

## Enrollment Management Council Steering Group

November 11<sup>th</sup>, 2005  
1:00-2:30 p.m. CA 136  
Minutes

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

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

### Report from the Chair

- One suggestion from the October meeting 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.
- Meeting in January to establish recruiting activities for AY 06-07

### Installment Plan (TWO-Pay or THREE-Pay)

(PERSONAL DEFERMENT OPTION) - A non-refundable service charge is assessed for taking this option.

Students **who register during the priority registration period** may pay the minimum payment amount as indicated on the Account Statement, if they are eligible for the Installment Plan. This amount includes 100% of prior-term charges, if any; 100% of campus housing charges, if any; 100% of any optional selections; 40% of credit hour, course related and mandatory fees; and the personal deferment service charge. Denial of subsequent plans may occur when the second or third payment is received after the deferment balance due date.

- The minimum payment will be calculated and listed on the initial semester billing for the fall or spring semesters. Students who have enrolled on more than one campus should read the [Multi-Campus Enrollment](#) section for more details.
- If you make schedule adjustments prior to the due date, the minimum amount must be recalculated by a Bursar Account Representative if you wish to use this option.
- The second installment will be due as billed on the second fall or spring semester billing. The second installment may be paid in full or may be paid in two installments as shown on the second billing of the semester (the value of the second installment will be calculated and appear on the billing for eligible students). A second deferment service charge will be assessed for electing a third installment. The second deferment charge is about half that of the first deferment charge.
- A payment received that is equal to or greater than the required down payment and less than the total amount due, will be treated as an installment payment. The service charge will be applied to the account.
- Financial aid credits, fee remissions, sponsor authorizations, etc., may not be used for personal deferment down payments.
- This option is available only to student who maintain a favorable credit history. If eligible, the minimum amount calculation will appear on the billing statement.
- <http://bursar.iupui.edu/>

### Admissions and Enrollment Update

- Notes from Mike Donahue
  - Spring
    - Freshmen- continue to lose ground on freshman admits. All the growth in apps is international but that growth is not reflected in the international counts due to a business practice of not loading visa status until time of admission. Thus the 45% increase in out of state applicants is all international admissions applications; however, few of these students have yet to be admitted. I am speculating that we will be down 50 to 75 freshmen admits for spring. Presently we are down 28 students. January applicants always as a group present weaker credentials. We need to admit 487 freshmen to equal last year's numbers at census.

- Transfers- Up significantly for spring admits (80 students). If this trend continues, then we will make up freshmen losses with transfers. We still need to admit 600 transfers to equal last year's numbers at census.
- Non degrees- 630% with all of this growth due to admitting post baccs. No comparative data for 2005 because we did not start this admission of post baccs until the summer term.
- Fall
  - Freshmen- admission numbers are very strong. Up significantly in applications and up significantly in admits. This is a good news/bad news story. These are highly qualified students and we must aggressively work on converting these students to enrolled students. IUPUI schools pay a key role in this effort.
  - Transfers-even with last year. This is too early in the cycle to see trends.
- Spring Enrollment information attached
  - Lists of students who have not registered have been sent to the academic units for follow up. We will aggressively follow-up track what the schools are doing and will identify those who do not appear to have taken action. Our hope is that being listed will prompt the necessary follow-up with students. If certain schools appear to not taking action, we can ask the dean of faculties or chancellor to encourage them to do so
  - Special attention will be paid to retention and the cohort of first-time, full-time students, including the possibility of creating positive service indicators that appear on the screen on the student's on-line record. Staff seeing the indicator will be asked to give these students special attention to help connect them with the campus and by extension, to encourage retention
  - University College and Engineering and Technology have the largest drops. Science and Liberal Arts are up in heads, but down in hours due to the shortfall in UCOL and in the case of Science, EGTC students

#### **Council on Retention and Graduation**

- Scott reported that the council is getting serious about the cohort that he described as approximately 2100 first-time, full-time students. He listed a number of holds, including bursar holds for late or non-payment, meningitis compliance, and academic holds that appear to be factors in students' delaying enrolling for Spring. As of the meeting Scott reported that within University College 670 students had not yet registered for the Spring and half of them were due to Bursar holds.
- Scott suggested that students who registered late (in the weeks immediately preceding the start of the term) be required to make an immediate payment toward their fees as an additional confirmation of enrollment. Mark and Becky noted this would be extremely difficult to manage and explain to students and may serve as a deterrent to enrollment. All agreed having additional data on this group would be useful. Mark will follow-up.
- Scott noted that Ball State promotes itself as "an institution of excellence in the first year." IUPUI has the same designation but we do not appear to be taking the same marketing step. Scott reported that new students cite the wide range of degree programs as a major reason for attending IUPUI and that overtime, their leading reason cited is their interaction with faculty. We've promoted the former; how about the latter?
- The DFW rate for 300 and 400 level courses is surprisingly high. The CRG is interested in getting a better understanding of seniors and hopes to secure funding to do so.

#### **Marketing Subcommittee Update**

- Amy reported the committee has asked those who serve the beginning student population to identify the steps they are taking in communicating with them, working back in time to the earliest contacts so that we can better coordinate our communication. We have learned that some students feel overwhelmed with communications, especially those asking them to take certain actions. We need to get a better understanding on what students need to have and coordinate both the distribution of information and requests for action and potentially confusing deadlines

The audit is beginning with new freshmen and then will address transfers and then new graduate students

- An update will be provided at the November meeting of the EMC and a more complete report at the January meeting. One goal is encourage members to see what each other is doing and wherever appropriate and possible, to adopt successful approaches. This is similar to the kind of sharing members did in the Summer of 2005 for their contacts primarily with continuing students <http://registrar.iupui.edu/emc/communication/>
- A broader marketing plan will be detailed at the start of the Spring semester

### **Enrollment Management Priorities and Action Plan for 2005-06**

- Steering Group members suggested additions and modifications to the September 29<sup>th</sup> draft. They are included in the new version below
- In goal #3, Becky reported that the Admissions letter already includes an initial scholarship award that that Scholarships follows up approximately two weeks later with a mailing to students to tell them how to look for additional scholarship funds
  - Becky noted there needs to be better coordination of special events and school days offered by the academic units so that students do not have to choose between conflicting events. Members suggested pulling the schools together in January to work out the conflicts and opportunity for cross promotion
  - Scott raised the possibility of automatically awarding \$1000 scholarships to out-of-state domestic students. Members discussed the need to carefully consider this as we do not want to award the money to students who are likely to come here anyway. Mark will ask IMIR for data on the number of beginning students from out-of-state zip codes as non-resident status alone inflates the number.
  - Becky described the current recruiting efforts for undergraduate out-of-state students, including college fairs in Chicago, Western Michigan, Cincinnati, and Louisville. Members agreed such work was a long-term process in terms of building relationships with students and schools in those regions and could eventually involved alumni. Though not out-of-state, Becky noted that Lafayette Jefferson sent a counselor to IUPUI's Counselors' breakfast.
  - Mark will also contact the Graduate School to learn of any steps it or the Graduate Affairs Recruitment group is taking.
  - A suggestion regarding offering a graduate degree in General Studies or Liberal Studies would be referred to the Life Long Learning council
- In Goal # 4 members discussed current efforts with Ivy Tech. Mark will check with Rick Ward on the work of the joint IUPUI-Ivy Tech committee looking into transfer issues between the two institutions. Other items discussed in this goal included:
  - A number of joint projects are in discussion with Ivy Tech, including use of the e-portfolio, Oncourse, the PULs, I-Pass, and an expansion of enrollment at IUPUI by current Ivy Tech students. Another idea would be to encourage Ivy Tech students to study abroad. There was a joint orientation program this Fall for Partners students and Ivy Tech students already have access to the library, the Natatorium, and a number of student activities.
  - Candidates for program articulations from all appropriate Ivy Tech degrees should be identified with a goal of making state-wide articulations and not just between the two campuses. This would require additional nudging from AO to encourage the schools to carefully consider the articulations
  - Becky reminded members that articulation discussions continue within STAC.
  - Having a joint advisor with Ivy Tech was suggested and Becky noted this essentially overlapped with the advising services provided by Passport staff. Passport has a regular presence at Ivy Tech for walk-up student questions as well as at events such as Ivy Tech's Graduation Fair. Representatives from Engineering and Technology often attend and representatives from other academic units would be welcomed

- Scott described Shadow Days at Sam Houston State University. Becky suggested this was similar to the new Jag Days in place this year at IUPUI where students have the chance for detailed interactions with faculty and others in their projected major

### **Enrollment Forecasting and Capacity Analysis**

- Kathy did not provide a report for this meeting and was not able to attend. This is a topic for the full November EMC meeting

### **November**

- Next Steps in Establishing Enrollment Targets/Projections/Capacity
- Status report on Communications Audit by Marketing Subcommittee

### **Upcoming EMC<sup>2</sup> Meetings and Tentative Topics**

#### **December**

- No meeting

#### **January 27<sup>th</sup>**

- Review Spring Enrollments and lessons learned from enrollment promotion efforts
- Report from Marketing Subcommittee

#### **February 24<sup>th</sup>**

- Outside speaker from outside on EMC

#### **March 24<sup>th</sup>**

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

#### **April 28<sup>th</sup>**

- Diversity in Enrollment—UG and Graduate Initiatives (Kim Stewart-Brinston and others)

#### **May**

- No Meeting

#### **June 23<sup>rd</sup>**

- 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](http://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
- From Dean Plater's charge at the October 2005 meeting
  - Improving Retention and Graduation, including among senior level students and courses
  - Mission Differentiation and establishment of campus-specific Admissions standards
  - Working effectively with Council on Retention & Graduation and Council on Lifelong Learning
  - Continued work on strategic enrollment planning
    - Change philosophy on Marketing and Recruitment
    - Finding the right mix of students given fewer beginners and more transfers
  - Support for Adult students
  - Impact of Community College and Blueprint for Higher Education
  - With strong relationship with Ivy Tech mean we should phase out AS degrees and establish additional articulations to baccalaureate degrees?
  - For an expanded version of Dean Plater's comments, visit <http://registrar.iupui.edu/emc/emc-meetings.shtml>

The next meeting of the EMC<sup>2</sup> Steering Group is December 9<sup>th</sup> 1:00-2:30 CA 438

The next meeting of the full EMC<sup>2</sup> Council is November 18<sup>th</sup> 1:00-2:30 BS 3009

Number of Applicants and Admitted Students  
 Report for: 11/5/2005, Spring  
 IUPUI (Not Including Columbus)

Undergraduate				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	<a href="#">2005 PiC</a>
Beginners						
Applicants	829	636	648	12	1.9%	85.1%
Admits	499	332	303	-29	-8.7%	68.5%
Percent admitted	60.2%	52.2%	46.8%			
Transfers						
Applicants	1493	1175	1309	134	11.4%	67.6%
Admits	877	728	801	73	10.0%	51.5%
Percent admitted	58.7%	62%	61.2%			
Non-degree/Other						
Applicants	106	63	334	271	430.2%	22.6%
Admits	68	43	285	242	562.8%	17.1%
Percent admitted	64.2%	68.3%	85.3%			
Total						
Applicants	2428	1874	2291	417	22.3%	67.8%
Admits	1444	1103	1389	286	25.9%	51.3%
Percent admitted	59.5%	58.9%	60.6%			

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	<a href="#">2005 PiC</a>

Master's						
Applicants	446	423	557	134	31.7%	62.2%
Admits	121	144	210	66	45.8%	29.0%
Percent Admitted	27.1%	34.0%	37.7%			
Doctorate						
Applicants	11	14	8	-6	-42.9%	93.3%
Admits	2	1	2	1	100.0%	25.0%
Percent Admitted	18.2%	7.1%	25.0%			
Non-degree						
Applicants	344	230	124	-106	-46.1%	27.6%
Admits	288	187	86	-101	-54.0%	23.4%
Percent Admitted	83.7%	81.3%	69.4%			
1st Prof.						
Applicants	4	4	5	1	25.0%	80.0%
Admits	0	0	0	0	0%	0.0%
Percent Admitted	0.0%	0.0%	0.0%			
Total						
Applicants	805	671	694	23	3.4%	43.7%
Admits	411	332	298	-34	-10.2%	25.5%
Percent Admitted	51.1%	49.5%	42.9%			

Note: Graduate and professional applicant data may be incomplete.

Beginners	Applicants					Admitted Students				
	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
<b>Total</b>	636	100.0	648	100.0	1.9	332	100.0	303	100.0	-8.7
<b>High School Percentile Rank</b>										
<b>Top 10%*</b>	14	4.4	12	3.8	-14.3	14	6.3	11	5.5	-21.4
<b>Top Third*</b>	83	26.3	95	30.3	14.5	78	34.8	83	41.5	6.4
<b>Middle Third*</b>	134	42.4	124	39.5	-7.5	98	43.8	81	40.5	-17.3
<b>Bottom Third*</b>	99	31.3	95	30.3	-4.0	48	21.4	36	18.0	-25.0
<b>*Note: Percentage Distribution based on total with rank data on file.</b>										
	2005		2006			2005		2006		
<b>Average HS Percentile Rank</b>	47		50			53		57		
<b>Average SAT</b>	959		970			977		1002		
<b>Average ACT</b>	19		19			19		20		
Ethnicity	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
<b>African American</b>	86	13.5	94	14.5	9.3	45	13.6	36	11.9	-20.0
<b>Asian American</b>	16	2.5	18	2.8	12.5	7	2.1	8	2.6	14.3
<b>Hispanic American</b>	10	1.6	11	1.7	10.0	5	1.5	6	2	20.0
<b>Native American</b>	3	0.5	4	0.6	33.3	3	0.5		0.0	-
<b>Minority Total</b>	115	18.1	127	19.6	10.4	60	9.4	50	7.7	-16.7
<b>International</b>	103	16.2	131	20.2	27.2	4	0.6	23	3.5	475.0
<b>All Others</b>	418	65.7	390	60.2	-6.7	268	42.1	230	35.5	-14.2
<b>Age</b>										
<b>19 and Younger</b>	271	42.6	293	45.2	8.1	148	23.3	140	21.6	-5.4
<b>25 and Older</b>	163	25.6	162	25.0	-0.6	73	11.5	77	11.9	5.5



**SPRING Enrollment Update**  
**Spring 2006 - 11/7/2005**

**Credit Hours Taught**

	11/8/04	11/7/05	Change	%
School	2005	2006		
BUS	8,941.5	9,038.5	97.0	1.1%
DENT	10,785.5	970.0	-9,815.5	-91.0%
EDUC	5,615.0	6,021.0	406.0	7.2%
EGTC	11,184.0	9,578.0	-1,606.0	-14.4%
GRAD	38.0	45.0	7.0	18.4%
HERR	5,026.0	5,369.0	343.0	6.8%
INFO	1,692.0	1,458.0	-234.0	-13.8%
JOUR	531.0	511.0	-20.0	-3.8%
LAW	10,255.0	10,248.0	-7.0	-0.1%
LIBA	27,584.0	27,352.0	-232.0	-0.8%
LSTU	220.0	246.0	26.0	11.8%
MED	1,769.0	2,307.0	538.0	30.4%
MUS	1,457.0	1,253.0	-204.0	-14.0%
NURS	7,339.0	7,445.0	106.0	1.4%
PED	6,026.0	6,057.0	31.0	0.5%
SCI	27,639.0	27,340.0	-299.0	-1.1%
SCS	93.0	132.0	39.0	41.9%
SHRS	730.0	730.0	0.0	0.0%
SLIS	864.5	995.0	130.5	15.1%
SPEA	3,598.0	3,913.0	315.0	8.8%
SWK	4,195.0	4,882.5	687.5	16.4%
SWT	119.0	0.0	-119.0	-100.0%
UCOL	1,017.0	743.0	-274.0	-26.9%
<b>TOTAL</b>	<b>136,718.5</b>	<b>126,634.0</b>	<b>-10,084.5</b>	<b>-7.4%</b>
Adjusted Total:				<b>-0.2%</b>

**Headcount by Student School**

	11/8/04	11/7/05	Change	%
School	2005	2006		
BUS	726	697	-29	-4.0%
DENT	478	89	-389	-81.4%
EDUC	787	751	-36	-4.6%
EGTC	1,062	969	-93	-8.8%
GCND	176	90	-86	-48.9%
GRAD	104	159	55	52.9%
HERR	475	485	10	2.1%
INFO	239	199	-40	-16.7%
JOUR	44	51	7	15.9%
LAW	771	775	4	0.5%
LIBA	640	615	-25	-3.9%
LSTU	11	10	-1	-9.1%
MED	120	142	22	18.3%
MUS	3	6	3	100.0%
NURS	788	796	8	1.0%
PED	364	417	53	14.6%
SCI	812	903	91	11.2%
SCS	469	473	4	0.9%
SHRS	41	52	11	26.8%
SLIS	143	165	22	15.4%
SPEA	369	401	32	8.7%
SWK	376	439	63	16.8%
UCOL	2,759	2,615	-144	-5.2%
			0	
<b>IN</b>	<b>11,757</b>	<b>11,299</b>	<b>-458</b>	<b>-3.9%</b>
				<b>-0.6%</b>
Unduplicated	11,743	11,279		

## IUPUC Enrollment Update

### Spring 2006

<b>TOTAL</b>	<b>0.0</b>	<b>5,703.0</b>				<b>CO</b>	<b>0</b>	<b>529</b>		
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Note: Columbus Priority Registration was held later for Spring 2005 so there are no 2005 numbers for this week last year.

DENT has not yet processed the majority of their Spring enrollments. Adjusting for that timing, the campus is down -0.2% in credit hours and -0.6% in headcount.

Office of the Registrar

11/7/2005

## Enrollment Management Priorities (2005-06)

- 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 successEMC 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
- 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 utilizationEMC 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
- 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 studentsEMC ACTION PLAN:
  - Schedule presentation by Beth Barnette. Follow-up with 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
- 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 RetentionEMC ACTION PLAN
  - Report to EMC on IUPUI undergraduate admission standards
- 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 schoolsEMC 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 students from Hispanic and Latino/a communities

- 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
  - 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.
  - 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
  - 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  
22 August 2005

## 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"> <li>○ Detailed retention data</li> <li>○ Initial joint meeting tentatively scheduled for March 2006</li> </ul>	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**

<b>Action Plan</b>	<b>Department/office responsible</b>	<b>Resources to accomplish</b>	<b>Date of Completion</b>	<b>Benchmarks for Completion/Success</b>
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 for Fall 2006
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**

<b>Action Plan</b>	<b>Department/office responsible</b>	<b>Resources to accomplish</b>	<b>Date of Completion</b>	<b>Benchmarks for Completion/Success</b>
Beth Barnette presented to EMC on the strategic use of scholarships at the October 2005 meeting. Follow-up is needed from schools and financial aid and scholarship-related committees such as FASPAC and the Strategic Scholarship Coordinating Committee to best leverage resources from the academic units and the campus	Scholarships, FASPAC, academic units, Strategic Scholarship Coordinating Committee		Beth's presentation October 2005	<ul style="list-style-type: none"> <li>○ Establishment/refinement of school-based and campus-wide scholarship plans</li> <li>○ Creation of Strategic Scholarship Coordinating Committee</li> <li>○ Yield rate for scholarship offers</li> <li>○ Retention rate for scholarship recipients</li> <li>○ Number of scholarship recipients who continue in a graduate program at IUPUI</li> </ul>
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"> <li>○ Completion of Recruitment Marketing plan</li> <li>○ Increased number of graduate/professional students</li> </ul>

**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"> <li>○ Admissions and UCOL Admission Committee</li> <li>○ Passport &amp; Academic Units</li> <li>○ ES, Orientation, academic units, Transfer Committee, Council on Graduation &amp; Retention</li> </ul>		March 2006 (ease transfer process)  Others: ongoing	<ul style="list-style-type: none"> <li>○ Improved quality of new admits</li> <li>○ Increased yield rate for transfers</li> <li>○ Larger number of articulated courses and programs</li> <li>○ Student satisfaction with transfer process (currently collected beyond orientation?)</li> <li>○ Increased retention of transfer students (belong elsewhere?)</li> </ul>



**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, Diversity Cabinet, and academic units	Data on current enrollments and available markets	Initial completion with Fall 2006 targets May 2006	<ul style="list-style-type: none"> <li>○ Specific targets within schools, programs, and majors (as appropriate)</li> <li>○ Increased diversity of student body</li> <li>○ Increased international enrollment</li> </ul>
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"> <li>○ Economic Development</li> <li>○ Support of La Plaza as community organization</li> <li>○ Educational Pipeline</li> </ul>	ES for educational pipeline Solution Center for other issues	<ul style="list-style-type: none"> <li>○ Promotion of importance of education in K-12 and preparation for college</li> <li>○ Expanded recruiting efforts, including additional materials in Spanish</li> <li>○ Scholarships and aid</li> <li>○ Immigration status issues for undocumented students</li> </ul>	February 2006	<ul style="list-style-type: none"> <li>○ Planning Meeting to be scheduled in October</li> <li>○ Increased number of Hispanic applicants and admits</li> <li>○ Increased yield rate for Hispanic students</li> </ul>
Identify additional community partners to help promote diversity at the university	Urban League, WESCO, others			<ul style="list-style-type: none"> <li>○</li> </ul>

**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"> <li>○ Increased flexibility in course offerings in terms of method of delivery, need for visits to campus, and calendar</li> <li>○ Increased number or percentage of courses offered via distance technology</li> <li>○ Increased number of departments/programs offering courses via distance technology</li> <li>○ Increased number of certificate options and related packaging of courses in groups shorter than those leading to formal credentials such as certificates or degrees</li> <li>○ Expanded use of technology</li> <li>○ Expanded opportunities for experiential learning</li> </ul>
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
Establish performance indicators for student support services units	New Group appointed by T. Banta (subset of APPC)			Identification of appropriate performance indicators

**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 to 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 <a href="http://registrar.iupui.edu/emc">http://registrar.iupui.edu/emc</a> 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	EMC Communications subcommittee, 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	Student satisfaction survey and student focus groups	Ongoing	<ul style="list-style-type: none"> <li>• Regular input from students and increased level of satisfaction expressed by</li> </ul>

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
	and student leadership			students on communications received from the university <ul style="list-style-type: none"> <li>• Use of new performance indicators (see 7 above)</li> </ul>

**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"> <li>• EMC</li> <li>• Transfer student task force</li> <li>• Council on Retention &amp; Graduation</li> <li>• Graduate Affairs Recruitment Committee</li> <li>• APPC</li> <li>• Strategic Scholarship Coordinating committee</li> <li>• FASPAC</li> <li>• Ivy Tech</li> </ul>		Ongoing	<ul style="list-style-type: none"> <li>• Clear assignment of responsibilities between and among the groups</li> <li>• 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</li> <li>• Provision of a combined briefing report on the overlapping work of these groups to Faculty Council and campus administration</li> </ul>

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

**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
- Use of new Student Support Services Performance Indicators (as they become available)
- Assessment of alumni to determine student success

November 14, 2005