Enrollment Management Steering Group
March 24, 2011
Minutes

Minutes
- Minutes from the January meeting were previously distributed. Minutes from all previous meetings are available by visiting http://registrar.iupui.edu/emc/emsc-meetings.shtml

Focus for the year
- From Admissions to Census: Coordinating and Improving this Critical Period of Recruitment
  - Led by Admissions, identify the communications flow from the IUPUI offices and academic units to enhance the information provided to admitted students and to increase our yield of enrolled students
- From Admission to Graduation: Coordinating and Improving Progression to Graduation
  - In collaboration with the Council on Retention and Graduation, identify and implement strategies to improve the probability of graduation, optimally within 4 years.

Updates from the Chair
- IU Spring 2011 Enrollment and Student Tracking Report
  - UIRR recently developed some new presentations of persistence and graduation data. *See attachments below.*
- Impact of Admissions Standards
  - This topic was discussed at our January meeting. Gary Pike has compiled additional data which are attached below, followed by his comments.
  - Members discussed the information, focusing on finding the appropriate balance of remaining accessible to historically underserved populations and devoting resources to students with a greater likelihood of success.
  - A decision to raise Admissions standards and defer more students to the community college and/or require attending the Summer Success Academy would result in a smaller number of African American students in that performance cohort at time of admission (see table 6). It should, however, positively impact the graduation rate.
  - Gary added that there is a relatively small group of students who have the academic ability but who have not performed as well upon entering college. Gary believes they don't recognize the higher academic demands of college-level studies and don't put in the time needed to succeed. These students may benefit from a "College 101" that would more directly address the issue of motivation than does the current Learning Communities. See the "at risk" groups in table 5 below, especially in the 1180-1600 SAT range.
- Academic Honors Scholarship
  - IUPUI currently structures its scholarships to concentrate on those students who have achieved high test scores and high GPAs. Knowing that it is challenging to compete with other institutions for the highest achieving students, we continue to study our market share to identify a niche we should go after. For example, there are a large number of students who have completed the Core 40 Diploma with Academic Honors who do not qualify for our scholarships because they do not have high enough test scores. Attracting these well-prepared students would improve our retention as well as the overall quality of our incoming class. The Academic Honors Scholarship was created for this population.
  - The scholarship would be awarded to those with an Academic Honors Diploma who have a high school GPA >= 3.75 and a combined SAT of 1100-1150 **or** a GPA between 3.25-3.50 with an SAT >=1200. *Note that students with a GPA of 3.75 with SATs above 1150 already qualify for other scholarships.*
  - A modest scholarship ($1,000/year) would be sufficient to attract this population given that these students aren't going to qualify for scholarships at IUB or PUWL. Our academic quality will be a good

reason to "tip the scales" for this population when comparing this scholarship with those offered by ISU or USI, for instance. Using the criteria listed above, just over 100 students would qualify for the scholarship this year with an expected yield between 40-50 students.

- o Dean Sukhatme has allocated $50,000 a year for the next four years to support a cohort of students entering in Fall 2011. There is no assurance that there will be funding for a second cohort which makes marketing this scholarship a challenge.
- o In response to a question regarding possible reallocation of scholarship resources to increase funding for this program, Becky noted that we don't have this option. Our existing scholarships are already yielding at a rate that is higher than allocated funding, resulting in an overall deficit in the scholarship account. We have notified the campus of this situation and asked whether we should raise the criteria for other awards to stay within current allocations. The decision was to keep the current eligibility criteria and the larger number of better qualified students that result.

- **EMC/CRG April 15 Summit**
  Academic Roadmap and the Personal Development Plan
  - o EMC and the Council on Retention and Graduation will have a joint meeting on April 15th. This is an opportunity to contribute to the overall conceptualization of the Roadmap in addition to how the ePDP can be a component. Additional discussion will focus on the Early Warning system. For more information see pp. 3-4 of the January Steering Group minutes. An agenda will be distributed soon.
  - o The meeting will include presentations from IUB on their vision of the Academic Roadmap, including the components they see as being included in the website.
  - o Cathy Buyarski will talk about the e-Personal Development Plan (ePDP) and a FISPSE grant. Michele Hansen will make a presentation on an assessment she completed of students who are using the ePDP.
  - o We see the current design for the Roadmap as a rather static point of service while the ePDP keeps the student engaged through their academic journey.
  - o Our challenge for the meeting is to emerge with some recommendations for how we see the Roadmap and what its central functions would be. Our goal is to embed a strong presence for the need of the ePDP as part of the Roadmap that would result in a much more active site that is both academically orientated and reflective, helping students to learn.
  - o We will be the first campus to make recommendations. While we will give our IUB colleagues the chance to describe their vision for the Roadmap, we hope to enrich it with additional functionality with the addition of the ePDP. Strategically we want to speak the common language, but hope to influence their vision. IUB is planning to invite us down to their conversation.
  - o Members suggested other functions that should be considered, including the opportunity for a student to integrate information regarding co-curricular achievements (not just involvement) into the ePDP. We could also consider how we see these tools would assist students considering an intercampus transfer. These might be topics for the breakout groups.
  - o Members were encouraged to send any other ideas regarding topics for breakout groups to Becky and Rick.

  Early Warning
  - o The joint meeting also will include discussion of a new Early Warning tool.
  - o IU is considering providing a university-wide application that would allow for an improved and expanded Early Warning system. In addition to faculty identifying students who are not attending or engaged in their coursework, a new application would include a business intelligence component that would attempt to predict students who are most likely to have problems based on non-course activities such as behavior in the dorm and specific student financial matters, for example. The tool could then generate a "watch list" to the appropriate people, such as advisors, on a timely basis.
  - o The university is looking at building this application in-house as the available commercial products didn't meet our requirements. There is an interest in getting something up for Fall 2011 with at least the roster component; the business intelligence component would take longer as it needs to be modeled differently for each campus.

- One candidate that has been considered was developed and is in use at IUSB. *IU Retain* operates as a shadow system and doesn't function with SIS. While there has been some interest in it expressed by other IU campuses, there are a number of other issues including scalability that appear problematic tin considering it for adoption as an enterprise-wide application. Most importantly, there is nothing unique about the limited functions it provides that couldn't be done more effectively in a resource that would work with the SIS.
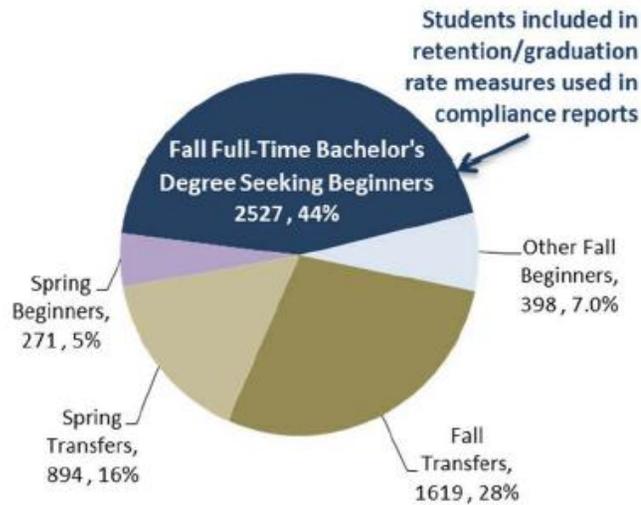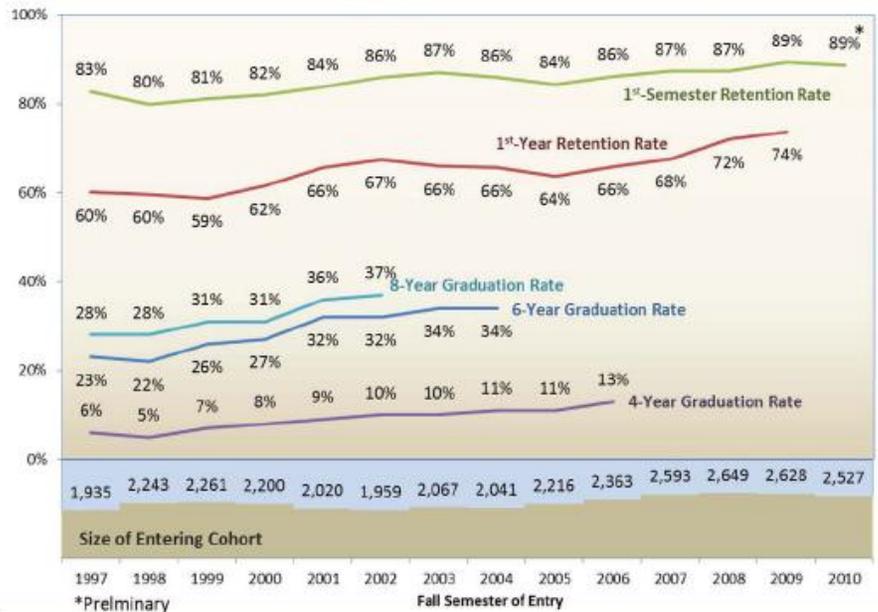
Discussion Topic
- **Benchmarking Analysis**
  - The recommendations emerging from the Benchmarking Initiative were shared with the leadership of the campuses this week and will be presented to the Trustees in April.
  - Based on their limited review, the consultants have decided that $21 million that can be saved at the university by moving to a shared service model for most of student service 'back office' functions. The recommendations avoid the term "centralization" by substituting "shared service center" and "standardizing" business processes by substituting "rationalizing" of business processes.
  - The next step would require affected offices to document all their business practices and then see how we can bring them all together to set up a new integrated shop that would be run by SES and most likely will be in located Bloomington. This central structure would be in charge of what they see as "back office" operations.
  - Members expressed a number of concerns about the report and a shared service center model:
    - It is easier to gather data in a survey than provide an assessment of how well things are being done. Even though respondents rated IUPUI offices above 4 on a 5 point scale, it appears that the quality of service was not a consideration in the recommendations.
    - The report didn't look at different service delivery models. For example, we image all incoming application materials and use work flow processing. This means we don't need to forward paper to the schools while still providing immediate access to on-line information about an applicant. In the case of student financials, we have demonstrated that we can handle face to face Bursar and Financial Aid customer service activities in a single location.
    - There are questions as to how a shared service center would set priorities for processing applications for admission for different semesters, for example, when the processing periods overlap. While this is challenging enough for individual campuses to manage, it is far more difficult when multiple campuses and terms must be jointly managed.
    - We are using a shared services model for Financial Aid and when SES makes an error, as it did for SSACI calculations recently, the campuses must pay.
    - The concept that putting everything in one office increases efficiency is a false premise. We also lose the ability we now have to shift people as needed to other time-sensitive activities with the result of a degradation of service.
  - Moving forward, the governance piece of a shared service model is critical—it can't work the way the current one does. The *Enterprise Student Services Executive Committee* (ESSEC) provides a chance to comment on priorities and management issues, but the ability to effectively direct the expenditure of resources is limited. Instead this project needs to be led by people in functional offices following the model used when PeopleSoft was implemented and where project management was co-chaired by Becky Porter and Don Hossler, directors of Enrollment Services at IUPUI and IUB.
  - Becky will keep members informed as the Benchmarking recommendations are presented to the Trustees.

Undergraduate Admissions
March 20 data

Entry Type	2009	2010	2011	2010-11 Net Diff	2010-11 Pct Chg	2009-11 Net Diff	2009-11 Pct Chg	2010 PiC
Beginners								
Applicants	7,675	10,046	8,328	-1,718	-17.1%	653	8.5%	93.1%
Admits	4,439	5,452	5,305	-147	-2.7%	866	19.5%	81.4%
External Transfers								
Applicants	1,390	1,776	1,939	163	9.2%	549	39.5%	52.5%
Admits	574	523	667	144	27.5%	93	16.2%	23.4%

2010 Beginner totals were inflated by Indiana's College Go! initiative in which students could apply free for a period in October 2009. A more appropriate comparison is between 2009 and 2011.

International
March 20 data

Entry Type	2009	2010	2011	2010-11 Net Diff	2010-11 Pct Chg	2010 PiC
Beginners						
Applicants	330	284	368	84	29.6%	89.3%
Admits	116	115	140	25	21.7%	71.0%

International applicants were not affected by the 2010 College Go! initiative
Source: PiC reports

Upcoming EMC Meetings and tentative topics

April 15   8:30-2:30   IT Lobby   **Note different location**
- Joint EMC-Council on Retention and Graduation Summit on Academic Roadmap

2011-12
September 23, 2011   1:00-2:30   CE 268
November 18, 2011   1:00-2:30   CE 268
January 27, 2012   1:00-2:30   CE 268
April 20, 2012   1:00-2:30   TBD

Upcoming EMC Steering Group Meetings

2011-12   To be determined

IUPUI Student Tracking Profile

Annual New Degree-Seeking Undergraduates
Academic Year 2010-11

Students included in retention/graduation rate measures used in compliance reports

Fall Full-Time Bachelor's Degree Seeking Beginners
2527, 44%

Other Fall Beginners, 398, 7.0%

Spring Beginners, 271, 5%

Spring Transfers, 894, 16%

Fall Transfers, 1619, 28%

Fall, Full-Time, Bachelor's Seeking Beginner Retention and Graduation Rate Trends

1st-Semester Retention Rate: 83% 80% 81% 82% 84% 86% 87% 86% 84% 86% 87% 87% 89% 89%*

1st-Year Retention Rate: 60% 60% 59% 62% 66% 67% 66% 66% 64% 66% 68% 72% 74%

8-Year Graduation Rate: 28% 28% 31% 31% 36% 37%

6-Year Graduation Rate: 23% 22% 26% 27% 32% 32% 34% 34%

4-Year Graduation Rate: 6% 5% 7% 8% 9% 10% 10% 11% 11% 13%

Size of Entering Cohort: 1,935 2,243 2,261 2,200 2,020 1,959 2,067 2,041 2,216 2,363 2,593 2,649 2,628 2,527

1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010
Fall Semester of Entry
*Prelminary

Graduation Rate Group Comparisons: 2003 Entering Cohort
150% Graduation Rates of Fall, Full-Time, Beginners*

	N	Rate	0% 20% 40% 60% 80% 100%
Overall	2,336	33.9%	
Gender			
Female	1,361	34.5%	
Male	975	33.0%	
Ethnicity			
Afican American	195	23.6%	
American Indian	**	0.0%	
Asian American	54	40.7%	
Hispanic/Latino	54	44.4%	
White	1,964	34.0%	
Foreign	41	56.1%	
Unknown	22	40.9%	
Financial Aid Status			
Pell Grant Recipient	684	26.6%	
Fed. Subsidized Loan	473	31.7%	
All Others	1,179	39.0%	

**per Federal requirements N of students masked if < 10; Rates provided if N>0

*includes certificate and associate's degree seeking students

Graduation Rate Peer Comparisons: 2001 Cohort
Bachelor's degree graduation rate of fall 2001 full-time, bachelor's degree-seeking beginners within 4, 6, and 8 years

Time to program completion

4 years: 9 / 19
6 years: 31 / 48
8 years: 36 / 52

Graduation rate

■ IUPUI   ■ Comparison Group Median (N=12)
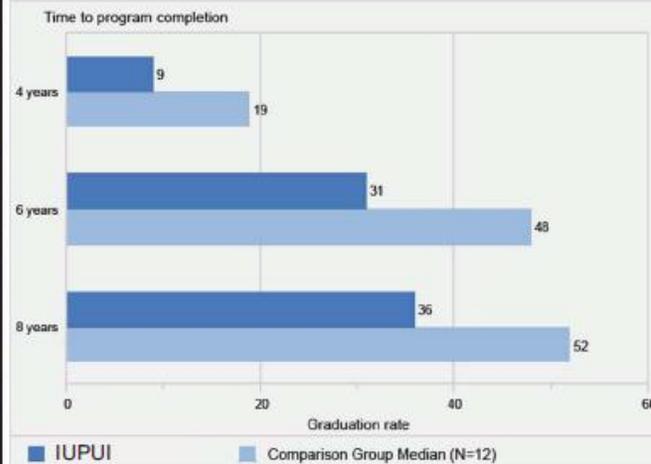
Rank Among Peer Group

| Rate	Rank (of 13)
4-year	13
6-year	13
8-year	13

Peer institutions
Temple University
University at Buffalo
Univ. of Alabama Birmingham
University of Cincinnati
University of Colorado Denver
University of Illinois Chicago
University of Louisville
University of New Mexico
University of South Florida
University of Utah
Virginia Commonwealth Univ.
Wayne State University

IUPUI Student Tracking Profile (continued)

Student Flow: Semester-by-Semester Progress

Fall 2000 through 2003 Full-Time Beginner Cohorts Combined
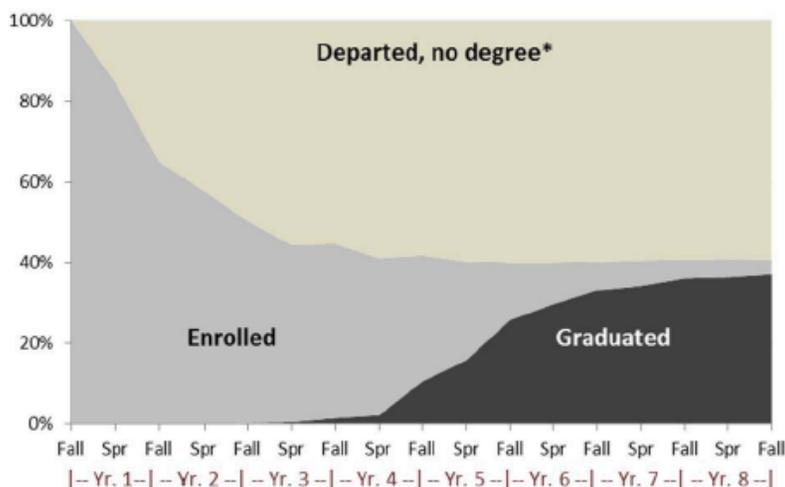
*Includes students who transferred elsewhere. For the Fall 2004 entering cohort (the first for which somewhat reliable transfer data is available), **41%** of non-completers **transferred elsewhere** and 15% of this group, **6%** of total IUPUI non-completers, **completed a degree elsewhere.**

Time to Degree: Bachelor's Degree Recipients
July 1, 2007 through June 30, 2010

Original Entry Mode of Bachelor's Degree Recipients

Beginners, 54%	Transfers, 46%

Time to Degree

<=4 Years	5-6 Years	7-10 Years	> 10 Years

	<=4 Years	5-6 Years	7-10 Years	> 10 Years
Beginners	28%	39%	17%	15%
Transfers	61%	18%	11%	10%

Programs and Initiatives to Improve Student Persistence and Time to Degree

IUPUI has numerous programs and initiatives that have been developed to help increase the persistence of students and their timely graduation. Our steadily improving retention and graduation rates suggest that many of the programs have had a very positive impact on our success measures. IUPUI has implemented the following programs and initiatives to improve student persistence and time to degree:

- In any given semester, about a third of all undergraduate students at IUPUI claim **University College** as their academic home. These students benefit from academic interventions and support programs such as **peer mentoring, intensive academic and career advising, first-year seminars, themed learning communities, Bepko Learning Center, Summer Bridge Program, and Summer Success Academy.** Individually and in combination, these programs have been rigorously assessed and proven to be effective in helping students persist and achieve academic success.

- University College oversees many **programs for high-risk students** such as Students Taking Academic Responsibility, Nina Scholars, Student Support Services, and Twenty-first Century Scholars Support Program. Students who participate in these programs have higher persistence and graduation rates.

- The **personal development plan** (PDP) enables first-year students to understand, implement, and mark progress toward degree and career goals by creating and following a personalize plan that is open to revision and reevaluation every semester in collaboration with an academic advisor or faculty member. All University College students complete a PDP. University College is involved in expanding the electronic PDP to other academic units.

- Students in first year seminars complete **four-year plans** in the PDP that help them to prepare for timely graduation. Four-year plans are available for many majors and may be viewed on the University College website as well as many school and departmental websites.

- University College has implemented a **freshman drop policy**, which states that University College first-year students (25 credit hours or below) may not drop more than one course per semester. This policy is enforced through advisor sign-off on drop requests. This policy raises expectations for students to complete the courses they begin.

- The **Council on Retention and Graduation** (CRG) was formed in 2004 with a charge to examine current activities, look for best practices, and develop plans to improve the retention and graduation rates of IUPUI students. The CRG continues to meet on a regular basis to discuss issues of retention and timely graduation.

- The **Gateway to Graduation Program**, a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students, has been working with faculty through professional development to increase student success. As a result, the DFW rates for gateway courses have dropped significantly.
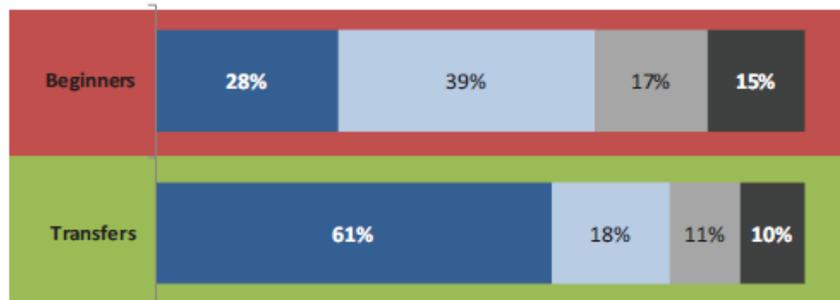
Table 1   **NON-ACADEMIC HONORS FRESHMAN ADMISSION STANDARDS FOR FALL 2011**

TEST SCORE\HS GPA	< 2.30	2.30-2.49	2.50-2.69	2.70-2.79	2.80-2.99	3.00-3.19	3.20-4.00
< 800	CC	CC	SSA	SSA	Delay*	Admit	Admit
800-899	CC	CC	SSA	SSA	Delay*	Admit	Admit
900-999	CC	CC	SSA	Delay	Admit	Admit	Admit
1000-1180	CC	Delay	Delay	Admit	Admit	Admit	Admit
1180-1600	CC	Delay	Admit	Admit	Admit	Admit	Admit

*Students in these categories were admitted, other students in the "Delay" categories were given the opportunity to attend the Summer Success Academy (SSA).

Table 2   **FALL 2011 ADMISSION STANDARDS & FIRST YEAR GPAs (FALL 2009 FRESHMAN COHORT)**

TEST SCORE\HS GPA		< 2.30	2.30-2.49	2.50-2.69	2.70-2.79	2.80-2.99	3.00-3.19	3.20-4.00
< 800	N	2		11	16	48	34	36
	$\bar{x}$	1.68		2.12	2.02	2.02	2.09	2.08
800-899	N	1	2	20	17	68	82	116
	$\bar{x}$	2.20	1.56	2.17	2.21	2.29	2.33	2.81
900-999	N		4	21	31	100	138	271
	$\bar{x}$		1.72	1.74	2.06	2.27	2.51	2.84
1000-1180	N	1	8	26	30	94	120	541
	$\bar{x}$	1.74	2.16	2.09	1.98	2.32	2.47	3.01
1180-1600	N			13	4	11	22	249
	$\bar{x}$			2.00	2.27	1.75	2.57	3.24

Includes only IUPUI-Indianapolis freshmen, ages 17-24, and Indiana residents

Table 3   **FALL 2011 ADMISSION STANDARDS & FIRST YEAR SUCCESS (GPA >= 2.00) (FALL 2009 FRESHMAN COHORT)**

TEST SCORE\HS GPA		< 2.30	2.30-2.49	2.50-2.69	2.70-2.79	2.80-2.99	3.00-3.19	3.20-4.00
< 800	N	2		11	16	48	34	36
	%	50.0%		63.6%	50.0%	54.2%	61.8%	66.7%
800-899	N	1	2	20	17	68	82	116
	%	100.0%	50.0%	50.0%	64.7%	69.1%	65.9%	87.1%
900-999	N		4	21	31	100	138	271
	%		25.0%	38.1%	67.7%	69.0%	71.0%	86.4%
1000-1180	N	1	8	26	30	94	120	541
	%	0.0%	62.5%	57.7%	53.3%	73.4%	78.3%	89.5%
1180-1600	N			13	4	11	22	249
	%			53.8%	50.0%	54.6%	72.7%	92.8%

Includes only IUPUI-Indianapolis freshmen, ages 17-24, and Indiana residents

Table 4   **FALL 2011 ADMISSION STANDARDS & UNDER-REPRESENTED MINORITIES (FALL 2009 FRESHMAN COHORT)**

TEST SCORE\HS GPA		< 2.30	2.30-2.49	2.50-2.69	2.70-2.79	2.80-2.99	3.00-3.19	3.20-4.00
< 800	N	2		11	16	48	34	36
	%	50.0%		36.4%	43.8%	33.3%	35.3%	30.6%
800-899	N	1	2	20	17	68	82	116
	%	100.0%	50.0%	25.0%	16.7%	20.3%	24.4%	18.6%
900-999	N		4	21	31	100	138	271
	%		0.0%	28.8%	12.5%	16.0%	9.4%	9.8%
1000-1180	N	1	8	26	30	94	120	541
	%	0.0%	12.5%	14.8%	9.7%	6.2%	2.4%	7.0%
1180-1600	N			13	4	11	22	249
	%			30.8%	0.0%	9.1%	0.0%	4.0%

Includes only IUPUI-Indianapolis freshmen, ages 17-24, and Indiana residents
Under-represented minority groups are African American, Hispanic/Latino, and American Indian/Alaska Native

Table 5   **FRESHMAN ADMISSION STANDARDS FOR FALL 2012**

TEST SCORE\HS GPA	< 2.30	2.30-2.49	2.50-2.69	2.70-2.79	2.80-2.99	3.00-3.19	3.20-4.00
< 800	CC	CC	CC	CC	SSA	Admit	Admit
800-899	CC	CC	CC	SSA	Admit	Admit	Admit
900-999	CC	CC	CC	SSA	Admit	Admit	Admit
1000-1180	CC	SSA	SSA	At Risk	Admit	Admit	Admit
1180-1600	CC	SSA	At Risk	At Risk	At Risk	Admit	Admit

Table 6   ENROLLMENT EFFECTS OF THE PROPOSED ADMISSION STANDARDS

Race/Ethnicity Category	Admitted Fall 2009	Admitted Fall 2011	Admitted Fall 2012	Admitted Fall 2012†
African American	172	169	154	139
	7.9%	7.8%	7.4%	6.8%
American Indian/Alaska Native	9	9	7	7
	0.4%	0.4%	0.3%	0.3%
Hispanic/Latino	74	74	69	68
	3.4%	3.4%	3.3%	3.3%
Asian	84	84	83	80
	3.9%	3.9%	4.0%	3.9%
White	1771	1765	1723	1695
	81.6%	81.7%	82.4%	82.9%
International	9	9	9	9
	0.4%	0.4%	0.4%	0.4%
Unknown	51	50	47	46
	2.4%	2.3%	2.2%	2.3%
Total	2170	2160	2092	2044
	100.0%	100.0%	100.0%	100.0%

†Students with < 800 SAT and HS GPA 2.80-2.99 deferred to community college

Source: IMIR 3/10/11

Comments from Gary Pike on above charts

I broke the < 900 SAT group into 2 groups < 800 SAT and 800-899 SAT because I wanted to see if it makes a difference (and it does). I also divided the >= 3.00 HS GPA group into 3.00-3.19 HS GPA and >=3.20 HS GPA. (That doesn't make a difference.)

Table 1 shows the admission table for Fall 2011.

Table 2 shows the mean first-year GPAs for students in the 2009 cohort.

Table 3 shows the percents of students in the Fall 2009 cohort who had first-year GPAs > 2.00 (I think this may be more useful than mean GPAs, although both provide some useful information.)
In Tables 1-3 there are a group of students with high SAT scores and low High School GPAs. These students do not fare very well at IUPUI (more about that later.)

Table 4 shows the percents of underrepresented minorities in each cell of the admission matrix. (I think the Table 6 makes the point better, but I know people like to see the details.)

Table 5 presents a possible change to the admission standards for Fall 2012. I looked at the groups that had less than 55% of the students achieving a 2.00 first-year GPA and put them in the CC column. The one exception is students with a SAT < 800 and a HS GPA 2.50-2.69. Then again, on student's grade would make this less than 55% with a 2.00 GPA. My reason for recommending we defer these groups is that we are putting substantial resources into these groups and not even getting a 60% return on investment. I kept the students with SAT < 800 & HSGPA 2.80-2.99 in the SSA group because they were admitted without benefit of the SSA list year. It may be that an investment in these students will improve their performance. (I've included a column in table 6 that shows the effects for deferring this group to the community college.)

Regarding the group I label as "at risk:" These appear to be bright, capable students with solid SAT scores (1000 or higher, and most with 1180 or higher), who underperform in high school. There poor performance in high school appears to extend to college. If I were going to take some scarce resources and spend them on a group of at risk students we could help, this would be the group.

Table 6 presents the effects of the admission standards on racial/ethnic groups. The standards would negatively impact African American students. However the effect is much more serious if we defer students with < 800 SAT and HS GPA 2.80-2.99 to the community college. Of the 116 students we would not admit under that scenario, 30 would be African American. Using the more generous scenario, 15 of the 68 students we do not admit would be African American.

The "delay" category is holding for 7th or 8th semester grades.