

Enrollment Management Council
Meeting Notes 2/24/05
Convener: Amy Warner
Presenters: Sherry Queener, Graduate School
Nancy Lemons, SPEA

Graduate Student Programs and Recruitment – Sherry Queener

Sherry presented Best Practices identified by national organizations, presentations and workshops. She discussed the continuum of engagement with students from identifying prospects, to degree completion, to alumni contact. Key issues of concern for IUPUI include:

- Reach potential graduate students as early as middle school to encourage them to consider various fields of study
- Compete for the “best students” and create retention strategies for Graduate students; nationally, nearly 50% do not complete their program
- Devote resources to improve the visibility of the national ranking and prominence of graduate programs at IUPUI especially Ph.D. programs
- Promote clear, concise, crisp information about the goals of the program and career outcomes while keeping up to date information on-line.

Sherry distributed a check list for current practices and requested that new ideas be forwarded to her directly to share with others at (queenes@iupui.edu). Checklist is attached to the minutes and will be available on the EMC website.

Review of Distributed Announcements-Amy Warner

The group reviewed the announcements and Admission update, International Admission Update, and Student Recruitment Coordination appeal from Bill Plater.

Action Item: The group requested an update at the next Enrollment Management Council meeting on the impact of the single summer term and definition of the process.

Action Item: The council expressed interest in creating an improved Student Recruitment list serv and master calendar to highlight recruitment activities for graduate and undergraduate recruitment.

School Initiatives and Activities – Nancy Lemons, SPEA Student Survey

Nancy provided highlights of the background and process for collecting student feedback from students enrolled in SPEA classes this fall. While the goal of the survey was to gain insights into the student services support available to SPEA students, some of the respondents were students from other degree programs who might not be taking advantage of SPEA student services.

Lessons Learned: In general, SPEA learned that 37% of the students surveyed (over 562 respondents) put off taking hard classes, 26% take more classes than they believe will be covered through their financial aid, 44% do not take classes recommended by their advisors to meet degree requirements because of work conflicts, 59% are managing complex family and personal issues which impact their course selections; good news is 60% thought that the staff was willing and able to assist.

As a result of the survey instrument, SPEA reviewed the results and worked with Human Resources in a working retreat to gain a clear mission for student “customer” service. An outcome of the retreat included a working mission and vision for student service and several strategies to improve services to meet the needs of students. System improvements include more advisor walk-in appointments during peak registration periods, triage mechanism to determine the needs of students prior to waiting to see an advisor, electronic surveys to make sure that students needs were met after working with staff.

The discussion prompted feedback from others including Cathy Buyarski to seek opportunities to create professional development opportunities for academic advisors and faculty who advise students. Cathy highlighted a day long workshop on various topics throughout the year to integrate career and academic planning; monthly meetings open to all advisors on campus and the establishment of a graduate project to survey academic advisors throughout the campus to gain an understanding of training needs.

Action Item: Create an alliance with Faculty Council and Office of Professional Development to champion on-going professional development activities for faculty who serve as academic advisors.

Summer and Fall School Based Initiatives:

Engineering and Technology conducted a fall scholarship day to reach high achieving students 6 attended and 5 of the six were admitted and enrolled at IUPUI with scholarships. This initiative is likely to continue.

Science and Engineering and Technology will be hosting a brunch for high achieving students prior to the events for Campus Day on March 6, 2005. In addition to this initiative Science will be bringing 450 girls to campus for a conference this spring. Science and Engineering are offering \$1000 scholarships to women who intend to live in the Women in Science House on campus. The scholarship is in addition to a special discounted rate negotiated with Campus Housing to attract strong academic talent to the program.

University College is hosting a special Partners Program orientation on July 1, 2005.

General Studies hosted a fall open house to welcome students back to campus and acclimate them to IUPUI. Nearly 50 adult students attended. This is likely to be conducted again next fall.

Multicultural Programs conducted an outreach session in February 2005 to successfully attract 5 new African American and Hispanic undergraduates to IUPUI.

SPEA hosted a graduate open house on February 7, 2005, 36 students participated and an additional 20 responded that they were interested but unable to attend. Follow up is underway as we speak. The open house will be held again in October, 2005.

Fall Enrollment Projections Homework- Amy Warner/Sherry Queener

The group was asked to review the homework sheet provided by Vic Borden prior to the meeting. Each unit will receive 5 year trend data to assist in making projections. Participants were invited to consider the questions on the enrollment projections worksheet and share their insights with Mark Grove mgrove@iupui.edu by April 10, 2005.

Prepared by Amy Warner 2.25.05

Graduate Perspectives Enrollment Management of Graduate Programs

Check sheet for current practices

Advertising

Do you advertise the goal of your program in a single sentence?
Where?

Is the typical length of the program stated for full or part-time students?

Do you use sample curricula?

Do you spell out prerequisites or skill sets needed for admission?

Is the requirement for a thesis or capstone activity clearly described?

Do you advertise the career path of graduates?

Do you use online materials as a primary recruiting resource?

When was your website last updated?

Please describe any other practice related to advertising that you find especially useful for your program that might be shared with others.

Recruiting

Do you use online tools to make early contact?

What other mechanisms do you use to make early contact?

Is information about aid available from the beginning of contact?

Do you use rolling admissions?

Do you specifically mention health insurance as part of the package?

Do you specifically mention funds for travel to professional meetings?

Do you have any group recruiting activities?

Is contact maintained with a student between admission and arrival?

Please describe any other practice related to recruiting that you find especially useful for your program that might be shared with others.

Management of students in program

Do you have a written policies & procedures manual?

Do all students meet regularly with their advisory committees?

Are students engaged in departmental work?

If so, how?

Is there an active student organization engaging your students?

Are beginning students mentored by advanced students?

Please describe any other practice related to student management that you find especially useful for your program that might be shared with others.

Completion

Are student files regularly audited?

Are completion dates determined by faculty, students, or both?

Do students receive specific instruction to prepare a thesis/dissertation?

Are students recognized within the school for completing a degree?

Please describe any other practice related to completing a degree that you find especially useful for your program that might be shared with others.

Alumni

Do you have a formal newsletter that is regularly sent to alumni?

Do you specifically note accomplishments of current students?

Do you request donations/support from alumni?

When is the first financial appeal made?

Do you have alumni on advisory boards?

Do you use alumni on student committees?

Do you invite alumni as seminar speakers?

Please describe any other practice related to alumni relations that you find especially useful for your program that might be shared with others.