

Enrollment Management Steering Group

March 26, 2009

Minutes

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- Minutes for the January meeting as well as 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
 - Communications and other tasks to help convert admits to enrolled
 - Led by Admissions, identify the role everyone should play in recruitment flow

Updates from the Chair

- Constituent Relationship Management (CRM)
 - Enterprise-wide recommendation update –The process of selecting a vendor is moving toward a conclusion. If all goes well, the purchase would be concluded by the end of April.
 - IUPUI update—Implementation of uTalk (the IUPUI brand for the Talisma product) is proceeding within the Office of Admissions with positive results. A number of other units are interested in moving forward as soon as the enterprise-wide decision is made.
- Office for Veterans and Military Personnel
 - Susan Richards [started](#) as Manager of this office on March 16th. The office will be located on the lower level of the Campus Center with renovations expected to be completed by the fall.
 - Purdue University received a \$5+M grant from Lilly Endowment which will be used in part to provide grants to other universities to support services to veterans. Only one grant submission can be made per campus and will be coordinated through Enrollment Services. In fall 09, a call for proposals from student organizations will be made. This application will be coordinated through Campus Life.
- SSACI O’Bannon scholarships
 - The SSACI cap for O’Bannon awards (HEA, Core 40, Academic Honors) is being reduced by 46%. The ESTIMATED cap for public universities is \$3294; last year it was \$6096. The 21st Century Program remains the same – no cap and it will pay the 2009-10 tuition rates. The private caps went from \$10,992 to \$5934 (reduction of \$5058).
 - MOST of our 21st century scholars students also are receiving an O’Bannon award. The O’Bannon award is applied first and then the remainder of tuition is covered by the 21st century grant (by SSACI). The reduction in the O’Bannon cap means that the 21st century scholars grant will cover more than it would have last year, but these students won’t be impacted because their tuition and fees up to 15 credits will be paid. However, since it is likely that these students will have a greater overall need, the amount that IUPUI will have to cover via the IUPUI 21st Century Scholars Grant will increase.
<http://www.iupui.edu/~finaid/services/grants/twentyfirst/>
 - The students who were ONLY eligible for O’Bannon and NOT 21st century are the students who will be hurt by this significant cut in the cap. There will be an increase in the number of students with Pell grants which will increase in the use of the IUPUI Pell Pledge grants.
<http://www.iupui.edu/~finaid/services/grants/pledge/>
 - Link to the SSACI presentation of the [March 26th numbers](#)
- Budget Considerations

- The Enrollment Services offices have instituted a review of expenditures and have taken actions to reduce expenditures for the remainder of this fiscal year. Proposals have been developed on how to deal with a 3-4% reduction next year while maintaining essential student and academic unit services. Some of the proposed cuts will affect how the offices fulfill their missions and may not be well received by some constituencies on campus.
- Transfer Center
 - The Council on Graduation and Retention established a subcommittee to examine how to best serve transfer students.
 - Transfer students are critical to the IUPUI enrollment. Nearly 40% of undergraduate degree-seekers enter IUPUI as external transfers and 46% of undergraduates have transfer credit on their records. 43% of our baccalaureate degree recipients begin at non-IU institutions.
 - The current economic environment may drive more students to transfer to IUPUI. Enrollment Services has developed a proposal to provide a 'Transfer Center' to provide a better approach to reaching out to, welcoming, and enrolling transfer students.
 - See Draft Proposal attached
 - A suggestion was made to include General Studies to the list of offices that serve transfer students. This addition appears in the attached draft.
- Student Culture and Expectations (*from January [discussion](#)—see pp 4-5*)
 - *One approach may be to encourage incoming full-time students to think of themselves in terms of such as cohort: "Welcome Class of 2013!" This might be reinforced with subsequent communications and programming emphasizing the cohort as the students*
 - After discussing the positives and negatives of this approach, it was decided that we should talk with our units and consider moving forward. Becky will convene a group to talk about implementation—Amy Warner, Frank Ross, Gayle Williams, and Chris Foley.

Recruiting High Ability Students

- There is a need to coordinate IUPUI's efforts to recruit high ability students. We have several different programs such as [Bepko](#), [Presidential](#), and [Plater](#) scholars, and the new [Honors Professional Admissions \(HPA\) program](#) but these are individually funded and don't reinforce each other in terms of attracting a larger number of highly qualified students. This is of even greater importance with the need to attract a larger well-qualified population to fill [Honors College](#).
- We need a specific, well coordinated, and high-touch strategy for recruiting this population, including different recruiting streams through UTalk, which coordinates and personalizes our contacts, including visits to campus. A real courtship.
- This would benefit from an Assistant Director of Admissions for Scholar Recruitment who would be responsible for tracking the numbers and working with recruiters and others to provide appropriate information and keep this message as a focus.
- This is different from the proposal for a regional/national recruiter and funding is needed.
- The proposal attached below has additional details, including a budget, and has been submitted to Executive Vice Chancellor Sukhatme.

Interesting Article on Enrollment Management Strategies

- <http://www.usc.edu/programs/cerpp/docs/KalsbeekPaperrevised.pdf>
- Concluding Summary:

Summarizing the 4P Retention Approach:

With goals for retention and degree completion rates established in the context of an institution's

market position and mission profile, a comprehensive EM approach would focus on:

- Elevating the **profile** of enrolling classes of new freshmen and transfers while achieving a mission-balanced socioeconomic and demographic mix - - and doing so with an understanding of how that student profile is a reflection of the institution's market position.
- Ensuring students' initial and continuous academic **progress** toward degree completion, shifting attention from persistence from a beginning to progress toward an outcome.
- Improving and integrating all **processes** and services related to all students' enrollment.
- Ensuring that all students' experiences are consistent with the **promise** of the institution's mission, purposes and brand.

Framing an institutional retention strategy in this way cements that strategy in a more comprehensive approach to EM than is typically the case and focuses not only our research and analysis but our actions and efforts on more tractable problems.

Other Discussion

Serving targeted populations

- Khaula Murthada told the group that the [Black](#) and Latino Faculty/Staff councils were discussing ways in which the campus could improve recruitment, retention, and support of minority students through program completion. They would be interested in learning of any significant research in these areas that could inform those discussions.
 - Becky encouraged members to share any good articles and other resources they find with the Steering Group for review and discussion and which could be shared with the schools.
- Gayle Williams noted that if we serve minority students well and take necessary steps to help them succeed, we will draw others.
- Becky noted that the existence of the Enrollment Management Council and the Council on Retention and Graduation results in a separation of responsibility which can be problematic for considering the full continuum of a student's time with the university.
- IUPUI has not discussed how much we are willing to invest in recruiting per student and how much more we are willing to spend than our current average to attract a targeted population, such as those who are the highest performers or who contribute to the diversity of the campus.
- We have not had a detailed study of our return on investment to know if what we are spending on a particular population is worth the financial commitment.
 - Funding of many programs has occurred incrementally. While we have gathered data on the impact of individual programs, we have not undertaken the broader analysis of the programs in relationship to each other and as a whole. This becomes even more problematic in tough budgetary times.
 - Discussion of the investment required must be more than financial, but also consider the commitment of staff time.
 - Are we dedicating disproportionate resources to certain groups that are unlikely to come or succeed when we could be directing some of those resources to attracting and serving the larger population?
- One key to a student's success is ensuring they are prepared for college, including taking the right courses and developing the necessary motivation starting in middle school. Becky pointed to a [Purdue program](#) that brings high ability middle school students to campus—a

very high touch approach, but expensive. We had to drop our Middle School Outreach program a couple of years ago due to budgetary constraints and that is a loss

- Becky called members' attention to the admission totals (see below) where less than 1% our current Fall admits are in the bottom third of their high school class. This group used to be our bread-and-butter and the change in the profile of admitted students shows the real sea change the campus has experienced in this decade.
- Becky quoted a statement she'd heard from an admissions colleague: I don't recruit applicants, I recruit graduates.

Fall Admission Update

- See below

Upcoming EMC Meetings and tentative topics

March	<i>No meeting</i>	
April 17	1:00-2:30	CE 268
	<ul style="list-style-type: none"> • Planning for advising needs in schools due to anticipated growth in direct/dual admits • Transfer Students <ul style="list-style-type: none"> ○ When they transfer ○ Impact of Ivy Tech 	
May	<i>No meeting</i>	
June 26	1:00-2:30	CE 268

2009-10

September 25	1:00-2:30	CE 264
	<ul style="list-style-type: none"> ○ Dean Sukhatme's charge for the year 	
October 30	1:00-2:30	CE 268
November 20	1:00-2:30	CE 305
December	No meeting	
January 29	1:00-2:30	CE 268
February 26	1:00-2:30	tbd
March	No meeting	
April 16	1:00-2:30	tbd
May	No meeting	
June 25	1:00-2:30	tbd

EMC Steering Group Meetings

May 21 (Thursday)	1:00-2:30	CE 260A
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2009-10

Wednesday, September 16	1:00-2:30	CE 260A
Thursday, November 12	1:00-2:30	CE 260A
Thursday, January 21	1:00-2:30	CE 260A
Thursday, March 25	1:00-2:30	CE 260A
Thursday, May 20	1:00-2:30	CE 260A

**Draft Proposal
for the
IUPUI Transfer Center: A conceptual cluster of services to attract and serve transfer students**

One of the keys to attracting transfer students is actively conveying that transfer students are welcomed and that people and processes are in place to provide assistance. While the IUPUI offices that deal with students interested in transferring to IUPUI are focused on providing good services to the individuals, IUPUI has not developed a structure or process that supports a coordinated approach focused on making the transfer process as smooth as possible.

IUPUI attracts, enrolls, and graduates a significant number of students who started their enrollments at other higher education institutions. Nearly 40% of undergraduate degree-seekers entered the university as external transfers and 46% of undergraduates have transfer credit on their records. 43% of our baccalaureate degree recipients began at non-IU institutions. Given the increased attention on the number of the students that IUPUI graduates (and the funding attached to that number) along with the rapidly increasing enrollments at the Ivy Tech Community College campuses, IUPUI needs to be competitive with the other 4-year institutions that are providing enhanced services for transfer students.

In an effort to improve the entry process for transfer students, it is proposed to develop an IUPUI Transfer Center. The Transfer Center would provide a focal point for information concerning programs, resources and services available to aid transfer students' entry and continued success at IUPUI. Given that the resources are currently housed in a variety of administrative units, the Transfer Center would be constructed as a conceptual cluster of services to attract and serve transfer students. To the individuals being served, the processes would appear seamless although the administrative structure of the involved units would not have changed.

The IUPUI Transfer Center would provide information, referrals, and support to prospective transfer students to enhance the opportunities to develop strong academic preparation; ensure a smooth and seamless transition for individuals transferring to IUPUI, and provide the resources necessary to plan for successful progress toward graduation. Services to transfer and transitioning undergraduate students would include pre-admission and transition advising; coordination of activities with Admissions and Orientation offices; linking students to other support units such as Student Financial Aid Services, and advocacy assistance in facilitating connections to the campus community, including the academic units and Student Life, as well as making appropriate use of external resources such as Transfer IN. Through collaboration and communication with internal and external constituents, the Transfer Center is committed to providing the leadership necessary that enables students to achieve academic success.

Adult learners seeking General Studies degrees are more appropriately served by the General Studies Program staff and would be referred to them for services. The Transfer Center would coordinate with General Studies in providing linkages to other campus offices and services.

Types of Transfer Students

Technical definitions of transfer students are presented in Appendix I. In general, IUPUI deals with the following types of transfer students.

- Two year institutions-
(Ivy Tech Community College-Central Indiana as a special subset)

- Four year institutions-
(Purdue as a special subset)
- Intercampus Transfer
- Returning students (pseudo-transfers)

The following is a list of offices currently serving transfer students.

- [Office of Undergraduate Admission](#)
 - Undergraduate Admissions is responsible for the recruitment and processing of admission applications from students wishing to transfer to IUPUI. This includes evaluation of transcripts from other institutions and posting transferrable courses to the IUPUI academic record. Admissions also provides general counseling to transfer students who wish to return to college, but may be uncertain about possible majors, availability and process of applying for financial aid, and related issues.
- [Office of Campus Visits](#)
 - A good campus visit provides the prospective transfer student with the sense of being welcomed and wanted. The individual needs to feel that the campus and the target academic program would be a good fit.
- [Office of Student Financial Aid Services](#)
 - The office awards financial aid to qualified transfer students. Office staff also provide assistance to students interested in obtaining external loans.
- [Office of Student Scholarships](#)
 - The office coordinates the awarding of a number of scholarships targeting or available to students transferring to IUPUI. In addition to these campus-level scholarships, a number of IUPUI schools award scholarships to transfer students.
- [Office of Multicultural Outreach](#)
 - The office coordinates and promotes the Norman Brown Diversity and Leadership Program which is open to transfer students. It also coordinates the IUPUI campus visit of the Ivy Tech Nina Mason Pulliam Scholars as a recruitment event.
- [Orientation](#)
 - Transfer students are required to attend orientation. Transfers with 18 or more transferrable credits attend a transfer student orientation while those with fewer than 18 credits attend the new student program.
- [Office of Ivy Tech-IUPUI Coordinated Programs](#)
 - The office provides course and program-articulation information to students interested in transferring to IUPUI from Ivy Tech-Central Indiana under the [Passport Program](#). The office works with both institutions in assisting concurrently enrolled and eligible students who wish to use financial aid. The office also provides information to less-well prepared students whose initial application for admission to IUPUI was deferred until the students complete a set of courses at Ivy Tech (the [Partners Program](#)). The office assists academic units in developing new articulations between the two institutions that will be available to future transfer students.
- [University College](#)
 - University College provides academic advising, career planning, and promotes or offers a number of [academic support services](#), such as supplemental instruction, structured learning assistance, and mentoring/tutoring.
- [General Studies](#)
 - General Studies provides a flexible interdisciplinary degree option for adult students, virtually all of whom have significant work, previous college credits, and life experience. In addition to the

usual academic and career advising provided by all IUPUI schools, General Studies processes applications for admission to the school.

- [Honors Program](#)
 - Students who meet the transfer admission requirements for the program can participate in the Honors Program and may be eligible for scholarships.
- [Academic Unit](#) Advisors
 - The schools provide academic advising to transfer students, including determining how transferred courses meet curricular requirements.
- [Office of the Registrar](#)
 - The office works with other offices and academic units in creating a student's eligibility to register and in the registration and schedule adjustment process. The office assists students in enrollment and degree [verification](#) for loan deferments, insurance companies, etc. The office also aids [veterans](#) in the establishment and continuing eligibility to receive benefits under the GI Bill.
- [Student Account Services](#)
 - *Bursar info*

Others?

IUPUI provides information to prospective transfer students via [an admissions website](#) which is process, not recruitment, oriented. Links to the websites that provide basic information on the admission and orientation process for transfer students from a selection of institutions appear in Appendix II.

Best Practices

A review of the literature and survey of institutional information targeting transfer students confirms the importance of a successful transition into the university as key to long-term student success and suggests some best practices for supporting transfer students from their initial interest through their first year of enrollment.

- Providing a single starting point on the Web for transfer students that includes detailed information on admission, course transferability, financial aid, and academic programs.
 - The website must be easy to find, navigate and comprehensive, addressing issues beyond those of the admission process.
 - The information must be accurate and current.
 - The site should include links to appropriate campus programs and services
 - Queries sent to the site's contacts must be answered on a timely basis.
- Transfer students face different issues than do beginners in entering an institution. These include changes in institutional academic and social cultures as well as institutional expectations. Information, programming (such as orientation and bridge programs), academic advising, and other support provided for transfer students should reflect these differences. Wherever possible and appropriate, they should meet the specific needs and interests of transfer students.
- Close cooperation with major feeder institutions, such as program articulations and on-site advising can smooth the student's transition and assimilation into the new institution. IUPUI is well-positioned here with the long-established agreement with Ivy Tech Community College-Central Indiana (Indianapolis).

- As with beginning students, it is important to recognize that a student's successful assimilation into the university does not end with the initial registration. Tailored information, services and support should continue through the student's first year of enrollment.

Recommendations

Establish a highly visible office with an administrator to serve as an institutional single point of contact for students planning to transfer to IUPUI (with the exception of students transferring from ITCC-Central Indiana who would continue to be served by the Office of Coordinated Programs).

The director coordinates campus services and serves as the institutional point of contact for prospective and transitioning transfer students. The office will be responsible for activities that include the following:

- Analyze current campus policies, procedures, and services as they relate to transfer students and recommends changes to the institution as appropriate.
- Coordinate campus services provided to prospective and transitioning transfer students. These services include specialized "transition services" such as admissions, placement, orientation, and handoff to the academic program.
- Make recommendations to the offices serving transfer students on approaches to enhance the delivery of services.
- The office will promote use of UTalk, IUPUI's Constituent Relationship Management (CRM) tool.
 - CRM allows targeted and coordinated communications with specific student populations and facilitates comprehensive tracking of communications in both directions (student-to-university and university-to-student). More importantly, it will track communications the student has with all university units using the tool, so that for the first time we will be able to see all contacts (with Admissions, Orientation, Housing, the Transfer Center, the student's academic unit and others) in a single location.
 - This will provide for better coordination of the university's interaction with the transfer student where, for example, an Admissions staff member can see what the student has done in terms of applying for Housing, for example. This allows ease of tracking and reinforcement of a message or a task to be completed and significantly reduces the frequent complaint of a student being given the "run-around."
- Create outreach programs and publications for prospective transfer students to increase awareness of and participation in programs intended to facilitate smooth and successful transition to IUPUI. This will include a comprehensive website targeting the needs and interests of prospective transfer students, including resources that would be appropriate for them through their first year of enrollment.
- Create programming and outreach services, provides advice, and advocates for transfer students in their dealings with the university.
- Provide direct services to students, such as assisting in application for admission and connecting with the appropriate academic advisors. This includes effective use of CRM and the transfer website to get students seamlessly to the office that can most effectively respond to the issue.

Hold regular meetings among the key units serving transfer students to foster sharing of information and collaboration.

Develop and maintain an online virtual Transfer Center which students can use as the comprehensive source of information on admissions, orientation, course transferability and degree applicability, financial aid, and available academic programs. The site should be easy to find, navigate, and provide links to information and resources of interest to transfer students.

- It is important that the site also be welcoming. Below are examples of welcome language from other institutions.

Welcome to Western's Virtual Transfer Center, an online resource center for students looking to transfer, or who recently have transferred, to Western to continue their educational experience and career. This site is designed to help you better understand Western's admission and transfer process, academic requirements and expectations, student resources and programs, campus environment and community involvement

We are available to answer questions, provide assistance, and set your mind at ease about transferring to EIU. We want to provide students with the friendliest and smoothest transfer process.

Establish a physical location which transfer students can use as the common point of contact with the university. Students could receive direct services, such as assisting in application for admission or knowledgeable assistance and referrals to appropriate academic advisors and other university resources.

Budget

To follow

Appendix I

Definitions of Transfer to IUPUI

Prepared by Chris J. Foley, Director of Undergraduate Admissions

Transfer Student Definition

Student who has attended any post-secondary institution in the United States after high school graduation. See Exceptions section below.

- A. A student who has attended any post-secondary degree granting institution that is listed in the ACE publication *Accredited Institutions of Post Secondary Education* or by using U.S. Dept of Education Web Site www.ed.gov/admins/finaid/accred/index.html?src=gc
- B. Attendance is defined as enrollment past the full refund period. (This means an official transcript will show W's or other letter grades.)
- C. Students enrolled as degree students at another IU campus are not considered transfer students by this definition. They are intercampus transfer students and their admission is determined by the IUPUI school or division that they wish to enter.
- D. Students who earned a 4yr degree at any IU campus must apply through the admissions office for a second undergraduate degree.

Exceptions:

- A. High school students taking college courses while enrolled in high school or the summer after high school graduation are considered beginners for admissions purposes.
- B. Military personnel who may have credits based upon military training from evaluation of DD214 or DD295 but have no additional college coursework are considered beginning students.
- C. Students who have attended cosmetology schools, career institutes or any post-secondary institutions that do not grant associate or bachelor degrees or are not listed in the ACE reference, *Accredited Institutions of Post Secondary Institutions*. These are institutions that are regionally or nationally accredited.
- D. Students with college credits through Advanced Placement (AP), Dantes, or CLEP but no additional college course work are considered beginning students.
- E. Students with less than 12 hours of attempted college credit at the time of enrollment at IUPUI are considered freshman.

Technical Definitions for SIS

Applications are differentiated in SIS by the use of the "Admit Type" field. The following is a table that describes the coding used in the Admit Type field for undergraduates:

Admit Type Code	Description	Primary Usage
HSS	High School Student	Used primarily for SPAN students
FYU	Freshman Student	Used primarily for degree-seeking students who have not completed fewer than 12 hours of credit at another institution after high school graduation or has never been a degree seeker at another IU campus.
TRU	External Transfer Student	Used primarily for degree-seeking students who have completed 12 or more 12 credit hours at a non-IU institution of higher education.
BAC	Second Bachelor's Degree Student	Used primarily for degree-seeking students who have completed an entire bachelor's program at another institution of higher education.

ICU	Intercampus Transfer Student	Used primarily for degree-seeking students who have begun a degree program at any other IU campus but has not done so at IUPUI. Includes students who might have credit from a non-IU institution.
VSU	Visiting Student	A student who is not in a degree-seeking program at IUPUI.
RTU	Returning Student	A degree-seeking student who has previously been enrolled at IUPUI in an undergraduate, degree-seeking program. May have attended another college or university including an IU campus.

Appendix II

Selected Transfer Websites

Indiana

- [Ball State University](#)
- [Indiana State University](#)
- [Indiana University-Bloomington](#)
- [Ivy Tech Community College-Indianapolis](#)
- [Indiana Wesleyan](#)
- [Purdue University-West Lafayette](#)
- [Purdue University-Calumet](#)
- [TransferIN](#)
 - This site, created under the auspices of the Indiana Commission for Higher Education, provides information on transfer policies and contacts at participating Indiana colleges and universities, including course equivalents and, eventually, how courses taken at one institution will apply to meet specific degree requirements at another.

Outside Indiana

- [Eastern Illinois University](#)
- [Illinois i-Transfer](#)
 - This site is similar to TransferIN, but targets Illinois colleges and universities.
- [University of California](#)
- [University of Utah](#)
- [Western Illinois University](#)
- [University of California- Merced](#)

Appendix III

Additional Resources

- [Trends in Transfers 2004-2008](#)
- [Summary Information for IUPUI Transfers 9/08](#)
- [Articulation Isn't Enough](#)
- [Best Practices for Four Year Institutions](#) (UC Merced)
- [Best Practices for Serving Transfer Students](#)(College Board at 2008 Ohio Transfer Conference)
- [Best Practices in Statewide Transfer and Articulation Systems](#) (WICHE—still in development)
- [National Institute for the Study of Transfer Students](#) (University of North Texas)
 - [List of resources, articles, and essays](#)
 - [Two-Year Institution Survey on Transfer Best Practices: Important and Done Well](#)
- [Webinar from University of Utah Transfer Center](#) (University of Oklahoma data sharing site)
- AACRAO Transfer Conference [2008](#) [2009](#)

- [Transfer Presentation](#) (AACRAO 2006 see slide 35)
- **The College Transfer Student in America: The forgotten student. Trends and Challenges** (AACRAO 2004 print publication)
- [NASULGC](#) (National Association of State Universities and Land-Grant Colleges) initiative on student success for transfer students (announced January 2009; still in development)

3/27/09

Scholar Recruitment Initiative

Prepared by Chris J. Foley, Director of Undergraduate Admissions
March 2009

Overview

As IUPUI continues to build on its growing reputation to attract and enroll highly qualified students to its campus, the university must invest greater resources to recruiting these students. In general, students who are more academically qualified for admission are more difficult to recruit because these students are admissible at a wider variety of institutions, are typically more savvy about the recruitment process, and have more scholarship offers. As a result, the competition for these students is intense, and we cannot rely upon our current recruitment initiatives to be most successful with this population of students. With our current efforts, we have increased the applicant pool from students with a 1200 (CR+MA) by nearly 30% over last year and nearly 50% over two years ago. Still this ability level only accounts for 10% of our total applications. With the efforts to build an Honors College as well as foster the campus's RISE initiative, it is critical that the campus devote the resources necessary to recruit to these students.

Proposal

To better recruit high ability students, the Scholar Recruitment Initiative will center on:

- The hiring of a recruiter who will focus on recruiting high ability students. This will include coordinating the efforts of other units on campus (for example, the Honors Program, Student Scholarships, Multicultural Outreach, and academic units) in their outreach to high ability prospects, applicants, and admits.
- Expanding our outreach and recruitment to juniors and sophomores in high school.
- Expanding our outreach and recruitment to high achieving potential transfer students.
- Including increased outreach to diversify our high ability population.

Budget

Initiative	Budget	Notes
Sophomore, Junior, and Transfer Communication Streams	\$10,000	Expanding of our current communication plans to include robust communications to parents and students who are juniors and sophomores in high school.
Admitted Student Streams	\$7,000	To incorporate a personalized post-admit communication stream.
Junior Scholars Day	\$10,000	In lieu of Campus Day, develop an on-campus event specifically for high ability prospects.
Admitted Scholars Reception	\$15,000	A reception in the Spring to improve yield on admitted high ability students.
Postage	\$15,000	Cover the increased postage incurred to mail to these students.
High Ability Mailer	\$10,000	Develop a recruitment piece specifically targeted to high ability prospects.
Assistant Director for Scholar Recruitment	\$55,000	Hire a staff member to manage the recruitment of high ability students.
Recruitment Travel	\$10,000	Targeted recruitment travel to events specifically targeting high ability students.
Advertising	\$20,000	Advertising in publications targeting high ability students.
Scholarships	\$50,000	Expansion of scholarships for high ability students to act as student recruiters.
Total	\$202,000	

Anticipated Outcomes

The Scholar Recruitment Initiative is an integral component recruiting and enrolling higher ability students who will retain and graduate as well as help develop the Honors College as well as diversify this population. The desired results over the next 3-5 years of the Scholar Recruitment Initiative are:

- to grow the number of undergraduate high ability students enrolling on the campus;
- to promote IUPUI as a viable option for both resident and non-resident students who wish to have a rigorous and rewarding academic experience;
- to expand the pipelines of high ability students coming from high schools in the state and the region.

Fall 2009 Admissions Update (3/23/09)

Beginners				2008 Point-in-Cycle
Applicants	7,675	+844	+12.4%	85.2%
Admits	4,439	+ 79	+ 1.8%	80.4%
Transfers				
Applicants	1,390	+101	+ 7.8%	39.3%
Admits	574	- 39	- 6.4%	24.9%

Fall 2009 Quality and Ethnic Distribution

<u>Admitted Beginners</u>	2008	% of total	2009	% of total
Top 10%	719	19.3%	792	21.9%
Top Third	2,484	66.7%	2,594	71.7%
Middle Third	1,155	31.0%	992	27.4%
Bottom Third	87	2.3%	34	0.9%
Avg. HS Percentage rank	71		74	
Average Sat	1,014		1,027	
Average ACT	22		22	

<u>Beginner Admit Ethnicity</u>	2008	% of total	2009	% of total
African American	378	8.7%	335	7.6%
Asian American	156	3.6%	167	3.8%
Hispanic American	152	3.5%	156	3.5%
Native American	12	0.3%	16	0.4%
Minority total	698	16.0%	674	15.2%
International	90	2.1%	116	2.6%
All others/unknowns	3,572	81.9%	3,649	82.2%

Summer 2009 Undergraduates

Beginners				2008 Point-in-Cycle
Applicants	298	+ 26	+ 9.6%	76.8%
Admits	76	- 11	-12.6%	52.1%
Transfers				
Applicants	785	+ 2	+ 0.3%	66.4%
Admits	344	- 120	- 25.9%	52.5%

International Fall 2009 Admissions

International Beginners				2008 Point-in-Cycle
Applicants	330	+55	+20.0%	85.1%
Admits	116	+26	+ 28.9%	51.7%
International Transfers				
Applicants	77	+16	+26.2%	47.7%
Admits	52	+19	+82.6%	23.0%