making this judgment, which will affect enrollment of both majors and non-majors: our occupancy of the new Herron Eskenazi Hall on the IUPUI campus and resulting enhanced visibility and convenience, providing new courses for Interior Design and New Media, planned addition of a part-time recruiter. For the future, we are developing the Master of Fine Arts to be launched by fall of 2007. In addition, new summer workshops (for-credit) for teachers are being developed beginning summer 2005.

4. **Other information needed for informed projections**

Nothing to suggest

## **Informatics**

1a. **Credit Hour Projections**

Our school's growth rate has been 4% (first year of the school), 96%, 58%, 30%, 25% and 24%, respectively. For this year, our fiscal officer chose to be conservative and estimated a rate of growth in credit hours of 5% from the current year.

1b. **Reliance on students in other units taking your courses**

Most of our courses are taken by our own students, and some of our courses may even be restricted to our own students (with the exception to our 100 level gateway courses, which are open to everyone), so we are not very reliant on students from outside our school.

2. **Changes in School Impacting Enrollment**

We have revised the new media curriculum, particularly the Bachelor's degree program. In addition, the foreign language requirement was eliminated from the new media bachelor's degree so that this degree would more closely replicate the requirements for the informatics bachelor's degree. However, we have already talked with the School of Liberal Arts about this change in the requirements and are planning some collaborative efforts, such as a course on Japanese art that would also involved animations and three-dimensional imaging. Students in our informatics and new media undergraduate programs are encouraged to take foreign language as electives and we are also in discussion with the School of Liberal Arts about what would be most useful and appealing to our students.

We are also moving forward with a proposal for a joint master's degree in health informatics and library science with SLIS, a bachelor's and master's degree program in security informatics with the School of Engineering & Technology, along with a new undergraduate cognate in cyber-security, and we are exploring possibilities for joint programs and courses with various departments in the Schools of Liberal Arts and with the Center on Philanthropy. We also have had a Ph.D. approved – the first tracks in this program will be in bioinformatics and health informatics and we will admit our first students in Fall 2005. A new graduate certificate is moving through the approval process for an online program in legal informatics. Although all of the courses will be taught by the School of Informatics, we will likely involve faculty from the School of Law and the School of Engineering & Technology in the final capstone course. We are also looking forward to the move of Herron to the IUPUI campus. Many of our students, as well as our faculty and staff, have expressed interested in taking some of Herron's elective arts courses.

3. **Estimate of # of majors for fall 2005**

We are looking at an undergraduate headcount of approximately 610 undergraduates majors enrolled, and 158 graduate students.

At least 70% of our students are enrolled in our own courses – this does not include our majors that may be taking courses in other schools to fulfill university requirements in other areas.

4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major “migration, the UC pipeline, course taking patterns, etc.)	Faster processes for course and degree approval, development of initiatives for student participation in research and service learning, technology initiatives, development of OnCourse and library resources, plans and future projects of University College that might lead to more students. Internal initiatives to encourage minority, women, international and persons with disabilities to become students in our programs.	Same
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	Workforce trends, economic development initiatives, investment in technology, investment in health care, high school graduation projections, data from other colleges about students that might be interested in pursuing graduate work with us, funding opportunities for program development and funding to encourage minorities, women and persons with disabilities.	Same

## Journalism

1a. **Credit Hour Projections**

2,470. We used computer projections to arrive at this number.

1b. **Reliance on students in other units taking your courses**

We are not reliant on students from other academic units taking our courses. University College and General Studies students do take out courses and may have a slight impact.

2. **Changes in School Impacting Enrollment**

None.

3. **Estimate of # of majors for fall 2005**

82 enrolled majors in the Fall of 2005. We arrived at this number based on those currently enrolled plus known new admits.

4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	75	2,470
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	7	105

## Kelley School of Business

1a. **Credit Hour Projections**

Our credit hour projections, as submitted, are included in an attachment. We have basically projected that current credit hour levels will hold steady for next year.

We have been growing slightly in our classroom-based programs and the only significant growth has been with Kelley Direct. Thus, we have been conservative in keeping the classroom-based projections flat and modestly increasing the Kelley Direct projections.

1b. **Reliance on students in other units taking your courses**

Our freshman and sophomore undergraduate credit hours are dependent on University College and the numbers of students there. There are a few other sources of credit hours (e.g., Community Learning Network) but they pale in comparison to University College.

2. **Changes in School Impacting Enrollment**

We have added courses in a new, required senior "core". The new courses total 6 credit hours. We will be phasing in these new courses over the next year.

3. **Estimate of # of majors for fall 2005**

Here are our best guesses. We are holding steady with the exception of Kelley Direct.

Undergraduate	1050
Masters of Professional Accountancy	120 active (of 226 total in system)
Evening MBA	310
Kelley Direct	1100

4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	University College pipeline	University College pipeline

External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	Local GMAT takers	Local GMAT takers
--	-------------------	-------------------

## Liberal Arts

See attached spreadsheet which plots these data through time. NB there are known problems with counts of majors in the early period.

### 1a. Credit Hour Projections

The School of Liberal Arts projected 142,500 credit hours for FY 05-06 during the annual budget planning process in January. The School of Liberal Arts used historical data provided by the University dating back 7 years and heavily weighted the most current data. The task was completed by the Assistant Dean for Fiscal Affairs, Rick Hanson, in collaboration with the Dean, Robert White. Credit hours were projected slightly higher than the Campus estimates because there had been such a significant drop-off in summer 2004 (possibly due to the new registration system and/or financial aid issues). When the projection was made, January 2005, the School anticipated an increase in credit hours over last year in contrast to the projections made by the campus. While enrollments as high as 10,124 for FY 02-03 are not expected, enrollments of 9,250 for summer 1 of FY 05-06 are projected. After several years of growth, the School of Liberal Arts and the Campus seem to have reached a plateau. Hopefully the credit hours will not slide back down to the levels of the late 90s. Demographic information would indicate that scenario is unlikely. The data used included historical data, demographic data, historical Campus-wide data, and considered the economy of Indiana before determining the projections.

### 1b. Reliance on students in other units taking your courses

The School of Liberal Arts teaches the most credit hours on campus (~25% of all credit hours taught) and is highly dependent on changes in enrollments in all the undergraduate schools. More than 80% of the credit hours taught by the school are at the 100-level. Most of these courses are taken by students to fulfill general education requirements.

## 2. Changes in School Impacting Enrollment

At the graduate level there have been significant changes in the last five years. However, most students enrolled in graduate programs enroll in courses within the School.

At the undergraduate level, while the numbers of majors have increased there have been no major changes in degree requirements. The addition of the MUST program will have a minor impact as will the appointment of a full-time director for the ASL/EI program. Two new majors being developed, International Studies and Paralegal Studies have the potential to increase enrollment significantly. Students will be taking courses in other schools across campus.

### 3. Estimate of # of majors for fall 2005

Our best estimate is that the increases observed in previous semesters will be sustained (5-10%). Numbers of majors have increased significantly at the junior level as well as senior level (thus the pipeline is in place to replace graduating seniors). Graduate student numbers are increasing rapidly (6-30% in last three years) and will continue to do so. An estimate for total majors (graduate and undergraduate) for 05-06 is 1850.

### 4. Other information needed for informed projections

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major	• Numbers of freshman	• Numbers of freshman

“migration, the UC pipeline, course taking patterns, etc.)	admitted to IUPUI <ul style="list-style-type: none"> <li>• Caps/limits in other programs</li> <li>• Advising</li> <li>• Student support (financial aid)</li> </ul>	students <ul style="list-style-type: none"> <li>• Curricular changes (requirements in other schools)</li> <li>• DFW rates in Gateway Courses</li> <li>• Advising (what are students being encouraged to take/when)</li> <li>• Availability of classrooms at high enrollment times</li> </ul>
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	<ul style="list-style-type: none"> <li>• State economy – as this affects numbers of student enrolled and the areas for study that are selected</li> <li>• Regional demographics – 18 year olds (high school graduation trends) and mature students</li> <li>• Articulations/ease of transfer from other higher ed institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Regional demographics – 18 yr old and mature students</li> <li>• Strength/Competition of other institutions for freshmen and transfer students</li> <li>• State Economy and demand for certain skills/training</li> </ul>

## Medicine

### 1a. **Credit Hour Projections**

I was not involved in such a request, so these numbers were not submitted out of the SOM Office of Medical Students Affairs.

### 1b. **Reliance on students in other units taking your courses**

Generally, the number of credit hours taught by the various SOM departments is not impacted by changing enrollments in other schools or UCOL. With a few exceptions, students enrolled in courses taught by the SOM are accepted in degree programs that mandate such enrollment

### 2. **Changes in School Impacting Enrollment**

I am not aware of any significant changes in the requirements of the undergraduate “Health Professions Programs” that would have any impact on other academic units at IUPUI. Course requirements for entry in medical school have not changed. I am involved in programs at the graduate level (MS/PhD), but it is unlikely that any changes would have a significant impact.

### 3. **Estimate of # of majors for fall 2005**

At the undergraduate level, we are forecasting to have approximately 235-250 students enrolled. The projected difference from last year (fall) would be from -2.1% to +4.2%. This is based on the data found within our school’s admissions database. Enrollment in medical school (professional) will be largely unchanged. There is a higher chance of a slightly larger enrollment than an enrollment decrease in this population due to a slightly larger projected third year class. This is based on the data found within our school’s internal database. I am not privy to projected numbers in the graduate school population (MS/PhD).

### 4. **Other information needed for informed projections**

With relatively stable enrollment populations, we believe that data from our internal sources matched with the data from both the undergraduate and professional admission data sources provide relatively accurate enrollment projections. I am not aware of additional sources that would allow us to be more accurate in our projections



	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	<b><i>Not applicable</i></b>	<b><i>Not applicable</i></b>
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	<b><i>Not applicable</i></b>	<b><i>Not applicable</i></b>

## Music

### 1a. **Credit Hour Projections**

10,050 credits for the year. The projections were made in consultation with the School of Music (SOM) Executive Committee and are based upon maintaining current levels in existing courses (for non-majors), plus adding head count for new programs that begin during the summer and fall terms. The graduate student projections are based upon expected applications and the initiation of the new MS in Music Therapy degree.

### 1b. **Reliance on students in other units taking your courses**

The SOM reduced earlier enrollment projections (the 10-year plan) from 5% to 3.7% after experiencing the Fall 2004 enrollment totals. Since the all SOM undergraduate courses are elective (except for E241), enrollments are totally dependent upon student registrations from University College, Liberal Arts, CLN, Education, Informatics and other units such as Nursing, Computer Technology and Science.

### 2. **Changes in School Impacting Enrollment**

No changes have been made that will negatively impact other academic units. Several programs are being developed to expand courses in off-campus centers in cooperation with CLN programs and general studies.

### 3. **Estimate of # of majors for fall 2005**

The SOM will have no undergraduate majors enrolled on campus. If the MS in Music Therapy receives final approval, the graduate student enrollment should be 35-40 students. Some of these students are enrolled in the on-line (off-campus) degree program.

### 4. **Other information needed for informed projections**

Since the SOM has no undergraduate majors, any factor that impacted total campus populations is important. The SOM has no data on the effects of any of the "outside" forces that alter campus populations. If various campus units were to require music courses, it would have a positive effect on those class enrollments selected.

Inserting data into the grid for the SOM seems irrelevant. With graduate students, the workforce trends may have an impact, but we have no data to support any projection. Generally, as unemployment rates goes down, university enrollments are reduced.

## Nursing (Undergraduate)

### 1a. **Credit Hour Projections**

2005-2006: 17,226 Looking at current enrollment and those numbers being admitted.

### 1b. **Reliance on students in other units taking your courses**

*We are not reliant on other academic units*

2. **Changes in School Impacting Enrollment**

*No*

3. **Estimate of # of majors for fall 2005**

*Headcount fall 05 - estimated at 650 based on admission numbers and currently progressing students*

4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	UC pipeline Course pre-requisites for major	Most students full time Look/track out-of-sequence students
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	Workforce trends Marketing response	

## **Nursing (Graduate)**

1a. **Credit Hour Projections**

*2005-2006: 6,918*

1b. **Reliance on students in other units taking your courses**

*We are not reliant on other academic units*

2. **Changes in School Impacting Enrollment**

*Yes. We have added several new courses to the MSN & PhD programs*

3. **Estimate of # of majors for fall 2005**

*Headcount Fall 05 - estimated at 564 based on admission numbers and currently progressing students*

4. **Other information needed for informed projections**

*Nothing*

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	Increased admission	Increased due to increased admissions New courses added
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	Conscious effort on recruitments and marketing for graduate students	

## **Physical Education and Tourism Management**

1a. **Credit Hour Projections**

For academic year 05-06 we projected 23,730 credit hours. While this is less than actual for 04-05, we had such inordinate increases in the last year and we estimated conservatively for the next year.

1b. **Reliance on students in other units taking your courses**

The Department of Physical Education generates a significant number of credit hours in its elective program and experience tells us that if general enrollment falls, credit hours in this department will be impacted.

2. **Changes in School Impacting Enrollment**

The Department of Tourism, Conventions and Event Management is discontinuing the associate degree in Food Service and Hospitality Management. The courses offered for this degree are the same as for the baccalaureate degree in TCEM, so we don't foresee any negative impact on credit hours.

3. **Estimate of # of majors for fall 2005**

At the current date, admitted students for the fall semester are up 25%. Factoring in our retention rates, we project a fall head count of 630.

4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	-UC students who have declared one of our majors -Point in cycle reports	-UCOL headcount
External factors (e.g., regional Demographics, high school graduation projections, workforce trends, etc.)	-High school graduation projections - Job placements - Entry level salary projections	-High school graduation rates

## Science

1a. **Credit Hour Projections**

The annual credit hour projection for the SoS is 134,186. This projection is based on the worst case scenario of the past 5 years' actual annual credit hour statistics.

1b. **Reliance on students in other units taking your courses**

The number of credit hours taught by SoS is very reliant on students from other units, especially UCOL. All departments in the SoS are impacted by changes in enrollment from almost all units on campus (all departments have service courses). The departments of Mathematical Sciences and Psychology are the most effected by enrollment changes in UCOL.

2. **Changes in School Impacting Enrollment**

The new undergraduate degree program FIS (Forensic Sciences) may impact other degree programs on campus, for instance SPEA (Criminal Justice), but this impact is expected to be small. In addition, the new associate degree program in BioTech is expected to have little or no impact on any other degree program on campus. No degree programs or courses have been discontinued or significantly changed for the next academic year that will have an enrollment impact on other programs across campus.

3. **Estimate of # of majors for fall 2005**

The SoS estimates 1600 enrolled majors in Fall 2005. The factors considered for this estimate include the flat rate in the number of majors (undergraduate and graduate) in the school over the past 3 years (6 years for undergraduates).

4. **Other information needed for informed projections**

- The 8 county high school graduation projections with data from past years.
- The high school graduation projections from IUPUI's primary feeders with data from past years.
- UCOL head count of intended new students and transfers by full/part-time status.
- School of Engineering and Technology intended head count by major (tech vs. engineering).

## **School of Health and Rehabilitation Sciences (SHRS)**

1a. **Credit Hour Projections**

Credit hour projection for 2006 is 5361.

We have three capped programs that only accept students on a full time basis:

- Internship in Nutrition and Dietetics
- Occupational Therapy
- Physical Therapy

Therefore, our projections for these programs are based on the current number of students in each of the programs, the class capacity and the number of credit hours for full time status.

We have three master's degree programs that students enroll in on a part-time basis. We project enrollment based on previous year actual enrollments.

b. **Reliance on students in other units taking your courses**

Students from other units do not take our courses.

2. **Changes in School Impacting Enrollment**

There are no changes occurring in the SHRS that might impact credit hour enrollments in other schools.

3. **Estimate of # of majors for fall 2005**

Headcount fall 2005 is projected at 166 FTE. The same factors that we consider when projecting credit hours are used to project headcount (see item 1a).

4. **Other information needed for informed projections**

Our major programs are impacted more by external forces than forces acting within IUPUI. We remain current with national information regarding the prospective number of students that may be seeking degrees in nutrition and dietetics, occupational therapy and physical therapy. We survey students whom we have accepted who did not accept us as to their rationale for non-acceptance (usually choosing another institution and we collect data on which institution and how IU rates compared to that institution). Workforce needs impact on our programs; right now, all our programs are projected to have all graduates employed.

## **SLIS**

For SLIS this fall we predict no change, although applications for admission seem a little higher than last spring. However, we are graduating our largest MLS class on record at IUPUI this spring.

We have launched PR on three new dual-degree programs, but new students in those areas are not likely to show until fall 2006.

## Social Work

Student Headcount for Fall Terms		
Level	Class	2005
Undergraduate	Freshman	3
	Sophomore	15
	Junior	50
	Senior	53
Undergraduate Total		121
Grad/Prof	Masters	435
	Doctorate	29
	Graduate Non-Degree	7
Grad/Prof Total		471
Grand Total		592
Course Credit Hours by Fiscal Year		
2004-05 DOES NOT INCLUDE SUMMER SESSION 1, 2005		
Course Level		2005-06
Undergraduate	100	1,400
	200	1,000
	300	1,600
	400	950
Undergraduate Total		4,950
Graduate	500	4,580
	600	4,315
	700	400
	800	36
	900	24
Graduate Total		9,355
Grand Total		14,305
Summer 1 Credit Hours for Use in Estimating Summer 1, 2005 Hours		
Course Level		
Undergraduate	100	100
	200	90
	300	140
	400	10
Undergraduate Total		340
Graduate	500	600
	600	620
	700	10
	800	6
Graduate Total		1,236
Grand Total		1,576

Responses from the **BSW** program perspective:

2. **Reliance on students in other units taking your courses**

The BSW program is offering at least eight service courses on regular bases, some online. Credit production from these courses has helped to off set the loss of credit hour production due to BSW seniors from Bloomington not transferring to IUPUI since Fall 2003.

3. **Changes in School Impacting Enrollment**

Our Bloomington BSW students can complete their degree on that campus. We graduated the first class in Bloomington in 2004

While it is not external to the campus, decrease in IUPUI undergraduate admissions affects our BSW program admissions.

4. **Other information needed for informed projections**

Nothing

**MSW**

2. **Reliance on students in other units taking your courses**

Occasionally, not part of our planning

3. **Changes in School Impacting Enrollment**

Students began to be able to complete the MSW at IUSB some years ago. We will make certain no future such problems occur by expanding to other campuses with a new fiscal model. Political cuts in needed programs

4. **Other information needed for informed projections**

Improvements in financial aid resources for graduate professional students

**PhD**

2. **Reliance on students in other units taking your courses**

We do not rely on enrollments from other schools. Participation in the Social Work external minor is minimal. We do welcome doctoral students from other departments, e.g., Philanthropic Studies, to enroll in our courses.

3. **Changes in School Impacting Enrollment**

We are not planning any major changes in the PhD program, other than considering a combined MSW/PhD option for applicants without an MSW. It would be helpful to be kept up-to-date about other doctoral programs available at IUPUI, especially in the social science arena.

The job market demand nationally for PhDs in social work remains strong. Our applicant pool continues to increase annually.

4. **Other information needed for informed projections**

It would be useful to see a comparison of the levels of Graduate Assistantship support provided to doctoral students in other programs. Our assistantship level has remained the same for several years.

## School of Public and Environmental Affairs

### 1a. Credit Hour Projections

Summer II: 794  
Fall 2005: 7534  
Spring 2006: 7851  
Summer I: 1280

\*Numbers were based on last year's actual credit hours.

### 1b. Reliance on students in other units taking your courses

Non-SPEA students account for 30% of our credit hours. Outside of SPEA majors, we are most reliant upon University College students taking our courses.

### 2. Changes in School Impacting Enrollment

This year, we introduced the policy studies major. As this program matures, it could have a negative impact upon Liberal Arts/Political Science. The proposed Bachelor of Science in Environmental Science (joint program with the School of Science) could increase the number of students in SPEA environmental science courses but decrease the number of SPEA's environmental science and health majors. The proposed public safety major will increase our criminal justice enrollment, pulling more students from Ivy Tech.

### 3. Estimate of # of majors for fall 2005

Undergraduate: 650  
Graduate: 400

These numbers represent a modest two percent increase from Spring 2005. SPEA experienced a five percent growth from 2003-2004 to 2004-2005.

### 4. Other information needed for informed projections

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major "migration, the UC pipeline, course taking patterns, etc.)	UC pipeline, forecasting student movement, constructing input/output models (considering transfers)	Course taking patterns of students, number of credit hours taken by typical students (freshmen, sophomores, juniors, and seniors)
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	Workforce trends, area high school graduates (feeder high schools), decrease in number of prospective graduate students, Ivy Tech enrollment/transfers	Course taking patterns of freshmen students and Ivy Tech transfer students

## University College

### 1a. Credit Hour Projections

Fall Resident:	1290	Spring Resident:	633
Fall Non-Resident:	15	Spring Non-Resident:	7

Projections were determined based on the number of sections of learning communities, critical inquiry and a new course for student mentors being offered for each term. We assumed a stable number of new admits and added projections for the new course for student mentors plus additional sections of on-line learning communities to accommodate Chancellor's emphasis on ensuring that all conditional admits enroll in a learning community.

1b. **Reliance on students in other units taking your courses**

Learning community offerings are based on projections of the number of new admits declaring specific majors (use admission data as well as information from schools).

Critical inquiry offerings are based on the number of students conditionally admitted (required to enroll in the course or similar support program) coupled with efforts to increase offerings to all students. Our offerings are linked to a content course (i.e., ANTH-A104, PSY-B104) so our offerings are dependent upon a department/school's willingness to participate in student support efforts.

Changing admission requirements may impact the number of conditional admits, and thus the number of students required to enroll in Critical Inquiry.

2. **Changes in School Impacting Enrollment**

Over the next two years we plan to significantly increase interventions with exploratory students and those not admitted to degree programs. This may decrease the amount of time a student spends in UCOL leading to changes in headcount and major course enrollment in the schools (or at least the timing of the changes -- earlier declaration of major and demand for courses assuming the student would have gotten to the same school eventually).

3. **Estimate of # of majors for fall 2005**

7420 - Based on stable admissions and no changes in certification requirements from last year.



4. **Other information needed for informed projections**

	Major Headcount Projections	Credit Hour Projections
Internal factors (e.g., major “migration, the UC pipeline, course taking patterns, etc.)	<p>New articulation agreements that might increase transfer students; will articulation agreements require students to come to UCOL to complete pre-requisites?</p> <p>Impact of changes in admission requirements on # of conditional admits</p> <p>Any changes in school certification requirements</p> <p>Better information on intended majors/# of credits held by transfer students so we can anticipate how long transfer students will be in UCOL</p>	<p>New course offering for student mentors</p> <p>Possible career course for students past their first-semester of enrollment</p> <p>Efforts to increase CI offerings to provide more 2<sup>nd</sup> semester academic support to students</p> <p>Schools efforts to get dual admits enrolled in learning communities</p> <p>Campus efforts to increase the number of thematic learning communities</p> <p><i>These are primarily internal UCOL factors/decisions</i></p>
External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)	<p># of HS Graduates</p> <p>Preparation of transfer students – how many are prepared to directly enter a school versus UCOL</p>	<p># of transfer students entering with under 17 credits (therefore are required to enroll in a learning community)</p>

4/22/05