Enrollment Management Council EMC[2]
June 17th 2005
Minutes

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- Minutes from the April 22nd meeting were previously distributed

Announcements from the Chair

- **Admissions**

  o Fall still looks ok; international admissions is strong, especially in applications from graduate students
  o Last year we had received 5713 applications at census, so far we have received 5439. At census we had admitted 4132, so far this year we have admitted 3639.
  o For fall 2004 we received the greatest number of transfer applications in 9 years (3083) and this year to date we have received 2111
  o Summer admission totals are more difficult to compare due to the change in admission terms from last year (legacy system) to this (SIS)
  o We are seeing some minor changes in summer numbers for degree seeking students for Summer. Applicants changing to fall or telling us they have no plans to enroll. We are up 100 admits for non-degrees. Most of this attributed to post baccalaureate non-degree applicants

  ### Fall

Freshmen	*To-date*	*Compared with Same Point Last Year*
Applications	5439	+ 2%
Admits	3639	+ 5%
Admitted, but not planning to attend (not included in admit total)	140	-18%
African-American		
Applications	819	+18%
Admits	429	+28%
Transfer		
Applications	2111	+ 3%
Admits	1479	+ 8%
Admitted, but not planning to attend (not included in admit total)	24	n/a due to small *n*
African-American		
Applications	242	even
Admits	144	+ 4%

Summary term

Freshmen	*To-date*	*2004 total at census* (first week of July)
Applications	405	370
Admits	252	252
Transfer		
Applications	842	1043
Admits	702	884
Non-degree		
Applications	1773	1597
Admits	1633	1533

*Last year summer totals were counted by separate summer terms so comparative numbers are not available

Fall 2005 International Admissions Update

o Undergraduate applications are up 13%, up from 8% at last report. This rate has been stable for the past month. Offers of admission are up 46% -- this rate is expected to continue to level off as we move through the later months of the processing season. We are no longer accepting degree-seeking undergrad international applications for fall 05 so as to be able to complete all active applications currently in the pipeline

o The graduate application rate is now at 3% above last year, up from 1% at last report. Offers of admission processed are up 5%. Similar rates are expected for the remainder of the processing season

Note that OIA reports include both foreign applicants and US residents with foreign educational backgrounds. At census we prepare a more detailed analysis of the applicant pool.

- **Recruitment**
    - o New Admissions publications were distributed. We have slimmed down the viewbook and expanded some cards that provide more targeted information on specific items. These also are less expensive than trying to include all of the information in the viewbook. We continue to push students to the Web for the latest (and expanded) information. Members interested in using new materials in their recruiting should contact Admissions/Enrollment Center
    - o As previously announced, *Explore IUPUI* will not be held this year. A new Campus Visit program, *JagDays*, will be implemented on Fridays beginning in the Fall. For more details visit http://registrar.iupui.edu/emc/ppt/jagdays.pdf
    - o There are more students interested in graduate programs participating in campus visits. We want to do all we can to cooperate on sharing the graduate recruitment effort
    - o A more comprehensive recruiting calendar will be ready by July 1 and be made available to members from the EMC Website
- **Summer and Fall Enrollment Update**
    - o Fall report visit http://registrar.iupui.edu/enrollment/4058/4058-update.htm
    - o Due to a change in the Orientation calendar from last year, numbers are not precisely comparable for new students. Last year Orientation started earlier than it did this year. As a result, our freshman totals in particular look worse than they are.
    - o Continuing enrollments, particularly among continuing freshmen and sophomores are worrisome. If they continue behind, shortages in these years will lead to

shortfalls in juniors and seniors in future years. We need the schools to help
address this by continuing to make contacts with their not-yet enrolled students

o *Summer I census*
Heads 11,665 (-46, -0.4%); credits 50,760 (2,746, +5.7%).
Adjusted credits -2.0%) (Med and Dent students had all summer courses
registered in Summer I. In previous years they were enrolled in Summer I and II.
No adjustment need for Med and Dent headcount in Summer I.)
Herron offered fewer courses in Summer due to move to new building
Visit http://registrar.iupui.edu/enrollment/4054/4054-update.htm

o *Summer II as of May 31st*
Comparative adjusted totals due to shifts in Med and Dent noted above
Heads 7147 (-616, -7.9%); credits 27,217 (-3056, -10.1%)

o Combined summer enrollment will be down

Summary of Responses from Schools on Fall Enrollment Activities

o A number of schools have provided summaries of their activities to promote Fall
enrollment by their students. *see pages 6-9 below*

School-Based Communications

o Responses from the schools, including sample messages and calendars, are
available by visiting the *School-Based Communications* link on
http://registrar.iupui.edu/emc/

o The previously distributed *Communications Calendar* from Administrative Offices
is now available from the same location

o These sites are dynamic, so please continue to provide additional information
from your schools and consult it to see what others are doing

Accelerated Improvement *Trudy Banta*

o IUPUI recently updated its mission statement. Staff in Planning and Institutional
Improvement (PII) work with the schools and administrative units to ensure that
their work is in alignment with the campus mission and goals and that wherever
possible, data are used to evaluate performance and identify progress toward
improvement

o PII works with other units to coordinate development of Web-based campus and
student portfolios, provides a template for collection of annual performance by
faculty, schools, and administrative units, and publishes IUPUI's Annual Report

o PII also promotes campus best practices by encouraging collaborative efforts
across the institution, such as recent work in the Graduate School and in the
Diversity Cabinet

o Vice Chancellor Banta made a brief presentation on the concept of Accelerated
Improvement (AI), noting that this structured approach is designed to work with a
minimum of meetings

o The University of Wisconsin is a leader in this effort and IUPUI has worked with
UWM to implement the process at here and approximately 120 people at IUPUI
have gone through AI training. Through a collaboration among PII, Human
Resources, and the Office of Professional Development, a cohort of IUPUI
personnel have been trained as facilitators

o A number of EMC^2 members spoke of the benefits they had by addressing
problems through AI. Pamela Brown (Enrollment Center) described using the
tool to better coordinate its outreach efforts, especially in collaboration with those
of the schools. Sara Allaei reported that International Affairs used AI to improve
the quality of its meetings by quickly focusing discussion on those issues
determined to be most important. Karen Whitney told the group that seven
activities have been reviewed, including development of a new Website and
improving distribution of student activity fee income. Vice Chancellor Whitney

also mentioned they have used the training to address issues as they emerge. "Rapid evaluation is a beautiful thing."

- o Dan Griffith and Marilyn Bedford of HR spoke briefly of the kinds of assistance they can provide as facilitators. In some cases those interested in implementing AI may be aware of subject matter experts in their units or in other locations on campus who could be involved in the effort, whether during meetings or as part of homework assignments. In additional to the expertise they can bring to the effort, this fosters greater collaboration and can help with bench marking that can be used across the institution. *For contact information see page 11 below*
- o Dr. Banta noted that the School of Nursing is beginning a broader AI implementation this Fall
- o Victor Borden noted that both Wisconsin and Penn State have used AI for academic processes, including curricular changes
- o A copy of Dr. Banta's PowerPoint presentation is available by visiting *http://registrar.iupui.edu/emc/ppt/aip.ppt.* Other handout materials available by visiting http://registrar.iupui.edu/emc/ppt/handout.pdf and http://registrar.iupui.edu/emc/ppt/best-practice.pdf
- o University of Wisconsin Office of Quality Improvement Website (includes facilitator tool kit and flowcharting guide) http://www.wisc.edu/improve/improvement/guides.html

Use of Induced Course Matrices in Enrollment Planning *Victor Borden*

- o The Induced Course Load model is a way to help the schools to look beyond the simplistic view of credit hours taught and to better understand the sources of their students by answering the questions
  - o *Who takes my courses?* and
  - o *Where do my students take their courses?*
- o A significant goal of sharing the data is to impress upon EMC^2 members the great interdependency of the schools and the importance of understanding, valuing, and communicating
- o Where schools have individually coded subject disciplines, such as Liberal Arts, Engineering and Technology, and Science, the credits taken are sorted at the course department level. For schools without such coding (Education, SPEA, etc.), the same sort presumably is possible by using the leading letter for the course, assuming it carries a more specific discipline-level meaning, such as *J-Criminal Justice* in SPEA. Interest was expressed in also getting a more defined breakdown by students enrolled through the Graduate School who generally are pursing degrees through Liberal Arts or Medicine
- o The same kind of data is needed at a more discrete level for students within University College where the wide breadth of potential majors masks any more specific gain or drop in a particular major, such as those interested in computing-related disciplines. The schools also are interested in more information on students enrolled in University College in order to have a better understanding of the number of majors in the pipeline
- o While understanding how to use these data are important in developing an enrollment projection model, schools must also be sensitive to curricular changes and the need to communicate these to schools that teach these courses. Knowing these changes ahead of time allows the course school greater ability to make appropriate adjustments in course and instructor scheduling
- o The council will continue to review this and related tools over the next year to improve each school's ability to project enrollments
- o Dr. Borden's presentation is available by visiting http://registrar.iupui.edu/emc/induced/. Campus and school-based materials distributed at the meeting are available from the same site

Responsibility of EMC2 Members
Becky Porter reminded council members that they represent their schools or administrative units and as such are expected to share the work of the council with their deans and others. It is important that such tools as Accelerated Improvement and the Induced Course Load get to those who could use them.

School Initiatives and Activities *All*
- o Draft Enrollment Management Priorities (2005-06) *see page 10 below*
  Send any comments or suggestions to Becky Porter. The Steering Group will be working on more specific objectives, outcomes, and measures of success over the summer

Dr. Porter reminded the group of the Fall challenges in classroom availability. An initial review of the Fall's course offerings suggest a significant jump in the number of class sections while we anticipate teaching the same or fewer students. Additional data will be shared with schools as they become available.

Amanda Helman suggested that schools consider off-campus facilities such as Glendale and Carmel for their courses, including pairing high-demand courses so that students would have the option of not having to rush to campus for a second course.

Upcoming meetings
August 26	1:00-2:30	Location TBA
September 23	1:00-2:30	TBA
October 28	1:00-2:30	TBA
November 18	1:00-2:30	TBA
December 16	1:00-2:30	TBA

Summary of Responses from Schools on Fall Enrollment Activities

The schools were asked to summarize that steps they are taking to encourage Fall enrollment. Responses as of 10 June are provided below.

EGTC
The School of E & T has done a couple of things. First the list has been sent to appropriate departments so that they could talk to students that they know, etc. and then we have send postcards out to all of the students on the list. We have done this in the past and it seems to work.

SPEA

Here's what we're doing, so you can communicate with the APPC.

On 6/2, personal emails were sent to the 23 unregistered students who we didn't have phone numbers for. 3 emails were undeliverable. One student emailed me back asking about what classes to take.

On 6/9, SPEA Ambassadors (and me) will call the students who are unregistered (with no probation, encumbrances, etc). That leaves us with a list of 77 students to call. We will order pizza for the students who are calling and set up a call bank from 5-7pm that evening.

On a related note, we are looking up our newly admitted grad students to see who has not yet registered. In mid-June, we will contact these students to encourage them to register before classes fill up quickly after our June 15th deadline). In July, we'll request a list of grad students who haven't registered and we'll contact those students.

SWK

Our Rising seniors are already registered for the Fall. Our juniors (accepted as sophomore) are registered. As it relates to new sophomores and juniors, we are just finishing our main admissions process for those students who applied by our "priority date". These students will start registration in our social work courses available only to Social Work majors in early August.

Usually, we have our orientation for new students in June, but this year we have moved it to August 3rd.

NURS

All of our majors are registered. Those who are not are known to us and either are no longer in nursing or have an issue that we know about. Pre-nursing are housed at UC and we do not contact these individuals.

Liberal Arts

I can tell you that we have e-mailed all of them and had phone follow-up with some who responded with problems. We are hearing pretty much the same stories we heard last year; lots of "I haven't had time, a few who are transferring or stopping out because of money, and a small number with financial aid problems, but no where near the number of these we had last year. We have updated the list each time we get new numbers or hear back from those we have contacted; there are still many who have not responded and we continue to remind them. When our UC advisor returns from China, we will follow-up with more phone calls.

From: Ward, Richard E

Becky, I am forwarding the data Amy has gathered from student responses to our first e-mail inquiry regarding failure to register for Fall. We will push the next list out to departments, but our sense is that, as with last year, our figures will suffer most from credit hour shortfall in gateway courses, rather than in the number of majors returning. (they seem to be following the mixed pattern of explanations we saw last year, but there is no sense that many are in a hurry to get the task finished.)

-----Original Message-----

Rick, Bob and Catherine,

This is very preliminary – but we have 34 students who responded last night and today to our email (to 768 students; about 50 'error messages'/mailbox full= 718 net) asking them if they would let us know why they had not yet registered.

Attached is a summary sheet of the information received so far. The students simply check off as many of the items as apply to them and they have an option to write in comments or select other and write comments.

We've contacted the students who indicated a need for assistance (need to follow-up again with four).

The best news: no one has picked "I won't be returning to IUPUI because …" (Yes, we have 4 transfers and 2 change of degree – but no one has had a bleakly horrible story about IUPUI.) On the other hand, we've heard from a number of students with illness, death in the family, job loss, and other "life crisis" situations. But, bottom line: it seems to be about the money.

University College
The results of UCOL's contacts to-date appear below. Scott also noted they are contacting students last enrolled in the Fall of 2004.

Letter and paper survey (with a web link to survey mentioned in the letter)
Mailed May 31, 2005

E-mail with web link to survey to students not registered and did not respond to the letter
June 20, 2005

Phone calls to students not yet registered who did not respond to the letter or e-mail
July 22, 2005

University College Registration Report – June 10, 2005
N=1616
(1809 Not registered – 193 w/out mailing address)

Total respondents to date- 149

Returning:
Summer   3
Fall   75
Spring   8

Later   1
Waiting to hear if accepted to a program (Dental, Allied Health, Nursing, Education)   5

Transferred:
Arizona State 1
Ball State 4
Bellarmine University 1
Butler 2
Columbus Regional Hospital   1
Hebrew University of Jerusalem 1
Indiana State 1
IPFW   1
IUB 5
IUSE
IUSB
Ivy Tech 3
Marion College 1

Mid America School of Funeral Science 1
PCI
Portland State 1
Purdue 5
Purdue North Central 1
St. Elizabeth Nursing School 1
Univ. of Indianapolis
University of Cincinnati 1
University of Southern Indiana 1
Valparaiso 1
Vincennes 2

Not returning:

Financial 1
Moving
Medical
Personal 4
Pregnant 3
No Reason Given 1
Military 4

Undeliverable-No Forwarding Address -9

Comments

1. I did not enjoy my first year at IUPUI & am transferring to Ball State.
2. I am waiting for Authorization for OIS 327 then I will finish registering
3. I have not registered because I have not paid my balance.
4. I sent an email to Cathy (Buyarski) for assistance with my plan.
5. Can't register until past bill is paid, will pay by august. Sorry for the delay.
6. Not sure of what to take. (Gave to Cathy Buyarski)
7. I registered for Fall June 2nd.
8. Thank you for the notice. I will register for fall classes. My wife is having a baby so I won't be taking any summer classes.
9. I need to enroll for microbiology and I have a hold on my account so I am unable to enroll on OneStart because of the advising department. The class is almost full so I'd appreciate the hold being lifted ASAP! (Gave to CB)
10. I am awaiting on registering for classes until I hear if I've been accepted to the dental hygiene program. If I do not get accepted, I will most likely not be returning in the fall.
11. I need some time off to decide if I am pursuing the future I want. I will return fall 2006.
12. There is a hold on my account.
13. My mom hasn't paid for my spring semester. I will be returning in the fall.
14. Employment difficulties have prevented my registration.
15. I will be attending Columbus Regional Hospital School of Radiology Program beginning July 1st.
16. I will probably not be returning to IUPUI because I want something different and I don't want to live at home.
17. IUPUI does not offer my major; I will be transferring to Butler in August.
18. I am leaving the Country to study in Israel.
19. No majors that I am interested in at this time.
20. I was accepted to Butler's Physician Assistant Program.
21. I have transferred to IUB in order to attend the Optometry School.
22. I am attending Portland State in the fall. Thanks for everything!
23. My parents said I couldn't live at IUPUI but if I transferred to Ball State I could live there.
24. My work load is too demanding at this time.
25. Change of career plans, working overtime to pay off some debt & then plan to pursue other options.
26. I am getting married in November and am working too much.
27. I want to apply to the school of education for elementary ed. and I have no more prerequisites to take. I will start my education blocks in the spring semester.
28. I have applied for dental hygiene programs across the country. I am waiting to see if I am accepted into any of their programs before I register.

29. I am waiting to hear from the dental hygiene program to see if I am accepted for the fall semester. I will hopefully be registered later this June once I find out. If I am not accepted I will not be returning to IUPUI until the next fall term when I will continue to try and get into the DH Program.
30. I will have completed my prereq's needed for the accelerated nursing program after Summer II.
31. I changed my major and Vincennes is close to home and cheaper for my parents
32. Bellarmine has a beautiful campus that is not only smaller, but also closer to home. I think their program will better suit my needs considering the one-on-one attention I will receive.
33. I am not returning to IUPUI because I have found Purdue North Central meets my needs better than IUPUI. My decision is based on personal preference.
34. Changed major to Nursing. (Transferred to Marian College)
35. I am waiting to hear from the Dental School about the Dental Hygiene Program.
36. The bursar said I still owe $500, but I didn't know about it.
37. I haven't registered because I haven't found the time, but I plan to register soon.
38. I haven't registered yet but I already talked to an advisor and know what I will be taking.
39. I haven't registered yet because I am trying to choose a major, but I do intend on doing so very soon. I will be registered for the fall before the end of summer.
40. I have joined the Army and will be in training in the fall of 2005
41. I have transferred to IPFW for the fall
42. I am waiting on a financial aid form from you. I have already signed up for fall.
43. Waiting to hear back from Herron Director about registering.
44. I have been accepted to the Wabash County Ivy Tech LPN program. However, I am planning to further my degree at IUPUI in the future.
45. I have finished my requirements for the paralegal certificate and will not be returning to IUPUI.
46. I am pregnant and due in September. I will be coming back as soon as I hear something from the nursing school.
47. I am planning on pursuing a religious studies degree. IUPUI offers general religious studies, I'm Christian and considering Cincinnati Christian University. I will make a decision once I have all of the info from both Universities.
48. I have other obligations I must attend to.
49. My baby is due October 13th. I will return in the spring.
50. I gave birth 5/31 and need time to spend with the baby.
51. I felt extremely unsuccessful at IUPUI.
52. I will be returning to IUPUI to apply to the School of Education after completing fall and spring semester at Ivy Tech.
53. I plan on registering as soon as I decide what I should do about a major. (Gave to CB)
54. I have transferred because the nursing program at IUPUI is ridiculously hard to get into and I would not recommend anyone to go to that school for Nursing. (Transferred to St Elizabeth Nursing School)

Admissions

From: Mike Donahue

Attached are the names of **juniors** (2006) prospects who sent us their SAT or ACT scores. (there will be a second wave in late June or early July) This was their first appearance on our prospect list.
I have included their university id, name, address and email address as well as their SAT or ACT score.

We have contacted them and their parents and will put them on our 2006 application and viewbook mailing list.

Please send them information about their major and direct them to your Web sites.

Your activity is an important part of our recruitment efforts.

Enrollment Management Priorities (2005-06)
1. Assessing enrollments in the context of longer-term implications and developing
short-term plans to attract and retain students in enrollment patterns that will provide a fiscally
responsible bridge to our longer-term goals;
- Assessment of continuing student satisfaction and success
- Assessment of alumni to determine student success

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
- Assess facilities and classroom utilization. Determine program capacity (number of
  faculty, number of majors that can be handled)

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
- Collaborate with the Graduate Affairs Recruitment Group in the development of a
marketing plan that articulate the campus' strengths
- Strategic use of financial aid and scholarships to attract and retain

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

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
- Power of Two document

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;

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. Connect with
Richard Turner in his new role and find ways to make such training embedded and
regular for new chairs and deans, among others

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

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

Cutting across all of these:
- Identification and promotion of best practices
- Development of benchmarks and setting interim and longer-term goals   10 June 2005

Accelerated Improvement Process (AIP) at IUPUI

TRAINING suited to your needs…

- 1 hour introductory session – provides your staff with an overview of the Accelerated Improvement Process
- 2 hour session – provides an overview of the Accelerated Improvement Process, and includes activities to apply the concepts of AIP in practice
- 3 hour session – provides staff the opportunity to apply the AIP concepts to evaluate "real" processes at work that they would like to improve

FACILITATION to make it easier…

- A process change can become quite complicated, especially when it affects several units. Facilitators will work with team leaders to design sessions to guide the group in the improvement process.

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