

Enrollment Management Council

November 20, 2009

Minutes

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- There was no October meeting. Minutes for the September meeting as well as previous meetings are available by visiting <http://registrar.iupui.edu/emc/emc-meetings.html>
- EMC [Website](#)

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

Announcements from the Chair

- Effect of Improvements in Student Qualifications on Retention
 - See memo and charts below
- IUPUI [Veteran's Week](#) recognized the service and sacrifices of veterans
- Baccalaureate degrees awarded 2004-2009 by ethnicity
 - The number and percentage of baccalaureate degrees awarded to minority students, especially African-Americans, grew significantly in the 2008-09 academic year. While there was some slight variation from year-to-year between 2004 and 2008, the overall number of degrees awarded to minorities was remarkably stable (within a range of 15) for those four years and then jumped by 62 this year, an increase of 16.5% over 2007-08. Baccalaureate degrees awarded to African-Americans jumped 27.2% between 2007-08 and 2008-09. Details appear below.
- A number of items were distributed in an [update](#) mailed earlier this month to EMC members.
- **College Go**
The final totals for applications received and processed and application fees waived as part of the College Go initiative. *These data are as of 12/6/09 and update figures provided at the meeting.*

College Go!	Number of Apps	App Fee	Total
Domestic	4,290	\$50	\$214,500
International	13	\$60	\$780
Grand Total	4,303		\$215,280

In addition to the direct costs outline above, we project it will have cost us between \$25,000-\$30,000 in additional funding for the temporary staff required to help us get caught up on this increase in applications.

This will put the final cost of the program somewhere between \$240,000-\$250,000.

Spring Admissions and Enrollment

- *See below*

IUPUI Media Plan Amy Warner and Troy Brown

- We are in the third phase of our media campaign
 - The first phase targeted prospective high-ability undergraduate students directly.
 - The second phase promoted graduate programs.

- The current phase is aimed at “influencers.” One group of influences is individuals who are in a position to help prospective students make their decision on where to attend. We know that high-ability prospects and other groups typically seek advice in making their selection. Another group are those who are active in the community, such as business leaders; we want to emphasize with them IUPUI’s strong connection with the city and region.
 - Chris Foley noted that these ads still reached 18 year olds, but they are doing so through the decision makers.
- The next phase will focus on individual schools and tell individual stories
- Amy showed a number of brief TV advertisements that may be viewed by visiting <http://impact.iupui.edu> . Other ads were placed at the bottom of the front page of the Indianapolis Star, in the Indiana Business Journal, and in other media. We’ll concentrate in fall and spring, but still have ads going throughout the year. Southwest Airlines In-flight magazine, CNN Headline News, etc. shopping malls, billboards. This is the second year of advertising with the Colts, sponsoring the “impact person of the week.” Herron was recently featured in a publication from the Convention & Visitors Bureau.
- We are using the chancellor in ads and promoting that role and his (and our) connection with Indianapolis. Very well received—board of advisors and others emphasized the importance of seeing IUPUI play role among civic leaders and making it apparent that the chancellor is accessible to key decision makers.
- One of our strategies in communicating with CEOs is to highlight our most important and visible programs first even if it is something the CEOs are already likely to associate with IUPUI such as the life sciences. Once those have been acknowledged we can then move into other areas we’d like to feature. This approach validates what they already recognize as IUPUI’s strengths as we then add others.
- We know students in focus groups are interested in research and other engagement with faculty. Campaigns are run and students in groups are quoting language back to us. We are taking what we have learned in the focus groups and other feedback in honing our message. The tag line has been modified to read “IUPUI. Where Impact is Made—Every Day.”
- Amy encouraged the group to visit the website and review the basic themes, messages and incorporate them in the communications from their own units.
- If you have media opportunities for ads in publications, etc. contact Troy.

Discussion:

- Liberal Arts sees itself as putting the “life” in Life Sciences. Rick Ward hopes we will become the cultural heart of the city. Other stories to tell include the Informatics graduate student who has a residency at Pixar Animation and worked on *Toy Story 3*, scheduled for release in June 2010.
- As noted above, the next phase of the campaign will focus more on individual schools. We need to use other strategies to help promote other activities such as “Spirit and Place” though quick visuals and work into speeches, newsletters, etc. with more substantial information.
- Amy suggested the best way to feed information for affirmative stories is to contact Rich Schneider and Dianne Brown. They have “beats.” Send any “negative” news or reports of misconceptions about the campus to Amy so she can look at any cross-messaging in other sources (such as errant information about IUPUI on a non-university website). One recent example was a parent expressing surprise to a school recruiter that students could finish their baccalaureate degree at Indianapolis and not have to transfer to West Lafayette. That allows us to research as well as.
- Becky asked that members hearing of negative or misconceptions from prospective students write to Amy but copy Chris so that we can immediately respond. Please send as much detail as possible, such as the student’s high school (if known). This can help us in developing a quick and focused response.
- Amy told the group that influencers are more likely to have outdated information as to what IUPUI offers than traditional aged students who have been receiving more current information through an earlier phase of the

campaign as well as from recruiting and other outreach efforts. We are waiting for results of an alumni survey that will come back in January to help us see what their current understanding of the institution is and if we need to tailor information for them.

Dashboard

- Becky showed members the current version of the IUPUI [Dashboard](#), a website intended to provide a quick overview of a number of key indicators over time. Many institutions are using such tools to show such information. Becky asked the group for their reactions and any comments. The minutes reflect comments made in the meeting as well as those later sent to Becky by EMC members.
 - On the initial screen, the information on the slides is too small to be quickly identified. Members suggested using icons instead that would include succinct labels, be larger, and thus easier to select.
 - It isn't apparent that the information is available by using a roll-over feature. Members agreed that even if the instruction was added, going with an icon that clearly spelled out the content was a better approach ("Growth in Enrollment," "Graduation Rate," etc.).
 - The individual slides provide brief summaries and trends, but again the details are too small. It is very hard to read the data. There is plenty of unused space on the screen that would allow the slides to be enlarged.
 - Navigating to the next slide is confusing. The "next" and "previous" labels only advance the row of slides at the bottom of the screen which are too small to read. "Next" should move the viewer to the next slide.
 - Members asked about the connection between the items featured in the Dashboard and IUPUI's official [Performance Indicators](#). While the items on the Dashboard can be mapped to the indicators, there is not a one-to-one relationship to everything listed in the core mission activities included in the indicators. In addition, while the Dashboard provides trend data it does not include an assessment of how well the campus is performing in those areas in relationship to campus goals as is presented by the red, yellow, and green indicators.
 - There is nothing on the Dashboard about student diversity.
 - IUPUI's place in the community receives little attention in the area of civic engagement beyond community service performed by students and faculty/staff. This misses one of our most important attributes.
- Becky thanked members for their comments and asked them to look at the site in more detail when back in the office. Please send her any other thoughts and suggestions.

Using IUPUI Honors College as a Recruiting Tool *Jane Luzar & Chris Foley*

Chris and Jane made a joint presentation on the value of collaboration across units in recruiting high-ability students.

Chris

- Chris provided a general overview of application trends and where IUPUI needs to go to maintain and grow undergraduates:
 - We are seeing a decrease in the numbers of lesser academically prepared students enrolling at IUPUI—either because we are deferring them to a community college or they are not enrolling in the Summer Success Academy (formerly the Summer Preparatory Program).
 - We are seeing increases in the numbers of applications and admits from better qualified students, but the yield on these admits has been going down.
 - In general, we will have to work harder to recruit higher ability students because yield rates and ability have an indirect relationship.
- The presentation included examples of publications, communications that included other units or offices.

- Chris noted the yield for summer prep program students is about half the rate for other students. Most growth and area of greatest interest is in higher ability students. Our challenge is in growing the yield on the high ability population.
- On a side note, because of [College Go](#), admission applications are up nearly 110%. This impacts processing in admissions and means extra work for the high schools in producing transcripts. College Go brought a larger percentage of lower ability students. Chris will report to EMC in April on students who applied as part of College Go and how their application completion and admission rate compare with the rest of our applicants. *Additional data on applications and costs appear below.*
- In the past, IUPUI is not competitive with scholarships for high ability students. At this time we are not offering as much as IUB or Purdue West Lafayette at the point of admission. This may not be because we don't offer them as much, but because we don't consolidate the awards into one package so the students can easily see the complete value of their awards from IUPUI. In addition some of these awards are offered very late in the process. We are working with some departments and the IUPUI Honors College to better "package" multiple awards into the admit letter.
- The university is developing a new scholarship selection and awarding process known as [Compass](#). This will allow better awarding at time of admissions as an example of bundling.
- A copy of the PowerPoint [presentation](#) is available by visiting the EMC minutes [site](#).

Jane

- The IUPUI Honors College has a new [website](#). With the change of identity from the former "honors program," we took advantage of the need to update the site more thoroughly.
- Following-up on Amy's presentation, the college is incorporating OCM [resources](#) into its communications for consistent branding and marketing.
- Build themes into materials and show students. For example, the website has a "Meet IUPUI Scholars" section with profiles and videos.
- Working on shoring up older relationships and build new ones. It is **IUPUI's** Honors College.
- The goal is to attract high ability high school juniors and seniors. The college is refining and expanding its recruiting process. Thanks to Enrollment Services colleagues or others for their help.
- We know the schools are working hard to recruit high ability students and letting prospective students know about the availability of the IUPUI Honors College can be an additional selling point.
- Getting students on campus "seals the deal" faster than anything—especially when talking with faculty and hearing student panels.
- The college is tweaking events such as [Scholars Day](#) but will add and revise [Jagdays](#) to show the campus as it really looks rather than the weekend appearance,
- One advantage of working with smaller groups of students in activities such as Jagdays is that it allows more of a personal touch than many other institutions can offer.
- A current focus is on "yield programs" for seniors and getting juniors thinking about IUPUI earlier. The Honors College is working with other academic units to get school-based event dates set early so that it can work with the schools and individual faculty in designing the specifics of the day.
- Honors professional admission program (HPA) provides a pathway to professional and graduate admission. If students hit all the benchmarks they will be admitted to their desired graduate field. A number of other programs outside of the professional schools also are interested.
- The college is working to secure additional funding from the schools to go along with that of the college. This stacked/bundled award can then be included in the admission letter. Jane noted that Science has offered 50 awards, EGTC 50, and she is talking with Liberal Arts regarding the professional admissions program with a focus on students interested in pre-law. Other participating schools currently include Nursing, Kelley School of Business, Informatics, and PETM; others are in process.

- The goal is to leverage sufficient additional funding to attract an additional 80-100 students. Combining the awards puts us more in the ballpark when compared with other institutions.
- Looking at recognizing faculty for their work as mentors
- Rick Ward noted the [IUPUI Research Day](#) provides an additional recruiting activity. Perhaps future programs might include presentations by high school students. Rick encouraged the idea of having freshman talk at Jag Days about their research experiences.
- Jane noted she is talking to [SPAN](#) about a possible collaboration for “junior” Honors College students.
- The college is working to spread the message across the campus and encourage the schools to incorporate the IUPUI Honors College into their recruiting by highlighting greater opportunities to perform research and participate in such opportunities as the OLS leadership minor and an Honors colloquium. There are lots of curricular activities to add to what is already happening.
- Please contact [Jane](#) and [Ted](#) for to discuss additional partnership opportunities.

Financial Aid Outreach to Continuing Students *Kathy Purvis*

- While the Office of Student Financial Aid Services expends significant effort in providing information to new students regarding aid options, policies, and procedures to incoming students, the office also has a number of initiatives in place to help continuing students with their aid and related matters.
- In addition to the activities summarized in the handout attached below, Kathy noted that the office was
 - Setting up a Facebook site that would provide additional information and updates
 - Working to develop resource list on managing debt. Financial literacy is a huge push.
 - Reminding staff that students are new to handling their own finances and that we need to do all we can in making that transition.
- Members were asked to share information about the new [CashCourse](#) website (described below) with their students and advisors—help us get the word out.

Other Discussion

- Members were asked to send Becky any topics they would like to have discussed in the Spring meetings of the council.

Upcoming EMC Meetings and tentative topics

2009-10

December No meeting

January 29 1:00-2:30 CE 268

- Late Starting classes *Mary Beth Myers*
- New IUPUI Performance Indicators *Gary Pike and Susan Kahn*
- Results from Math Placement Tests *Jeff Watt (tentative)*

February 26 1:00-2:30 CE 268

- Alumni Recruiting Initiative
- Transfer Student origins, characteristics, and retention

March No meeting

April 16 1:00-2:30 CE 268

- Demonstration of latest information tools and resources for tracking admission, enrollment, and other student information *IMIR*
- [Off-Campus](#) Housing Support *Josh Manlove*
- Update on Admits for those who applied during College Go week in October 2009 *Chris Foley*

May & June No meeting

Outreach to Freshmen at IUPUI during their first year by the Office of Student Financial Aid Services

Kathy Purvis

Once freshmen begin at IUPUI the Office of Student Financial Aid Services continues to reach out to this group to help them through their first year and to prepare for their second year at IUPUI.

Below are some of the key ways in which we reach out to freshmen:

- First year seminars. In these we reach out to the various classes and specifically talk about how to live like a college student. We specifically review the following:
 - Give six tips to navigate financial aid while in college (e.g. complete [FAFSA](#) by the priority date, check OneStart, define [grants](#) and [loans](#), etc.).
 - Look at [debt](#) incurred by students;
 - Ask them to define what they want after college;
 - Look at average salaries, their wants, their debt; and,
 - Then bring it all together to discuss how their financial decisions today will impact their financial future.
 - Now that we have implemented the [CashCourse](#) site on our office [website](#), we are encouraging students to work with the interactive tool at their convenience so that they can be better consumers.
- Students who owe money to IUPUI in October and who may not be able to register for spring will show up on our “past due report” and for those on financial aid, we review their financial aid status to see what we can do to assist the students with the outstanding balance so that they may continue to be enrolled at IUPUI. We email, make personal phone calls and then work with the Office of Student Account Services to get students released to register. During this time we are talking to students about how maybe they should budget their funds for the following semester.
- We send an individualized letter (it has their name on their email, not just “dear student”) to our first year freshmen in the early spring semester. In this email we point out some critical deadlines, such as having to again fill out the FAFSA by March 10. Students don’t realize that they have to file every year and so we want to make sure freshmen are aware. We also advise the student that when you are a freshmen, the Financial Aid offer (packaging) is done in March. For students who will be considered continuing students (anyone other than first year undergraduate) the awarding process begins in late May, early June and it is important for our freshmen to understand this significant change. We also let the students know that we won’t be sending them a paper financial aid notification. We only send a paper notification to freshmen and from that point forward we send an email and advise them to check one start for their awards. Finally, in this email we also explain that we must review their Satisfactory Academic Progress by reviewing their transcript after spring grades are posted and how they will be notified regarding the SAP review.
- [Satisfactory Academic Progress](#). At the end of each academic year (May) the Office of Student Financial Aid Services is required to check the academic transcripts of all students receiving federal and state financial aid. For our freshmen, we advise students in orientation that we will be reviewing their grades. For the 2009-10 academic year we changed our policy with regards to a freshmen (not transfer students) who in their first year at IUPUI did not meet the standards of Satisfactory Academic Progress. In previous years we would automatically deny these students for aid and require them to appeal. The policy has changed and instead of denying these students and requiring them to appeal, we are placing them on a

one year probation and we send each student a letter that states where they have academic deficiencies and that they have a year to get into good academic standing to be able to remain on financial aid. We then send a list to the academic unit of the students who are on probation so that if the academic unit wishes to reach out to these students who are in danger of losing their aid they may do so.

Spring Admissions 12/7/09 (updated from data distributed in the agenda)

Beginners	2010	Change	%	2009 PiC
Applicants	866	+ 14	+ 1.6%	100.2%
Admits	289	- 79	-21.5%	88.9%

Ext. Transfers	2010	Change	%	2009 PiC
Applicants	2,203	+194	+ 9.7%	93.0%
Admits	1,266	- 19	- 1.5%	80.8%

Masters	2010	Change	%	2009 PiC
Applicants	834	+ 4	+ 0.5%	90.8%
Admits	503	+ 11	+ 2.2%	80.7%

Comments from Chris Foley:

For spring, we have now passed the deadline for freshman and transfer students to complete their applications. As a result, we are now wrapping up our processing of degree-seeking students for spring. Our goal is to have all decisions made on degree-seeking apps by mid-December. Freshman admits are down due to the fact that, for spring semesters, we defer any student who would be eligible for the Summer Success Academy to a community college since we do not have an SSA for these students. Also, we saw a large number of these students apply during the College Go! Week (free application week—see above), and they remain incomplete. For external transfers, last year we had direct access to the ITCC and PUWL systems. This year we do not. We are working on a way to get all remaining ITCC transcripts to our office in batch, but this remains a source of delay in reviewing external transfers.

Non-degree applications are up for spring, and intercampus transfers remain close to last year's numbers. Returning students have until Friday to submit their applications, but it is likely that we will be down in both apps and admits for returning students this year (following the trend we saw last year).

For Fall, we continue to have almost double last year's number of applications for freshmen. Because of the growth in College Go! Week and our need to prioritize spring apps, we are now running about 6-8 weeks in review time for fall applications at this point in time, but we are now redirecting resources to fall processing to catch up on this population. It is too early to tell how many of these students will be admissible. Upon initial review of the percentage of the apps who are first generation or 21st Century Scholars, it does not appear that College Go! Week attracted a larger percentage of these students to apply to IUPUI than previous year's populations.

Spring Enrollment (updated from data distributed in the agenda)

IUPUI Combined	12/8/2008*	12/7/2009	Change	%
IN Heads	21,217	20,967	-250	-1.2%
CO Heads	1,030	947	-83	-8.1%
Total	22,247	21,914	-333	-1.5%

IN Credits	245,831	249,819	3,988	1.6%
CO Credits	11,335	10,574	-761	-6.7%
Total	257,166	260,393	3,227	1.3%

*December 2008 totals include enrollments in the Kelley Direct MBA, a program since transferred to IUB. This accounted for 921 heads and 4,475 credits last spring that IUPUI will not have for the Spring 2010 semester.

- Other detailed enrollment reports for Spring are available by visiting <https://www.iu.edu/~rgistra/eReport/>.

November 4, 2009

TO: Becky Porter
Scott Evenbeck

FROM: Gary Pike

SUBJECT: The Relationship between Student Ability and Retention Rates

Several years ago Vic Borden attempted to estimate the extent to which improvements in IUPUI's retention rate were a consequence of IUPUI attracting higher-ability students. In the study, Vic adjusted the retention rates for earlier years using the student-ability distribution for the current year. Although my methods differ slightly from Vic's, I adopted essentially the same approach in order to assess the impact of improvements in the Fall 2008 student ability profile on the Fall 2008 – Fall 2009 retention rate.

In the current study, I mapped the Fall 2008 student-ability distribution using logistic regression. Specifically, I created "probability of being retained" scores for all students in 2008. The dependent variable was whether the student was retained at IUPUI or IUPUC (not another IU campus), and the independent/predictor variables were SAT score, High School GPA, and whether the student had 3 or more D/F grades on his/her transcript. Next, I divided the probability (i.e., p) values from the logistic regression into 10 groups of approximately equal size (i.e., deciles). I also created an eleventh group for students with missing values. The table for "Fall 2008 Beginners" shows this distribution.

Using the formula used to calculate p -values for the Fall 2008 students, I created an actual-student-ability distribution for students who began in Fall 2007. As can be seen in the table for "Fall 2007 Beginners," a relatively higher proportion of the students who began in Fall 2007 were in lower ability groups (e.g., groups 1 and 2) than in higher ability groups (e.g., group 9 and 10). In addition, retention rates generally increased from the lower to the higher ability groups.

In the last stage of the analysis I adjusted the distribution of Fall 2007 students in the ability groups so the proportion of Fall 2007 students in each group would be identical to the proportion of the Fall 2008 students in the groups. Using the retention rates for Fall 2007, I calculated how many students would be retained based on the adjusted distribution. As the table for "Fall 2007 Beginners" shows, the number of students expected to be retained increased from 1,633 to 1,660 and the adjusted retention rate increased from 66.7% to 67.7%. The retention rate for the Fall 2008 students was 68.9%.

Thus, slightly less than half of the increase in the retention rate for Fall 2008 beginners may be attributed to improvements in the ability levels of the students in 2008. It is also interesting to note that the largest improvements in retention rates were for the deciles representing higher-ability students. (The retention rate for decile 10 increased from 86.8% to 91.9%.) Retention rates for lower-ability students actually declined somewhat. (The retention rate for decile 1 decreased from 53.3% to 49.6%.)

Fall 2008 Full-Time Beginners

Deciles	Actual			
	Number of Students	Cell Percent	Number of Students Retained at IUPUI	Percent Retained at IUPUI
Missing	211	8.3%	150	71.1%
1	234	9.2%	116	49.6%
2	233	9.1%	126	54.1%
3	234	9.2%	141	60.3%
4	235	9.2%	166	70.6%
5	232	9.1%	153	65.9%
6	236	9.3%	163	69.1%
7	234	9.2%	167	71.4%
8	234	9.2%	175	74.8%
9	233	9.1%	184	79.0%
10	235	9.2%	216	91.9%
Total	2551	100.0%	1757	68.9%

Fall 2007 Full-Time Beginners

Deciles	Actual				Adjusted			
	Number of Students	Cell Percent	Number of Students Retained at IUPUI	Percent Retained at IUPUI	Number of Students	Cell Percent	Number of Student Retained at IUPUI	Percent Retained at IUPUI
Missing	214	8.7%	140	65.4%	203	8.3%	133	65.4%
1	285	11.6%	152	53.3%	225	9.2%	120	53.3%
2	266	10.9%	149	56.0%	223	9.1%	125	56.0%
3	233	9.5%	143	61.4%	225	9.2%	138	61.4%
4	200	8.2%	130	65.0%	225	9.2%	147	65.0%
5	243	9.9%	154	63.4%	223	9.1%	141	63.4%
6	202	8.2%	143	70.8%	228	9.3%	161	70.8%
7	201	8.2%	140	69.7%	225	9.2%	157	69.7%
8	226	9.2%	174	77.0%	225	9.2%	174	77.0%
9	190	7.8%	143	75.3%	223	9.1%	168	75.3%
10	190	7.8%	165	86.8%	225	9.2%	196	86.8%
Total	2450	100.0%	1633	66.7%	2450	100.0%	1660	67.7%

Source: IMIR

Baccalaureate Degrees Conferred by Ethnic Origin

Indianapolis only

Degree Year	2004–05	% of degrees	2005–06	% of degrees	2006–07	% of degrees	2007–08	% of degrees	2008–09	% of degrees	Change from 2007-08	% Change
African American	231	8.8%	251	9.2%	230	8.5%	232	8.4%	295	9.9%	63	27.2%
Native American	7	0.3%	8	0.3%	9	0.3%	4	0.1%	9	0.3%	5	125.0%
Asian American/Pacific Islander	84	3.2%	74	2.7%	81	3.0%	85	3.1%	73	2.4%	-12	-14.1%
Hispanic/Latino	47	1.8%	51	1.9%	49	1.8%	54	2.0%	60	2.0%	6	11.1%
Total Minority	369	14.1%	384	14.1%	369	13.7%	375	13.6%	437	14.6%	62	16.5%
International	61	2.3%	74	2.7%	64	2.4%	68	2.5%	65	2.2%	-3	-4.4%
White	2,128	81.2%	2,198	80.8%	2,200	81.6%	2,253	81.5%	2,428	81.1%	175	7.8%
Unknown	62	2.4%	63	2.3%	63	2.3%	67	2.4%	64	2.1%	-3	-4.5%
Total Degrees conferred	2,620		2,719		2,696		2,763		2,994		231	8.4%

Degree year is July-June

Source: IMIR

<http://reports.iupui.edu/render.aspx/INSTITUTIONAL%20DATA/DEGDEMO/IUPUI>