

Enrollment Management Council Steering Group

May 13th 2005

Minutes

Enrollment Services

- **Undergraduate Admissions Update**

We are starting to see the number of freshmen admits declining. This time of year late admits who are just completing high school tend to have lower qualifications and these applicants are either denied or held for final grades. Denials are up 5% (769 versus 727 last year)

We will see the increase in number of African American freshmen admits melt down. Last year we had 421 total admits by census. To date we have admitted 393. Denials of African American students are up 21% (198 versus 163 last year)

We continue to see a decline in transfer applications as well as percentage of applicants who are admitted. These numbers will increase again as students complete spring terms and look at performance and financial aid packages sent by their current colleges. Last fall IUPUI saw a major increase in transfer applications with an 8% increase over the previous year. For fall 2004 we received the greatest number of transfer applications in 9 years

Fall term

	<i>To-date Compared with Same Point Last Year</i>
Freshmen Applications	up 5%
Admits	up 5%
African American Applications	up 25%
Admits	up 37%

Transfer

Applications	up 5 %
Admits	up 14 %

African-American

Applications	even
Admits	up 8 %

It will be impossible to match last year's summer transfer numbers. We are likely to fall short between 150 and 200.

In addition our numbers for fall admits will be impacted by our inability to change admit terms after registration. In past years we knew after census in summer who was admitted for summer and who did not register for summer but did register for fall. We then changed starting term.

In SIS we cannot make that change because we are frozen out to the key panels and can only change the student's start term by disenrolling the student on the Registrar's Office side.

Summer term

	<i>To-date</i>	<i>2004 Combined Summer I and II Final Totals*</i>
Freshmen		
Applications	407	370
Admits	242	252
Transfer		
Applications	854	1043
Admits	634	884
Non-degree		
Applications	1433	1597
Admits	1326	1533

*Last year summer totals were counted by separate summer terms so comparative numbers are not available

- **International Admissions Fall Update**
 - Undergraduate applications are up 8%. This rate has been stable for the past month. Offers of admission are up 75% -- this rate is expected to level off as we move through the later months of the processing season.
 - The graduate application rate is now at 1% above last year. Offers of admission processed are up 14%. Again, leveling off for the remainder of the processing season is expected.
 - 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.
- **Summer and Fall Enrollment Update**
 - Visit <http://registrar.iupui.edu/enrollment.html>
 - Comparing summer enrollments is difficult this year due to the move to the single summer term. The first summer session shows the campus down slightly (when adjusted for shifts in enrollment, particularly in how credits in the Medical School are being front-loaded to Summer I from previous years. This shift in hours masks the decline (as of the first day) for 13 schools. The early report from around the IU system is that all campuses are down for Summer I
 - We also are seeing a continued shift in heads from undergraduate to graduate, where the graduate students take fewer credits on average and their enrollments tend to be discipline-specific, not benefiting schools with significant reliance on service courses. We will take steps to disaggregate these totals to make this more explicit and will work on developing other reporting formats that can depict this and other trends, such as the timing of registration, in fashions that may be easier to understand. For example, a graphical presentation of registration totals by date of enrollment over the last five years to see if trend lines are beginning later, are compressed but reaching the same eventual totals, or are different
 - Summer II is down more significantly, though that was expected at this point due to the shift of hours by the new billing model that disadvantages early registrants who are not financial aid recipients. Data as of this week also are down due to the timing of Dental School enrollments and the move of Medical School students and credits to Summer I. Time will tell how much of the non-structural shortfall will be made up by the start of Summer II
 - We don't yet have any data from Orientation as Fall orientation programs don't start until next month and we have not had reports on how scheduling of reservations for a particular orientation date is compared to last year at this time

- Schools have been encouraged to contact their students to encourage enrollment. A second list of not-yet-registered continuing students will be provided by the Registrar's Office in the week of May 16th. Schools have been asked to let Mary Beth Myers know when they are making their contacts so that the impact of the contacts might be assessed in terms of subsequent changes in enrollment
- Becky noted that with a change in how aid is packaged, fewer students should max out their loan eligibility prior to their senior year than occurred in the past

Council on Retention and Graduation

- Victor reported that the Council is focusing on identifying attention-getting measures in the areas of retention and graduation to be given to the schools and to encourage the schools to share practices intended to help with retention and graduation

Comments on April Full EMC² Meeting

- Minutes available by visiting <http://registrar.iupui.edu/emc/emc-meetings.shtml>
- Updated Student Communications Calendar available from same site
- Mark will solicit the schools for information on their communications with students, asking for sample materials to put together a clearinghouse for other schools to consult

EMC Annual Report

- See below
- Becky noted that the report showed the council had a good year in terms of laying out the basic concepts of enrollment management, sharing practices, and in addressing the issues the Steering Group established as priorities for the year

Victor's Data Nugget

- Enrollment Services and IMIR are jointly funding a position that will work from IMIR and provide additional support in responding to data needs and interpretation. This will be of great use to the EMC
- A phone survey of working students is in the field. The effort is aimed at better understanding why students work (basic support? Pay for tuition and fees? Pay for extras?) and if students are taking fewer classes due to the cost of school
- Victor presented a revised and expanded version of *IUPUI Fall 2004 to Spring 2005 Retention among First-time, Full-time Beginners*.
 - The following is excerpted from the report's conclusion:

The current analysis explored several aspects of the decline in Fall to Spring retention rates from Fall 2003 to Fall 2004. The relationship between grade performance and retention was identified as an important antecedent to the decline. However, further analysis revealed inconsistent relationships between grade decline and retention. For example, the overall retention rate for African American students increased despite a notable grade decline, while the overall retention rate for Asian American students decreased despite notable grade improvement.

In several ways, important risk factors traditionally associate with attrition operated with greater force for the Fall 2004 cohort than for the Fall 2003 cohort. In addition to the stronger overall association between grade performance and retention (despite notable exceptions), there was also a stronger relationship between academic background and retention, and between application date and retention (with later applicants being retained at lower rates than earlier applicants).

Changes in student financial need do not appear to have a consistent impact on retention. For the three highest and third highest need levels, there was a notable decline in retention rate associated with poor grade performance. However, this relationship was not seen for the second highest need level group. In addition, there is some indication that declines in retention among the highest need group may be related to the increase in high need students applying for aid.

For several of the academic background correlates (e.g., college entrance exams scores, high school rank, and total college prep units), there was a “non-linear” component to the relationship. That is, retention declines were greater in the mid- to below-average categories than at the lowest or highest academic background levels. Students from both the high and low ends of the academic background spectrum appear to be more likely to persist despite poor grades.

Despite the notable overall relationship between grade performance and retention, there did not appear to be any clear pattern in the success rates of students in large introductory courses (i.e., Gateway Courses). Overall the “DFW” rate has increased slightly over the past two years, but there have been significant changes in only two courses: one (BUS X100) a significant negative change and one (BIOL K101) a significant positive change.

Although there is no “smoking gun” (nor any obvious “silver bullets”), one hypothesis worth exploring further relates to the impact of IUPUI’s changing student profile on student performance and persistence. As IUPUI attracts larger proportions of well-prepared, well motivated, and well-supported students, it is possible that students with academic, financial, and motivational deficits will have greater difficulties performing and persisting. The current analysis suggests that this may impact below-average students to a greater extent than students with the largest deficits.

- In discussing the report, Becky noted that a change in business practice in Financial Aid has resulted in packaging all students who file a FAFSA and requiring them to accept the award rather the previous method that may have been more burdensome for students. This needs to be taken into account in comparing rates of application for aid
- As Victor mentioned at the April full EMC² meeting, the drop in retention from Fall to Spring in some groups may simply have been earlier than would show up in next September’s Fall to Fall retention. The rate for Fall to Spring retention is not predictive of Fall to Fall
- Less-well prepared students prepared less well than in the past
- As the overall quality of the incoming population improves, there appears to be a greater relationship of the students’ preparation (such as Core 40 classes) to college performance, allowing better prediction of performance, if not retention
- With the overall improvement in quality, marginal students might perform less well if faculty are raising expectations for course performance
- The application date did appear as a factor. Later admits for the Fall were retained at a lower rate and accounted for nearly half of the drop in retention. The policy question is balancing the drop in enrollment by earlier deadlines (or enforcing formal deadlines, rather than last year’s extension) with a drop in retention, at least in the 2004 cohort
- Members discussed a perception that a significant portion of students performed less well by not being as engaged in their classes, even if they attended
- The growth area for IUPUI’s beginning population includes more first generation students than in recent years. This may impact expectations for the time and effort commitment necessary to be successful

- *The report is available by visiting the April 22nd meeting date on <http://registrar.iupui.edu/emc/emc-meetings.shtml>*

Ivy Tech Report *Victor Borden*

- Following Victor's presentation at the Passport Annual Meeting, Ivy Tech Chancellor D'Amico asked for some additional information. Victor briefly discussed a report on a drop in performance by Ivy Tech students following transfer to IUPUI. He noted it differed by program and the number of hours transferred. Students in some programs such as Science, Physical Education and Tourism Management, and Engineering and Technology had the greatest problem
- Becky noted we need to learn more about how the articulation agreements are working. One challenge is that IUPUI does not record conferral of the Ivy Tech Associate Degree. Mark will follow-up with Mike Donahue and Kathleen Lally on trying to get this information so that the review may be performed

Agenda for Upcoming EMC² Meetings

May Cancelled

June

- The council will continue discussion on enrollment projection sources and methods, including planning for a workshop that will allow hands-on practice with school data, including use of excel and the induced course load matrix. Additional time may be required for this depending on how Fall enrollments are looking at that point
- Trudy will address the accelerated improvement process and identification and use of benchmarks and best practices.
- The council will discuss the activities of the past year and make plans for the summer and beyond. We should ask members how the work of the EMC² has been incorporated in their schools' activities.
 - Sherry Queener noted that the Graduate Affairs Committee Recruitment Group will work this summer to discuss ways to coordinate recruitment efforts, including cohort recruiting. The group intends to apply concepts and methods learned at the EMC²

June Meeting of the Steering Group

- In order to allow enough time to address both year-end and planning issues for 2005-06, the June 10th meeting of the Steering Group **will run longer than usual, from 1:00-4:30. The room also has been moved to CA 438**
- Though we had a good educational year in 2004-05, the group agreed that 2005-06 needs to move to more action-oriented efforts, including helping the schools better target their efforts by establishing data-based enrollment goals
- Depending on the goals and issues identified, we may wish to identify additional EMC² members. With the change in the academic year there may be turnover in an individual school's representative
- The full EMC² meetings may be restructured to address fewer issues at each meeting, allowing sufficient time for discussion and determination of next steps. We might also consider use of additional sub-committees (beyond the work done by Enrollment Services staff as a de facto sub-committee and by increased interaction with EM-related groups *see future topics below*)
- Even if we employ sub-committees for certain activities, there was consensus of the value of the larger group as it reinforces the message of interdependency
- It was also suggested to focus on what steps the schools and campus could take, This includes identifying course needs and availability, procedural impediments, support issues, and application deadlines and avoiding student-based issues such as the number of hours worked over which we have less control
- A major focus area is continuing to push for communication in a more uniform and coordinated manner

- Members are asked to think about specific issues and goals for the year and send those to Becky

Future Topics for the Steering Group

- Methods to involve EM-related groups such as (*need help with list and names*)
 - Transfer Student Task Force
 - Council for Retention and Graduation
 - APPC
 - Graduate Affairs Committee Recruitment Group
 - Scholarships
 - Ivy Tech Transfer group (Rick Ward and Kathy Lee)
 - Gateway Group
- Selections of future “data nuggets” for presentation to the full council. In addition to any data or information sources that support the presentations on central initiatives noted above, Victor has suggested the following as possibilities:
 - Retention
 - Geographic origin of students
 - Student choice of college
 - Correlates of yield (percent of admits who enroll)
 - Major migration
- Marketing/communications and determining what is seen as most effective in terms of maintaining or building enrollment. This is of special interest to the deans as some of the recommended steps require a significant commitment of time by school personnel
- Moving from gateway courses to the major and from University College into the schools and smoothing the transition to the major, both for native students and for transfers *Note: this may become a focus for the Council for Retention and Graduation*
- Helping students finish their last year and complete the degree. Too many students take longer in their senior year than may be necessary. *Note: this may become a focus for the Council for Retention and Graduation*
- Transfer students and their incorporation into the university following admission. *Note: this may be a focus for the Transfer Student Task Force*
- Additional review on the special challenges of intercampus transfer students who, according to IMIR’s recent study, bring lower grades and are less-well prepared to succeed than many external transfers
- Assessment of our work
Bontrager (*College and University Journal*, 79:4; 2005) suggests the core concepts of successful strategic enrollment management include:
 - establishing clear goals for the number and types of students needed to fulfill the institutional mission
 - promoting academic success by improving student access, transition, persistence, and graduation
 - determining, achieving, and maintaining optimum enrollment
 - enabling the delivery of effective academic programs
 - generating added net revenue for the institution
 - enabling effective financial planning
 - increasing process and organization efficiency
 - improving service levels to all stakeholders (e.g., prospective and current students, other institutional departments, other institutions, coordinating agencies)
 - creating a data-rich environment to inform decisions and evaluating strategies
 - creating and continuously strengthening linkages with functions and activities across the campus
 - For Bontrager material, visit <http://registrar.iupui.edu/emc/emc-101.shtml>

- Review additional data tools such as www.savi.org and GIS to provide schools with census, employment, housing, and education data that may be use in recruiting new students and in thinking about enrollment in more sophisticated ways.
 - We might be able to work with faculty in some of their courses or with graduate students
- Jag Radio, broadcast over the Web, is scheduled to begin in the Fall. Members discussed possible ways to make use of this new tool to provide reminders of key dates and processes as well as more detailed topics. Due to the amount of work required this might be done monthly, but the group agreed this does not warrant becoming a priority for action. Instead, we should focus on more core activities that are likely to reach more students and provide greater return on the effort

The next meeting of the EMC² Steering Group is June 10th 1:00-4:30 CA 438 ***note room change***
The next meeting of the full EMC2 Council is June 17th 11:30-1:00 BS 3009 ***note time change***

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>