

## Enrollment Management Council Steering Group

August 5 2005  
1:00-2:30 p.m. CA 438  
Minutes

### **Enrollment Services**

- **Undergraduate Admissions Update**

<b>Freshmen</b>	<b>To-date</b>	<b>Compared with Same Point Last Year</b>
Applications	5720	even
Admits	3924	+5%
Admitted, but not planning to attend (not included in admit total)	259	-30%

*African-American*

Applications	863	+13%
Admits	491	+28%

**Transfer**

Applications	3005	+ 4%
Admits	2286	+ 7%

*African-American*

Applications	225	even
Admits	126	even

Comments from Mike Donahue about undergraduate admissions: It appears that we will see fewer fall freshmen admits. The 2005 freshmen class has the highest class rank and the highest SAT in the history of the University. At the moment we are up but as we move towards census, we will see that "cushion" dwindle. We appear to have a larger number of students changing their application from fall to January 2006 than we did last year at the same period in time. In addition we have had fewer students asking us to cancel their admission. We will be short freshmen admits when compared to last year. Next week's counts will give us more data for prediction. However, if the yield rate improves we could end up close to last fall in enrollees.

Transfer students may also see a drop in admits. For last fall many students applied at the last minute for second degrees to pay undergrad fees even though they had no plans for a second degree. This year we see many of the same types of students pursuing the undergraduate non degree route. It is still too early to predict accurately. Next week's counts will give us more data for prediction.

Non degree admission is seeing a tremendous increase; however, it is likely that grad non degree may be seeing a similar decrease. So far we have seen nearly 400 more non degree apps and grad non degree is down about 300 apps.

- **Enrollment Update**

- Enrollment update by school as of 7/25 available from  
<http://registrar.iupui.edu/enrollment.html>
- Campus enrollment information

<b>Class Level</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2004 - 2005 Comparisons</b>		
				<b>Net Diff</b>	<b>Pct Chg</b>	<b>2004 PiC</b>
<b>Undergraduate Students</b>						
<b>Degree Seeking</b>						
<b>Freshmen</b>	5245	4489	4018	-471	-10.5%	85.2%
<b>Sophomores</b>	5115	4946	4582	-364	-7.4%	88.9%

<b>Juniors</b>	3241	2927	3015	88	3.0%	86.3%
<b>Seniors</b>	4690	4868	5128	260	5.3%	89.2%
<b>Total</b>	18291	17230	16743	-487	-2.8%	87.5%
<b>Non-Degree</b>						
<b>High School</b>	45	26	76	50	192.3%	54.2%
<b>Other Non-Degree</b>	91	121	375	254	209.9%	48.6%
<b>Total</b>	136	147	451	304	206.8%	49.5%
<b>Graduate and Grad. Professional Students</b>						
<b>Graduate</b>	2691	2646	2749	103	3.9%	61.7%
<b>Professional</b>	2383	1342	2455	1113	82.9%	53.3%
<b>Graduate Non-Degree</b>	1257	1128	745	-383	-34.0%	60.4%
<b>Total Grad/Professional</b>	6331	5116	5949	833	16.3%	59%
<b>Total Student Headcount (All Levels)</b>	24758	22493	23143	650	2.9%	78.5%

			2004 - 2005 Comparisons			
	2003	2004	2005	Net Diff	Pct Chg	2004 PiC
<b>Undergraduate</b>						
<b>000 Level Course</b>	4168	3179	3273	94	3.0%	80.5%
<b>100 Level Course</b>	96090	89523	85269	-4254	-4.8%	86.5%
<b>200 Level Course</b>	47777	45521	45745	224	0.5%	90.9%
<b>300 Level Course</b>	44573	43676	43569	-107	-0.2%	89.1%
<b>400 Level Course</b>	18663	18512	18747	235	1.3%	93.1%
<b>Total Hours</b>	211271	200411	196603	-3808	-1.9%	88.5%
<b>Grad./Grad.Prof</b>						
<b>500 Level Course</b>	24711	21554.5	26517.5	4963	23.0%	63.7%
<b>600 Level Course</b>	13923	10539	15053	4514	42.8%	66.9%
<b>700 Level Course</b>	9054	4268.5	9202	4933.5	115.6%	38.5%
<b>800 Level Course</b>	8835	5048	10066	5018	99.4%	49.4%
<b>900 Level Course</b>	1097	1101	935	-166	-15.1%	72.9%
<b>Total Hours</b>	57620	42511	61773.5	19262.5	45.3%	58.7%
<b>Total Credit Hours (All Levels)</b>	268891	242922	258376.5	15454.5	6.4%	81.3%

[http://www.imir.iupui.edu/point\\_in\\_cycle/](http://www.imir.iupui.edu/point_in_cycle/)

Comments about registrations: The campus totals for headcount and credit hours are not strictly comparable due to the early enrollment of Medical School students this year compared to last. Adjusting for that anomaly, the campus is down approximately 420 heads (-1.9%) and 1,685 credits (-0.7%).

- The group discussed the trends in the enrollment and the variety of efforts that had been conducted to increase enrollment. Following census, the pattern will be examined relative to events such as billing dates.

#### Council on Retention and Graduation

- No report

#### Comments on June Full EMC<sup>2</sup> Meeting

- Minutes available from <http://registrar.iupui.edu/emc/emc-meetings.shtml>

- There were no additional comments on the meeting

### **Victor's Data Nugget**

- The group discussed examples of the types of information we need to provide to deans this coming year to solicit the enrollment targets that Bill Plater wants them to provide for Fall 2006 see p 7 below
- Kathy Burton will replace Vic Borden on the EMC Steering Group since Vic is moving to an Associate VP position reporting to Charlie Nelms.
- Kathy and Vic will develop a proposal for the types of information that will be provided to the Deans to assist them in forecasting Fall 2006 enrollments.

### **Review Priorities for 2005-06**

- Priorities for 2005-06 were reviewed see pp. 4-5 below
  - EMC Action Plans were discussed and amended.
  - Items in yellow highlights were suggested additions to the Priorities list and were accepted.
  - Items in italics were suggestions for the Action Plan and were accepted.

### **Future Topics for the Steering Group (and possible items to schedule for full council)**

- 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:
  - 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
- 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
- Review additional data tools such as [www.savi.org](http://www.savi.org) and GIS to provide schools with census, employment, housing, and education data that may be used 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

### **Agenda for Upcoming EMC<sup>2</sup> Meetings**

#### **August**

- Finalize draft priorities and EMC Action Plans
- Effectiveness of efforts to contact not-yet registered students
  - Registration patterns, including enrollment in week immediately preceding and following the initial published billing date of July 18<sup>th</sup>
- Class meeting times *Mary Beth Myers*
  - Presentation of proposed changes

#### **September**

- Strategic use of Scholarships *Beth Barnette*

#### **October**

- Dean Plater and charge to the council for the year

#### **November**

- Operationalize the gathering of information to establish enrollment goals

**December**

**January**

- Review Spring Enrollments and lessons learned from enrollment promotion efforts

**February**

- Possible speaker from outside on EMC

**March**

- Joint meeting with Retention and Graduation Council
  - Trends and implications

**April**

- Diversity (Kim Stewart-Brintson and others)

**Throughout year**

- Reports of AIP activities from schools and units

The next meeting of the EMC<sup>2</sup> Steering Group is September 9<sup>th</sup> 1:00-2:30 CA 537  
***note room change for this month only***

The next meeting of the full EMC<sup>2</sup> Council is August 26<sup>th</sup> 1:00-2:30 BS 3009

## **Enrollment Management Priorities (2005-06)**

1. Assessing enrollments in the context of longer-term implications and developing short-term plans to attract and retain students in enrollment patterns that will provide a fiscally responsible bridge to our longer-term goals;

- Assessment of continuing student satisfaction and success
- Assessment of alumni to determine student success

### **EMC ACTION PLAN:**

- Engage the academic units in enrollment forecasting and capacity analysis
- Coordinate with the Retention and Graduation Council in analyzing retention trends and implications

2. Developing program-specific enrollment goals reflective of the schools' objectives and missions, community need, resources and capacity, and future program developments (i.e., the emergence of new, often interdisciplinary fields);

- Review the programmatic mix and new program development based on community needs
- Determine program capacity (number of faculty, number of majors that can be handled)
- Assess facilities and classroom utilization

### **EMC ACTION PLAN:**

- Develop and implement process for academic units to establish enrollment targets for Fall 2006
- Review and comment on proposed changes in class meeting patterns and times at the first meeting
- Evaluate presentation of a forum on enrollment management in commuter urban research universities

3. Expanding IUPUI's post-baccalaureate enrollments in absolute and relative terms, in part by attracting highly-prepared and talented students as undergraduates with the prospect of their continuing their education at the graduate level;

- Focus on evolving list of areas of excellence, but not to the exclusion of other programs
- Strategic use of financial aid and scholarships to attract and retain highly prepared and talented students

### **EMC ACTION PLAN:**

- Beth Barnette will present to EMC this Fall. Follow-up then needed from schools and financial aid and scholarship-related committees such as FASPAC
- Collaborate with the Graduate Affairs Recruitment Group in the development of a marketing plan that articulates the campus' strengths

4. Enhancing relationships and raise expectations of major sources of our students: Ivy Tech and high schools;

- Align high school graduation requirements with college matriculation expectations so as to increase expectations and improve quality
- Increase number of articulated courses and programs to ease transfer process
- Continue articulation work through Passport, academic units, and Enrollment Services
- Ease transfer process through efforts of Enrollment Services, Orientation, academic units, Transfer Committee, and Council on Graduation and Retention

### **EMC ACTION PLAN**

- Report to EMC on IUPUI undergraduate admission standards

5. Maintaining and enhancing our commitment to diversity and internationalization of the campus;

- Reflect mission-related global distribution and intentional proportions of undergraduate, graduate, and post-graduate enrollments
- Review current enrollment by these populations, set targets for increasing enrollment, and identify additional recruiting/retention steps, both centrally and within the schools

### **EMC ACTION PLAN**

- Incorporate consideration of diversity and internationalization in the academic unit enrollment target setting process
- Discuss issues and strategies related to recruiting and enrolling Hispanic students

6. Ensuring effective services, educational opportunities, and programs for learners—formal and informal—through new program formats (e.g., life-long learning, certificates, modal and intensive time commitments outside of traditional formats and calendars, including summer scheduling), the use of technology, and emerging patterns of engagement with learning through communities of practice;

**EMC ACTION PLAN**

- Coordinate with activities of the Council on Lifelong Learning, Center for Teaching and Learning, and academic units
- Promote AIP process by sharing outcome reports

7. Empowering offices and individuals to take direct actions in a timely manner that will achieve the goals we have set for ourselves based on the effective use of information for both planning and decision-making;

- Educate the campus as to the importance and use of enrollment management by development of new tools and templates and provision of training

**EMC ACTION PLAN**

- Develop training process for academic unit staff to utilize available resources for information drive enrollment management decisions.

8. Improving and expanding communications with students using a variety of methods and media;

**EMC ACTION PLAN**

- Continue development of the Communications Calendar <http://registrar.iupui.edu/emc> for both central and school-based communications
- Conduct communications audit of information provided to prospective and admitted (not yet enrolled) students
- Solicit student input

9. Improving and expanding communications and collaborations between and among units and other groups dealing with Enrollment Management issues

**EMC ACTION PLAN**

- Continue to promote interactions among the enrollment management related groups

Cutting across all of these:

- Identification and promotion of best practices
- Development of benchmarks and setting interim and longer-term goals  
See especially 2 and 7 above

15 August 2005

## Determining IUPUI Enrollment Targets--Draft

Dean Plater has asked the Enrollment Management Council to coordinate an effort this year to solicit enrollment targets from each school for the Fall 2006 semester. The request is consistent with the ongoing efforts of the EMC to develop campus enrollment targets that are aligned with school plans. The current effort differs from past school-level enrollment projections (i.e., annual credit hours for budget construction purposes) by virtue of focusing on student headcounts, with additional focus on special populations of interest, such as racial/ethnic minorities and international students.

At its August 5<sup>th</sup> meeting, the EMC steering group developed the following general guidelines and timeframes for approaching this task:

- For the targets to be most meaningful and actionable, the targets should be set at the “program” level. One of the first activities will be to work with the schools to define programs in a way that makes the most sense to department, program, and school faculty and staff.
- The purposes and benefits of the project should be clearly articulated. These include:
  - Enhancing the ability of departments and programs to shape enrollments and thereby allocate resources effectively in recruiting, enrolling, and educating appropriate students.
  - Articulating and meeting campus enrollment goals pertaining to student preparation, achievement and diversity while contributing to the economic, social, and cultural enhancement of Central Indiana and the State.
  - Facilitating communication among programs regarding the impact of curricular changes on each other’s enrollments
  - Enabling administrative support offices to better target resources to serve program enrollment goals.
- Targets should address several general questions, such as:
  - How many students do you think you will enroll (projection)?
  - How many students would you like to enroll (target)?
  - How many students can you possibly serve (capacity)?
- The process will require several stages of information sharing and education. A preliminary task and timeline framework includes:
  - (Early September) Draft a memo for Dean Plater to send to the Deans describing the effort and the expectations for cooperation.
  - (Mid September) Follow-up memo from Becky Porter with more details on the tasks and timeframes.
  - (Provided Mid October; Due Mid November) Package of materials sent to Deans that includes the “program mapping” task that they can distribute to their chairs and/or program directors. The task will require school representatives to indicate how the current programs, as represented in SIS, should be grouped for targeting purposes (e.g., putting together B.A. and B.S. versions of the same degree if appropriate). In addition, the representation of programs from the legacy system will need to be reconciled with these groupings to allow for trend reports.
  - (Mid January) Program trend reports provided to schools, with breakouts of specific populations, such as racial/ethnic minorities, international students, and state residents and non-residents.
  - (Late January through Mid February). Workshops on setting enrollment targets made available to chairs, directors, deans, and designees as appropriate.
  - (Late February) Targets due.
  - (Mid-March) Induced course load analysis used to assess impact of targets on credit hour generation.