

Enrollment Management Council Steering Group

October 14, 2005
1:00-2:30 p.m. CA 438
Agenda

Comments on September Full EMC² Meeting

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

Report from the Chair

- Improving Educational Pipeline for Hispanic Community
 - A meeting was held for IUPUI faculty/staff and community leaders to discuss challenges in for Hispanic students who want to achieve a college education. Information from the discussion will be part of a larger conversation about how IUPUI can serve the Hispanic community.
 - Becky will report back after the November follow up meeting.

Enrollment

- Comparison across IU campuses for Fall 05
 - http://www.indiana.edu/~urr/enrollment/2005-06/enrollment_summary_4058.pdf
 - The Indianapolis campus is down 60 students
 - First time, full time beginner retention may be down by 1%. This translates to approximately 21 students that were lost.

Council on Retention and Graduation

- Report from Scott
 - Report on retention in upper division courses will be sent to the Steering Group
 - We have significant leakage in the sophomore/junior due to loss of students who can't transition to desired degree programs, such as nursing
 - Themes for the CRG
 - First year work
 - Senior to graduation
 - Transfer students
 - The CRG is going to look at the existing data that we have that would address pipeline issues
 - It was suggested that the release of the retention rate should be accompanied by a narrative that provides information on successes

Enrollment Management Priorities and Action Plan for 2005-06

- See draft at end of agenda. It is also available at <http://registrar.iupui.edu/emc/>
- Members of the Steering Group were asked to review the Action Plan and provide feedback

Enrollment Forecasting and Capacity Analysis (formerly know as Victor's Data Nugget)

- Communication to deans (see information at end of agenda)
 - October tasks
 - Two components
 - Deal with old major codes—the academic units will be asked to provide IMIR with information on how to map old major codes to the new information within SIS. IMIR will provide documents to the academic units to direct the task.
 - How to group the information—the academic units need to provide IMIR with information on how they prefer to group components for the enrollment projections, targets, and capacity. For some schools, it will be best to handle the task at the department level. For others the reports may be made at the school level.
 - November
 - IMIR will generate series of reports that provide background information for the development of targets.
 - Spring

- IMIR hold workshops on how to use the academic units should use the information to set target, projection, capacity
- The request was made to include information on number of graduates in information going to academic units

Registration Patterns by Week in Selected Years 1995-2005

- See information attached
- The shift in the students' registration pattern to closer to the start of the semester was discussed.
- One suggestion was that we need a better payment plan which would permit the payments to be spread over more months. The plan should require some form of payment before the start of the semester so that schools would know if there were seats available in capped enrollment courses.
 - Becky will follow up to determine if there can be further discussion of these ideas.
- It was suggested that academic units look at pattern relative to their units' patterns.
- It was also suggested that the shift may reflect that we are living our lives online and that there is not the same incentive for students to register early since it can be completed on line when convenient for the individual.

Suggestions for Agenda for Upcoming EMC² Meetings

October

- Dean Plater and charge to the council for the year
- Beth Barnette and Strategic Use of Scholarships

November

- Operationalize the gathering of information to establish enrollment goals

December

- No meeting

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-Brinston, Gwendolyn Johnson and others)

May

- No Meeting

June

- Review of year's activities and planning for 2006-07

Throughout year

- Reports of AIP activities from schools and units

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 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

The next meeting of the EMC² Steering Group is November 11th 1:00-2:30 CA 136

The next meeting of the full EMC² Council is October 28th 1:00-2:30 BS 3009

Enrollment Management Priorities and Action Plan (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;

- Review enrollment and retention data to acquire necessary understanding of trends
- Determine additional data needs and their usage

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Engage the academic units in enrollment forecasting and capacity analysis	EMC and academic units	Operationalization of gathering of information for establishment of enrollment goals	Initial discussion November 2005 (tentative)	See 2 below
Coordinate with the Retention and Graduation Council in analyzing retention trends and implications	EMC and R&G councils	<ul style="list-style-type: none"> ○ Detailed retention data ○ Initial joint meeting tentatively scheduled for March 2006 	May 2006	Reporting results at the level of the academic unit (and program, as appropriate)

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**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Develop and implement process for academic units to establish enrollment targets for Fall 2006	EMC & IMIR	EM Planning tools and data	May 2006	Specific school enrollment targets (targets by major and program where appropriate)
Review and comment on proposed changes in class meeting patterns and times at the first meeting	EMC, Registrar and Learning Environment Committee	Consultation with appropriate groups and faculty	September 2005	Adoption of new patterns and times
Plan and hold forum on enrollment management in commuter urban research universities	EMC	Identification of specific topic and presenter	February 2006	Forum held

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**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Beth Barnette will present to EMC this Fall. Follow-up then needed from schools and financial aid and scholarship-related committees such as FASPAC	Scholarships, FASPAC, academic units		Beth's presentation September 2005	<ul style="list-style-type: none"> ○ Establishment/refinement of school-based and campus-wide scholarship plans ○ Yield rate for scholarship offers ○ Retention rate for scholarship recipients ○ Number of scholarship recipients who continue in a graduate program at IUPUI
Collaborate with the Graduate Affairs Recruitment Group in the development of a marketing plan that articulates the campus' strengths	EMC, Graduate Affairs, and Communications and Marketing		May 2006	<ul style="list-style-type: none"> ○ Completion of Recruitment Marketing plan ○ Increased number of graduate/professional students

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**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Report to EMC on IUPUI undergraduate admission standards	<ul style="list-style-type: none"> ○ Admissions and UCOL Admission Committee ○ Passport & Academic Units ○ ES, Orientation, academic units, Transfer Committee, Council on Graduation & Retention 		March 2006 (ease transfer process) Others: ongoing	<ul style="list-style-type: none"> ○ Improved quality of new admits ○ Increased yield rate for transfers ○ Larger number of articulated courses and programs ○ Student satisfaction with transfer process (currently collected beyond orientation?) ○ Increased retention of transfer students (belong elsewhere?)

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**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Incorporate consideration of diversity and internationalization in the academic unit enrollment target setting process	EMC, OIA, and academic units	Data on current enrollments and available markets	Initial completion with Fall 2006 targets May 2006	<ul style="list-style-type: none"> ○ Specific targets within schools, programs, and majors (as appropriate) ○ Increased diversity of student body ○ Increased international enrollment
Discuss issues and strategies related to recruiting and enrolling Hispanic students Topics from August meeting of Hispanic community leaders with Dean Plater <ul style="list-style-type: none"> ○ Economic Development ○ Support of La Raza as community organization ○ Educational Pipeline 	ES for educational pipeline Solution Center for other issues	<ul style="list-style-type: none"> ○ Promotion of importance of education in K-12 and preparation for college ○ Expanded recruiting efforts, including additional materials in Spanish ○ Scholarships and aid ○ Immigration status issues for undocumented students 	February 2006	<ul style="list-style-type: none"> ○ Planning Meeting to be scheduled in October ○ Increased number of Hispanic applicants and admits ○ Increased yield rate for 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;

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Coordinate with activities of the Council on Lifelong Learning, Center for Teaching and Learning, and academic units	EMC, Council on Lifelong Learning, Center for Teaching and Learning, and academic units		December 2006 and ongoing	<ul style="list-style-type: none"> ○ Increased flexibility in course offerings in terms of method of delivery, need for visits to campus, and calendar ○ Increased number or percentage of courses offered via distance technology ○ Increased number of departments/programs offering courses via distance technology ○ Increased number of certificate options and related packaging of courses in groups shorter than those leading to formal credentials such as certificates or degrees ○ Expanded use of technology ○ Expanded opportunities for experiential learning
Promote Accelerated Improvement Process (AIP) by sharing outcome reports	Units participating in AIP	Successful use of AIP	Ongoing	Regular reports to EMC and other groups on successful use of AIP

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**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Develop training process for academic unit staff to utilize available resources for information drive enrollment management decisions.	EMC and IMIR	See 1 & 2 above	Ongoing	Specific enrollment targets and campus enrollment capacity established and review, calibrated annually

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue development of the Communications Calendar http://registrar.iupui.edu/emc for both central and school-based communications	Enrollment Services offices and academic units	Sharing of sample communications and dates sent or made available on the Web	Ongoing. Initial calendars publishing Summer 2005	Compilation and distribution of central and school-based communications calendars
Conduct communications audit of information provided to prospective and admitted (not yet enrolled) students	Enrollment Services consulting with academic units	Samples of communications from ES offices and from academic units	December 2005	Completion of audit and compilation of list of communications/publications
Solicit student input	EMC consulting with Campus and Community Life and student leadership	Student satisfaction survey and student focus groups	Ongoing	Regular input from students and increased level of satisfaction expressed by students on communications received from the university

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue to promote interactions among the enrollment management related groups	All EMC-related groups and academic units <ul style="list-style-type: none"> • EMC • Transfer student task force • Council on Retention & Graduation • Graduate Affairs Recruitment Committee • APPC • Strategic Scholarship Coordinating committee • FASPAC • Ivy Tech Transfer Group • Gateway Group • UG Recruitment Group • Multicultural Recruitment Group 		Ongoing	<ul style="list-style-type: none"> • Clear assignment of responsibilities between and among the groups • In order to avoid unnecessary duplication of effort or missed opportunities, better coordination among EM-related groups of recruitment activities and communications with current students

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
	<ul style="list-style-type: none"> • Orientation Advisory Committee • Council on Lifelong Learning 			

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

September 29, 2005

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;

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EMC ACTION PLAN:

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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*
- *EMC review and comment on proposed changes in class meeting patterns and times at the first meeting*
-

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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*
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EMC ACTION PLAN

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of traditional formats and calendars, including summer scheduling), the use of technology, and emerging patterns of engagement with learning through communities of practice;

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

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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*

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EMC ACTION PLAN

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Cutting across all of these:

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See especially 2 and 7 above

3 August 2005

MEMORANDUM

TO: Academic Deans

FROM: William M. Plater, Executive Vice Chancellor

SUBJECT: Enrollment Projections for Fall 2006

DATE: October 7, 2005

This Fall, IUPUI achieved a near-record enrollment in head count and a record number of credit hours taught. We have admitted what is probably the best-prepared cohort of entering undergraduates in our recent history. While we have reason to be pleased with this achievement in the context of increased competition for better-prepared students, a number of schools were down in heads and/or credits taught, and some experienced unanticipated shifts in enrollment between undergraduate and graduate programs.

In some cases, schools planned for these changes; in others, schools predicted different outcomes from what occurred. We are past the days when we can hold the door open and hope for an increase in enrollment. We must be more deliberate in shaping the campus' enrollment so that we can make the best use of limited resources and space as well as faculty and staff expertise in meeting the state's need for an educated workforce and citizenry. Moreover, we must think about prospective students in terms of their academic and career objectives – a student is not just a student.

As we know, we are in a new era when we must manage all aspects of our work if we hope to achieve our mission at a level of quality commensurate with our resources and our expectations. We must carefully plan the size, diversity, and level of preparation of our student body at the program level—both undergraduate and graduate. We need to be more intentional about transfer students and the best mix of undergraduate and post-baccalaureate students. We also need to understand how many non-degree students we can and should accommodate.

Last year, we established the Enrollment Management Council (EMC), which includes representatives from each academic unit and a number of administrative offices. This was our first step in creating a coordinated, campus-wide approach to enrollment management. Over the last year, members of the EMC focused on several critical activities:

- Coordinating campus-wide initiatives with targeted student and program populations, including: international students, graduate programs to serve community needs, transfer students, and minority student recruitment;
- Exchanging information among schools and offices on effective practices for recruiting and serving new and continuing students; and

- Developing a campus-wide enrollment forecasting system that accommodates the information needs of IUPUI's wide array of programs and services.

We are now ready for the second step. **The primary task of the EMC for 2005-06 is to work with the academic units in establishing enrollment targets for the Fall 2006 semester as the initial step in creating a plan for both long-term, strategic enrollment management. Our goal is to have school-specific enrollment targets established by February of 2006.**

We recognize this first year's deadline is later than might be desired, but we need to take time to fine-tune the activities, tools, and data required for establishing good targets. As we all grow more comfortable with the process, we will be able to move toward earlier deadlines in the future, allowing for better planning and budgeting decisions.

This is an essential step in shaping what IUPUI will be in the future, and we ask for your full support.

The purposes and benefits of the project include:

- Enhancing the ability of departments and programs to shape enrollments and thereby to 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; and
- Creating the basis for pooling resources to develop more strategic and effective marketing targeted to specific audiences.

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)?

For the targets to be most meaningful and practical, the targets should be set at the "program" level. In some units, "program" will be the same as departmental major whereas in other schools, "program" may have some other meaning. 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.

You will receive materials and data over the next several months to allow your school to complete one task before being given another.

The process will require several stages of information sharing and education. The framework for this project includes:

1. Materials will be provided to the deans that include a “program mapping” task, which the dean can distribute to chairs and/or program directors as appropriate. 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. Materials will be sent in mid-October and will be due back in mid-November.
2. Program trend reports will be provided to schools with breakouts of specific populations, such as racial/ethnic minorities, international students, and state residents and non-residents. This information will be provided in mid-January.
3. Workshops on setting enrollment targets will be made available to chairs, directors, deans, and designees as appropriate during the late January to mid-February time period.
4. Targets are due in late February.
5. Induced course load analysis used to assess the impact of targets on credit hour generation will be provided in late March. The induced course load report allows one school to anticipate the change in credits taught if there is a significant change in majors anticipated in a school that is a large source of students. For an example of this report visit <http://registrar.iupui.edu/emc/induced/>.
6. In order to provide useful and accurate data to all schools, we will rely on you to encourage those preparing the data in your school to adhere to these deadlines. This plan will work only with full participation.

As noted above, the first assignment will be sent mid-October. Please let Becky know if you have any questions.

While the enrollment projections are being developed for each unit, Vice Chancellor Amy Warner and her team will be developing a marketing plan for the campus that will enable us to implement the goals through audience-specific advertisements and contacts. Amy will be in direct contact with schools about marketing while coordinating with the EMC.

REGISTRATION PATTERNS BY WEEK IN SELECTED YEARS 1995-2005

During the summers of 2004 and 2005, the IUPUI academic units and enrollment services office carefully followed the student enrollment numbers since the comparisons to the previous year's figures showed that fewer students were enrolling for the fall. In both years, the deficits in the early summer numbers were regained by the fall census date (Indianapolis number of students registered 2003—28,496; 2004—28,654; 2005—28,594).

Figure 1 and 2 below show registration patterns in selected years since 1995. Included are data from ten years ago, five years ago, two years ago (the last in the legacy system) and this year. Information from 2004 was not included since factors relating to the implementation of the SIS impacted student behavior.

Figure 1 shows the percentage of final registrants by week to census. Also included is Table 1 where the weekly net increase or decrease and cumulative headcount are presented. The chart and table show how the number of students registering during the priority registration period in late March/early April trended down from 13,726 in 1995 (week #3) to 7,123 in 2005 (week #2). The percentage of students enrolling in the priority period dropped even more given the growth of the university over the last ten years, declining from 53.8% of the eventual census total to 24.9%.

Note that Figure 1 has different starting points reflecting calendar-driven registration periods dependent on when Spring Break and the first day of classes fell. Variances in these dates affect the length of the registration period.

Certain one-week peaks in weeks 15-18 reflect enrollment of special populations, such as the Medical School and entering Law students.

August 1995 data are inflated somewhat vis-à-vis 2005 due to students re-enrolling after the washout. The much smaller washes of 2000 and 2003 resulted in the need for fewer students to re-enroll and thus had less impact in this last week. This makes the early August enrollment in 2005 stand out even more as there was no washout.

Figure 1. IUPUI registration trend for the years 1995, 2000, 2003 and 2005

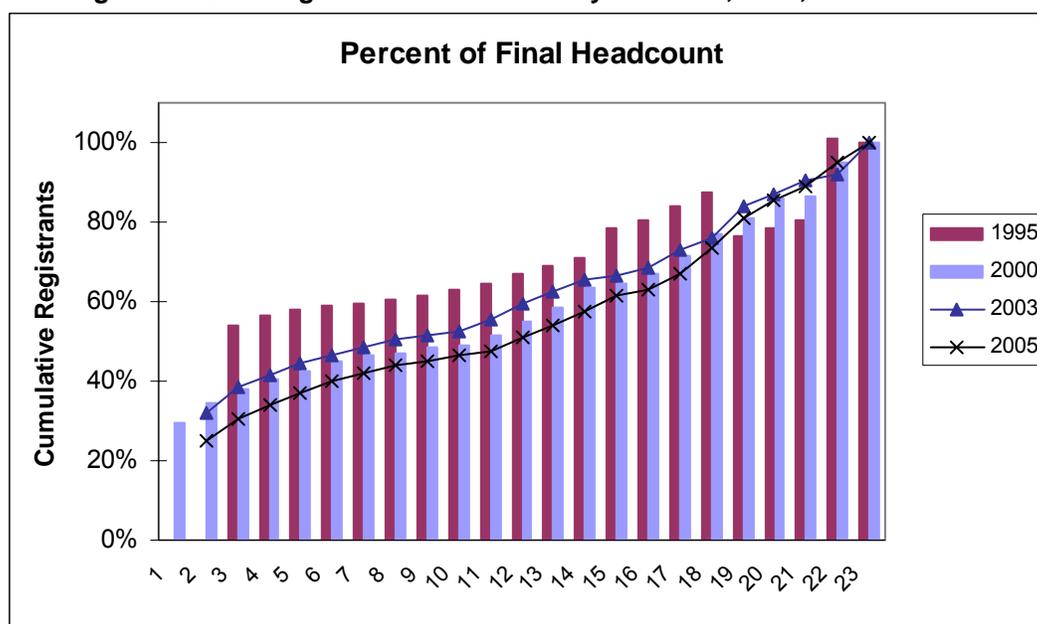


Table 1. IUPUI headcount by week for the years 1995, 2000, 2003 and 2005

Week	Number of Registrants by Week				Cumulative Registrants by Week			
	Fall 1995	Fall 2000	Fall 2003	Fall 2005	Fall 1995	Fall 2000	Fall 2003	Fall 2005
1		7721				7,721		
2		1307	9152	7123		9,028	9,152	7,123
3	13726	857	1751	1562	13,726	9,885	10,903	8,685
4	648	647	945	1099	14,374	10,532	11,848	9,784
5	405	600	811	793	14,779	11,132	12,659	10,577
6	248	572	563	808	15,027	11,704	13,222	11,385
7	214	471	530	563	15,241	12,175	13,752	11,948
8	185	156	569	568	15,426	12,331	14,321	12,516
9	289	284	311	376	15,715	12,615	14,632	12,892
10	317	226	325	364	16,032	12,841	14,957	13,256
11	386	651	888	346	16,418	13,492	15,845	13,602
12	672	818	1093	1016	17,090	14,310	16,938	14,618
13	481	924	917	854	17,571	15,234	17,855	15,472
14	558	1306	841	982	18,129	16,540	18,696	16,454
15	1931	268	259	1067	20,060	16,808	18,955	17,521
16	532	657	593	510	20,592	17,465	19,548	18,031
17	794	1253	1245	1191	21,386	18,718	20,793	19,222
18	922	1392	891	1753	22,308	20,110	21,684	20,975
19	-2820	1063	2237	2168	19,488	21,173	23,921	23,143
20	520	1317	837	1293	20,008	22,490	24,758	24,436
21	479	157	965	1050	20,487	22,647	25,723	25,486
22	5278	2139	431	1733	25,765	24,786	26,154	27,219
23	-239	1332	2342	1375	25,526	26,118	28,496	28,594

Figure 2 and Table 2 presents a look at the distribution of enrollments by month and for specific periods in the registration cycle: end of priority registration, week before the 1st day of classes, and the 1st day of classes to census.

The chart shows the general movement to later enrollment in 2005 over recent years, especially in the month of July and August. We have also experienced a significant reduction in the number of students who registered in the week prior to the first day of classes, though it was up this year over 2003. In 1995, 5,224 students registered in the week prior to the first day of classes; in 2005 the number was 2,427. In percentage terms, students enrolling the week before the start of classes dropped from 20.5% of the eventual census in 1995 to 8.5% in 2005.

Table 2.. IUPUI registrants by month and specific periods for 1995, 2000, 2003 and 2005

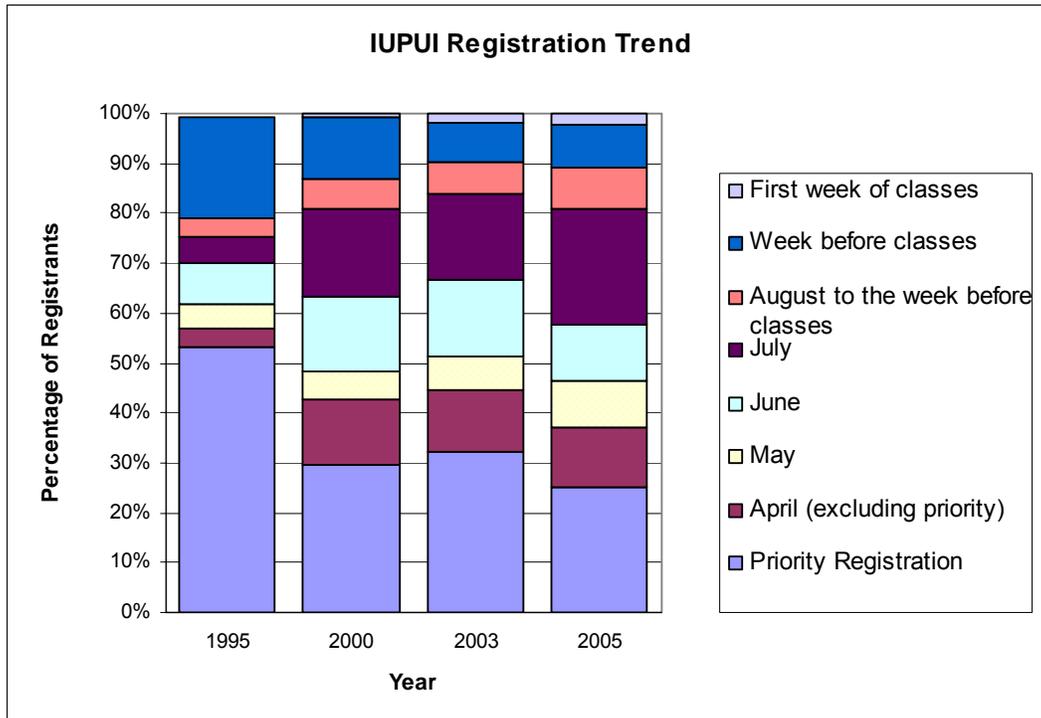
	1995	2000	2003	2005
Priority Registration	13726*	7721	9152	7123
April (excluding priority)	1053	3411	3507	3454
May	1253	1483	1973	2679
June	2097	3925	4323	3198
July	1359	4633	4966	6689
August to the week before classes	999	1474	1802	2343
Week before classes	5224	3300	2200	2427
1st day of classes till Census	-185**	171	573***	681
Total for August	6038	4945	4575	5451
Total at Census	25526	26118	28496	28594

*Priority ran ten rather than eight days, but that was still 1372 a day in 1995 compared with 890 in 2005

**Pre-waitlist we lost heads during the first week

***Most of growth with Kelley Direct registrations along with waitlist placements

Figure 2. Stacked histogram showing the percentage of registrants during specific periods in the registration cycle for the selected years: 1995, 2000, 2003 and 2005



Two caveats:

- Before we implemented the waitlist, we experienced a net loss in heads during the first week of classes. In 1995 (pre-waitlist) we lost 185 heads. After we began to use the waitlist, the first week of classes became a net add period. In 2000 we added 171 heads.
- In more recent years we have had a larger number of special populations enrolled in the first week of classes. Most notable is the Kelley School of Business distance MBA program known as Kelley Direct. Added to the additional heads generated through the waitlist, the first week now results in a larger addition of heads. In 2003 we increased 573 over the first day of classes; in 2005 the net addition was 681.

Conclusions—

To be generated by the Enrollment Management Council